



Elementary Practicum and Classroom Management
Education 350
Fall 2020
2 Semester Hours
EML 324 (T and/or Th)

Instructor Information

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FLC 207 Tuesday/Thursday and by appt.
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Course Description

Practicum in the Elementary is a classroom experience in a public or parochial elementary school classroom. Students work closely with an elementary school teacher in order to develop a greater understanding of teaching and the skills necessary to become an effective teacher and classroom manager.

Course Prerequisites

Admission to Teacher Education.

Course alignment in the Professional Education Sequence Curriculum

VCSU School of Education aligns course curriculum with ND State Standards, InTASC Standards, Program Learning Outcomes, and Teaching for Learning Capstone (TLC).

| Standard | Code | Assessment |
|--|---|---|
| North Dakota State Standard | 50015.1a 50015.3e | Develop lesson plans for students that need accommodations in the classroom you are assigned. Classroom management strategies, reflections, and discussions. |
| InTASC Standard | #3 – Learning Environment #7 – Planning for Instruction #8 – Instructional Strategies | Classroom management strategies, reflections, and discussions. Planning four lessons and reflecting on the lessons. Implementation of Lesson and ideas on differentiation incorporated in lesson. |
| Program Learning Outcome | Plan – Implement – Evaluate – Reflect | Indicate in lesson plan. |
| Teaching for Learning Content (TLC) project | Student Teaching Requirement | Culmination project done while student teaching. |
| ISTE (International Standards of Technology Education) | https://www.iste.org/standards | Review |

Required Student Resources

None

Learning Targets

1. Strengthen understanding and knowledge of the methods and materials used in a particular room by a teacher.
2. Feel secure in their choice of elementary school teaching as a career.
3. Discover through observations, interviews, and videos, the learning style of a child.
4. Observe individual differences in children, focusing and recording relevant data on one child.
5. Work with small groups and individuals to carry out the teacher's plan to reinforce previously taught material.
6. Plan, implement, and evaluate four lessons.
7. Increase awareness of innovative programs in elementary education.
8. Discuss effective teachers.
9. Prepare bulletin boards, assist with routine tasks commonly carried out by the classroom teacher, such as: attendance reports, distributing and collecting materials, helping with "housekeeping chores", monitoring student movement to and from the classroom, checking written assignments.
10. Acquaint yourself with textbooks and other material used in the classroom.
11. Take notice of, discuss, and if possible, use visual aids and technology in the classroom.
12. Observe and discuss how classroom management is being handled in the classroom.
13. Study the variety of techniques available for observing and recording the behavior of young children.
14. Discuss the importance of independent learning and decision-making skills.
15. Observe and discuss how teachers work with parents and how to engage parents as partners in the educational process.
16. Observe how teachers work with parents in the home, school, and community.
17. Discuss how to conduct parent teacher conferences.
18. Keep a log of experiences in the classroom.
19. Develop an understanding of how to work with culturally diverse and exceptional students.
20. Work on a collaborative technology project with the classroom teacher to help students learn.
21. Reflect on what you have learned through the practicum experience by writing a reflection paper.
22. Students will be given the option of doing practicum hours remotely (because of Covid19) by using the Teaching Channel videos.

EDUC 350 students will be completing assessments, projects, and performances while learning

Numbered list of goals, objectives, & learning outcomes

1. i.e. developing a philosophy of teaching paper that includes utilizing assessments for learning.
(Assessment: formative in feedback for written draft, summative in philosophy of teaching paper.)

Assessments for learning targets

Create a numbered list of assessments that formatively cover the learning targets above.

Course Evaluation Procedures and Grading Criteria

Education courses at Valley City State University will be assessed based on discussions, assignments, reflections, formative and summative assessment projects, course specific projects, a midterm and a final examination. Feedback and grades will be completed within two weeks of the assignment due date and posted in Blackboard. All assignments completed for a grade will be uploaded to blackboard, emailed assignments will not be accepted.

Attendance Policy

According to Valley City State University Policy [V.530.08](#) attendance is required in courses. Student who know they are going to be absent from a course session, should contact their instructor as soon as possible. This course follows the following attendance guidelines: This course utilizes discussion topics and presenters each week to provide learners with authentic information from experts, therefore attendance is highly recommended.

Face Masks in the Classroom (COVID19)

In accordance with CDC recommendations, all members of the VCSU Community, including students, faculty, and staff, are required to wear face masks in public areas such as hallways, restrooms, and classrooms. If you are not able to wear a face mask, please plan to attend your classes using synchronous remote delivery.

Classroom Access Statement (COVID-19)

Every member of the VCSU community is expected to exhibit responsible behavior to support the health of the rest of the community. To help you make responsible choices, all face to face classes at VCSU are available via synchronous remote delivery. Please use this feature

- If you feel sick
- If you are in quarantine because you or a close contact have COVID
- If you are at risk, or live with someone who is at risk and need to limit your contact with others
- If you are unable to wear a face mask in the classroom

In all cases, be sure to contact your instructor so s/he is aware of your remote presence and can make the effort to involve you directly in the class activities. You do not have to indicate your health status; synchronous remote delivery is available to every student who needs it. Simply let your instructor know that you will be attending remotely, either on a given day or for a specified period of time.

You are expected to attend synchronously, meaning during the regularly scheduled course time, from your remote location. This course will use **BB Collaborate** to connect you to the classroom (Teams might be used in the future). Please contact me for connection instructions if you are not sure how to proceed.

Bb Collaborate Link for Tuesday Class: <https://us.bbcollab.com/guest/1e5633e3c9b84ba98f1b271ccb5eba91>

Bb Collaborate Link for Thursday Class: <https://us.bbcollab.com/guest/49ea46361bd4400887898bd8360b2f4f>

Synchronous Remote Instruction (COVID-19)

Students who plan to be 100% synchronous-remote should be in touch with Kaleen Peterson (kaleen.peterson@vcsu.edu).

Participation

For this course to be successful, active participation by everyone is required. Participation occurs through consistent, punctual, prepared, and interested attendance at and involvement in course meetings and activities. Students are expected to engage in critical dialogue about the topics and readings. Absences must be discussed with the instructor in advance or the student will may miss assignments that have point value toward the final grade for the course. **Attendance in online courses is taken through the completion of assignments and participation in the discussion forum.

Final Exam

Final Exams are required per [V406.01.02](#) policy. Students are expected to attend course exams at the times scheduled on the official exam schedule. Exceptions to this policy may be granted for documented university activities or personal emergencies on a case-by-case basis. If a student needs to be absent for a final exam, form AA-36 on the policy website must be submit.

**This course does not have a final exam due to the primary component of this course being a practicum experience.

Grading Scale

Total points accumulated will determine the final grade. (IF you are weighing assignments, please make sure to let students know).

| | |
|-----------|---|
| 94-100% | A |
| 87-93% | B |
| 80-86% | C |
| 73-79% | D |
| Below 72% | F |

EDUC 350 is graded as Satisfactory (73% or higher) or Unsatisfactory (72% or lower)

A Satisfactory grade is given when all assignments are completed in a timely manner, practicum forms are completed, and practicum/substitute teaching evaluations are positive.

An Unsatisfactory grade is given when assignments, practicum forms, and/or evaluations are not completed or evaluations from practicum/subbing are not positive.

Valley City State University Policies

Academic Integrity

According to VCSU Policy [V.530.01](#) "Academic integrity in students is recognized as a fundamental objective of higher education". Student who violate VCSU's academic integrity policy are reported to the Vice President of Academic Affairs.

Support Services through Valley City State University

[Student Support Policies](#)

Americans with Disabilities Act for Students

Valley City State University will provide reasonable accommodations, promote an inclusive campus environment, and encourage student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations based on the documentation provided by a certified/licensed professional. To request accommodations, contact [Disability Support Services](#).

Library

The School of Education embraces the use of research in teaching and learning. VCSU's [Library](#) has an extensive resources for K-12 curriculum, both online and on library shelves.

Course Schedule

The Topics are subject to change based on learners, weather, and other components that are unable to be identified before the semester begins.

| Week/Module/Topics | Dates | Topics, Readings, Assignments, Due Dates, Deadlines |
|---------------------------|--------------|---|
| 1 | Aug. 25 & 27 | Syllabus – Subbing Expectations – Information – Forms – Practicums – What do you want to know more about? |

| Week/Module/Topics | Dates | Topics, Readings, Assignments, Due Dates, Deadlines |
|--------------------|-------------------|---|
| 2 | Sept. 1 & 3 | Sharing Experiences - Lesson Plans Classroom Management - 4 tips: https://www.thoughtco.com/definition-of-classroom-management-7734 Classroom Management- 10 tips (4 Min.) - https://www.youtube.com/watch?v=0XUTdaQIdKI Classroom Management (4 Min.) - https://www.youtube.com/watch?v=6z1ay7SrvkA |
| 3 | Sept. 8 & 10 | Kim Knodle - Student Teaching |
| 4 | Sept. 15 & 17 | Kim Knodle - Student Teaching |
| 5 | Sept. 22 & 24 | Article: Discussion 10 ways to flip a kid and turn day around. https://www.coolcatteacher.com/10-ways-to-flip-a-kid-and-turn-their-day-around/ Building Relationships (14 min.) - https://www.youtube.com/watch?v=X25a8GGxip0 Procedures and Routines (21 min.)- https://www.youtube.com/watch?v=0-n3ZncKAcU |
| 6 | Sept. 29 & Oct. 1 | Why children become bullies in school. http://www.bbc.com/future/story/20190913-why-some-children-become-merciless-bullies |
| 7 | Oct. 6 & 8 | Kjesta Moch, ND United Representative Lesson Plan 1 - DUE |
| 8 | Oct. 13 & 15 | Master Contracts |
| 9 | Oct. 20 & 22 | Kristi Toy- Principal Osgood Elementary School |
| 10 | Oct. 27 & 29 | Dr. Okland and/or Dr. Olson - Senior Advising Lesson Plan 2 - DUE |
| 11 | Nov. 3 & 5 | John Porter, South Valley Special Education |
| 12 | Nov. 10 & 12 | Retention. https://www.chronicle.com/article/Breaking-Down-Barriers-to/241814 Lesson Plan 3 - DUE |
| 13 | Nov. 17 & 19 | Haley Madsen – 5 th grade teacher- Enderlin Elementary School haley.g.madsen@k12.nd.us Lesson Plan 4 - DUE |
| 14 | Nov. 24 & 26 | NO CLASS – Both Cohorts Do Not Meet This Week Because of Thanksgiving |

| Week/Module/Topics | Dates | Topics, Readings, Assignments, Due Dates, Deadlines |
|--------------------|-------------------------|--|
| 15 | Dec. 1 & 3 | Differentiation. https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/ |
| 16 | Dec. 8 & 10 NO FINAL | Course is Pass/Fail with NO Final Exam Required. Student Choice – Culminating Discussions – Sharing |
| Final Exam | NO FINAL | Location and Time - NA |

Potential Other

- Reimagining the School Day: <https://www.americanprogress.org/issues/education-k-12/reports/2017/02/23/426723/reimagining-the-school-day/>