**CTSE 4910: Practicum Syllabus**

**Spring 2019, Auburn University**

**Design**

The practicum course will be divided into two different sections: first, an independent study, and, second, a school-based field placement experience. The independent study focuses on engaging with education and English Language Arts education texts focused on supporting new teachers in designing and enacting instruction and managing a classroom. During this, the student will complete reflections to process and explore the texts’ ideas and create instructional materials demonstrating an ability to apply these ideas.

The school-based field placement will be predicated on the successful completion of the independent study. Failure to meet ALL requirements of the independent study will result in an inability to move on to the field placement during this semester. Instead, the student will need to re-enroll for practicum in a future semester, completing further independent study to prepare for the field placement.

The school-based field placement will be designed as a mini-internship experience, with the student spending 3-4 full weeks entirely engaged in the classroom, each day, all day long. They will must attend school every day, making up any absences and following all attendance procedures as outlined by the clinical residency handbook. During this time, the student will complete several teaching experiences. The nature of these will be negotiated with the teacher such as completing small group instruction, teaching a series of lessons in a class or several classes, taking responsibility for designing particular classroom materials, leading parts of a class (such as a discussion or bell ringers), and so forth. These will be outlined in writing at the start of the field experience. The student will need to successfully complete all of these teaching experiences, meet the attendance requirements, and meet the dispositional requirements (as outlined by the clinical residency handbook) in order to successfully complete the school-based field placement.

**Course Texts and Materials**

* Berger, Strasser, and Woodfin *Management in the Active Classroom*
* Minor *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*
* Roberts *A Novel Approach: Whole-Class Novels, Student-Centered Teaching, and Choice*
* Smagorinsky *Teaching English by Design*
* Tovani and Moje *No More Telling as Teaching*
* Wong and Wong *The First Days of School*
* Additional texts (at least one) to be decided as the semester unfolds

**Assignments**

Weekly Reflections

The student will compose a weekly reflection (at least 1,000 words) discussing, reflecting on, extending, problematizing, analyzing, evaluating, synthesizing, and so forth the most important ideas from the text read for that week. The goal of these reflections are to provide a space to process, understand, and get ready to apply these ideas. They will include a first section focused on key ideas and a second section that enumerates and discusses concrete practices that the student can enact during the latter half of the practicum experience (in the classroom) and eventually internship. These reflections are NOT to be summaries. Of course, an idea might need to be briefly summarized before moving into discussion, but they are decidedly NOT focused on summarizing.

These will be due no later than Friday at 10:00 am of each week, delivered as an email attachment to the instructor.

Lesson Plans

Using the lesson planning and “thinking behind the planning” template (and referencing the lesson planning rubric), the student will create 3 sequences of lesson plans (each sequence should include 2-3 instructional days in it). When creating a lesson plan, the student will need to create all accompanying materials (such as handouts, PowerPoints, rubrics, and so forth) and will need to include all required elements as enumerated in the templates (such as learning objectives, bell ringers, lesson openings, activities, and so forth).

The student will need to revise these lesson plans until they reach the level of a “B” on the rubric. All revisions must include a revision memo explaining how previous feedback has been taken up and used to improve the resubmitted lesson plans.

Unit Plan

For the final project, the student will be design an instructional unit based on Peter Smagorinsky’s framework presented in *Teaching English By Design* and Kate Roberts’ in *A Novel Approach*. It will be a 5-6 unit that combines a whole-class novel with student choice (whether book clubs or independent reading) and a culminating unit end. Importantly, the unit should be driven by the learning objectives and skills first and foremost! Then, you will think about what reading and interpretation strategies will support readers in reaching these objectives and skills. Finally, you’ll sequence a series of minilessons, read alouds, independent reading sessions, activities, small group work, conferences, and possibly homework. You’ll also need a clear plan for teaching students how they can successfully participate in book clubs or independent reading.

You do NOT have to assign every word of every book. Excerpting, summarizing, abridging, and so forth are completely appropriate. Remember, the goal of reading is to facilitate student learning. Your approach should be to facilitate and maximize student learning. Your approach should NOT be to make sure you cover every bit of every books.

The unit plan should follow this structure. Reference the accompanying rubric for further detail and instruction.

* Unit Title
* Grade Level
* State Standards
* Learning Objectives
* Assessments (Described and aligned with learning objectives. Include all of the information you would on the daily lesson plan template and “thinking behind the planning” document)
* Prior Knowledge and Skills (What you assume that students know and can do prior to the start of the unit. Your unit should build upon and extend these knowledges and skills.)
* Texts (Novels and any additional texts used during the unit – you can NOT use any of the young adult texts included on this syllabus but must go beyond this list.)
* Materials (Resources beyond the texts that you need. For instance, chart paper, sticky notes, markers, laptops, etc.)
* Description of Daily Lessons and Activities (include all assignment sheets and rubrics – every assignment needs a rubric; include 1-2 learning objectives for each day)

In addition to your unit plan, you need to include a rationale that justifies your decisions. It should discuss your curriculum (i.e., the texts, themes, topics, and learning objectives) and your pedagogy (i.e., the teaching techniques that you used to support students in learning the texts, themes, topics, and objectives). You need to provide a rationale defending your choices for why the texts, themes, topics, and objectives you’ve selected are worthwhile, meaningful, and appropriate for your students.

I recommend chapter 10 from Smagorinsky’s *Teaching English by Design* as a valuable resource for articulating a rationale. The National Council of Teachers of English also provides valuable resources (for example: <http://www.ncte.org/action/anti-censorship/rationales>). You also need to provide justification for why the teaching techniques you’re using are effective, appropriate, and reasonable. Here, you should draw on educational research and theory to articulate your decision-making.

There is a wealth of sample units and rationales available online through Peter Smagorinsky’s website. These are generally strong samples of how to put together a unit, combining rationales, goals, and daily activities. They are available here: <http://www.petersmagorinsky.net/Units/index.html>. I strongly recommend spending some time exploring several of these units to better understand how to layout a unit and offer a rationale.

The student will need to revise the unit plan until it reaches the level of a “B” on the rubric. All revisions must include a revision memo explaining how previous feedback has been taken up and used to improve the resubmitted lesson plans.

**Additional Requirements**

ALL assignments must be completed on time during the semester. Failure to turn in all assignments on time will result in a failure of the CTSE 4910 course.

The student must reply to all emails within 24 hours during the week, 48 hours on the weekend. Failure to do so will result in a failure of the CTSE 4910 course.

The student must ask for help, from the instructor and cooperating teacher, in advance when they encounter challenges, difficulties, and so forth. Failure to complete any requirements due to a failure to ask for help will result in a failure of the CTSE 4910 course.

The student must take up and use feedback throughout the course, explaining how they are using feedback to make improvements in their work (written work and performance in the school-based placement experience). Failure to do so will result in a failure of the CTSE 4910 course.

The student will meet biweekly with the instructor. The dates and times will be negotiated throughout the semester. Failure to attend biweekly meetings will result in a failure of the CTSE 4910 course.

**Schedule**

Week 2 – Jan 14-18: Design Syllabus, Read Wong and Wong

Week 3 – Jan 21-25: Read Smagorinksy

Week 4 – Jan 28-Feb 1: Read Roberts, Design LP Sequence #1 (Due Thursday at noon)

Week 5 – Feb 4-8: Read Minor

Week 6 – Feb 11-15: Read Tovani and Moje, Design LP Sequence #2 (Due Thursday at noon)

Week 7 – Feb 18-22: Read Berger, Stasser, and Woofin, Design LP Sequence #3 (Due Thursday at noon)

Week 8 – Feb 25-Mar 1: Read TBD, Design Unit Plan (Due Thursday at noon)

Week 9 – Mar 4-8: Read TBD, Finalize any revisions

**Signatures**

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Student, Michael Ogle Date

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Instructor, Ryan Schey Date