

**TMCC Syllabus
EDUC 350 Practicum I
Fall 2015**

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

Course Description/Rationale:

Practicum I 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.

Course Goals:

Practicum I 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:

50015.3.3c

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:

- # 4 Content Knowledge
- #9 Professional Learning and Ethical Practice
- #10 Leadership and Collaboration

Required Materials:

No text will be required for ED 350 Practicum I.

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 the TMCC Counselor (Rm. FA 103) 477-7947.

Requirements/Methods of Instructions: ALL HOURS MUST BE COMPLETED AND ALL DOCUMENTS TURNED INTO THE INSTRUCTOR BEFORE THANKSGIVING BREAK.**Phase 1 – Orientation/Observation – 10 to 12 hours (Due Sept. 15)**

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. Practicum students may be expected, for example, to collect ethnographic field notes, conduct observations, conduct informal interviews with school personnel, and to review written documents such as school policy manuals.

Phase 2 – Observation/Participation – 10 hours (Due Oct. 6)

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 student will not assume responsibility for “solo” teaching at this time. An opportunity to assume sole responsibility for instruction will be provided during a later field experience.

Phase 3 – Small Group Tutoring and Instruction – 10 hours (Due Nov. 3)

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 classroom teacher.

Phase 4 – Phase-Out/Observations – 8 to 10 hours (Due Nov. 26)

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 student 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:

You will be evaluated in Practicum I 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 me. 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. Failure to do so will jeopardize your grade and standing within the cohort.