

TMCC Syllabus
EDUC 360 Practicum II
Fall 2014

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Class: 1 credit
Fridays 8:00-3:00
Schools

Course Description/Rationale:

Practicum II requires you to spend 40 hours in one of the surrounding school districts in order to observe an experienced teacher and to teach small student groups so that you get the “feel” of what it’s like to be a teacher. This is excellent preparation for your eventual teaching and allows you to connect the theory of your courses with the real world of teaching. Students will be required to do lessons in small group settings of two or more students. Students are encouraged to do one large group lesson if possible. A lesson or lessons from any of the curriculum areas—math, science, reading, health or PE and social studies is required to be planned and taught in an elementary classroom.

Course Goals:

Practicum II will provide students with opportunities to observe, inquire, describe, interpret and understand the classroom environment and to reflect on the personal professional attributes required for success in teaching.

North Dakota Standards:

50015.3.3a Integrating and applying knowledge for instruction.

50015.5 Professionalism. The program requires the study of practices and behaviors of developing career teachers.

50015.5b Requires the study of reflection and evaluation.

Artifacts: Field journals, reflection journals, mentor teacher evaluation, practicum advisor evaluation, practicum student self- evaluation.

Course Objectives:

By participating in this course students will:

1. recognize best teaching practices.
2. describe in detail the learner-teacher interactions within the classroom environment.
3. synthesize their practicum experience in reflective journal entries.

INTASC:

#2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

#9: The teacher is a reflective practitioner.

#10: The teacher fosters relationships with the community, school colleagues, parents. . . .

Required Materials:

No text will be required for EDUC 360 Practicum II.

Students with Special Needs If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location and office hours are 8:00-4:30 Monday through Thursday, Friday by appointment. If you plan to request disability accommodations, you are expected to register with Tammy Morin, Counselor (Rm. FA 103) 477-7947.

Requirements/Methods of Instructions:**Phase 1 – Orientation/Observation/Participation – 10 hours**

During this phase, at the beginning of the semester, students will be encouraged to become familiar with the classroom, school, and community setting in which the practical field experience will take place. During this phase of the field experience, practicum students will have an opportunity to observe and assist their Mentor Teachers in routine instructional and procedural tasks. Practicum students will assume responsibility of working with students in small groups in various subject areas.

Phase 2 – Small Group Tutoring and Instruction – 15 hours

Practicum students are expected to provide direct instruction to small groups of students, as a preliminary experience to large group and full class instruction. Tutoring will involve the process of following and articulating a lesson prepared by the practicum student.

Phase 3 – Whole Group Instruction-10 hours

Practicum students will be teaching lessons of various subjects to a whole class. You will be required to develop lesson plans that are pre-approved by your college teacher and your classroom teacher.

Phase 4 – Phase-Out/Observations – 5 hours

During this phase, practicum students are expected to prepare their students, their mentor teacher, and themselves for their exit from the classroom. An abrupt exit of a practicum teacher from the classroom can be disruptive for all concerned. A gradual “phase-out” from classroom involvement will ease the transition for all concerned. During the last phase of the field experience, practicum students are expected to spend time in classrooms other than the classroom during which the field experience was conducted, in order to observe additional instructional strategies.

Cultural Relevancy of Course Content:

During the processes of the practical field experience, course participants and the instructor will explore the ways that classroom teaching can reflect both the core values and the processes of multicultural education.

Assignment/Assessment:

It will be the responsibility of the student to contact the school principal and teacher to set up the Practicum II hours. It is the responsibility of the student to report these hours to the college supervisor.

You will be evaluated in practicum II by your mentor teacher and your college practicum advisor/faculty. These evaluations will be a collaborative reflective exercise that will help you develop your presentation skills, student rapport, classroom management and lesson planning skills. Your practicum evaluations are a “process” or formative evaluation of your classroom expertise. Your reflections on these classroom experiences are essential for your growth so you will be required to write journal entries of your classroom experiences, reflecting on what you learned and how you would improve any given lesson or activity that you did with the students. If your evaluations are positive, you will pass the practicum experience.

Statement of Academic Honesty:

Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion. When an infraction occurs, instructors have the authority to act personally. Instructors will report action to the Dean of Academic Programs.

Attendance:

Consistent attendance is an important teacher candidate disposition and exemplifies professionalism. Thus, you are expected to attend each practicum field experience according to the schedule you submit to both your mentor teacher(s), and college instructor. If, due to an illness or personal emergency, you cannot attend your site you will be expected to contact me (via e-mail or phone) AND your mentor teacher and principal before the absence occurs. Professional dress is required in the classroom.

Grading is PASS/FAIL