



ED 2400: Educational Practicum I

3 Credit Hours HS Code: 88E200EW

 The logo for Future Teacher Academy, Greenville County Schools. It is a circular emblem with a blue border. Inside, there are three stacked books: a blue one on top labeled "PREPARE", an orange one in the middle labeled "SUPPORT", and a green one on the bottom labeled "INSPIRE". The text "Future Teacher Academy" is written in a green, curved font at the top, and "GREENVILLE COUNTY SCHOOLS" is written in a blue, curved font at the bottom.	Teacher Name: Dr. A. Thompson Riverside High School (J106) Office Hours: T/TH 2:30-3:30; F 1-2 (864) 355-7858 akthompson@greenville.k12.sc.us akthompson@greenvilleschools.us (gmail)	Quick Links: Course Information Graded Coursework Grading Policy Assignments
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College of Education Information

College of Education Mission: The College of Education is a transformative leader in systematically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

The College of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We not only shape the lives of individuals; we also help transform families and communities. We see a significant role for our college in the economic development of our state and nation, and we embrace Clemson's land-grant mission to better the lives of South Carolina's citizens.

Academic Integrity – High School Dual-Enrollment Campus: As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. All infractions of academic dishonesty will result in a zero on the assignment and a written referral.

Unless otherwise stated explicitly in an assignment or lab, each student must do his or her work independently. Each student is responsible for protecting his or her files and work from access by others. Work that is essentially the same and submitted without proper attribution is considered to be

a violation of academic dishonesty policies by all those submitting the work, regardless of who actually did the work.

Late Work Policy: Unless otherwise stated, all assignments are to be turned in before 11:59pm on the due date. Late submissions are not acceptable. It is best to complete and submit an assignment early rather than risk last-minute complications.

Accommodations for Students with Disabilities: Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, G-23 Redfern Health Center, 656-6848. Details on policies and procedures are available at www.clemson.edu/ads. If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes. "It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation."

Clemson University Title IX Statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Clemson University's Title IX Coordinator is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (TDD).

Course Information

Course Description: Clemson students (teacher candidates) will be introduced to the teaching profession, the nature of the diverse and multicultural classroom, content and teaching standards, professional conduct, evaluation systems, and requirements of the profession. This course requires a field experience. Students will be expected to log a minimum of 10 hours in their assigned school placement. See below section "Field Experience" for more detailed information.

Course Objectives:

- Observe and participate in the learning process in public schools (field requirement).
- Gain information that will enable you to determine if a career in the field of education is the best choice for you.
- Understand and interpret the ten state-mandated performance dimensions: Assisting, Developing, and Evaluating Professional Teaching (ADEPT)
- Gain an awareness of the diverse, multicultural classroom in which you must be prepared to teach.
- Learn about and apply standards and practices of professional conduct in teaching
- Engage in reflective practices based on course content and field experiences.

Professional Dispositions for Teaching: As students (teacher candidates) of the College of Education, you are expected to assume responsibility for P-12 students' safety, well-being, development, and learning. Attention to the following professional dispositions is critical to your development and preparation. The teacher candidate should:

- demonstrate a belief that all children can learn and succeed;
- demonstrate a deep commitment to equity, fairness, and diversity;
- demonstrate the mindset of a critically reflective practitioner; and
- embrace a professional code of conduct and ethical behavior.

State Standards Included in this Course EEDA Compliance: This course introduces teacher candidates to the Education and Economic Development Act (EEDA) standards for Teacher Education.

1. Career Guidance is a process by which students become aware of the world of work, explore career options, and prepare for post-secondary opportunities. Performance Standard: Teacher candidates will explain the career guidance process.
2. The curriculum framework for career clusters of study is an organizational model that integrates career preparation components with academic coursework, providing the foundation for the development of the Individual Graduation Plan (IGP). The IGP, organized around career clusters and majors, is an educational plan aligned with students' interests, aspirations, and experiences. Performance Standard: Teacher candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).
3. The elements of the Career Guidance Model are awareness, exploration, and preparation. Performance Standard: At the age-appropriate level of instruction, teacher candidates will explain the use of the career guidance standards and competencies as specified in the South Carolina Comprehensive Developmental Guidance and Counseling Program Model.
4. Character education encompasses the identification, understanding, and performance of core values (listed in §59-17-135) that enhance citizenship, relationships, and quality of life. Performance Standard: Teacher candidates will identify instructional strategies that promote core values, as specified in §59-17-135, in the school community.
5. Contextual teaching is a concept that refers to methodologies used by teachers that focus on concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving. Performance Standard: Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real world application and problem solving.

6. Cooperative learning is an instructional technique where students interact collaboratively to complete a task. Performance Standard: Teacher candidates will implement learning strategies that promote cooperation.

7. Learning styles is a concept that refers to methodologies intended to accommodate diversity in student learning. Performance Standard: Teacher candidates will implement strategies to accommodate the needs of diverse learners.

Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Standards: This course will address the following ADEPT Standards more in-depth.

- Domain 2: Instruction: Establishing and Maintaining High Expectations for Learners (APS 4), Using Instructional Strategies to Facilitate Learning (APS 5), Providing Content for Learners (APS 6)
- Domain 3: Classroom Environment: Maintaining an Environment that Promotes Learning (APS 8), Managing the Classroom (APS 9)
- Domain 4: Professionalism: Fulfilling Professional Responsibilities (APS 10) South Carolina Teaching Standards (SCTS): This course will provide an overview of the SCTS. [Link to ADEPT standards handout.](#)

Field Experience/Laboratory: The purpose of the off campus field experience is to give Clemson students (teacher candidates) an opportunity to observe, participate, and reflect upon authentic classroom experiences. Through focused assignments, students will consider questions and concepts from ED 2400 situated in actual practice. Field experiences provide students with professional artifacts that contextualize ideas and spur discussion in their courses.

Dual enrollment students are required to complete a minimum 25 - hours and 25 contacts over the course of each (nine-week semester) for a block schedule. The teacher candidate will observe for the first two weeks, and then tutor a small group of students and/or teach lessons, review activities, etc.. (to be determined by their assigned Cooperating Teacher). The minimum number of hours in the field placement for a dual enrollment student should be 50 hours and 50 contacts. Students have the option to stay with their cooperating teacher for the duration of the block/year. They may change classes after each block/quarter to diversify their experiences.

Required Materials:

- A subscription to a nationally recognized educational magazine: EdWeekly, Teaching Tolerance, Edutopia, etc.. Any other instructional materials provided by the dual-enrollment instructor.
- EDTalk Videos
- Movie: Paper Tigers

Technology competencies: Each student should be able to use various software, hardware, and digital media to access and present material. (Examples: Google Apps, Promethean Board, Canva, Web design, PowToon's, Wizer, Adobe Spark, WeVideo, Flipgrid, Excel formulas, Blogs, Email).

Instructional strategies employed: Lectures, group work, class discussions, presentations, formative and summative assessment, and field experience.

Attendance policy:

- Attendance is mandatory and class participation assignments cannot be made up.
- Should something come up, you should notify the professor ahead of time.
- Should you miss a class, it is YOUR RESPONSIBILITY to notify your instructor within one week to deliver your written excuse (if you were not able to notify beforehand) and receive any make-up assignment, if applicable. Missing class WILL AFFECT your final grade.
- After four absences of (face-to-face class time), and on each subsequent absence, your final grade will be reduced by one letter grade.

Monday District Workshop Dates	
Fall Semester	Spring Semester
September 5 (Thur) - iTeach Conference	January 27 - Literacy Across all Levels
October 21 - ED Policy and SPED strategies	February 10 - ED Policy and SPED strategies
November 18 - The Wizard of “Oz”obots	March 10 - iTeach Technology Conference
December 6 (Fri) - Reading Around the Trees	April (??) - Roper Mt Science Center Tour

****Choose (at least) three district workshop options*

Graded coursework:

Assignments	Points Available
“My Story” Video	100
“Why I Want to Teach”	100
Teacher Interview	100
Policy and Accountability	100
SC School Report Card Project	100
Global Project (Midterm Group Paneled Presentation)	200
Educational Article Reflections (10 points each)	100
School Board Meeting (1 meeting & 1 email or 2 meetings)	100
The Great Assignment (movie reflection)	100

Formal Field Experience Reflection Paper	100
Formal Field Experience (Final Paneled Presentation)	100
In the Field Tasks	100
Field Experience Attendance 50 hours / 50 contacts	200
	Total Points: <u>1500</u>

Grading policy:

This class is graded with a point scale to determine grades A, B, C, D and F. Grade points will be determined from student performance on required assignments. The grading scale is shown below.

Evaluation	Final Grade
1350-1500	A (90%-100%)
1200-1349	B (80%-89%)
1050-1199	C (70%-79%)
900-1049	D (60%-69%)
899 and below	F (0%-59%)

Assignment Descriptions:

“My Story” DUE:

Using Adobe Spark, Google Slides (with video) or another video editing program, you will create a video or use images depicting the highlights of your educational journey from Preschool to College. You have the opportunity to include any event that has been meaningful to you in your K-12 journey. Use the platform to tell a digital narrative about yourself.

“Why I Want to Teach” DUE:

As a precursor to the Education Practicum Course, you will write an essay explaining “Why I Want to Teach”. If you are unsure of becoming a teacher, explain “Why I Am Thinking of Becoming A Teacher”. Please make sure the essay or video is thorough and it gives the audience insight to your thoughts of being a Teacher. Your essay should be a minimum of 500 words. If you choose to create a video, it should be 3-5 minutes in length.

Teacher Interview: DUE:

Find a school teacher, preferably in your area of study to interview. A minimum of 10 questions should be created prior to the interview and a 200 word reflection of the interview should be

completed and submitted accordingly. The interview can be hosted via email, Facetime, Skype, face to face, or email. Interviews MAY NOT be conducted with family members. Using Google sites, Canva or a software tool of your choice, design a creative page to honor the teacher you have interviewed. Include photos and quotes to enhance your page. Display professionalism and creativity.

Policy and Accountability: DUE:

You will discuss and analyze 3-5 educational policies that have impacted education within the last decade. Based on the policies presented to you in class sessions from our guest speaker: ([notes outline](#))

1. List the policies and what you have learned about each. Give your overall reflection about Education Policy in SC. What have you learned? Did anything surprise you? Do you have a positive or negative view about Ed Policy in SC. Why?
2. What is FERPA and what protections does it provide?
3. What is COPPA and why is this important?
4. What is HIPAA and how does this impact students and teachers in a public school?

SC School Report Card: DUE:

Compare and contrast the district's school report card across South Carolina. You will analyze the information accessed and provide the results and their impact within the districts and statewide.

Please access the [website](#) provided:

Compare schools: **YOUR HIGH SCHOOL COMPARED TO A SCHOOL WITH SIMILAR DEMOGRAPHICS** Look at the statistics for academics and environment.

Compare districts: Greenville County to Allendale County (lower part of the state). Look at the statistics for academics and environment.

What evaluation can you make about **YOUR High School** based on your findings? How do the school's compare? What are some positive/negative findings? What can you surmise may be the reason behind some of the similarities and differences? Write a comparison based on the information you have gleaned from Greenville and Allendale Counties. What are the advantages/disadvantages, strengths/weaknesses for both? Where would you prefer to teach? Why/Why not?

Global Project: DUE: (PRESENTATION)

In a group of 2-3, you are to select a country based upon the PISA Education Rankings. These rankings determine the most successful educational systems globally. Your group will create a "Global Profile" to present to a panel of educators. You will share the information in a creative and professional manner for at least 20 minutes. After your presentation, the panel will ask you questions for 10 minutes to defend your presentation.

You will include the following information (at minimum).

- Country's Language and Population
- Geography (Detailed Information of the location)

- Political Structure
- Describe the Education System(Early Childhood-College; Similarities & Differences to the United States; What makes them successful; What educational practices do you believe we should adopt to improve the US educational system; What role has technology played in their educational system; Key Educational Leaders Past & Present)
- Explain the Teacher Preparation and How Teachers are viewed.
- How does the country support education?
- Provide information concerning the country's unemployment rate and poverty statistics.

Educational Article/Video Reflections:

Each member of the class will subscribe to an approved and nationally recognized educational magazine. (Edweek, Edutopia, Teaching Tolerance, EdTalks) The student will access and analyze 10 articles over the course of the year. Cite the article by title, magazine, URL (if applicable). Summarize the article and reflect on what it means to you and the educational system today. What did you learn? What surprised you? Do you agree or disagree?

School Board Observation:

Your assignment is to attend 2 GCSD school board meetings (or one meeting and/or one board member email.). I will provide you with the information of the district's meetings, times, and locations. To verify your attendance, you must take a photo of yourself inside the boardroom to account for your attendance. As you attend the meeting, please take appropriate notes and answer the following:

- Give the name district meeting attended: location, date, time, & length of meeting
- How many board members attended? Approximately how many people were in the audience?
- Give a short description of two issues that were discussed and how they were (or were not) resolved.
- Was public input allowed and/or given? What was the result?
- Based upon your observations during the meeting, give a short description of one of the responsibilities of school board members.
- Describe something that happened or that was discussed that you did not expect; or an enlightening moment you had during the meeting.
- Summarize what you learned from this experience of attending a school board meeting.

A [Google document](#) of the requirements is available if you wish to take it with you to the meeting.

The Great Assignment: DUE:

Watch one of the educational movies listed.

- o Dead Poets Society - o Teachers - o Half Nelson - o October Sky - o Stand and Deliver	- o To Be and To Have - o Chalk - o Mr. Holland's Opus - o Remember the Titans - o School of Rock	- o Lean on Me - o Every Child is Special - o To Sir with Love - o Dangerous Minds - o Freedom Writers
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Then, reflect on the following:

- Why is this teacher amazing, inspiring, and GREAT?
- Who you want to be as a teacher and what you will do to ensure you are GREAT?

Formal Field Experience Reflection Paper: DUE:

Part 1. Your placement. (25 points) - Use the first paragraph of your paper to provide some brief information about the school, the grade level, the physical appearance of the classroom, and some information about the students' demographics (gender, race, age, etc.).

Part 2. Your Opinion (50 pts) Look at [South Carolina Teaching Standards](#) as you complete this part. Share the subjects and instructional strategies you observed during the semester. How do you believe they would be classified/scored in the following areas?

Indicate your perceptions of the effectiveness of the strategies in promoting student learning.

Instructional strategies include:

- ☐ "Whole class instruction" (lecture/presentation/videos) that can be passive (little student participation) or active (students actively engaged in discussion).
- ☐ Reading-based activities--individual, group, or whole class round robin. Writing-based activities can be rote, written "practice" activities--worksheets with one-word or phrase responses, or more complex writing activities--graphic organizers, stories, reports, research papers, lab journals, etc.
- ☐ Did you see theme-based or project-based learning or anything similar? Did you see hands-on science, art, music, etc.?
- ☐ What did you see for differentiated instruction?

Describe the classroom learning environment and how the teacher managed it. (If you unfortunately learned mostly things not to do, that's OK, reflect from that perspective.)

Part 3. Your reflections (25 points) - What are your thoughts now about becoming a teacher? How has this course and your placement either strengthened your resolve to teach or made you change your mind? Have you learned anything that will make you a better teacher?

Formal Field Experience Reflection Oral / Visual Presentation: DUE:

Part 1: Reflect on the time you have spent in your field placement. Using pictures and examples from the field, prepare a 10-15 minute visual and oral presentation to share the following:

- ☐ (5 points) Where did you complete your field experience and with whom?
- ☐ (20 points) Describe the environment of your classroom as it relates to establishing expectations, managing student behavior and creating a respectful culture. (ADEPT Standard Domain 3)
- ☐ (20 points) What instructional strategies did you find most effective with your students? Give specific examples of what your cooperating teacher demonstrated and what you implemented. (ADEPT Standard Domain 2)
- ☐ (20 points) Discuss examples of professionalism demonstrated by your cooperating teacher that you would like to emulate. (If unfortunately your cooperating teacher did not provide a

positive experience, that's OK, reflect from that perspective.) What would you do differently? (ADEPT Standard Domain 4) Were you able to participate in planning or professional development with your cooperating teacher? If so, please share what you were able to.

Part 2: Reflect on any struggles, conflicts or issues you noticed as you worked in your field placement this semester. These could relate to student achievement, monetary resources, time allotments, testing, instructional strategies, etc..

- ☐ (5 points) Select an issue that you have noticed and share your opinion and perspective.
- ☐ (10 points) As a future teacher, what are your suggestions for a solution to this issue?

Part 3: Personal Reflection:

- ☐ (10 points) Share a few stories about some of your students: Who challenged you the most? What did you learn from him/her? Did a student become your "favorite"? Who did you most connect with and why?
- ☐ (10 points) Refer to what you wrote in your Formal Field Experience Reflection Paper and share your thoughts about becoming a teacher now.

In the Field Feedback Work:

Each quarter, you will complete 5 of the tasks (10 points each) from this list. You may only complete each task once in your field placement. Please submit picture evidence and reflections for each task on the digital template provided in Google Classroom.

- ☐ Take a picture of a bulletin board in the classroom. What is appealing about this board? What is its purpose?
- ☐ Take a picture of your favorite place in the classroom? What is the purpose of this location? Why is this place so appealing to you?
- ☐ Take a picture of students working together in a collaborative effort. What are they doing? How are they working together? Does one take the lead over the other? What are their responsibilities? What is the end result?
- ☐ Take a picture of something in the classroom you do NOT like (bulletin board, class set-up, decor, procedure chart, etc...). It can be ANYTHING. Why do you not like this particular item? What would you do differently? How would you improve what is already in place?
- ☐ Take a picture of one of the "top notch" students. What are the characteristics that this student possesses that makes him/her an excellent student? Discuss what he/she does to display excellence.
- ☐ Take a picture with a student who is quiet or shy in class. What is his/her story? What are his/her likes and interests? What makes this student unique?
- ☐ Take a picture with your teacher. What is his/her story? Why did he/she become a teacher? How long has he/she been teaching and what is the BEST reason to become a teacher?
- ☐ Teach a mini-lesson (10-15 minutes) to the class. It can be going over homework, directing a warm-up, reading a book, working with a small group, etc... What did you do? How did the students respond to you? What would you do differently if you were to teach the same thing again? Be sure to include pictures and /or documents to provide evidence of your lesson.

- ❑ Tutor someone who needs help. Take a selfie with your tutee! What did you do to help this student? Why was he/she struggling and how were you able to help? What more could be done for this student?
- ❑ Teach an activity where the students have to make something. What did they make? What supplies were needed? How long did it take to complete the activity with the students? How well did you estimate the time needed? What were the most challenging aspects of managing the activity? How did the students respond to the activity? What would you do differently if you did this again?
- ❑ Play a game with the whole class. Decide how you want to sort the students into teams. How many teams? How will you decide which students are on each team? How will you make sure all students are participating and on task? How did the game go? What would you do differently if you played this game again?
- ❑ Learn a new non-teaching related skill that you will need to master as a new teacher. Ex: learn how to work the copy machine, laminator.
- ❑ Create an anchor chart for the classroom. Take a picture of it, and explain how it will aid in student learning.