

ADE/B.Ed (Hons) Elementary
Syllabus
Developmental Practicum
Semester 3

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Technical Support: Education Development Centre (EDC); Teachers College, Columbia University.

SYLLABUS: The Developmental Practicum

YEAR/SEMESTER: Year 2/Semester 3

CREDIT VALUE: 3 credits*

PREREQUISITES: Successful completion of Semesters 1 and 2 of the ADE/B.Ed.(Hons)

*The Practicum is a 3 credit course. One credit requires three course hours.

Thus, the total number of hours required in the semester for this course is 3 credits x 3 hours x 16 weeks equals 144 hours. It is recommended that Student Teachers spend around 120 hours in the classroom and the rest of the hours will be spent in seminar meetings and working on assignments.

NOTE: Student Teachers are expected to make regular visits to schools throughout their program, starting in the first few weeks of Semester 1. The Semester 3 Developmental Practicum is an extension of these visits and should not be the first time students are at school.

COURSE DESCRIPTION

This course includes two important parts:

- a. **A school placement in an elementary school.**
- b. **A seminar that meets regularly.**

- A. **School Placement:** The developmental practicum experience in Semester 3 provides elementary grade Student Teachers with carefully sequenced and supervised field experiences in all areas of the elementary curriculum. Opportunities to work with children at two different grade levels, one in an upper and one a lower elementary school classroom are provided. As a Student Teacher, you will work with children from a variety of backgrounds, and with different capabilities. Initially you will conduct formal observations and complete a variety of school based assignments, but you are expected to gradually take a more active role, with increased responsibilities in each classroom.

During this developmental practicum, you are expected to critically select and use appropriate materials, resources (including persons in the community) and technology, and to have opportunities to employ various classroom management techniques, and a variety of formative and summative evaluation techniques (including authentic assessment).² Collaboration with other Student Teachers and professionals in the school setting is encouraged in order to develop team building skills and utilization of all resources to enhance children's learning.

Ideally, groups of three or four Student Teachers are placed in each school. Opportunities for peer coaching as well as coaching by the Cooperating Teacher and College/University Supervisor are provided. You are encouraged to take advantage of any opportunities to interact with parents and to develop skills for communicating with parents under the guidance of the Cooperating Teacher.

² Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

- B. **Seminar:** The seminar which accompanies your fieldwork, will be facilitated by your College/University Supervisor and is designed to link pre-service program content to classroom practice. You will have an opportunity to clarify and revise your teaching goals and your beliefs about a wide range of educational issues. The primary focus of this seminar is the inducting of Student Teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems.

Student Teachers will be expected to complete a variety of seminar assignments during this semester. . Most, but not all, of these assignments will be directly linked in some way to your classroom experiences. For example:

- Present an analysis of your own or a peer's teaching
- Conduct observations focused on specific classroom practices or an individual child
- Try out a particular method and reflect on its success in achieving its purpose

All of the assigned tasks are flexible enough to allow for adaptation to a wide variety of classrooms.

COURSE OUTCOMES

Student Teachers will be able to:

- Reflect on and learn from connecting theory and their teaching practice.
- Collaborate with peers, Cooperating Teacher, other School Staff, and College/University Supervisor, establishing professional relationships.
- Invite, accept, and utilize formative feedback from the Cooperating Teaching peers, and the College/University Supervisor in a non-defensive manner.
- Produce instructional plans unit plans, which reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom.
- Utilize appropriate instruments or techniques for informally and formally assessing student learning and learning needs.
- Recognize cognitive and affective needs of students and establish learning environments and use activities appropriate to meeting those needs.

LEARNING AND TEACHING APPROACHES

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for this school placement experience, approximately half at early and the other half at upper elementary level. This will mean that by the end of the ADE (first two years of the B.Ed. Honors) Student Teachers will have experienced teaching in two different classrooms during the developmental practicum in Semester 3.

The Practicum Seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals, small group and peer interaction.

SEMESTER OUTLINE

School Experiences.

The manner in which school experiences for the Practicum are organized will vary from semester to semester. Colleges and Universities will work with their cooperating schools to select the most appropriate model. Your Instructor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with the Seminar Instructor, the College/University Supervisor (Seminar Instructors will supervise field experiences, but may also work with a team of supervisors) and the Cooperating Teacher.

Student Teachers can expect the following types of activity and progression during the developmental semester 3 practicum. This sequence of activities presented is for Model A (2 days per week for two school placements for six weeks each). Should Model B or C be adopted, the sequence of activities should remain the same, simply conducted on a daily basis, rather than on a weekly basis.

First Classroom Placement (6 weeks)

Week 1: Introduction to the school and classroom context:

- Complete School-based assignments which provide you with an opportunity to get to know the school, its resources, the rules, and procedures expected of you;
- Complete Classroom Observations which will provide you with an opportunity to learn about:
 - o The classroom environment, placement of materials, arrangement of work spaces, traffic patterns;
 - o Classroom interactions, e.g. whole class teaching, teacher to student, student to student, student to teacher initiated interactions;
 - o Assist the Cooperating Teacher as requested with any tasks such as:
 - o Small administrative tasks
 - o Helping individual children or small groups of children
 - o Meet with the Cooperating Teacher to discuss how he/she plans for instruction, expectations and the like
- Reflect on your learning this week.

Week 2: Becoming more involved in the classroom:

- Complete school based assignments which will provide you with tools to use to learn to know more about:
 - o Your Cooperating Teacher and his/her educational philosophy;
 - o A small group of children or an individual child.
- Complete classroom observations:
 - o Small group engagement;
 - o Individual child engagement.
- Assist the Cooperating Teacher as requested:
 - o Work with children who need extra help;
 - o Work with a small group of children to carry out the teacher's plans;
 - o Meet with the Cooperating Teacher to discuss plans for teaching.
- Reflect on your learning this week.

Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher:

- Complete school based assignments:
 - o Learn about how your Cooperating Teacher manages their classroom;
 - o Learn to know more about the community (parents and other community members) involvement in the school.
- Complete classroom observations:
 - o Observe your Cooperating Teacher with the aim to rewrite the lesson plan adding ideas of your own;
 - o Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children.
- Assist the Cooperating Teacher as requested:
 - o Continue with all the previous tasks in the classroom;
 - o Work with your Cooperating Teacher to co-plan a few lessons;
 - o Take over routines such as taking children for recess, taking the register, or reading a story to the class
 - o Co-teach a few sections of classes with your Cooperating Teacher.
- Reflect on your learning this week

Week 4: Assuming responsibility for co-planning and co-teaching many in as many classes as you can.

- Complete school based assignments:
 - o Learn to know more about the co-curricular activities available at your school, and specifically those that the children in your classroom do.
- Complete classroom observations:
 - o Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement;
 - o Use an observation tool to learn how to keep track of student engagement by focusing on their on/off task behaviour.
- Assist the Cooperating Teacher as requested:
 - o Continue with all the previous tasks in the classroom;
 - o Co-teach a few lessons with your Cooperating Teacher.
 - o Work with children who need extra help
 - Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week.
- Reflect on your learning this week

Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject.

- Complete school based assignments:
 - o Complete any school based assignments that might be outstanding;
 - o Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self Assessment sheet to indicate how you believe you are meeting the NPSTP.
- Complete classroom observations:
 - o Use the additional observation tools to observe how involved children are in the classroom, in terms of their verbal engagement.
 - o Develop your own observation tool to collect data on how engaged children are.
- Assist the Cooperating Teacher as requested:
 - Plan and teach lesson in at least ONE subject area this week.
 - Continue activities above, taking over responsibility for planning, teaching and assessing for one subject area..

- Reflect on your learning this week

Week 6: Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College Supervisor.

- Complete school based assignments:
 - o Continue to make notes about how you are meeting the NPSTP on your Note Sheet.
- Complete classroom observations:
 - o If you are challenged by any particular aspect of teaching this week, complete an additional observation – using the same tool – to learn more about teaching and learning.
- Assist the Cooperating Teacher as requested:
 - Plan and teach lesson in at least TWO subject areas this week.
 - o Continue activities above, taking over responsibility for planning, teaching and
- Reflect on your learning this week

Second Classroom Placement (6 weeks)

Student Teachers repeat the program in the first six weeks but in a different grade and school. Note that while the assignments are the same – if you are at a different school, the school-based assignments will provide you with in-depth knowledge of the inner workings of that school.

The Practicum Seminar

The seminar runs parallel to your experience at school. The content of the seminar will vary with the Instructor every semester that it is offered.

However, students may expect to discuss issues such as:

- Practical issues of teaching in learning in their field placements,
- Language learning,
- Different perspectives on how to organize and manage a classroom,
- Planning units of instruction,
- Content-specific instruction,
- Selecting and using assessments of learning,
- How to use standards for primary school teaching practice,
- Identifying the hidden curriculum in the classroom,
- Creating classroom environments that recognize physical, emotional, affective, social and intellectual needs of children,
- Non-instructional roles of the teacher,
- Working with parents and community

TEXTBOOKS AND REFERENCES

Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

COURSE ASSIGNMENTS

Assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes. Some will take place in the classroom and others outside of the classroom.

GRADING POLICY

Grading for this course follows the university's policies. This will be explained by the Instructor early in the course and will include both coursework and examinations. Grades for the Practicum Experience will be assigned in collaboration with the Cooperating Teacher, college supervisor and Practicum Instructor

GENERAL INFORMATION ABOUT THE COURSE

You will be provided with specific and detailed information about every part of your Developmental Practicum Experience. The following will give you a general idea of what to expect this semester.

ROLES AND EXPECTATIONS OF PRACTICUM TRIAD MEMBERS

Every Practicum experience is guided by three critical participants: 1) the Student Teacher, 2) the Cooperating Teacher and 3) the College/College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester (Keep track of these meetings using the Triad Meeting sheet in your handbook):

1. At the beginning when roles and relationships are discussed,
2. At mid-point when performance is discussed;
3. At the conclusion of the experience as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day-to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching and assessment are made.

The Cooperating Teacher will communicate regularly with the College/College/University Supervisor. The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The supervisor will also provide feedback on all aspects of the Student Teacher's development, including planning and teaching.

SUMMARY OF THE ROLE OF THE STUDENT TEACHER

The Student Teacher should have maximum opportunity to perform to the degree which his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher's role during the semester:

- 1) His or her activities in the classroom, school and community;
- 2) Participation in the weekly Practicum Seminar; and
- 3) Continued reflection and the creation of a developmental portfolio housing the documentation as evidence of professional growth .

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation, the Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Completing school-based assignments
- Completing school-based observations
- Assisting individual students
- Working with small groups
- Taking responsibility for co-planning and co-teaching
- Assisting the Cooperating Teacher with planning and teaching
- Teaching selected lessons under the Cooperating Teacher's guidance (these should be lessons that are part of the on-going curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)
- Assuming over-all management for part of the day
- Assuming overall management of the classroom.
- Use the Cover Sheet for Formal Observation and prepare all the materials required for Prepare for 6 formal observations (2 by your Cooperating Teacher and 4 by your Supervisor)

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending teacher's meetings, parent meetings and the like are encouraged, where this is possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behaviour.

SUMMARY OF THE ROLE OF THE COOPERATING TEACHER

The Cooperating Teacher is expected to:

- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher's guides etc.
- Work with the Student Teacher and College/University Supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating Teachers may also want to require written plans in addition to those required by the supervisor, for example, for small group instruction.
- Formally and informally observe and provide verbal and written feedback to the Student Teacher on: lesson planning and teaching.
- Meet daily to discuss classroom events and make plans.
- Provide assessment to the College/University Supervisor and participate in triad meetings to discuss the Student Teacher's performance.

SUMMARY OF THE ROLE OF THE COLLEGE/UNIVERSITY SUPERVISOR

The College/University Supervisor is the official representative of the college/university. Therefore, the supervisor has responsibility for the supervision of Student Teachers, serves as

the liaison between the college/university the cooperating schools' personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar the supervisor will:

- Provide feedback on at least 2 lesson plans
- Make at least three one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the student, Cooperating Teacher, and College/University Supervisor. The focus of these visits will depend on the needs of individual Student Teachers. (When possible, prior to making a supervisory visit, supervisors should meet with Student Teachers to discuss plans, questions, expectations and the like.)
- Guide entry into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.