

AEDR 420 P
Practicum in Reading –SPRING 2011 – ECE section 001

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Meeting Time: Wed. 8:00 – 10:40 B&E room **143**
Office Hours: M 11:45-12:30
Tu 1:45-3:00, Th 9:30-10:30 & by appointment

I. Descriptive Information

- A. AEDR 420 P *Practicum in Reading*
- B. Catalog Description: (1) (Prereq: AEDC 310; corequisite: AEDR 420). This course provides supervised classroom and clinical experiences in teaching developmental reading. Seminars and group discussions are included.
- C. Intended Audience: Candidates enrolled in this course have been admitted to the Professional Program in the School of Education and are majoring in elementary education or special education and are enrolled in the junior block.
- D. Dynamic Educator
The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator as one who plans, instructs, manages, communicates and grows professionally.

II. Course Goals and Objectives

- A. General Goal: To interact on a weekly basis (+ one full day) with the assigned cooperating teacher and the students within the class and observe reading instruction in an elementary classroom and assist the teacher with reading instruction across the curriculum as well as conduct reading and writing lessons.
- B. Instructional Objectives:
Each candidate will:
 - 1. observe literacy block instruction in the elementary classroom.
 - 2. assist in the classroom as directed by the cooperating teacher during literacy instruction.
 - 3. plan and implement literacy lessons that are aligned to the SC English Language Arts Curriculum Standards.
 - 4. demonstrate the ability to match content, objectives, strategies, and materials that are appropriate for elementary readers. ADEPT
 - 5. obtain feedback and coaching on the development of teaching techniques that enhance the reading and writing abilities of elementary students.
 - 6. observe and model strategies readers can use to discover meaning from print and to monitor their own comprehension.
 - 7. interact with elementary students and collaborate with teachers and school personnel.
 - 8. observe various approaches to reading instruction: literature-based, language experience, basal, and whole language.
 - 9. examine the availability and arrangement of trade books in the classroom and observe techniques to motivate students to read independently.

III. Course Readings

A. Required Text: (Same as AEDR 420)

Nametags MUST be ordered and purchased at the USCA Bookstore for \$12.00 approximately. Candidates are required to wear nametags during visits in the K-12 schools for the next 3 semesters.

IV. Instructional Procedures include observations, writing lesson plans, teaching lessons, and writing reflections.

V. Course Requirements

A. Administrative Requirements:

1. Attendance is expected at all classes scheduled. The candidate will visit the school on the dates designated and will complete a minimum of **40 hours** in the public school classroom. **One full school day is required!** (More hours are encouraged.) In the event of an absence, the candidate must notify the CT and US in advance. Points will be deducted from the final grade for unexcused absences. **7:50-2:15 = Chukker Creek day.**

Inclement Weather – On days that you are assigned to be in the schools, adhere to the schedule of the Aiken County Schools. This information can be accessed at: www.aiken.k12.sc.us
On days that you are assigned to be on campus, adhere to the USCA schedule which can be accessed at: www.usca.edu

2. Students with Disabilities. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

3. Academic Honesty: The School of Education adheres to the USCA Academic Code of Conduct (see the USCA Student Handbook for a full version). Any breach of this code can result in a zero for that assignment and can result in a failing grade in the course. Failure to record the dates and times of school visitations accurately on the time sheet is considered a violation of academic integrity.

4. Candidates will sign the USCA HONOR CODE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work. Academic honesty violations are dealt with in accordance with the Academic Code of Conduct, which is described in the USCA Student Handbook. A breach of this code will result in a zero for that assignment and can result in a failing grade in the course.

5. Classroom behavior

It is the instructor's right to remove from the classroom any student who disrupts or disturbs the proceeding of the class. Disruption of the class includes but is not limited to the use of any portable electronic devices, including cell phones, MP3 players; iPods, etc. unless prior approval has been given to a student or unless required for the course. In extreme cases the faculty member can request assistance from University Police. If the student who has been ejected causes similar disturbances in subsequent meetings of the class, he/she may be denied admittance to the class for the remainder of the semester and assigned a grade of F.

Honor Code: The following statement should appear on all assignments: *On my honor as a University of South Carolina-Aiken student, I have neither given nor received any unauthorized aid on this assignment/examination. To the best of my knowledge I am not in violation of academic honesty.*

_____ Signature

6. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.

Guidelines for Working with the Cooperating Teacher

There will be a need to speak with the cooperating teacher regarding assignments. It should be kept in mind that the cooperating teacher's first priority is the instruction of students. It may be necessary to make arrangements to speak with the cooperating teacher during the planning period.

The cooperating teacher's instructional time is not to be disrupted or monopolized by the practicum student. The teacher's time is valuable. Conversations are to be brief and to the point.

The cooperating teacher and candidate need to discuss the intended lessons to insure that they are appropriate for the students, blend with the ongoing reading instruction, and support the SC Curriculum Standards. The cooperating teacher needs to review and approve the lesson plan in advance of the date it is taught.

When the candidate is not actively engaged in the course assignments, she/he is to provide assistance in the classroom as directed by the cooperating teacher.

It is the responsibility of the candidate to provide consumable materials (worksheets, transparencies, etc.) used in her/his lessons. Due to budgetary restrictions, candidates are not to use the school facilities to photocopy or make instructional materials.

B. Required Activities:

The candidate is to complete the following assignments and submit them according to the following schedule. Note: Assignments will be submitted during AEDR 420 class on the dates indicated.

English Language Arts Standards

The SC English Language Arts Curriculum Standards are to be printed for the grade level of the reading practicum placement. The South Carolina Curriculum Standards are the basis for the two lessons to be taught.
<http://ed.sc.gov/agency/offices/cso/standards/ela/>

Practicum days:

Jan 19, 26, Feb 1,7,9,16, 23, Mar 2, 16, 21, 23, 30, Apr 13, 20 + 1 full day (7:50-2:15)

Time: 7:50-10:45.

Chukker Creek Elementary School.

1. Reflective Report (20): Due date. Send to me electronically by Feb 26th

Refer to the Aiken County Schools' Literacy Model and respond:

Connect the literacy block you are observing and working in (your practicum class) to the model. Comment and reflect on the bullets under each of the categories as you observe, grow and learn. Use what we have been discussing in class and also connect with text and article readings. More explanation will be given in class.

Classroom Set-up (1)

Rituals and Routines (2)

Shared Reading (3)

Read Alouds (3)

Independent Reading (3)

Guided Reading/Small Group Instruction (3)

Literacy Centers/Stations (3)

Student Reflection (Closing) (2)

(To earn the points in each category above there should be no writing errors.)

2. Formal Reading/Language Arts Lesson observed by University Professor (20)

ADEPT Plan and teach a reading/language arts lessons using literacy material agreed upon by your cooperating teacher. Lesson plans are to follow the ADEPT format and include the objective, procedure, assessment, and SC Curriculum Standards.

An Anchor chart must be included in this lesson.

Lesson Observation by University Supervisor:

The lesson plan will be discussed and approved by the cooperating teacher prior to the lesson. **A copy of the lesson plan should be presented to the university supervisor at the beginning of the observed lesson.** After the lesson, a conference will be held to discuss the strengths and weaknesses of the lesson.

3. Formal Reading/Language Arts Lesson observed by your Cooperating Teacher

Lesson Observation by Cooperating Teacher: (15 points)

Submit to me within five days after the lesson is taught

The cooperating teacher will observe your lesson. She will complete the **yellow** one-page form that I have provided her. The lesson plan will be discussed and approved by the cooperating teacher prior to the lesson. After the lesson, the cooperating teacher will provide the candidate with feedback regarding the strengths of the lesson and suggestions for improvement in the future. The candidate will write a reflection of the lesson and describe the reactions of the students. The following items are to be submitted to me along with your written lesson plan, the CT's yellow form filled out and any artifacts you wish to share with me:

1. Lesson Plan
2. Lesson Observation Form (yellow) completed by the cooperating teacher

3. Sample of student work (one or two samples if available)
4. **Reflection of Lesson Observed by Cooperating Teacher**
 - What went well?
 - Describe anything that surprised you.
 - What would you change if you were to teach this lesson again?
 - Based on this experience, what have you learned about teaching of reading?

4. Shared Reading (15)

During the semester you will be observing and working with your teacher and students during the ELA block. At an appropriate time you will conduct a 'shared reading' lesson with the students. You do not need to write a lesson plan but be sure to plan ahead. You will introduce the reading selection and preview appropriately. Usually an effective shared reading is read through first and then you will revisit for teaching/reinforcing purposes. More explanation will be given in class.

Email to me:

Date/time of Lesson

Book title/author:

Give an overview of how you introduced the read aloud and student's participation.

What did you revisit/review/etc?

Reflect overall on your performance and the student's reactions.

5. Final Reflection (15 points)

Electronic copy due by: date. Apr 27th. For this assignment, use the electronic template I will email you. Use the dual entry format to record your descriptions and reflections. You will be evaluated on your ability to reflect and think critically.

6. Thank-you note to be edited when presented. (5 points) Present your thank you note in AEDR 420 class. You will deliver it to the school on your final visit. Bring to the Monday class: **Apr 11th or Apr 18th**.

7. Evaluation of Dispositions by the Cooperating Teacher (10 points)

The university supervisor will collect these evaluations directly from the cooperating teachers at the end of the semester. Candidates will have an opportunity to review this feedback provided by the cooperating teachers.

Time Sheet No credit for the class without this document!!!
Due no later than: Apr 29th .

The arrival and departure times are to be entered on the time sheet and signed by the teacher on the day of each visit. Candidates are expected to designate a routine with specific times for arrival and departure. The cooperating teacher needs to know when to expect the candidate each week. Candidates are to schedule a minimum of 90 minutes during reading/language arts instruction and are expected to visit the school on the following dates. The full day observation may be scheduled on a day other than those listed below.

Candidates will also be required to sign a time sheet in the school office upon entrance and exit from the building. The course time sheet signed by the cooperating teacher will be used for the purpose of documentation.

Points will be deducted from the final grade at the instructor's discretion for poor attendance, failure to complete assignments on schedule, and unprofessional behavior. Grades will be assigned based upon the following scale:

ADVICE: When traveling to the schools, observe the speed limits.

AEDR 420P Grading Sheet / SPRING 2011

Name _____

ECE

Cooperating Teacher

Grade

School

- 1. Reflective Report (20) _____

- 2. Formal Lesson observed by University Professor
(anchor chart) (20) _____

- 3. Formal Lesson observed by your Cooperating Teacher (15) _____

- 5. Shared Reading (15) _____

- 6. Final Reflection Paper (15) Use template _____

- 7. Thank You chart (5) _____

- 8. Evaluation of Dispositions by the Cooperating Teacher (10) _____

100 - 95	A	79 - 75	C
94 - 90	B+	74 - 70	D
89 - 85	B	Below 70	F
84 - 80	C+		

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Phonics QUIZ Activity (25):

- 5 Article Discussion/Reflections (50) #1 _____ points
- #2 _____ points
- #3 _____ points
- #4 _____ points
- #5 _____ points

Quiz #1 (100) Ch 1,2,4,7 _____ points

Quiz #2 (90) Ch 8,9,10 (11), 12 _____ points

TOTAL _____ FINAL GRADE _____

	<u>Percentage</u>	<u>Range</u>
A	100 - 93	265 -246
B+	92 - 90	245-239
B	89 - 85	238-225
C+	84 - 80	224-212
C	79 - 75	211-199
D	74 - 70	198-186
F	Below 70	Below 185

AEDR 420P Grading Sheet / SPRING 2011 Name _____ **ECE**

- | Cooperating Teacher | Grade | School |
|---|-------|--------|
| 1. Reflective Report (20) | | _____ |
| 2. Formal Lesson observed by University Professor (anchor chart) (20) | | _____ |
| 3. Formal Lesson observed by your Cooperating Teacher (15) | | _____ |
| 6. Shared Reading (15) | | _____ |
| 6. Final Reflection Paper (15) Use template | | _____ |
| 7. Thank You chart (5) | | _____ |
| 8. Evaluation of Dispositions by the Cooperating Teacher (10) | | _____ |

100 - 95	A	79 - 75	C
94 - 90	B+	74 - 70	D
89 - 85	B	Below 70	F
84 - 80	C+		