Wilmington University
College of Education

Bachelor of Science Elementary Education (Grades K-6)

Course Number: EDU 391
I
Course Title: Practicum II

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Assessment(s) Candidates will evaluate and reflect on existing teacher lessons. Candidates will design, plan, and implement a minimum of two lessons. Candidates will analyze and reflect on the design of instructional planning, the use of technology, and student learning.

Learning Outcome 2   Data Driven Instruction / Assessment for Student Learning (ACEI 4.0 /CEC 4.1, 4.2, 4.4 / InTASC 6)

Learning Activities/Performance Tasks:

1. The candidate will design and administer appropriate assessments to determine student knowledge and skill as aligned to standards and learning objectives.
2. The candidate will analyze and reflect on assessment results to determine student knowledge and skill as aligned to standards and learning objectives.
3. The candidate will create and describe a rubric or scoring guide aligned to lesson learning goals and assessment.
4. The candidate will identify, assess, analyze, and reflect on the modifications of the assessment for students with exceptionalities or learning differences.
5. The candidate will identify, assess, analyze, and reflect on the learning activities, and student groupings arranged during the administration of the assessment.

Assessment(s) Candidates will evaluate and reflect on existing teacher made assessments. Candidates will analyze and reflect on the development of assessments, application of assessments, data collection and

align to his or her learning goals.

3. The candidate will communicate to colleagues, peers, families, students and the greater community in a professional manner.
4. The candidate will demonstrate and maintain professional teaching dispositions and behavior.

Assessment(s) Candidates compose a philosophy of education integrating a research based learning theory. Candidates reflect and compose written responses to the Professional Growth and Responsibilities form. Candidates will document active engagement in assigned classroom through TaskStream portfolio. Candidates create a dispositional and professional growth video based reflection.

Level of Engagement within the 60 hours:

Your practicum experience should include, but not limited to the following experiences. At least 10 items must be documented.

- x Meet and introduce him/herself to Mentor Teacher, establish a professional relationship, convey aspirations for education, create a schedule for attendance and individual opportunities to meet and discuss various aspects of teaching.
- x Tour facility and introduce yourself to principal, secretary and other faculty / staff determining and identifying any responsibilities or requirements during your 60 hours of field experience
- x Collect community, district, school, classroom, and student contextual demographics.
- x Attend and assist with family-related activities
- x Attend and assist with field trip
- x Attend one school sporting event (if school provides   offers)
- x Learn school and classroom PBIS, RTI or behavior based interventions
- x Participate in behavior based intervention meetings
- x Participate in PLC meetings
- x Participate in a Building Leadership Team (BLT)
- x Attend a parent teacher conference
- x Attend an IEP meeting
- x Learn about goal setting for students
- x Discuss with Mentor Teacher text complexity, Lexile Levels, and guided reading

Assignments and Grading

1. Class discussions, activities, and reflections
2. Professional Growth Plan
3. Philosophy of Education
4. Plan, develop, and enact two lesson plans integrating technology
5. Analyze and reflect on Designing Lessons for Student Learning
6. Analyze and reflect on Assessment for Student Learning
7. Video based dispositions reflection
8. Field Based Engagement Portfolio

These assignments specifically address "Outcomes" listed above. Additional details and resources, including OERs, can be found on the Blackboard course site.

College of Education Attendance Policy:

Sherwood, G., & Horton-Deutsch, S. (2012). **Reflective practice: Transforming education and improving outcomes** Indianapolis, IN: Sigma Theta Tau International.

The Framework for Teaching A document from the Danielson Group, The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

Understanding Learning - Links

r   Blueprint for Personalized Learning in Delaware

r   _____

r   Classroom Management

r   Group work: Using cooperative learning groups effectively

r   Increasing Inclusivity in the Classroom

r   How People Learn

r   Metacognition

r   Mindfulness in the Classroom

r   Motivating Students

r   Personalized Learning

r   Substitution Augmentation Modification Redefinition Model

r   Technological Pedagogical And Content Knowledge

r   Teacher Toolbox

r   Visual Learning

Supporting Resources   Found in Wilmington University Library

Films for the Humanities & Sciences (Firm), Films Media Group, & Public Broadcasting Service (U.S.) (Directors). (2001). **Teach me different! : The nature of the condition** [Motion picture on online video].

Films Media Group, & Promedion (Firm) (Directors). (2016). **Educational psychology in the classroom** [Motion picture on Online video].

Kendall, J. (2011). Understanding common core state standards. Alexandria, VA: ASCD.

Leiding, D. (2006). Racial bias in the classroom can teachers reach all children? (Innovations in education series, 8). Lanham, Md.: Rowman & Littlefield Education.

Lindberg, J. (2007). **Commd Education.**

Wilmington University
College of Education

Bachelor of Science Middle Level Education (Grades 6 -8)

Course Number: EDU 391

Course Title: Practicum II

Faculty Contact:

Course Description: Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and Mentor Teachers. Placement priority is given to settings that serve

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Learning Outcome 2   Data Driven Instruction /

align to his or her learning goals.

3. The candidate will communicate to colleagues, peers, families, students and the greater community in a professional manner.
4. The candidate will demonstrate and maintain professional teaching dispositions and behavior.

Assessment(s) Candidates compose a philosophy of education integrating a research based learning theory. Candidates reflect and compose written responses to the Professional Growth and Responsibilities form. Candidates will document active engagement in assigned classroom through TaskStream portfolio. Candidates create a dispositional and professional growth video based reflection.

Level of Engagement within the 60 hours:

Your practicum experience should include, but not limited to the following experiences. At least 10 items must be documented.

- x Meet and introduce him/herself to Mentor Teacher, establish a professional relationship, convey aspirations for education, create a schedule for attendance and individual opportunities to meet and discuss various aspects of teaching.
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Assignments and Grading

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Understanding Learning - Links

- r [Blueprint for Personalized Learning in Delaware](#)
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- r [Classroom Management](#)
- r [Group work: Using cooperative learning groups effectively](#)
- r [Increasing Inclusivity in the Classroom](#)
- r [How People Learn](#)
- r [Metacognition](#)
- r [Mindfulness in the Classroom](#)
- r [Motivating Students](#)
- r [Personalized Learning](#)
- r [Substitution Augmentation Modification Redefinition Model](#)
- r [Technological Pedagogical And Content Knowledge](#)
- r [Teacher Toolbox](#)
- r [Visual Learning](#)

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Lindberg, J. (2007). Commd Education.