COURSE TITLE: Teaching Secondary School English/Language Arts Practicum

COURSE NUMBER: LAE 4941

COURSE DESCRIPTION (with prerequisites):
This course is designed for students who are majoring in English/Language Arts education and who will be obtaining teacher certification in grades 6-12. This practicum accompanies LAE 4335 and provides students with opportunities to present their interactive curriculum projects to high school students in local school districts. Students spend a minimum of 30 school-based hours in the secondary school classroom. Project presentations will be coordinated with in-service secondary school teachers and their curriculum schedule and needs. This course addresses specific Next Generation Sunshine State Standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. 1 credit hour. Corequisite: LAE 4335.

NAME(S) OF INSTRUCTORS:
Pam Rentz

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
Next Generation Sunshine State Standards document
Textbook from 9 – 12 school site

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the
instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s
responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.

E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of English education.

E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

**Task 4.1_2.1 (1.1, 1.2, 1.3, 1.4, 3.1, 3.4, 3.6, 3.7, 3.10, 4.2):** The teacher develops unit of a minimum of five lesson plans that address appropriate English/Language Arts content for a unit of study. The lesson plans must facilitate students' use of critical and creative thinking skills and make use of appropriate technology. The teacher candidate delivers the lessons in a secondary classroom and analyzes impact on student learning. The product consists of the lesson plan(s), assessment results for the class, and samples of all instructional work completed by two students(one in which the student performed as expected and one in which he/she did not) with a detailed analysis of the learning gains and remediation needs for each of the two students.
## LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR LAE 4941</th>
<th>NGSSS/Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills:</th>
<th>Assessment Activities</th>
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<tbody>
<tr>
<td>The student will:</td>
<td></td>
<td></td>
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<tr>
<td>Draw upon knowledge of the Professional Competencies/ Educator Accomplished Practices, Next Generation Sunshine State Standards, and the Florida Code of Ethics for the activities at the 9 – 12 practicum site</td>
<td>Selected standards based upon practicum assignment.</td>
<td>E-1, E-2, E-3, E-4, E-6, 1.1, 1.2, 1.3, 1.4, 3.1, 3.4, 3.6, 3.7, 3.10, 4.2</td>
<td>Selected indicators for competencies based upon practicum assignment.</td>
<td>6.1,6.2, 11.1, 11.3, 12.3, Teaching – lesson plans &amp; SD Task 4.1_2.1 - RU</td>
</tr>
<tr>
<td>Design and teach grade appropriate lessons to students in grades 9 – 12</td>
<td>Selected standards based upon teaching assignment (documented as part of the lesson plans.)</td>
<td>E-1, E-3, 1.1, 1.2, 1.3, 1.4, 3.1, 3.4, 3.6, 3.7, 3.10, 4.2</td>
<td>Selected indicators for competencies based upon practicum assignment.</td>
<td>4.1,4.2, 7.3,7.4,10.1, 10.2,10.3, 12.1, 12.2, Teaching lesson plans &amp; SD Task 4.1_2.1 - RU</td>
</tr>
<tr>
<td>Use effective feedback strategies to improve student learning in English/Language Arts education</td>
<td>E-3</td>
<td>1.5, 2.5, 2.6, 3.5, 4.9, 5.6</td>
<td></td>
<td>Teaching assignment lesson plans &amp; SD</td>
</tr>
<tr>
<td>Evaluate student progress in English/Language Arts education by effective use of questioning, observation, and appropriate test construction.</td>
<td>E-3, 1.1, 1.2, 1.3, 1.4, 3.1, 3.4, 3.6, 3.7, 3.10, 4.2</td>
<td>1.5, 2.5, 2.6, 3.5, 4.9, 5.6</td>
<td>1.1,1.2,1.3, 1.4</td>
<td>Teaching – lesson plans &amp; SD Task 4.1_2.1 - RU</td>
</tr>
<tr>
<td>Demonstrate proficiency in planning, teaching and assessing English/Language Arts education lessons that accommodate diverse learners and limited English proficient students (LEP)</td>
<td>E-1, E-2, E-3, E-4</td>
<td>1.6, 1.5, 2.5, 2.6, 3.5, 4.9, 5.6</td>
<td>2.1,2.2,2.3, 2.4, 5.2, 14.3</td>
<td>Teaching–lesson plans &amp; SD</td>
</tr>
</tbody>
</table>

**Assessment Codes**

- **T** = Tests
- **Pre/Post** = Pre- and Post-Tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final
- **EX** = Departmental Exam
- **SE** = Nat’l or State Standardized Exam
- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital
- **Proj.** = Projects
- **Exp.** = Experiments
- **Cap. Proj.** = Capstone Project
- **Cap. Course** = Capstone Course
- **Prac.** = Practicum
- **Intern.** = Internship
- **H** = Homework
- **PS** = Problem Solving
- **DB** = Discussion Board
- **BO** = Behavioral Observation
- **Clin.** = Clinicals
- **CS** = Case Study
- **CP** = Case Plan
- **Port.** = Portfolio
- **Obs.** = Teacher Observation
- **Sk. Check** = Skills Check-off
- **Curriculum Frameworks**
- **JP** = Judged
- **Performance/Exhibition**
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Work with your instructor to identify a practicum site during the first two weeks of class.
2. Meet the teacher of your 9 – 12 practicum class(es) to set up a specific time to attend each week. Obtain the e-mail of your teacher. Notify your teacher of any changes to this schedule.
3. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
4. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
5. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.