

EDUC 443 Reading in Content Areas

WHO: All Secondary Education Majors

POST JUNCTURE

Course Description:

This course examines both the expressive and receptive aspects of language required for effective teaching, learning, and assessment in different content areas. Emphasis is placed on analyzing language demands placed on diverse students during instruction and identifying research-supported content-appropriate methods to support language use in reading, writing, listening, speaking and viewing tasks. Candidates apply these methods in the development of individual content lessons and a content unit designed to meet the language needs of all students. Success in teaching is measured through student data of impact on learning and video analysis as candidates learn to handle the complexities of teaching and managing a content classroom. A minimum of 50 hours in a public school is required. Prerequisites: EDUC 370 or for Music Education Students, Admission to Teacher Education. This course is taken concurrently with a special methods course (if that special methods course was not taken with EDUC 370).

Practicum Description:

The practicum components of this class are designed to prepare candidates for the language-integrated pedagogical requirements necessary for successful student teaching. Initial content regarding literacy-based (reading, writing, listening, speaking and viewing) pedagogy is frontloaded in the course with the practicum beginning after the third week of the semester and extending through the fifteenth week. Candidates are expected to spend about 4 hours each week (minimum of 50 hours) in the assigned classroom actively involved in all aspects of planning, assessing and teaching. Throughout the course, candidates continue to meet on campus and/or online to engage in the action, interpretation, critical reflection cycle in relationship to various instructional methods. If not taken previously, the special methods course for the candidate's content area is taken concurrently with this course.

Supervisor Responsibilities:

- The EDUC 443 course instructor acts as the supervisor overseeing this practicum answering questions raised by school administrators, facilitating teachers, or teacher candidates.
- Work with the field placement coordinator to identify the type and 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 practicum.
- Formally observe the candidate teaching at least two lessons the candidate has independently planned and conduct follow-up reflective discussion after each observation.

- Conduct conferences in which candidates view self-selected video clips to reflect on instructional strengths and weaknesses.

Teacher Candidate Responsibilities:

- Contact the teacher within the time frame provided to set up an initial meeting where a schedule of field hours will be determined
- Provide required documentation for TB tests or other requirements required by the school
- Arrive on time and stay the full time designated in the agreed upon 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 respective 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 a content teacher.
- Answer questions about the classroom and provide direction for the candidate to work daily with individuals, small groups and the whole class in activities planned by the 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.