

## ***EOCS 3450 Practicum in Occupational Studies II***

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Fall 2004

### **Course Outline**

1 – 3 hours. Repeatable for maximum 3 hours credit. Non-traditional format: supervised experience in school or occupational setting.

The purpose of the early field experiences is to have pre-service occupational studies majors in actual school settings prior to enrollment in the instructional strategies and curriculum courses and student teaching. The experience should answer fundamental questions for the students such as:

1. What are schools and classrooms like today? What goes on and who works in educational institutions?
2. Who are the students? How do I develop relationships with the many participants in the learning community?
3. How do I learn about and understand the practice of teaching, and how can I forge my own ongoing professional development?
4. Who will I be as a teacher?
5. How does educational theory relate to classroom practice?

These experiences will also help students learn about realities they will face in regard to how schools work as a community and as a part of the larger community as well as the complex and challenging work of teaching.

### **Objectives:**

1. Identify and describe the components of classroom management observed in the classroom.
2. Examine the discipline procedures and its effectiveness in the classroom and the school.
3. Identify instructional strategies used in typical classroom lessons.
4. Practicum II Objectives Continued
5. Identify and describe the tasks involved in work-based education.
6. Synthesize the types of assessment/grading used in a classroom.
7. Evaluate the use of technology as a teaching tool.
8. Evaluate the incorporation of diversity into the classroom and school setting.
9. Teach or team-teach a lesson.
10. Practicum II Objectives Continued
11. Analyze the organization of content/subject matter for curriculum.
12. Continue the development of your teaching portfolio.
13. Reflect on your own strengths and abilities as a teacher.

Practicum II Classroom Observation Activities Titles

- #1 Classroom Management
- #2 Discipline
- #3 Instructional Strategies
- #4 Area Specific: Work-based Education
- #5 Assessment/Grading
- #6 Technology (as a teaching tool)
- #7 Diversity
- #8 Teaching
- #9 Organization of Content/Subject Matter
- #10 Portfolio
- #11 Resources
- #12 Reflection

### **Experiences Suggested for the Practicum**

Some of the experiences listed below may not be possible in every school. The types of activities in which students usually engage are:

1. Attend one or more meetings of the school faculty.
2. Attend faculty, department, system-wide, and professional association meetings.
3. Prepare teaching materials (bulleting boards, displays, handouts, seating charts, rosters, grade reports, etc.).
4. Become familiar with school schedule.
5. Locate and familiarize self with department files.
6. Become familiar with location of equipment in department.
7. Become familiar with attendance policies.
8. Determine routine duties for each class by observing teacher.
9. Learn supervising teacher's method of grading.
10. Obtain samples of grade sheets or rubrics.
11. Obtain samples of projects.
12. Locate textbooks and references and learn methods used for distribution and return to shelves.
13. Locate references and learn methods used for selection of textbooks and materials.
14. Study the CTE Student Organizations program of work or calendar.
15. Observe teacher's guidance of routine duties and assist in supervision of the duties.
16. Work with individuals or small groups of students, as determined by teacher.
17. Interview assistant principal, guidance counselor, and/or special education teacher.
18. Present a lesson with approval of cooperative teacher.
19. Team-teach a lesson.
20. Create a list of websites used by teachers, students, and others.

**Requirements:**

Field experiences should begin in the first semester of the sophomore year. While the stated goal for these courses is that the students will be placed in public school environments, the possibility exists of placing students in alternative settings which may be more appropriate for their educational and, thus, career goals. Two semester hours of credit will be earned as follows:

EBUS/ETES/EFCS 1 Semester hour (45 clock hours) at a middle school  
EBUS/ETES/EFCS 1 Semester hour (45 clock hours) at a high school  
EMKT 2 Semester hours (90 clock hours) at a high school spread over two semesters

Those students whose early field experiences will be spent in a middle school and high school must select schools that are in two different school districts and with demographics as different as possible from the high schools from which they graduated. The reason for this requirement is so the student is able to observe classes in demographically different school settings in which they will probably find themselves when they graduate and enter the teaching profession.

The time you spend in the classroom must be spread over the entire semester, not clustered in one week. Your observations should also occur on varying day through the week. Always observing on Friday, for example, would provide a narrow view of what goes on throughout the week in the class/es you are observing!

1. Complete an **Observation Exercise** for 10 weeks spent observing, **Appendix A**. These guided observations are designed to assist you with understanding the application of theory to the classroom. Additionally, the exercises are designed to help you think about your own practice as a teacher so that your practice is informed by the theory.
2. A **journal** must be kept with an entry for each day you spend at school.
  - a. Initial entry should reflect on the learning climate the teacher has developed and the teacher's management style.
  - b. Entries should include your observation exercise for the week and notations regarding the class or classes you are observing, the focus of instruction for that day, and how the teacher interacts with students.
  - c. Provide some sense of how you feel and what you think about what you see going on in the classroom.
  - d. Observe the extent to which you see learning connected with the world outside the school. Is learning and evaluation contextualized?

Your journal may be kept in whatever format suits you best; however, handwriting must be legible! The journals must be submitted for review every three (3) weeks throughout each semester.

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

*University Honor Code and Academic Honesty Policy*

*All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.*

*The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.*