



## The University of South Dakota

### School of Education

#### Division of Curriculum and Instruction

#### ELED/SEED/PE 296 Paraprofessional Field Experience (1 cr.)

Summer 2014

<i>Instructor:</i> Kris Reed, Ph.D.	<i>Class Days:</i> May 12 – August 22, 2014 <i>Travel Days:</i> May 18 – June 1, 2014
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### I. Course Description

ELED/SEED 296 Paraprofessional Field Experience: The cultural diverse practicum will provide students with first hand experiences with members of a diverse culture and face to face interaction with students and teachers working in a different education system than the United States. This practicum experience is intended to promote a deeper understanding of culture and the impact of culture on teaching and learning while gaining knowledge and experience working with children in elementary and/or secondary schools in the vicinity of Edge Hill University.

### II. Rationale

*Learning and Leading through Reflective Practice* is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. School psychologists must engage in many decision-making processes in the course of delivering a variety of psychological services for children within the clinical and educational context. Therefore, students are expected to make data-driven decisions based on reflection of context, theory, research, inquiry, and culturally competent practice. The primary purpose of the field experience is to provide students with insight to the real world of teaching in the K-8 and 7-12 settings. It provides a hands-on experience in which students may ask questions and share concerns that they may have regarding the teaching profession.

### III. Suggested Readings

TBA

#### IV. Course Objectives/Outcomes – Standard – Assessment

Class participants will be required to demonstrate knowledge and skill in:

Objectives/Outcomes (Practicum)	Standards	Assessment
1. Examine and apply techniques of observation	SOE 1	Discussion/Journal Writing/ Formal Paper/Presentation
2. Teach a lesson cooperatively with the classroom teacher, reflect on practice	SOE 4 & 9	Discussion/Lesson Plan/ Formal Paper
3. Observe, record and reflect on what constitutes effective teaching and motivation activities	SOE 5 & 7	Discussion/Journal Writing/ Formal Paper/Presentation
4. Observe, instruct, record and reflect on activities/behaviors of a student to describe impact on learning.	SOE 5, 7, & 8	Discussion/Journal Writing/ Formal Paper/Presentation

#### Course Activities:

- 1 Attend all class sessions and participate in class discussions and activities.
- 2 Demonstrate behaviors associated with a professional educator.
- 3 Successfully complete all readings, assigned projects and assessments.

Grading - The methods of assessment and criteria for grade assignment for this course are:

1. Formal paper
2. Group presentation ;

#### Grading Criteria:

The following evaluation criteria are subject to change depending upon the needs of the students and the amount of content being covered over the course of this class.

A. Lesson Plan/ Reflective Writing	100
B. Group Presentation	50
C. Journal Writing (5 @ 20 pts)	100
<b>Total</b>	<b>250 pts.</b>

Grading Scale	A: 92-100	B: 84-91	C: 76-83	D: 68-75	F: ≤ 67
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## V. Instructional Methods and Activities

Methods and activities for instruction include:

### Traditional Experiences

1. **Attendance:** All students are expected to attend and participate in all scheduled preparation meetings prior to departure, on site and through to conclusion of the courses.
2. **Large group instruction/discussion:** Participation in small and large group discussions and activities will be expected.
3. **Formal Paper:** Complete a formal written reflection including discussion, analysis and reflection of cultural understanding gained from the experience, experience in the classrooms, and the comparison of educational systems between US and England.
4. **Presentation:** All students will participate in group presentations of lessons learned from their study abroad experience and how they will use their new understanding as teacher candidates.

## VI. Course Schedules and Policies

- A. Tentative Schedule:** This is a tentative schedule and is subject to change depending upon the needs of the students, the instructor, and the content covered.

TOPIC	Assignments/ Due Dates
Course Introduction/Placement in Schools / Ethical Considerations/ Effective Teaching	
K-8 Classroom Experience	
K-8 Classroom Experience	
Reflection on Week's Experience	
Contextual Factors/ Relationships/Culture, Learning, and Effective Teaching	
K-8 Classroom Experience	
K-8 Classroom Experience	
Reflection on Experience	

## B. Class Policies

1. **Attendance & Participation:** All students are expected to attend class in a timely manner and carefully read and prepare assigned material **prior** to class.
2. **Assignments:** All assignments should be typed, double-spaced with 12-point font.
3. **Freedom in learning:** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
4. **Academic Honesty:** No credit can be given for a dishonest assignment. For information regarding the definition, scope and consequences of academic dishonesty, please see the student handbook. This handbook is available in an online version at: [http://www.usd.edu/studenterv/Student\\_Handbook\\_06-07.pdf](http://www.usd.edu/studenterv/Student_Handbook_06-07.pdf) At the discretion of the instructor, a student engaging in any form of academic dishonesty may be:
  - a. Given a zero for that assignment.
  - b. Allowed to rewrite and resubmit the assignment for credit.
  - c. Assigned a reduced grade for the course.
  - d. Dropped from the course.
  - e. Failed in the course.
5. **Disability Services:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center North, Room 119B; 677-6389; <http://www.usd.edu/ds/>) as early as possible in the semester.