1. **COURSE TITLE\*:**  Paraprofessional Practicum
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2224
3. **PREREQUISITE(S)\*:**   **COREQUISITE(S)\*:**  EDUC 2225
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  3

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

**PRACTICUM HOURS:** 280

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This practicum course is designed to provide students with opportunities to apply their skills and knowledge gained in college coursework to inclusive classroom settings. There are two placements for this course. Students will be placed in 2 settings within the preschool to 8th grade band. Students will do 140 hours in each placement. Students will maintain a journal and timesheet which is to be submitted weekly to the instructor. Students will provide instructional, behavioral, and other support to the mentor teacher as they request.

1. **LEARNING OUTCOMES\*:**

After successful completion of this course and placement, students should have the knowledge and skills to:

1. Establish and maintain rapport with students and teachers.
2. Assist students and teachers with projects.
3. Use appropriate verbal and nonverbal communication skills.
4. Work cooperatively with all members of the educational community to understand and meet student needs.
5. Design, implement, and evaluate developmentally appropriate lessons.
6. Demonstrate an awareness of the needs of individual learners.
7. Demonstrate a professional working relationship with students, parents, faculty and staff.
8. Adapt instructional strategies and materials
9. Use visual representations and other media to support instruction.
10. Understand the IEP goals/objectives for target students.
11. Use routines and procedures to facilitate transitions.
12. Use effective behavior guidance techniques.
13. Support students with disabilities in their use of various types of assistive technology.
14. **ADOPTED TEXT(S)\*:**

# *K-12 Classroom Teaching: A Primer for New Professionals*, 5th Edition

Author: Andrea M. Guillaume

Publisher: Pearson (2016)

ISBN: 9780133985627

**OR**

Inclusive Access (Follett)

ISBN: 978-0-13394486-0

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Placement Letters |  |  |
| Tests |  |  |
| Classroom Profile |  |  |
| Reflections |  |  |
| Journals |  |  |
| Portfolio |  |  |
| Total | 1000 | 100% |

**Assignments**

**Introduction Letters: (30 points) (1st and 2nd placement):** **15 points for each placement**

* Mentor Teacher Letter – Students will write a letter to your Mentor Teacher introducing yourself.
* Parent Letter – Students will write a letter to be given to the parents of the children in your placement introducing yourself.

**Classroom Profile (10 points = 5 points for each placement)**

* Students will describe their placement classroom and the makeup of the children. For example, gender, age, race, personalities, etc.

**Chapter Reflection: (55 points = 11 chapters at 5 points each)**

* You will write 200 word reflection of your reading of the assigned chapter. What did the chapter say to you and how will you use the information as an educator of young children?
* You must write a 100 word response to another student in the class.

**Weekly Journals (75 points):** 5 points each for 13 Weekly Journals

* Students will complete a weekly journal using the form given to them by faculty.

**Test: (90 points = 30 points for each of 3 tests**

**Test 1: Chapters 1-4**

**Test 2: Chapters 5-8**

**Test 3: Chapters 9-13**

**Portfolio (40 points)** You will produce a Paraprofessional Portfolio in cooperation with faculty. You will decide what items to place in the Portfolio. Faculty may also give you items to put in the Portfolio.You will place this Portfolio on Canvas.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

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**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

Chapter 1: The Nature of Teaching

**Chapter Overview:** Chapter 1 explains that teaching is unlike other endeavors because it involves moving learners toward growth within complex settings. The chapter introduces the knowledge base of teaching and suggests that readers will develop, through study and experience, a general set of knowledge, skills, and abilities as well as a personal stance toward teaching.

**Chapter Learner Outcomes:** By the time they finish this chapter, students should be able to:

* Explain why teaching is harder than popular perceptions might suggest.
* Give a current legislative or societal example of how it is that teachers are part of a system.
* Explain the major goal of teaching.
* Argue that teaching is more than telling.
* Give at least one source that defines good practice in teaching and one thing we know about good teaching, according to that source.
* Compare and contrast two effective teachers.

**Assignments:**

* Read Chapter
* 1st placement: Write a Letter of Introduction to Your Mentor Teacher
* 1st placement: Write a Letter of Introduction to Parents
* 1st placement: Write a Profile of Your Placement Classroom and School/Center
* Submit Weekly Journal
* Chapter Reflection

**Canvas:**

* Post written assignments on Canvas

**Week 2**

**Chapter 2: Developing Your Stance Toward Education**

**Chapter Overview:** Chapter two argues that teachers’ actions and words—both intentional and unplanned—convey the teachers’ convictions about schooling and education. Therefore, Chapter 2 urges readers to develop their own stances toward education. It also presents historically prevalent stances toward education.

**Chapter Learner Outcomes:** By the time they finish this chapter, students should be able to:

* Analyze an educational experience in terms of three curricula.
* Recall enduring questions of education.
* Connect current practices to historically prevalent stances.
* Develop and defend your own stance.
* Use your stance to guide short- and long-term professional decision-making.

**Assignments:**

* Read Chapter
* Submit Weekly Journal
* Chapter Reflection

**Canvas:**

* Post written assignments on Canvas

**Week 3**

**Chapter 3: Students and Families: Teambuilding**

**Chapter Overview:** Chapter 3 presents figures related to US demographics and patterns of educational opportunities and outcomes associated with those demographics. The chapter argues that relationships are central to the educational enterprise and introduces a view of inclusive and responsive teaching that begins with teachers getting to know—and continuing to learn about—students and families. Only when teachers act on the basis of actual data and understanding of their students and families (rather than on the basis assumptions and stereotypes) can they truly foster students’ success. Finally, the chapter presents strategies for working effectively with families.

**Chapter Learner Outcomes:** By the time they finish this chapter, students should be able to:

* Describe student diversity in U.S. classrooms.
* Identify some of the gaps and inequities found in U.S. schools.
* Explain the dimensions of cultural competence and their implications for you as you build relationships with students and families.
* Name a variety of strategies to learn about students and their families.
* Describe promising strategies for working with families.

**Assignments:**

* Read Chapter
* Submit Weekly Journal
* Chapter Reflection

**Canvas:**

* Post written assignments on Canvas

**Week 4**

**Chapter 4: Providing Inclusive and Responsive Instruction**

**Chapter Overview:** Given many dimensions and wide range of needs demonstrated by students today, Chapter 4 provides approaches for inclusive and responsive teachers to create conditions where all students feel safe, normal, and valued. The approaches for inclusive and responsive support and challenge each student to succeed.

**Chapter Learner Outcomes:** By the time they finish this chapter, students should be able to:

* Contrast strength-based thinking with deficit thinking.
* Argue against treating students the same.
* State the premise of Universal Design.
* Give two examples of ways to differentiate instruction.
* Explain how they will make decisions for grouping students.
* Describe major approaches for meeting students’ special educational needs.
* List the major components for sheltering instruction for English language learners.
* Give a strategy for challenging advanced and gifted learners.
* Recount current issues in fostering gender equity.
* Describe their responsibility in creating safe spaces.

**Assignments:**

* Read Chapter
* Submit Weekly Journal
* Chapter Reflection

**Canvas:**

* Post written assignments on Canvas

**Week 5**

**Test: Chapters 1-4**

**Week 6:**

**Chapter 5: Planning for Instruction**

**Chapter Overview:** Chapter 5 argues that well-planned teachers have greater likelihood of influencing student learning and other desirable outcomes like teacher confidence and orderly environments. It states that planning at all levels is driven by goals, and it reviews the processes of long-term planning and short-term (lesson) planning.

**Chapter Learner Outcomes:** By the time they finish this chapter, students should be able to:

* Describe standards-based instruction and the Common Core.
* List some approaches for gathering information about students to inform planning.
* Distinguish between goals and objectives.
* Present an argument for the resources you plan to use during instruction.
* Write long-range plans to meet specified goals.
* Write a lesson plan that addresses objectives in an organized structure.

**Assignments:**

* Read Chapter
* Submit Weekly Journal
* Chapter Reflection

**Canvas:**

* Post written assignments on Canvas

**Week 7**

**Chapter 6: Advice on Instruction: COME IN**

**Chapter Overview:** Chapter 6 presents six principles of instruction that form the acronym COME IN:

* Connect
* Organize
* Model
* Engage
* Interact
* Nature and Needs

The knowledge base for the chapter includes learning theory, language acquisition theory, and research on teaching and learning. The advice incorporates an inclusive and responsive mindset. The principles of instruction are based on the premise that learning is an active process that can be shaped by a skillful, organized teacher who fosters students’ interaction and engagement with the content and who adjusts instruction based on student responses.

**Chapter Learner Outcomes:** By the time they finish this chapter, students should be able to:

* Provide instruction that helps students build connections.
* Organize instructional time and tasks withing the classroom structure.
* Model desired skills, behaviors, attitudes and abilities effectively.
* Apply the importance of “enriched instruction and environment” to their own

teaching context.

* Build instruction with high levels of academic interaction.
* Describe some instructional implications of your students’ general development

levels, and give one example of a strategy they use to meet students’ individual

needs in their class.

**Assignments:**

* Read Chapter
* Submit Weekly Journal
* Chapter Reflection

**Canvas:**

* Post written assignments on Canvas

**Week 8**

**Chapter 7: Instructional Models and Strategies**

**Chapter Overview:** Chapter 7 focuses on classroom processes that teachers thoughtfully select and employ to support student learning. It presents two sets of tools that can be used regardless of instructional model or strategy: Information and Communication Technology tools and their purposes, and classroom questions. The chapter urges readers to develop a repertoire of teaching strategies. It encourages readers to select their strategies based upon their stance toward education, their knowledge of the learners, the findings of educational research, and readers’ understanding of how the strategy meets their purposes in particular settings. The chapter distinguishes between deductive teaching and inductive teaching and presents and critiques seven instructional models and strategies:

* Direct instruction
* Inquiry training
* Concept attainment
* Learning cycle
* Concept formation
* Unguided inquiry
* Cooperative learning

**Chapter Learner Outcomes:** By the time they finish this chapter, students should be able to plan and implement instruction that accurately and appropriately employs:

* + - Strategies for effective questioning
    - The steps of a direct instruction lesson
    - The stages of a learning cycle
    - The sequence of a concept formation lesson
    - The skills of student-led content conversations
    - The attributes of cooperative learning
    - The components of project-based learning

**Assignments:**

* Read Chapter
* Submit Weekly Journal
* Chapter Reflection

**Canvas:**

* Post written assignments on Canvas

**Week 9**

**Chapter 8: Student Assessment**

**Chapter Overview:** Chapter 8 argues that student assessment is critical for supporting student learning. It presents five guidelines for student assessment. According to the chapter, through assessment we need to:

* Measure what we value.
* Include students.
* Be fair.
* Use what we learn.
* Add to the bigger picture.

The chapter provides an overview of assessment basics (such as various outcomes, levels of assessment, and types of assessments). It sketches out practices and results that form the assessment landscape (from international perspectives to local ones). It gives a step-by-step approach for student assessment, and it closes with a brief description and analysis of a number of assessment strategies.

**Chapter Learner Outcomes:** By the time they finish the chapter, students should be able to:

* Determine whether a practice supports or violates principles of assessment.
* Define terms related to assessment basics, such as norm- and criterion-referenced measures, and formative and summative assessment.
* Discuss the international, national, state, and local-level assessment landscape.
* List the steps of the classroom assessment sequence and share an example to illustrate the sequence.
* Describe three classroom assessment measures and evaluate their usefulness for different purposes.

**Assignments:**

* Read Chapter
* Submit Weekly Journal
* Chapter Reflection

**Canvas:**

* Post written assignments on Canvas

**Week 10**

**Test: Chapters 5-8**

**Week 11**

**Chapter 9: Managing the Learning Environment**

**Chapter Overview:** Chapter 9 presents evidence that effective managers have positive effects on student learning and other important outcomes. The chapter argues that one of the teacher's central roles is that of manager who must encourage learning and development within tight time and space confines and with limited resources. In building a productive and efficient classroom environment, the teacher must foster a sense of community, manage the physical space and materials, and manage time carefully.

**Chapter Learner Outcomes:** By the time they finish this chapter, students should be able to:

* Argue for the importance of creating a sense of classroom community and give a strategy for doing so.
* Analyze a classroom’s layout to determine whether its use of physical space is productive and efficient.
* List considerations for management of classroom resources.
* Give examples of instructional and noninstructinal routines that can maximize learning time.
* Describe and give a rationale for their own management plan for community, space, resources, and time.

**Assignments:**

* Read Chapter
* Submit Weekly Journal
* Chapter Reflection

**Canvas:**

* Post written assignments on Canvas

**Week 12**

**Chapter 10: Classroom Discipline: Encouraging Appropriate Behavior**

**Chapter Overview:** True discipline is self-discipline. Chapter 10 holds that teachers who care about their students work hard to help students gain control over their own actions and contribute to a healthy classroom climate. The chapter provides theory, research, and dozens of practical tools for teachers to help students develop into competent, optimistic, self-controlled contributors to their worlds. It emphasizes the importance of authentic relationships, of prevention, and of a multi-faceted approach to classroom discipline. Finally, Chapter 10 implores readers to develop a discipline plan that is consistent with their stance toward education and that employs the readers' own rules for encouraging appropriate behavior.

**Chapter Learner Outcomes:** By the time they finish this chapter, students should be able to:

* Place classroom discipline within the larger school wide and societal context.
* Explain why self-understanding is critical to your success with classroom discipline.
* Simply state the overarching goal of classroom discipline efforts.
* Describe the qualities of a classroom environment that supports student discipline most effectively.
* Explain why relationships are central for effective discipline and list discipline strategies that support healthy relationships.
* Give your plan for preventing misbehavior.
* Describe a systems approach to discipline and give at least two strategies that will help you implement a systems approach.
* Describe your discipline plan as it currently stands.

**Assignments:**

* Read Chapter
* Submit Weekly Journal
* Chapter Reflection

**Canvas:**

* Post written assignments on Canvas

**Week 13**

**Chapter 11: Growing in Your Profession**

**Chapter Overview:** Chapter 11 encourages readers to stretch as professionals. It addresses professional aspects of the teacher's responsibilities such as engaging in the professional community, pursuing professional development, and using professional ethics. Chapter 11 concludes with some advice from the heart.

**Chapter Learner Outcomes:**

By the time they complete this chapter, students should be able to:

* Select and share two goals for engaging in the professional community of education, based on their current strengths and needs.
* Explain the ethical basis of their professional decisions.
* Share a promising piece of advice for surviving and thriving in education.

**Week 14**

**Work on Paraprofessional Portfolio**

**Week 15**

**Work on Paraprofessional Portfolio**

**Week 16**

**Test: Chapters 9-11**

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

Differences

* Understanding how biases may influence the relationship an educator may have

with children, families, and colleagues

1. **FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

1. **ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

1. **OTHER INFORMATION\*\*\*:**

* **Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)
* **Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.
* **Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.
* **Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.
* **Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation addressed in this course:**

1: Promoting Child Development and Learning

2: Building Family and Community Relationships

3: Observing, Documenting, and Assessing to Support Young Children and Families

4: Using Developmentally Effective Approaches to Connect with Children and Families

5: Using Content Knowledge to Build Meaningful Curriculum

6: Becoming a Professional

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.