Meeting Dates: January 26, February 23, March 20, April 20, May 4 (Saturdays)

Meeting Time: 9 AM-12 PM

Location: Mary Baldwin College, Richmond Campus

Instructor: Wendi Moss

wmoss@mbc.edu
(804) 233-6104

Course Description:

This course is designed to cultivate the broad content-based, pedagogical knowledge and important habits of reflective practice essential to effective teaching. Pre-service teachers will examine their own learning styles and experiences to create instructional units that meet the needs of today’s learners in grades 6-12. Specifically, students will explore: 1) knowledge of content, 2) knowledge of students, 3) planning, delivery, and assessment of instruction, 4) safe, effective learning environments, 5) communication and collaboration, 6) professionalism. Practicum experiences will allow students to integrate teaching theory with professional practice. This group course is comprised of five class meetings with substantial reading and assignments outside of class utilizing an online Blackboard site.

This course has been approved to fulfill the Learning Outcome #3: Research and Information Literacy skill requirement. As such, this course will require students to demonstrate an understanding of the research process, will teach how to access information effectively and efficiently from a variety of sources and a diverse range of formats (both hardcopy and on-line), will provide guidance on evaluating information critically, will teach how to use information to accomplish a specific purpose such as a research paper or thesis, a class project, or an independent study, and will provide instruction on proper documentation and citation of sources.

Specifically, ED 310 will undertake a well-organized research project in the form of a 5-7 page analytical paper for which there are checkpoints throughout the semester. These will include at minimum the following steps:

1. Library tutorial on using the best academic databases for educational research.

2. Reading and responding to models of well-written and documented educational research papers.

3. Instruction and feedback on identifying appropriate questions and topics in education. (Students commit to a topic and have it approved.)

5. Use feedback on topic and annotated bibliography to create a 2-3 page prospectus with a **refined thesis statement** and expanded annotated bibliography (4-5 sources).

6. A lesson on using Noodle Bib with APA manuscript form, parenthetical documentation, and reference page.

7. The use of a research rubric throughout the project to track progress, organize feedback, and determine mastery of the research process.

**Absences/Make up Work:**

If there is an occasion in which you will not be able to attend class, please notify me via phone or email *before the class meeting*. **All work is due the Friday before a class meeting by 10 am.** If a student is absent for any reason, the student must still turn in work that is due *before* the class they will miss and is responsible for making up any work that is missed in class. After one absence (or two tardies), the final grade will be lowered at the instructor’s discretion. **Additionally, Extended Time (ET) will not be offered for this course.**

**Expected Student Outcomes for Middle and Secondary School Preparation:**

- Design concept-based units and daily lesson plans showing clear-cut objectives as well as appropriate activities and assessment techniques. These units will reflect students’ ability to use Virginia SOLs in planning for instruction.

- Select and use content area teaching strategies consonant with objectives in view or the nature of the subject being taught and the strategies and techniques available.

- Examine models of teaching and learning styles.

- Become familiar with the nature of the learner as well as learning theory and its application.

- Look at nature of communications and management problems that teachers face along with factors that bear on the solutions.

**Required Texts:**


2. Copy of Virginia SOLs for your particular subject and grade level (*http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml*)
ED 310 Spring 2013

Attendance and Participation:

Prompt and complete attendance is expected. Students must attend all class sessions in their entirety and are expected to participate fully in all class activities, contribute to group work, and provide their full attention to presentations by classmates. Please see Absences/Make Up Work above for more information on attendance.

Professionalism:

Because this class helps prepare you for a career as a professional educator, your assignments and participation must demonstrate a high degree of professional commitment. Students will provide proper citation for all sources used in assignments using APA guidelines. All work turned in for this course should be of excellent quality and typed (double space and 12 point font), unless otherwise instructed.

Course Requirements:

NOTE: ED 310 students must register for the mandatory 30-hour practicum in an area of endorsement as soon as possible but no later than the end of the first week of the spring semester, by filling out the required practicum placement form and personal data form and submitting them as directed: http://academic.mbc.edu/adp/reference/refdocs/Practicum_Placement_Request.pdf

1. Reading and online activities (5%)

2. Choice Board Assessment Assignment (10%)

3. Two Week Lesson Plan Unit (20%)

4. 30-hour Practicum Field Notes (10%)

5. Practicum Portfolio Assignments (20%)

6. Practicum Teacher Evaluation Form (10%)

7. Presentation of lesson (5%)

8. Heuristic Question Research Paper (20%)

*Grades will be determined using a seven point scale. A=93-100, B=85-92, C=77-84, D=69-76, F=69-below.

Rubrics will be provided with specific criteria for evaluation of major assignments. YOU ARE EXPECTED TO ABIDE BY THE COLLEGE’S HONOR SYSTEM.

I will use your MBC email address for correspondence. Be sure that you have activated your account and that you check it regularly.
The Heuristic Question Research Paper

heuristic: [hyoo-ris-tik or, often, yoo-]—adjective 1. serving to indicate or point out; stimulating interest as a means of furthering investigation. 2. encouraging a person to learn, discover, understand, or solve problems on his or her own, as by experimenting, evaluating possible answers or solutions, or by trial and error: a heuristic teaching method. 3. of, pertaining to, or based on experimentation, evaluation, or trial-and-error methods.

Tentative Outline of HQ Work:

Week 1: We will begin with a list of questions about teaching which you have pulled forward from previous coursework and field experience in middle and secondary classrooms.

Week 2: Library tutorial at http://libguides.mbc.edu/education

Week 3: Review sample research papers, posted on our Bb course, and discuss your observations in the Online Discussion Board.

Week 4: Co-create the HQ Rubric. I’ll have some non-negotiables, but you may have some suggestions that we can agree upon together. By creating our rubric together, we increase the likelihood that everyone will have a well-informed investment in an end product of high quality.

Week 5: HQ Topic approved—Based on our examination of our emergent questions, we each commit to a topic in which we have genuine interest.

Week 6: Using appropriate academic databases available through Grafton Library, we will locate, read, and summarize/respond to at least three articles that seem inspired and useful to you in your quest to answer your question. You may have to read and put aside several articles that are not helpful before you find three that are.

Week 8: First Draft of HQ Thesis Statement and Annotated Bibliography Due

Week 9: Use feedback from your first attempt to lead you to other sources of information: additional articles, interviews, books, credible websites, etc. After your initial library research, you may determine what kinds of additional sources you need to answer your question satisfactorily. I’d like you to have at least two additional sources beyond the original “fabulous three” articles.

Week 10: HQ Revised Prospectus Due—a more refined thesis statement, an outline for writing, and description of additional sources.

Week 11: Work in regular, vigorous intervals on your research. Take your self seriously as a researcher and a scholar. As a prospective teacher, you have a lot to gain by answering this specific question. This should be an intense period of following where your question leads, discovering new questions, possibly changing your mind about some previous assumptions, and confirmation your opinions about others. I hope your search is exciting and fun. If not, you may have chosen the wrong topic! Try not to stall in this stage of the research process. If you need to switch topics and have the terms to move through the previous steps at a swifter pace, please contact me immediately.

Week 12: Noodle Bib and the HQ bibliography in APA Style

Week 13: Peer editing

Week 14: Final presentation due

Week 15: Final research paper due

Week 16: Self-evaluation of research process and product due.
Schedule:
Please Note: The assignments listed under “Preparation for this class” are due that class.

<table>
<thead>
<tr>
<th>Date of Class</th>
<th>Preparation for this class</th>
<th>Lesson Outline</th>
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| January 26    | 1. Read pages 37-64 of Kellough & Carjuzaa (K&C) and pages 151-203  
2. Complete portfolio introduction: portfolio personal experience and portfolio autobiography (Please see below under Practicum Portfolio) | “Knowledge of Students” and “Planning Instruction”  
- Course overview and objectives  
- Discussion  
- Activities |
| February 23   | 1. Read pages 230-317 (Part III) of K&C  
2. Review sample research papers, posted on our Bb course, and discuss your observations in the Online Discussion Board.  
3. Lesson Plan…Submit unit topic and write first lesson plan.  
4. Submit HQ topic | “Selecting and Implementing Instructional Strategies”  
- Discussion  
- Group Work  
- Activities  
- HQ Rubric |
| March 20      | 1. Read pages 322-356 of K&C  
2. Lesson Plan…Write two lessons (submit online and bring a copy to class).  
3. Submit HQ Prospectus | “Assessing Learning”  
- Discussion  
- Group Work  
- Activities |
| April 20      | 1. Read pages 298-317 and 359-381 K&C  
2. Two of the four portfolio options from the portfolio body  
3. Lesson Plan…a third lesson plan for your unit  
4. Rough Draft of HQ paper  
5. Choice Board Assignment | “Technology and Professional Development”  
- Discussion  
- Group Work  
- Activities  
- Peer Editing of research papers |
| May 4         | 1. Practicum Portfolios due** (All portfolio assignments--graded and ungraded--should be submitted in a three ring binder for class)  
2. Teacher Evaluation Form due  
3. Research Paper due**  
4. Presentation of Unit Plan**  
5. Two week lesson plan due** | - Presentations  
- Course Evaluation |

**Assignments will have to be turned in at class, and not the Friday before class meets.
Practicum Journal and Portfolio Requirements

Practicum Journal

Record your daily activities during each visit to the school and reflect on what you learned or thought about that day. In as much as these field notes take the form of a journal, the writing style should be somewhat informal and conversational. You are the primary audience for this writing: its primary purpose is to become useful and meaningful tool for your personal and professional growth. Each journal entry should have two parts: the notes you take at the school and the thoughtful, extended reflection you add later.

Field Notes:

While at the school, you should make notes about your experiences every day. Please be sure to include details about the activities in which you participated/tasks for which you had responsibility.

Reflection: Within 24 hours of your practicum visit, take 10-15 minutes at home to think about what you saw, heard, noticed, thought about, or in any other way experienced while in the classroom. What did you learn? Were there any surprises—pleasant or unpleasant? What skills did you try out, practice, or refine during this visit? How did this visit affect your emerging sense of yourself as a member of the teaching profession?

You may submit neat hand-written field notes, but please word-process (and check spelling!) your reflections (two pages) using a standard size 12 font and attach them to their related field notes.

Please use the attached sheet on Blackboard.
Practicum Portfolio

This is a set of written assignments about specific experiences, most of which you are asked to arrange to have at the school. Each assignment focuses on some aspect of the teaching profession about which you can learn while at the school. These are to be written in a more formal way and will be assessed for content, coherence, and clarity. There are certain aspects to the portfolio that are required, but you will also have a choice in which activities you complete.

Portfolio Introduction:

<table>
<thead>
<tr>
<th>Section</th>
<th>Assignment</th>
<th>Required</th>
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<tbody>
<tr>
<td>Educational Autobiography</td>
<td>Write a two-page educational autobiography, describing why you have decided to choose teaching as a career. What do you hope to accomplish as a teacher? What skills, talents, and attitudes have you developed that will benefit you as you enter this profession?</td>
<td>Everyone must include.</td>
</tr>
<tr>
<td>Personal Experience</td>
<td>Describe what your school was like when you were a student in the same grade as the one in which you are observing. Recall any favorite teachers, how instructional time was spent in the classroom, your course schedule, etc. Also choose strengths and weaknesses that you think existed in your school.</td>
<td>Everyone must include.</td>
</tr>
</tbody>
</table>
Portfolio Body:

Please choose four from the following list of eight options.

Option #1: Student Development

I. Describe students at the grade level in which you’ll be doing your practicum.
   - What have you learned in previous education courses about this stage of development?
   - What can you expect of children this age in the areas of intellectual, social, and personal development?
   - Develop for yourself a set of 3-5 guidelines you will want to keep in mind as you plan instruction for students at this grade level, and for each, provide a brief (one paragraph) rationale.

II. Plan to consciously “kid-watch”. With your practicum teacher, identify 3 students in the class whose behavior you will observe. Spend about 10 minutes observing each of these children during an instructional activity. In another 1-2 pages, address the following:
   - In what ways were the three students alike and different in their behavior, responses, etc.? What did you learn about children through this activity?
   - Print out the SOL for your grade level for your content area from the VDOE site.

Option #2: Content of the Curriculum:

- Interview your practicum teacher about the SOL and any additional curriculum requirements developed by the school division.
- What information are teachers provided with that set the parameters for instructional planning?
- What procedure does the teacher use to ensure that s/he is able to cover all the requirements from September to June?
- For which SOL—if any—are there abundant resources? For which—if any—are they scarce? Talk with your teacher about what resources she uses, besides the textbook.
- In approximately 1-2 pages, describe what you learned about the curriculum for that grade level from your interview and the available resources. What challenges do you anticipate in the area of curriculum and planning?

Option #3: Classroom Management

- To what extent does the physical layout of the classroom influence the attitude and behavior of students? Draw a floor plan of the classroom in which you are doing practicum. Attach a brief narrative that explains special features. You may wish to include sketches or photos to illustrate.
- Discuss how your cooperating teacher has maximized the use of time as he/she teaches lessons.
- What are some key techniques used by your CT to help students transition from one activity to another?
- How has your practicum experience influenced your plan to organize your classroom and classroom schedule?
- Draw a floor plan of “the classroom of your dreams”. Attach a narrative that explains what you’d include and why. Keep your plan in the realm of reality (given budgetary restraints that all teachers face!), but try to create as inviting an environment as possible.
- Write 1-3 pages to explain how you would use the classroom space to do the following:
  - keep materials organized
  - support appropriate student behavior
  - allow for varied instructional strategies
  - help students feel that the classroom is theirs (and not just yours)
Option #4: Assessment
- How often are students’ assignments reviewed?
- What types of comparisons are made?
- While teaching, what are different techniques that teachers can use to ensure that the objectives of the lesson are being achieved by all students?
- What other types of assessment does the CT use to analyze student learning?
- Are they documented? How?
- Compare the teaching/assessment techniques used by the CT you have observed in this classroom with your future plan for assessment. How are they the same and how are they different?

Option #5: Beliefs about teaching and learning
- How does your cooperating teacher’s beliefs about teaching and learning compare to yours? Be specific.
- Discuss your personal ideologies about teaching.
- How do you plan to comfortably integrate your ideas and beliefs in your classroom?
- What evidence will show that your ideas and beliefs have been incorporated into your practice?

Option #6: Instructional Strategies
- Observe another teacher in your assigned school and discuss the similarities and differences in instructional style with your cooperating teacher. Be specific in citing examples.
- Explain why you think each teacher employed the specific type of instruction you viewed.
- Examine the curriculum of a content area and discuss ways of making it more relevant to your students. What other strategies might you implement? Why? Cite specific examples. These may be taken from a lesson plan you have developed.

Option #7: Interviews
Interview two teachers at your school (one may be the CT), and ask the following questions (please feel free to add more of your own):
- What are the greatest challenges in teaching? What does he/she do to meet them?
- What skills and/or characteristics are needed to make an effective teacher?
- What are the biggest rewards of teaching?
- What is the most important thing to know in preparing to become a teacher?
- My best piece of advice for beginning teachers is…

Option #8: Instructional Time/Scheduling
- How has the CT organized the classroom schedule to maximize time for student learning?
- How does the teacher present lessons to maximize time for student learning?
- Is there “free time”? How do students spend this time in the classroom?
- What are the transitions like between activities? How does the teacher help the student transition? How could transitions be improved?
- Observe the class for 30 minutes, marking time in five minute intervals. At each five minute interval, observe the activity and student response.

Reflective Conclusion---required for all…one to two pages.
Synthesize the important observations and insights you discovered throughout your practicum experience. What attitudes, strategies, and ideas would you like to bring with you to your own classroom? Which would you avoid? Please include specific examples.