

EDUC 353 Integrated Reading & Language Arts Pedagogy II
EDUC 354 Integrated Math, Science, & Social Studies Pedagogy II

WHO: Elementary Education Majors

POST JUNCTURE

Course Description:

Integrated Reading & Language Arts Pedagogy I and Integrated Math, Science, & Social Studies Pedagogy II are co-requisite courses that comprise the first semester of a two-semester experience designed to promote the development of teachers who have a philosophical and principled understanding and commitment to an integrated curriculum and the practical strategies to implement such an educational program for children. This course block has both classroom experiences and a shared field component which are founded on the philosophy and theme TEACHER AS REFLECTIVE PROBLEM SOLVER. Because of this shared field component these two courses must be taken together.

Practicum Description:

This practicum extends the work done in the previous course sequence (EDUC 351/352) and allows the Elementary Teacher Candidate to gain experience planning, teaching and assessing students. This practicum provides a forum for the Candidates to design an integrated unit (either a lesson or a series of lessons) and then to teach that unit. Teacher Candidates are expected to fully master the level of initiative/development in the process of making the elements of our program “habits of mind.” The practicum starts during approximately the fourth week of the semester and extends in periodic blocks through the fifteenth week. Teacher Candidates spend a minimum of 70 hours in the practicum site. In order to realize the Action-Reflection-Action Cycle, the semester is divided into blocks during which the candidate either meets on campus three times a week or daily in the practicum site for approximately two hours in the morning, five days a week. Students will complete at least 70 hours in their field placement.

Supervisor Responsibilities:

- The EDUC 353 or 354 course instructor acts as the supervisor overseeing this practicum answering questions raised by school administrators, teachers, or teacher candidates
- Work with the field placement coordinator to identify the number of classrooms needed
- Contact facilitating teachers to clarify expectations and answer questions before teacher candidates begin
- Provide candidates with placement contact information, introduce them to the Shepherd University Code of Conduct, and collect agreement forms.
- Review course expectations and responsibilities for the course.
- Formally observe the candidate teaching at least two lessons the candidate has planned and conduct follow-up reflective discussion after each observation.

Teacher Candidate Responsibilities:

- Provide required documentation for TB tests or other requirements required by the school
- Arrive on time and stay the full time designated in the field schedule.
- Maintain professional conduct at all times as indicated in the Shepherd University Code of Conduct for Teacher Candidates in the Field.
- Engage actively in working with students in a variety of activities planned by the teacher, planned collaboratively with the teacher or reflective partner, and/or planned independently.
- Complete reflections and other field-based course assignments as designated by the course instructors.
- Notify the facilitating teacher AND university supervisor in the event of illness or other unavoidable circumstance that make it impossible to attend as scheduled. Follow supervisor direction regarding scheduling a makeup day.

Facilitating Teacher Responsibilities:

- Welcome the teacher candidate to the class and include him or her in all aspects of being an elementary teacher.
- Answer questions about the classroom and provide direction for the candidate to work with individuals, small groups and whole class in activities planned by the facilitating teacher, planned collaboratively, and planned by the candidate.
- Question the candidate to promote reflective dialog and provide regular feedback regarding emerging professional strengths and needs.
- Verify that the teacher candidate fulfilled the agreed upon scheduled field hours and complete a summary evaluation of the teacher candidate.