

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ART, EDUCATION, AND COMMERCE
EDUCATION PRACTICUM
EDUCATION 2530
WINTER 2000

INSTRUCTOR: Jan Shields

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OFFICE HOURS: MW 11:00 a.m. to 12:30, and by appointment

TEXT AND MATERIALS

Education Practicum Manual: Fall 1998- Winter 1999

Beauchamp, L., & Parsons, J. (1992). Teaching from the inside out.
Edmonton, AB: Les Editions Duval Inc.

OVERVIEW OF THE COURSE

The Education Practicum (Ed 2530) is designed for students in the first or second year of the B. Ed. (UA) or Combined Degrees Program (UL). The primary purposes of the course are to introduce beginning teacher candidates to the professional life of the teacher and to orient them to the school and the classroom setting.

The course objectives are met through coursework and a 10-day field experience, which runs concurrently with the course. Students will be assigned to Crystal Park School for 10 weeks and observe and participate in 4 areas/levels of the school: primary (Division I: grades 1-3), upper elementary (Division II: grades 4-6), junior high (grades 7-9) and special education.

The combined coursework and field experience are intended to enhance students' awareness of the multiple responsibilities and diverse demands of teaching: While the most prominent role of the teacher is that of instructor, the tasks and responsibilities associated with teaching extend far beyond matters of instruction.

Student teachers will have opportunities to study the many aspects of teaching, to observe and talk with students, teachers, and other professionals in the school, and to assist teachers in various aspects of their work.

MAJOR OBJECTIVES

1. To assist student teachers in making a decision about the teaching profession as a personal career choice.
2. To assist student teachers in choosing between the secondary and elementary route.
3. To help student teachers begin to develop an understanding of what it means to be a teacher: the how, what, and why of teaching.

Teachers learn three times: once for their own personal growth and understanding, a second time to apply their new knowledge, skills, and habits of mind to help students learn, and a third to continue to increase their effectiveness

Teachers must know not only their subject matter, but also the students they teach. As Beauchamp and Parsons (1992) point out "every single child in every single classroom is a sacred trust given to teachers" (p. vii).

4. To develop student teachers' capabilities to do systematic, field-based inquiry. The foundation of field-based inquiry is good observation and analysis skills. As students investigate how teachers and students carry out their roles in the classroom and within the wider school context, they are also developing important skills that will assist them in diagnosing student needs and solving teaching and classroom management problems.
5. To develop student teachers' capabilities to think reflectively about their educational experiences and their related values and beliefs. The capability to reflect-in-action and to reflect-on-action are fundamental skills and habits of mind that underlie learning to teach effectively.
6. To introduce student teachers to issues and concerns related to practice. Due to time constraints, students should appreciate that this course can only offer a brief overview of educational theory and practice.

COURSE ORGANIZATION

Ed 2530 entails two complementary kinds of learning experience:

SEMINAR –

The seminar provides an introduction to the teaching role. Students will explore many aspects of teaching and learning to teach that can be applied in their school observations and experiences.

Seminar attendance is extremely important to facilitate understanding and interpretation of the field experience, to assure that the practicum runs smoothly, and to assure a passing grade. Students must attend faithfully for course credit and are encouraged to let me know prior to class if they are unable to attend.

SCHOOL-BASED FIELD EXPERIENCE

The school-based field experience provides students with opportunities to participate in the life of schools and classrooms; to work in a limited way with students at different grade levels; and to observe, investigate, and subsequently analyze instances of the ideas discussed in the seminars.

The field experience consists of 10-weeks--20 half-days--at Crystal Park School. Students must have Tuesdays and Thursdays from 8:00 a.m. to 12:30 p.m. available each week in order to fulfil the field experience requirements. A minimum of 60 hours are required to successfully complete the practicum.

While in the schools, students will (1) participate in teaching-related activities associated with teachers' diverse roles and responsibilities, (2) observe students and teachers and discuss their growing understanding of what it means to be a teacher with their cooperating teachers, their student colleagues, and their seminar leader(s), and (3) conduct more formal, systematic, observation-based investigations (OBIs) of the multiple roles and responsibilities associated with teaching.

POLICIES RELATED TO ASSIGNMENTS

Late Policy

All assignments are expected to be turned in on time. When legitimate circumstances make this impossible, the student should make alternate arrangements with the instructor prior to the due date.

Plagiarism

Plagiarism is using people's ideas or words without giving them credit. Students should be aware that plagiarism is a serious breach of academic integrity. Evidence of it will result in a failing grade.

Course Credit

A student must successfully complete both the coursework component (seminar) and the in-school component of Ed 2530 in order to earn credit in the course. Student teachers' coursework component will be graded as pass-fail based on class participation and completion of assignments. In-school performance will be evaluated as satisfactory or unsatisfactory, based on attendance and cooperating teachers' informal assessment.

Students who receive a unsatisfactory rating for school visits may not be granted course credit, subject to a review of the circumstances and his or her standing in the seminar.

In addition, students will also be required to complete three self-assessments throughout the practicum: one prior to beginning, one at midpoint of the field experience, and one at the end of the field experience.

ASSIGNMENTS

	<u>Due</u>	<u>Weighting</u>
<u>General Course Commitments</u> Attendance in Seminars Participation in Seminars and Group Work	as scheduled	10%
<u>Time Sheet(s)</u> Complete and initialled/signed by your cooperating teachers and handed in to me	as scheduled	5%
<u>Self-Assessment Checklists</u> #1 #2 #3		5%
<u>Teaching Philosophy: A</u> B (See handout for more complete information)		5% 10%
<u>10-Minute Introductory Lesson</u> (See handout for more complete information)	as scheduled	25%
<u>Field Experience Log Book</u> <u>Portfolio</u> (See handout for more complete information)		40%

Determining Student Grades

Final grades will be assigned as pass-fail, based on the percentage ratings and/or points for each required activity.

description	% equivalent
PASS	55-100
FAILURE	54-0