

CASPER COLLEGE COURSE SYLLABUS

EDUC 2100 Public School Practicum

(meta course; Moode4Me)

Semester/Year: Fall 2015

Class Time: Section 1; MONDAYS 1-2:50 p.m. Rooms: LH 152 & LH 162
Section 2; MONDAYS 4-5:50 p.m.

Lecture/Lab/Credit Hours: 2/4/4



Instructor Information

Renee Griffith, M.A. Ed.

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Office Location: LH 151D

Contact by phone, e-mail or during scheduled office hours

Office Hours: Mondays 3-4; Tues, noon-1 p.m. & 4-6 p.m., Fri. 8:45-10:45 or by appt.

Required Materials

The First Days of School – How to Be An Effective Teacher

(Harry K. Wong & Rosemary T. Wong) - **required**

Where Great Teaching Begins, Anne R. Reeves - **required**

Teacher Tested Classroom Management Strategies, Blossom S. Nissman - **highly recommend**

USB (minimum 4G) dedicated to this course or use MyDropBox.com or Google Drive to save and back up files
MS-Office 2013 or newer edition

Red or Black Casper College Lanyard with ID holder (at bookstore)

1 ½ inch three-ring binder for handouts

Availability of video camera, iPad or digital flip video camera (iPads are available for checkout at the library; flip cameras are available from instructor)

Verification of CC gmail usage AND access to Moodle4Me (web-enhanced course)

Course Description

Students 18 years of age or older will participate in an extensive practicum experience for prospective educators in an accredited public school under the supervision of a tenured certified mentor teacher. Students will serve a minimum of 60 hours during the semester (generally serving 6 hours per week for approximately 10 weeks) AND attend weekly 1 hr. 50 minute class session. Assignments, projects, electronic portfolio and classroom experiences are aligned with outcomes from CAEP – Council for Accreditation of Educator Preparation standards and INTASC Standards - Interstate Teacher Assessment and Support Consortium. Casper College Education Department is accredited under the UW accreditation of CAEP.

Statement of Prerequisites: ENGL 1010, English Composition or permission of instructor; *EDFD 2020, Foundations of Education*. Students are advised to have previously completed or concurrently enrolled in *ITEC 2360 Teaching with Technology* and completed most area content courses prior to Practicum.

Course Goals: Students will determine whether they possess the skills, aptitude, and desire to become a teacher. Students will complete assignments, projects, and instructional procedures relevant to professional teaching expectations and standards.

Outcomes: (This course is aligned with CAEP Standard 1 and INTASC Standards 1 through 10)

1. Students will assess their personal aptitude for being a successful teacher through self-analysis, reflection from experiences, and formal evaluation from mentor teacher & course instructor. **CAEP Standard 1 & INTASC Standards 1 & 9**
2. Students will complete journal reflection from interviews completed with principals, practicum teachers, and parents. **CAEP Standard 1 & INTASC Standard 10**
3. Students will observe classroom management/discipline techniques and develop appropriate classroom management plan for their future classroom. **CAEP Standard 1 and INTASC Standard 5**
4. Students will video record themselves conducting a lesson and review with mentor teacher. A written evaluation and reflection of their teaching will be completed. **CAEP Standard 1 & INTASC Standards 1, 4, 5 & 7**
5. Students will observe and learn characteristics and practices of an effective teacher and reflect on planning and organization techniques in their journal entries. **CAEP 1; INTASC Standards 9 & 10**
6. Students will plan and teach three lessons in related content areas(with assistance from mentor teacher) based upon Wyoming State Standards-Common Core <http://edu.wyoming.gov/educators/standards/> At least one lesson must include technology integration. **CAEP Standard 1 and INTASC Standards 1, 3, 4, 7**
7. Students will participate in service learning project in cooperation with the Casper College Adult Learning Center and/or NCSd partner school. Students will provide tutoring services or after school activities to develop community awareness of educational needs and practice instruction strategies. **CAEP Standard 1 and INTASC Standards 4 & 10**
8. Students will observe methods of effective instructional strategies. Student will research best practices and apply practices in their teaching. **CAEP Standard 1 and INTASC Standards 3, 4, 6 & 10**
9. Students will reflect upon their experiences through journal documentation of classroom experiences (both instructional and non-instructional) and continually evaluates the effects of his or her choices and actions on students/staff and actively seeks out opportunities to grow professionally. **CAEP 1 and INTASC Standard 9**
10. Students will prepare an electronic portfolio to demonstrate the pedagogical knowledge and skills needed to be a successful educator. Students will also demonstrate successful technology integration into teaching and learning (NETS-T). **CAEP Standard 1 and INTASC Standard 6**
11. Students will become familiar with teaching positions requirements, the job application process, and complete teaching position search and resume. **INTASC Standards 9 & 10**

12. Students will demonstrate professionalism standards as set forth by the CC Education Department and the teaching profession for dependability, initiative, behavior, dress, communication skills (written & oral), cooperative attitude and quality student interaction. These standards will be formally evaluated by both course instructor and mentor teacher. **INTASC Standard 9 and CC Education Dept.**

CC General Education Outcomes:

1. Demonstrate effective oral and written communication
6. Use appropriate technology and information to conduct research

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Methodology: Students will receive practical pedagogical experiences by assisting mentor teachers in K-12 classroom, complete basic instructional tasks and observing in the public school classroom; also completing service learning opportunities to gain additional experience with students. Students will also attend weekly lecture/discussion class sessions which will include guest speakers, comprehensive projects, and content specific discussions. Course evaluations and your feedback is valued as instructors use course evaluation to determine course methodology.

Evaluation Criteria: All criteria listed is inclusive: Students will complete 60 hours public school practicum time. **If 60 hours have not been met, student will not pass the course.** Students also will be evaluated by the mentor teacher and the college instructor based upon their initiative, dependability, cooperative attitude, general content knowledge, professionalism, student interaction, and overall aptitude for teaching. Students’ classroom assignments, attendance and participation expectations will be averaged with the practicum teaching experience for final grade.

*All required papers will be evaluated holistically with attention given to correct grammatical form, spelling, sentence structure, organization, format, and quality of expression, as well as knowledge and application of material. **All class assignments must be typed and follow format given with syllabus. Points will be deducted or paper rejected if all professional expectations are not met. Utilize the CC Writing Center or SmartThinking in Moodle.***

Grading: Total evaluation will be based on the following grading scale:

93 - 100%	A
85 - 92%	B
77 - 84%	C
69 - 76%	D
< 68% and below	F

Points will be distributed in the following manner:

Class Assignments (incl. midterm evaluation)	
Point value varies; (see assignments in packet)	740
Class Discussion, Participation & Attendance; Brain Break Activities	
(20 pts per week = 16 weeks)	320
Professional Electronic Portfolio	360
Practicum Final Evaluation (completed by mentor teacher)	<u>630</u>
Total Points Possible	2050

Class Policies & Requirements:

Each student will be expected to meet the following requirements for successful completion of the course:

- Thorough reading of assigned text segments and supplementary materials is expected.
- Participation: Active, informed participation in class discussions/activities and intellectual engagement at all times is expected.
- Attendance (Class and Practicum Site):

In this practicum experience, students are to be modeling the highest level of professionalism and commitment. As a result, punctuality and attendance are mandatory.

Students who know they will need to miss class time or practicum time must contact both mentor teacher and course instructor **prior** to the absence. At that time it will be determined by the instructor if the absence is excused or unexcused.

If a student has an *unexcused* absence from their practicum, their course grade will be lowered two grade levels, risk being dropped from the course by instructor, and reflected in evaluations.

NON-COMPLETION OF PRACTICUM HOURS WILL RESULT IN FAILURE OF THIS COURSE regardless of points accumulated.

As stated in Casper College's Attendance Policy: "Students are expected to attend all classes for which they are registered and are accountable for all class work during an absence. Non-attendance at a required class, laboratory, rehearsal, or field trip constitutes an absence. Excessive absences or tardiness may result in a lowered grade; and, at the discretion of the college administration, a student who fails to attend regularly may be asked to withdraw from college. A record of absences is kept by each instructor." For further information, please refer to Casper College's Attendance Policy.

Students must attend the practicum setting at the public school classroom on a consistent weekly schedule for minimum six-hour sessions. Students MUST obtain 60 hours of practicum time or they will fail the course. Standards and expectations of students are stated in the *Statement of Understanding* document and PTSB Code of Conduct for which students must agree/sign in order to participate in this course. Students who do not meet these standards/expectations will be removed from the practicum environment and fail the course.

- Assignments: Assignments will be due on specified date. **Late work will not be accepted without PRIOR approval with extenuating circumstances.** Students should contact the instructor by phone, voice mail, or email prior to absence. If students fail to do so, the assignment will NOT be accepted. Computer, printer, email and USB drive malfunctions are not valid excuses for handing in late assignments. If an assignment is due, your absence does not excuse the submission. **Assignments are required to be submitted in the format (hard copy or email) as requested by the instructor.** Also, participating in extra curricular activities or college sponsored activities does not excuse an assignment. **No extenuating late papers will be accepted during finals week.**

Correct grammar, spelling, and sentence structure should be used at all times. If there are excessive errors in a document, no credit will be given. Your written work is expected to be quality professional work. Please utilize the Writing Center for assistance.

LATE WORK: Late work WILL NOT BE ACCEPTED WITHOUT PRIOR ARRANGEMENTS with the instructor. If prior arrangements have **not** been made, assignments will not be accepted and a score will not be given. **Excused** late work will be reduced by half credit.

- Student Work: Casper College may collect samples of student work demonstrating achievement of course outcomes. Any personally identifying information will be removed from student work.
- Withdraw/Audit: The last day to audit or drop the class (check schedule on-line at www.caspercollege.edu; then select Current Students; Semester Schedule)
- Student conduct: The use of cellular phones (except for emergency purposes, pagers, CD players, MP3 players, radios, and similar devices are to be turned off/silent and stored during class time. Inappropriate classroom behavior and decorum is not professional therefore the behavior is unacceptable.
- Professional classroom expectations:
 - Respect Others:
 - The use of cellular phones, pagers, and similar devices are to be turned off/silent and stored during class time.
 - Tell your instructor if you must leave early or arrive late. If you arrive late, enter quietly and sit in the first available seat closest to the door to minimize disruption.
 - Show respect for instructor, class members, and guest lecturers.
 - Redirect excessive side talk outside of discussion time to avoid distraction as time is limited in class.
 - Browsing the Internet, using Facebook or other social media sites outside of instruction, and text messaging during class is disruptive and not allowed. Inappropriate classroom behavior and decorum will not be tolerated.
 - And any other issue affecting fellow students' learning experience will be determined during initial class meetings reflecting democratic, constructivist practice and used as an example for education majors to understand this practice in establishing classroom rules.
 - Other:

- ***Electronic Portfolio Requirement for Education Majors**: All education students at CC are required to show evidence of program outcomes (artifacts) through the completion an electronic portfolio. These outcomes will include appropriate pedagogical practices, as well as knowledge and skills of content area as outcomes for the CC education program. These artifacts are also utilized to demonstrate CAEP (Council for Accreditation of Educator Preparation) and INTASC (Interstate Teacher Assessment and Support Consortium) proficiencies. These artifacts will be documented within the electronic portfolio - *myefolios* – provided via Minnesota State Colleges and Universities and AVENET. Early Childhood Education majors will also be required to document proficiencies for NAEYC (National Association for the Education of Young Children) through the use of *myefolio*.

myefolio accounts are initially paid for by Casper College (based upon continued funding). Beyond this course, continuation and maintenance of *myefolio* may *be* conducted solely between the student and *myefolio*. Students will adhere to the user policy or will forfeit their *myefolio* account. If a student chooses not to create an account, no credit will be given for assignment (360 pts).

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College Google email account as a primary method of communication. Students are responsible to check their account regularly.

Academic Dishonesty: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct. "Shared" work or "borrowed" work from another student is not representative of your work. **Do not ask another student if you can copy his/her work from his/her USB flash drive. Any student who shares work with another student or receives that shared work will receive failing grades.**

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students **must** first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

NOTICE OF BACKGROUND CHECKS – CC Policy: All education students are subject to background checks and fingerprinting for selected educational coursework involving student contact and future employment as professionals in education and related fields. Self-declaration on Statement of Understanding is required.

Student Work: Casper College may collect samples of student work demonstrating achievement of the course outcomes. Any personally identifying information will be removed from student work.

REFERENCES

The Council of Chief State School Officers (CCSSO), (2010).

http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_%28InTASC%29.html

International Society for Technology in Education. (2008). *NETS for teachers 2008*. Retrieved August 13, 2008, from

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

Wyoming Department of Education (2012). *Standards, assessment, and accountability*. Retrieved from

<http://edu.wyoming.gov/educators/standards/>

Casper College (2015). General Catalog 2015-16. Casper, WY. www.caspercollege.edu

TENTATIVE SCHEDULE
EDUC 2100, FALL 2015
Section 1, Mondays, 1-2:50 p.m.
Section 2, Mondays, 4-5:50 p.m.

*Instructor reserves the right to change schedule.

This is a web-enhanced course; Assignments, Due Dates and Announcements for this course will be posted in Moodle4Me. Please check frequently!

Week	Date	Class Topic/Discussion & Assignments (tentative)	
1	August 24	Syllabus Review Moodle Access & Discussion Expectations Distribute Packet of Assignments Required Forms Statement of Understanding/Code of Conduct/Professionalism <i>Self-Evaluations</i> Start to review CCSS – Common Core State Standards for your grade level and content: http://edu.wyoming.gov/educators/standards/	
2	August 31	Expectations in the Public Schools NCSD Compliance Training - MANDATORY ; (FERPA, HIPAA, SH, Bullying, Professionalism, Social Responsibility, new dress code – teachers and students) Brain Breaks – http://brainbreaks.blogspot.com/ or http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/ For Next Class: Read Wong Unit A - Basic Understandings Read Reeves Introduction, Chapters 1 & 10 Complete Moodle Discussion Post	<i>Mike Jennings & Verba Echols NCSD HR Dept.</i>
3	No Class Labor Day Sept. 7		
4	Sept. 14	<p style="text-align: center;">**Placements START this week!** ALL REQUIRED PAPERWORK DUE</p> Discussion – Wong & Reeves Readings Service Learning Brain Break! Review Packet of Assignments including INTASC Rationales For Next Class: Complete Classroom Observation Form Read Wong Unit B – Positive Expectations Read Chapter 2 – Reeves- Objectives as Foundations	<i>Julie Hornby Principal, UP</i> <i>Beth Kordus B & G Club</i>

5	Sept. 21	<p>Discussion – Wong & Reeves Readings</p> <p>Brain Break</p> <p>Lesson Mastery – review of student learning plan PDSA & ABCD's of lesson objectives</p>	
6	Sept. 28	<p>Lesson Mastery & Student Learning Plan Continued....</p> <p>Brain Break</p> <p>For Next Class: Read Wong Unit D – Lesson Mastery Read Chapter 3 – Reeves – Closer Look at Objectives For Student Learning Plan #1 DUE class time next week (peer review)</p>	
7	Oct. 5	<p>Discussion – Wong & Reeves Readings</p> <p>Student Learning Plan #1 DUE Today at class time (peer review)</p> <p><i>Brain Break</i></p> <p><i>myefolio</i> Development Review of INTASC Standards and application to electronic portfolio: <i>What to include in your myefolio!</i> Review Final Rubric</p> <p>For Next Class: Arrange Interview with Principal Submit assignment when interview is completed!</p> <p>Midterm Evaluation DUE next week</p>	
8	Oct. 12 Midterm	<p>Instructional & Learning Strategies Paper & Presentation Reference Chapter 9 Designing Learning Activities</p> <p><i>Brain Break!</i></p> <p>myefolio Stage 1 DUE</p> <p>Midterm Evaluation DUE!</p> <p>Student Learning Plan #2 DUE Nov. 2</p> <p>For Next Class: Read Chapter 4 –Reeves – Creating Obj. (Read/Write) And Chapter 5 – Checking the Validity of Objectives</p>	
9	<p>Oct. 19 & 20 Fall Break – No Class</p>		
10	Oct. 26	<p>Discussion – Wong & Reeves Readings</p> <p>Instructional & Learning Strategies Assignment & Presentation DUE</p> <p>Student Learning Plan #2 DUE Nov. 2</p> <p>Assessment/Rubric Review</p> <p>For Next Class: Read Wong Unit C - Classroom Management Read Chapter 6 & 7 - Creating Instructional Objectives & Assessment</p>	

11	Nov. 2 NCSD Professional Development Day (no school NCSD) (CC Advising Day – Fri Nov. 6; No Classes)	Discussion – Wong & Reeves Readings Student Learning Plan #2 DUE – Class time – peer review Classroom Management Plan Review <i>Brain Break!</i> For Next Class: Classroom Management Plan DUE	
12	Nov. 9	Review Technology Integration for Teaching & Learning (Learning Plan #3 – DUE Nov. 30) For Next Class: myefolio work time	
13	Nov. 16	myefolio work time - progress to date; rubric review For Next Week: Resume updates Read Wong Unit E – The Professional	
14	Nov. 23 Thanksgiving Break Nov. 25-27 NCSD & CC	PTSB Visit Teacher Certification and Future Employment Discovering Professional Resources, Research & Development Teacher Evaluations For Next Class: Learning Plan #3 DUE – Class time Final Hours (time log) AND Final Evaluation by mentor DUE on or by Friday, Dec. 7	
15	Nov. 30	Student Learning Plan #3 DUE class time (peer review) <i>Brain Break</i> myefolio worktime All uploads to myefolio completed by Friday, Dec. 11	
16	Dec. 7	Sharing Your Experience & Portfolios <u>Resume</u> , Final <u>Journal</u> Summary & <u>Video</u> uploaded into myefolio Prior to and during scheduled final exam time, individual appointment interviews will be held with instructor.	
	Dec. 14-17 Finals Week	During scheduled final exam time, individual appointment interviews will be held with instructor. No final exam will be given.	

TITLE PAGE GUIDELINES (USE FOR ALL ASSIGNMENTS)

1. All papers must be computer generated (double spaced) with no **more** than 1” margins (top, bottom, left & right) for unbound papers. Use 1.5” left margin for left bound papers
2. Include a typed title page for all submitted work with the following information on the page using Arial 14 pt. font, bold. This standard title page format is used to bring uniformity to your documents for view within your myefolio. With a title page preceding all written work, readers will readily view artifact content to follow, understand the intent for including within your myefolio (rationale) and aids with the readability of uploaded documents.
 - a. **Project/Assignment Title**
 - b. **INTASC Standard(s)**
 - c. **Your Name**
 - d. **Class Name & Number**
 - e. **Date DUE**
 - f. **Rationale**

As you begin to type, start the “title” at the one-inch top margin. Add a double space between the INTASC standard and your name. Again, add a double space after your name, after course name, and after date due. You will develop the **rationale** for your work as part of the assignment. This **rationale** will be duplicated within the *myefolio* as justification of meeting the related standard(s).

3. Present your hard copy papers in a professional manner (no whiteout, spills, wrinkled pages, etc.) Staple in the upper left corner with title page on front. ☺ The electronic copy will be uploaded into your electronic portfolio (*myefolio*) AFTER corrections have been made. **Keep your electronic files organized and make back-up copies in another location (My Drop Box.com). Also, remember to title your electronic file the same as the title of your document. This will help you easily find the file in the future and correlate the title.**
4. Spelling errors, grammar errors, and typos will affect your grade. Carefully proofread your work as spell/grammar check does not correct all errors! Always consider utilizing the Writing Center prior to submission. **All graded/returned papers need to be corrected prior to upload in myefolio.**

When indicated in assignment, students should use APA style formatting in written work.

Recommended site is: <http://owl.english.purdue.edu/owl/resource/560/01>

Example of title page:

<p style="text-align:center"><i>FIRST DAY OF SCHOOL PREPARATION PAPER</i> INTASC Standard # goes here</p> <p style="text-align:center">Betsy Smith</p> <p style="text-align:center">EDUC 2100 Public School Practicum December, 2015</p> <p>Rationale:</p>
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