Course Title: EDUC 350 - Practicum in the Elementary School

Instructor: Dr. Gary Thompson


I. Catalog Description:
Practicum in the Elementary is a classroom experience in a public or parochial elementary school classroom. Students work closely with an elementary school teacher in order to develop a greater understanding of teaching and the skills necessary to become an effective teacher and classroom management. Prerequisite: Admission to Teacher Education.

II. Course Purpose:
The purpose of this course is to provide a pre-student teaching experience for the student in elementary education so as to broaden his/her first hand knowledge of the elementary school -- its teachers, children, and curriculum. The student will work closely with an elementary teacher to develop a greater understanding of how to become a knowledge based decision maker - particularly in the decisions that must be made during the planning, implementing and evaluating learning experiences for students.

III. Course alignment in the Professional Education Sequence Curriculum:

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EDUC 350 – Practicum and Classroom Management
Curriculum alignment with ND State Standards, InTASC Standards, VCSU University Abilities, and Teaching for Learning Capstone (TLC)

North Dakota State Standard 50015.2a – Curriculum: Planning, implementing and evaluating lessons
North Dakota State Standard 50015.2i – Connections Across the Curriculum: Reflections on Lessons taught.
InTASC Standard #6 Assessment: Rubric from final evaluation on evaluating learning
InTASC Standard #7 Planning for Instruction: Central Assessment System data on planning
InTASC Standard #8 Instructional Strategies: Evaluations on implementing appropriate
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Strategies

InTASC Standard#9 Profession Learning and Ethical Practice: field experience

InTASC Standard#10 Leadership and Collaboration

VCSU University Ability: Ability: - Planning

Assignment: Students pick the best of their four required lesson plans to upload to myefolio. Once the lesson is uploaded students will reflect on the planning of the lesson and explain how this lesson met the “Planning” Ability

IV. Major Course Objectives of the Course:

Upon successful completion of the course, pre-service teachers will have had the opportunity to:

A. strengthen their understanding and knowledge of the methods an materials used in a particular room by its teacher.

B. feel secure in their choice of elementary school teaching as a career.

C. discover, through observations and interviews, the learning style of a child.

D. observe individual differences in children, focusing and recording relevant data on one child.

E. work with small groups and individuals to carry out the teacher’s plan to reinforce previously taught material.

F. plan, implement and evaluate least four lessons to a large group.

G. increase their awareness of innovative programs in elementary education.

H. discuss effective teachers.

I. prepare bulletin boards.

J. assist with routine tasks commonly carried out by the classroom teacher such as: attendance reports, distributing and collecting materials, helping with “housekeeping chores”, ad monitoring students movements to and from the room, checking written assignments.

K. acquaint themselves with the textbooks used in the classroom.

L. discuss various methods and strategies in classroom management.

M. Read the book, “The First Days of School” and if possible, view the first four Harry Wong DVD’s on how to become an effective teacher.

N. take notice of, discuss, and if possible use visual aids and technology in the classroom.

O. observe and discuss how classroom management is being handled in the classroom.

P. study the variety of techniques available for observing and recording the behavior of young children.
Q. discuss the importance of independent learning and decision making skills.
R. observe and discuss how teachers work with parents and ways to help the teacher in working with parents in the home, school, and community.
S. on discussion board, discuss how to conduct parent teacher conferences and how to engage parents as partners in the educational process.
T. keep a log of their experiences in the classroom.
U. develop a case study for a special needs student in the classroom you are assigned. (meets State Standard 50015.1)
V. develop an understanding of how to work with culturally diverse and exceptional students.
W. work on a collaborative technology project with the classroom teacher to help students learn. (meets
X. reflect on what they have learned through the practicum experience by writing a reflection paper and sharing on the discussion board.

V. Learning Activities:
The following means will be used to help students attain the major objectives A-W:
Objective A:
Class discussion and classroom observation
Objective B:
Class discussion and classroom observation and participation
Objective C:
Class discussion and classroom observation
Objective D:
Use of the case study assignment and discussion and observation
Objective E:
Participation in the classroom
Objective F:
Classroom participation and seminar discussions
Objective G:
Classroom observations and personal logs
Objective H:
Classroom participation and on-line assignment
Objective I:
Classroom participation
Objective J:
Classroom participation
Objective K:
Classroom observation, class discussion
Objective L:
classroom discussion; classroom observation video; and on-line assignment
Objective M:
Viewing DVD’s, classroom discussion, and study guides

Objective N:
Classroom discussion and observation

Objective O:
Classroom observation

Objective P:
classroom discussion and observation

Objective Q:
Classroom discussion; classroom observation; video

Objective R:
Classroom discussion and video

Objective S:
Classroom observation

Objective T:
Classroom observation; classroom discussion

Objective U:
Classroom experiences and discussion

Objective V:
Classroom experiences and discussion

Objective W:
Classroom experiences and discussion

Objective X:
Discussion during seminars, writing in daily log, and final interview

VII. Evaluation:
The students’ attainment of course objectives will be determined by seminar discussions, classroom visitations, and the classroom teacher’s evaluation. The final grade is an S/U grade. You must meet all the criteria in order to receive an S. Your final evaluation from the classroom teacher must be satisfactory.

VIII. Topic Outline:
The major course topics will be presented in the following order:
A. Assignment and reflection on goals
B. Effective teachers
C. Internet assignment
D. Observing and recording behavior
E. Classroom management
F. Classroom management
G. Classroom textbooks
H. Technology Project
I. Working with parents in home, school, and community
J. Different learning environments; independent learning; decision making skills
K. Multicultural education
L. Reflective teaching

IX. Special Course Projects:
A. Enrollees will be required to keep a daily log of their experiences in the classroom.
B. Enrollees will be required to plan and teach at least four lessons to a large group and bring their completed lesson plan to the seminar for discussion.
C. Enrollees will be required complete all assignments by the due dates.
D. Enrollees will complete a case study on a child in their assigned classroom.
E. Enrollees will be required to develop a bulletin board.
F. Enrollees will be required to work on a technology project in collaboration with the classroom teacher. This project will meet the Technology Ability
G. Meet the Education Abilities: Plan, Implement and Evaluate by teaching lessons.
H. Complete 80 hour field experience working collaboratively with cooperating teacher, university supervisor and community members.

X. Online Office Hours:
You may email or call me at any time between 7:45 a.m. and 4:00 p.m. (CST). I am also available most emails to answer questions via email. I will try to respond to all questions within 24 hours.
   Email address: gary.thompson@vcsu.edu
   Phone Number: 701-845-7197

XI. Policies: The following links will direct you to resources to support your learning experiences at VCSU.

Disability Support Services
Students with special needs are encouraged to inform the Director of Student Services, Jan Drake, of their needs. Once she has received documentation, faculty will work with students to make necessary accommodations, according to the students' needs.

Help Desk:
VCSUs Information Technology Center's vision "To provide an innovative technology environment and superior customer satisfaction."
The Center offers technical support to VCSU-issued computers and software such as Blackboard, Office 2010, and Mac OSX.
The Center does not offer support to course-specific software and apps such as Prezi, Blogster, or YouTube. Please contact your instructor for assistance in these areas.
For information about the Center, including operating hours, e-mail, and phone numbers, click here.

Library:
Click here for the library's hours. Remember, though, that library resources are available 24/7.

Learning Center:
VCSU offers assistance in several academic areas, including writing. While the Learning Center will not write your paper for you, it does provide guidance on writing issues and style. Click here to access the Learning Center.
**VCSU Bookstore:**
Click [here](#) for the VCSU Bookstore's website where you can purchase textbooks, course materials, and other great VCSU gifts and apparel to wear to class.

**Policies**
The following links will take you to read more about specific policies that you should know.

**V.406.1.2: Final Examination Policy**
Every course has a final activity during Finals Week. This activity may be an exam, a presentation, or a project. This policy describes expectations of the students and instructors regarding the final exam.

**V.530.1: Academic Integrity**
Students are expected to complete their own work and cite outside sources when used by others. This policy describes what is considered a violation of academic integrity and the sanctions that occur when violated. Citation assistance can be found in several locations, such as the Library's Easy Bib or Purdue’s Online Writing Lab.

**V.530.2: Student Bill of Rights**
Students have specific rights both in and out of the classroom. This policy describes these rights.

**V.530.3 Scholastic Standing**
This policy describes the meaning behind credits and grades. It also discusses the Incomplete Policy.