

ASBURY  COLLEGE
ACHIEVE
Adult Degree Completion Program



Syllabus: Florida Campus

Course Name:	Introduction to Education: Practicum-K-Gr 6
Course Number:	EDA 210

Instructor's Name:	Tim Crook
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Text and Required Materials:	
Required:	<i>Teacher Education Handbook</i>
Required:	TaskStream On-Line Service: Purchase on line or purchase an <u>account access code</u> in Education Office (contact Nancy Fellows, Staff Asst., in R314)!!

Course Description:
This field experience component EDA 210 (K-Gr 6) is designed to enhance EDA 200 Introduction to Education by giving prospective teacher education candidates the opportunity for in-depth observation in the public schools. Students will spend approximately 82 clinical/field experience hours in the actual classroom environment working extensively with teachers and students. A biweekly seminar on campus will be required. Students enrolled in this practicum experience are **required** to enroll in EDA 210 Introduction to Education Practicum concurrently with EDA 200.

Link to Department Mission and Theme	<p>Facilitators of Student Success: <i>"The teacher who pursues moral and professional excellence intervenes purposefully to facilitate student learning in a prescribed direction."</i></p> <p>Education EDA 210 (K Gr 6) is the introductory field experience that provides preservice teachers the occasion to observe and interact with students in <i>diverse settings</i> in the public school setting while verifying their own commitment to the teaching profession. Hopefully, this will set the stage for the pursuit of professional excellence resulting in achieving the goal of facilitating success in their future students. In addition, the field experience provides opportunity to view the critical moral and professional responsibilities teaching entails. The intent is to acquire declarative knowledge that will prepare preservice teachers for further methodological and meta-cognitive understanding.</p>
Link to Conceptual Framework	In response to the education department's conceptual framework, this course is designed to develop the preservice educator's declarative knowledge in the

	major area concerning school pedagogy, discipline content, classroom management systems, and Teacher Education Program.
Summary Standards Addressed in Course	<p>Florida Accomplished Practice 1, 2, 3, 4, 7, 8, 12, 13</p> <p>Florida Elementary Competencies 60.1-35</p> <p>English for Speakers of Other Languages Performance Standards-1, 4, 7, 18, 25</p> <p>ESOL Competencies 47. 2, 4, 6, 8, 9, 10</p> <p>Asbury's Dispositions Standard: Respect/compassion for others; Passion for teaching; Personal/emotional wellness and vitality; Moral/ethical integrity; Spiritual sensitivity and purpose</p>
Discipline-Related Standards	NA
Attention to Culturally Responsive Teaching:	<p>The percentage of ethnic minorities in the United States is growing steadily. The percentage of ethnic minorities in the United States is growing steadily. The Introduction to Education course textbook suggests that by the year 2050 no one group will be a majority. This trend has many implications for schools challenging teachers to provide equal educational opportunity for all students. It is the role of teachers to develop appropriate instructional programs, incorporate students' primary languages and cultures in their programs, serve as positive role models and assist with providing necessary services for all students. The intention of this field experience course is to introduce preservice educators to the richness of valuing and preserving the diversity of our great nation and to address instructional mechanisms to provide for the needs of all students regardless of ability and culture. Throughout the field experience, an emphasis is placed on student diversity and multiculturalism throughout the observation and participation in the public school classroom setting.</p>
Attention to Technology Integration:	
Professor's Use	Instructional methods used in this course will include the following: on-site, in-class participation experiences, class discussion, and instructional lessons with PowerPoint presentations, with active participation required on the part of all students.
Candidate's Use	Candidates will be engaged in possible on-site, in-class participation experiences with technology and will utilize on-line course management system <i>Blackboard</i> for obtaining course materials and correspondence.
Attention to Dispositional Development	Students are introduced to the concept of Dispositions and Dispositional development in the practicum seminars. They will engage in a pre-test of dispositions.
Attention to Impact on Learning:	Impact on candidate learning assessed through the following course objectives:
Impact on Candidate Learning	<p>Upon completion of this course, the student will:</p> <ol style="list-style-type: none"> 1. Assist students with content by working with small groups and by working one-on-one FEAP-1, 2, 3, 4, 7, 8, 12, 13 FEC-The potential for 1-35 ESOL Ps-2, 4, 6, 8, 9, 10 2. Complete 82 hours of observation and participation on-site at public schools. FEAP-1, 2, 3, 4, 7, 8, 12, 13

	<p>FEC-The potential for 1-35 ESOL Ps-2, 4, 6, 8, 9, 10</p> <p>3. Complete a 12-hour diverse experience in a public school as part of the 82 hour field experience. FEAP-1, 2, 3, 4, 7, 8, 12, 13 FEC-The potential for 1-35 ESOL Ps-2, 4, 6, 8, 9, 10</p> <p>4. Complete 8 reports centered on various topics related to school pedagogy, personal philosophy of education, discipline, and diverse students. FEAP-1, 2, 3, 4, 7, 8, 12, 13 FEC-The potential for 1-35 ESOL Ps-2, 4, 6, 8, 9, 10</p>
Attention to Multiple Instructional Methods:	Instructional methods used in this course will include the following: class discussion and completion of reports on education-related topics, and use of PowerPoint and the internet for presenting information in seminars.

Instructional Strategies Used in this Course

- Direct Instruction
- Large and Small Group Discussion
- Instructor Modeling
- Field Experience Observation
- Reflection Opportunities from the Field Experience

Course Topics

- Conceptual Framework
- GATE 2 Interview
- GATE 2 Portfolio
- Field Experience Expectations
- Field Experience Requirements
- Asbury College’s Teacher Education Program

Course Objectives: Descriptions under *Impact on Candidate Learning*

The Candidate will:	Specific type of knowledge development	Link to Course Activities/ Assignments	Link to Portfolio (possible evidence)
Objective 1	Declarative	Completion of 8 Practicum Reports	Practicum Reports
Objective 2	Declarative	Final Evaluation Form	
Objective 3	Declarative	Practicum Weeks Schedule	
Objective 4	Declarative	Completion of 8 Practicum Reports	Practicum Reports

COURSE REQUIREMENTS:

Every course requirement must be completed at an acceptable level of proficiency for course credit. (See Rubric at bottom)

On Campus Requirements::

1. Enrollment in EDA 200 Introduction to Education must be simultaneous to enrollment in EDA 210 Introduction to Education Practicum. The only exception to this would be transfer students who must document completion of this course at another institution.

2. Content of the Course
 - Syllabus & Placement

 - Disposition Presentation/Survey

 - Admission to Teacher Education

 - Gate 2 – Entry Portfolio Workshop

 - Conceptual Framework of Teacher

 - Education Program at Asbury College

3. Admission to Teacher Education: All forms and related materials are to be completed for admission to the teacher education program. Appropriate tests are to be completed (be sure to fulfill ACT/PPST requirements). Review guidelines in the *Teacher Education Handbook*. Preliminary work will be started on your professional portfolio including the completion of some entry items.

Field Experience Requirements:

1. **Professional Attire:**
The student's dress should reflect professional standards and conform to the Education Department's professional dress code. **Please ALSO acquaint yourself with the dress code regulations at the public school and personally conform in your dress attire accordingly.** **Any exceptions** must be cleared by the Practicum Coordinator.

2. **Confidentiality:** The student is expected to maintain the legal and ethical standards applicable to the rights of the confidentiality of students, teachers, administrators or their programs and policies. Any abridgment of this standard may result in termination from practicum.

3. **Attendance: REGULAR ATTENDANCE IS MANDATORY** because of our contractual relationships with the public schools. If you must be absent due to a serious illness or emergency, follow this procedure:
 - A. *Call the school as early as possible* and give the secretary your name and the teacher to whom you are assigned. Ask the secretary to inform the teacher.
 - B. *Email the Practicum Coordinator* or call the Teacher Education Office (ext. 2223) and inform the Staff Assistant.
“PLEASE NOTE THAT ALL MISSED PRACTICUM HOURS MUST BE MADE UP!”

4. **(Reports):** These reports must first be completed by the student, SIGNED by the public school teacher, and turned in on the dates listed below:

Completed and signed practicum reports:

- Report forms are a record of the work done in your field experience. Ultimately, some will become a part of your portfolio.

Course Rubric:

Proficient (Credit)	Apprentice (No Credit)
1-Appropriate completion of 8 Bi-Weekly Report Forms FEAP-1, 2, 3, 4, 7, 8, 12, 13 ESOL Ps-2, 4, 6, 8, 9, 10 2-Completion of all required Practicum Hours FEAP-1, 2, 3, 4, 7, 8, 12, 13 FEC-The potential for 1-35 ESOL Ps-2, 4, 6, 8, 9, 10 3-Class Attendance 4- <i>Positive</i> Cooperating Teacher recommendations FEAP-1, 2, 3, 4, 7, 8, 12, 13 FEC-The potential for 1-35 ESOL Ps-2, 4, 6, 8, 9, 10	1-Inappropriate or incompleteness of 8 Report Forms or 2-Incompletion of all required Practicum Hours 3-No Class Attendance 4- <i>Negative</i> Cooperating Teacher recommendations

ESOL Performance	Related Course Objective	Related Readings, Class Activities, and	Related Assessments
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Standard Addressed		Assignments	
2	1, 2, 3, 4	Asbury Teacher Education Handbook	Bi-Weekly Reporting Forms, Supervising Teacher Evaluation
4	1, 2, 3, 4	Asbury Teacher Education Handbook	Bi-Weekly Reporting Forms, Supervising Teacher Evaluation
6	1, 2, 3, 4	Asbury Teacher Education Handbook	Bi-Weekly Reporting Forms, Supervising Teacher Evaluation
8	1, 2, 3, 4	Asbury Teacher Education Handbook	Bi-Weekly Reporting Forms, Supervising Teacher Evaluation
9		Asbury Teacher Education Handbook	Bi-Weekly Reporting Forms, Supervising Teacher Evaluation
10		Asbury Teacher Education Handbook	Bi-Weekly Reporting Forms, Supervising Teacher Evaluation