LLCU 617 Practicum (1 credit)

75 minute course/week | Fall 2019

Course description:

This practicum course complements LLCU 622—Syllabus Design and Materials Development. The goals of this practicum are to prepare K-12 teacher candidates with the competencies necessary for a positive teaching career, provide hands-on experience with lesson planning and instructional practices, and to prepare students for completion of the edTPA Performance Assessment. This course includes 25 hours of observations at an assigned field placement, three detailed lesson plans, a statement of teaching philosophy, a letter of introduction to be distributed to the candidate's classes during their student teaching, two recorded microteaching demonstrations, and a presentation and research paper.

Prerequisite: Concurrent enrollment or previous fulfillment of LLCU 422 or 622, or approval by instructor

Learning outcomes:

By the end of this course, students will be able to:

1. write lesson plans based on observable and measurable student behaviors that address state and national standards
2. align summative assessments with learning outcomes and learning activities/formative assessments
3. analyze course materials for instructional purposes
4. identify and understand student teaching protocols, testing requirements for teacher certification, and membership in professional organizations
5. provide constructive peer feedback on classmates' teaching, as well as reflect on their own teaching practices
6. summarize, analyze, and communicate research related to pedagogy and applied linguistics

Course website: Canvas (https://udel.instructure.com/)

Required book:

Shrum, Judith L. & Eileen W. Glisan. (2016) Teacher's Handbook: Contextualized Language Instruction (5th ed.). Boston: Cengage Learning.

Glisan, Eileen W. & Richard Donato. (2017). Enacting the Work of Language Instruction: High-Leverage Teaching Practices. Alexandria: American Council on the Teaching of Foreign Languages.

Additional readings, research articles, and materials will be available on Canvas. All related texts for this course are also available at the Library Reserves.

Learning assessments:

Assignment:	Description:	Why?	Grade breakdown:
School placement observations & reflections	You will complete a minimum 25-hour placement at your assigned field site spread over the entire semester. Aside from the observations, you will be given assignments related to your placement. This will include: 1. Student and community profile/mapping 2. Observation reflections 3. Introductory letter (for World Education majors only) At the start of each class, we will allot some time to discuss our weekly observations. A log of these hours and a confirmation of completion will be submitted by the last day of class.	There is a lot about teaching that cannot be learned from books or a methods class, but from observing experienced instructions and getting to know students, teachers, staff, and families.	15%
Teaching philosophy	You will create something (e.g., infographic, VoiceThread— https://voicethread.com/, website, video, written reflection, etc.) that expresses your approach to teaching a world language. Be sure to address the following questions: 1. Why do you teach? 2. What second language learning theories and approaches inform your language instruction? 3. What do you hope students will gain from your teaching? 4. How will you know what your students have learned? 5. What do you do to improve and reflect on your pedagogy?	The purpose of this assignment is: a) to demonstrate an instructor's ability to inform their practice with second language teaching and learning research and b) to reflect on one's own teaching. This can also be used for job interviews, etc.	5%
Microteaching demonstrations & reflections	You will be asked to microteach two 20-minute segments of your lessons on the date specified in the syllabus. We will be focusing on practicing delivering comprehensible input, staying in the target language, and checking for understanding. These teaching demonstrations will be recorded and you will be asked to view and write a minimum one-page reflection about each of your teaching demonstrations. You	The purpose of this assignment is: a) to demonstrate how teaching is a reflective process; b) to prepare for the edTPA video recording and written reflection experience.	30%

	and your peers will also provide constructive feedback to one another.		
Lesson plans	You will adapt and create materials for a specific unit in the target language of instruction. You will use the unit created in LLCU 622 and develop three cohesive lessons. These lessons must address the World-Readiness Standards for Learning Languages; that is, they must have as their backbone the five "C" goal areas that stress the application of learning a language beyond the classroom setting. The goals and objectives will implement and integrate national and state standards in a creative, effective manner. The activities in which students engage will require higher order thinking and connect to other subject areas. Single emphasis lessons are to be avoided: that is, lesson 1 should not isolate vocabulary, lesson 2 should not isolate grammar, and so on. Drafts of each of the five lessons will be peer-reviewed on the dates specified in the syllabus. A virtual copy of the unit plan and the five lesson plans, along with supplemental materials, will be submitted via Canvas	The purpose of this assignment is to: a) practice for the edTPA; b) to develop actual lesson plans and materials that may be used during your student teaching placement or for future teaching opportunities; and c) to have evidence of your teaching practice for job applications and/or graduate school.	40%
Research presentation and paper	You will research a topic of interest related to pedagogy, applied linguistics, or second language acquisition. The topic should relate to a problem that you observe in your classroom, school, community, or district. You will write a 5-page review of the topic, highlighting key findings from current research and their implications for classroom instruction. You will need to include at least six references using APA style. On the last day of class, you will complete a 15-minute presentation on your topic.	The purpose of this assignment is: a) to introduce you to pedagogy, applied linguistics, and second language acquisition research, b) demonstrate how research informs classroom practice and vice versa, and c) for those of you who are interested in pursuing a PhD, to prepare you for reading, writing, and presenting research.	10%

Course Calendar (This course calendar may be modified at the discretion of the professor and according to the needs of the class. Changes will always be announced in advance.)

Date	Topics	Learning outcomes	Assignment(s) due
Aug. 28	Introductions and course overview Class norms & expectations Who are we as educators?	By the end of today's session, you will be able to: a) identify and discuss key questions one should ask in preparation for teaching	
Sept. 4	Who are our students? How to go about our teaching?	By the end of today's session, you will be able to: a) create activities that will help create an inclusive and inviting classroom environment	Bring an activity that you could use to help you get to know your students better.
Sept. 11	How to go about planning our instruction? (part I) Backward Design Lesson Design	By the end of today's session, you should be able to: a) use Backward design for developing a coherent lesson plan, and b) write measurable student learning outcomes (SLO)	
Sept. 18	How to go about planning our instruction? (part II) Lesson Design Formative & summative assessments	By the end of today's session, you should be able to: a) create learning activities/formative and summative assessments that align with the SLOs.	Introductory letter due in Canvas
Sept. 25	Lesson plan #1 — Review and peer feedback	By the end of today's session, you should be able to: a) identify key components of a lesson plan, and b) articulate constructive feedback to your classmates about their lesson	Bring hard copies of draft of lesson plan #1 to class.

Oct. 2	Lesson plan #2 — Review and peer feedback	By the end of today's session, you should be able to: a) identify key components of a lesson plan, and b) articulate constructive feedback to your classmates about their lesson	Bring hard copies of draft of lesson plan #2 to class.
Oct. 9	Lesson plan #3 — Review and peer feedback	By the end of today's session, you should be able to: a) identify key components of a lesson plan, and b) articulate constructive feedback to your classmates about their lesson	Bring hard copies of draft of lesson plan #3 to class.
Oct. 16	Microteaching demos #1 (Parte I)		Bring all necessary materials for your microteaching demo.
Oct. 23	Microteaching demos #1 (Part II)		Bring all necessary materials for your microteaching demo.
Oct. 30	EdTPA workshop presentation with Delaware Center for Teacher Education Presentations of statement of teaching philosophy projects	By the end of today's session, you should be able to: a) identify what you need to complete the edTPA and where to locate resources and support	Complete edTPA introductory module on Canvas Submit microteaching demo reflection #1 on Canvas Submit statement of teaching philosophy projects on Canvas
Nov. 13	Microteaching demos #2 (Part I)		Bring all necessary materials for your microteaching demo.
Nov. 27	Microteaching demos #2 (Part II)		Bring all necessary materials for your microteaching demo.
Dec. 4	Research presentations Reflecting on our teaching	By the end of today's session, you should be able to: a) recognize the importance of on-going reflection on teaching practices, b) identify professional organizations, and c) identify goals for the future	Bring signed copy of observation log to class Submit microteaching demo reflection #2 on Canvas
TBD			Submit final lesson plans on Canvas Submit research paper