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**GUAM COMMUNITY COLLEGE**

**School of Trades and Professional Services**

**Education Department**

**Spring Semester 2020**

**Course Title/Info:** ED292:01 (F 9-10AM in E103 or otherwise noted) and 02 (F 10-11AM in E103 or otherwise noted) – Education Practicum

**Location:** Meetings held in E103; Practicum hours completed at various placement sites

**Instructor:** Deborah Ellen, Ed. D., Professor

**Contact:** 735-0264 (Education Office); email: deborah.ellen@guamcc.edu

**Office Hours:** M: 3:30-4:30pm, T/TH: 1:30-3:30 pm

**Course Description**

This course provides students with the opportunity to demonstrate professional behaviors and implement their knowledge and skills while working with students in a variety of school settings under the supervision of a credentialed educator. A minimum of 135 hours of work is required, which may include observations, meetings with parents and professionals, and professional development activities. Prerequisite: permission from advisor or Education department chairperson.

**Student Learning Outcomes - General**

Upon successful completion of this course, students will be able to:

1. Demonstrate appropriate and ethical practices for students and model professionalism.

2. Effectively and respectfully communicate with students, staff and families including those from diverse backgrounds and special populations.

3. Implement various developmentally and age-appropriate teaching, assessment and guidance strategies needed to effectively work with students in Kindergarten to twelfth grade.

**Student Learning Outcomes – Detailed**

Upon successful completion of this course, students will be able to:

1.0 Professionalism and Ethics

 1.1 Observe procedures, policies, and routines specific to the assigned work environment.

 1.2 Demonstrate appropriate work-site behavior, including reporting to work on time, notifying employer if unable to come to work, and dressing appropriately.

 1.3 Work with practicum site mentor to establish specific job responsibilities and mentor expectations.

 1.4 Keep record of time worked and job experiences.

 1.5 Discuss job performance, progress, and skill application with mentor.

 1.6 Develop skills in working with others as members of a team.

 1.7 Internalize and apply the Code of Ethics of the National Education Association.

2.0 Knowledge and Disposition

 2.1 Demonstrate problem-solving skills.

 2.2 Communicate and work effectively with parents and families.

 2.3 Effectively implement appropriate behavioral management strategies and problem solving skills in the classroom.

 2.4 Establish and maintain a healthy and safe environment.

 2.5 Demonstrate appropriate interactions while providing for student needs.

 2.6 Examine expectations about working with young children.

3.0 Teaching Strategies

 3.1 Facilitate learning.

 3.2 Prepare teaching materials.

 3.3 Complete a bulletin board or poster.

 3.4 Coordinate classroom activities and organize classroom accordingly.

 3.5 Develop and implement a lesson plan in collaboration with the mentor.

 3.6 Use resources and creativity in meeting the needs of students.

 3.7 Actively involve students of varying needs, interests, abilities, learning styles, and exceptionalities.

 3.8 Demonstrate reflective practices by any of the following means: journaling, discussing ways to improve, and modifying the environment/lessons based on previous data.

4.0 Professional Learning Community

 4.1 Define professional learning community within the context of an educational system or school.

 4.2 Discuss how school learning communities help improve programs, strengthen families, invigorate community support, and increase student success.

 4.3 Interact with classmates by exchanging information, ideas, and opinions, in a professional manner.

**GCC Practicum Overview & Expectations**

GCC’s Practicum is considered one of the most important experiences in our students’ educational program. Practicum provides the opportunity for students to apply the knowledge and skills they acquired throughout their years at GCC with children in a real world setting. Students need to request a placement location; most decide this based on transportation factors or where they would like to eventually work. Practicum may be done in public schools, private schools, or educational programs that serve a similar group of children. Students are expected to log 135 clock hours for practicum. At least 90 of those hours should be completed with the same group of children (and/or subject area for the middle/secondary setting). Hours earned in addition to the 90 in the classroom setting may include the following: school/parent meetings, helping clean/organize classroom, professional development, and relevant service learning. Students are representing Guam Community College and are considered guests at their practicum placements. Their disposition should be reflective of a professional educator.

**Classroom Teacher Expectations:**

1. Meets with GCC Practicum student to determine a regular and agreed upon schedule.
2. Assigns GCC student classroom duties and tasks deemed appropriate at an aide’s level.
3. Completes the Practicum Rating Scale form before the end of the semester.

**GCC Faculty (Practicum Supervisor) Expectations:**

1. Prepares letter to school site addressed to principal and/or director.
2. Meets with GCC students and conducts an orientation in the beginning of the semester.
3. Schedules monthly whole group, small group, and individual meetings with GCC students.
4. Conducts one unannounced and at least one announced (scheduled) observation visit to observe GCC student in leading an activity/lesson.
5. Conducts additional observation visits as needed.
6. Completes written observation notes of the student to include progress, strengths, and/or areas needing improvement.
7. Consults with classroom teacher on progress and overall grade.

**GCC Practicum Student Expectations:**

**Professionalism**

1. Dresses appropriately (dress conservatively with close-toe comfortable shoes and GCC shirt)
2. Meets obligations, deadlines, and prepares for class.
3. Contacts school and/or classroom teacher if (s)he cannot make it to their practicum site as scheduled. Notify practicum site **BEFORE** absence.
4. Creates schedule and gets approval from classroom teacher; schedule should be convenient for both.
5. Assists classroom teacher as needed and is flexible.
6. Notifies GCC practicum faculty of schedule and changes to schedule.
7. Records practicum hours.
8. Attends monthly group and individual practicum meetings scheduled by GCC faculty.
9. Conducts oneself professionally at all times.
10. Notifies GCC faculty when complete with first 40 hours, 90 hours, and 135 hours
11. Schedules at least one announced visit with GCC faculty member.

**Affective & Interpersonal**

1. Responds to challenges in a positive manner.
2. Addresses academic and personal issues in a productive manner.
3. Analyzes and takes responsibility for own behavior.
4. Demonstrates awareness of social conventions and expectations.
5. Demonstrates ethical and honest behavior.
6. Demonstrates positive attitude in working with children from culturally and linguistically diverse backgrounds including those with special needs.
7. Uses correct Standard English in writing and speaking.
8. Respects the values and opinions of others.
9. Accepts and uses constructive criticism.
10. Functions effectively in a variety of group roles

**Emergency & Evacuation Procedures**

In case of any emergency, please contact Student Support Services Office at 735-5555/6/8 or call 688-1758 or 788-2223. **For life threatening emergency, please call 911, and then call Student Support Services Office.** During the phone call, please identify yourself, identify your location (room and building number), and describe the emergency. Student Support Services Office personnel will be at the emergency site immediately. The emergency contact numbers are located at the entrance/exit of each classroom. If an emergency arises which requires evacuation, it is extremely important that you follow your instructor’s directions for evacuating the building, including where to congregate. Although an evacuation plan is posted near the door of each classroom, circumstances could change the posted routes. A fire alarm or bell will be utilized to initiate an evacuation. If there is no electricity, a gong will sound three (3) times. Once the reason for evacuation is resolved, the school bell will ring eight (8) times to signal everyone to return to their assigned buildings. For more information, you may find the GCC Evacuation Procedure on the GCC website at [www.guamcc.edu](http://www.guamcc.edu).

For any power or water outage on campus, students will be informed via the media (radio stations) and the Pacific Daily News (PDN) Mobile Alert. Make-up classes will be arranged by the instructor when classes resume. In an effort to keep all GCC constituents current on campus happenings, students are encouraged to sign up for the PDN Mobile Alert System. Instructions to register are posted on MyGCC Campus Announcements or you may log on to [www.guampdn.com/SMS](http://www.guampdn.com/SMS), fill out the necessary information, scroll to the Guam Community College section and select emergency alerts and updates.

**Accommodative Services**

The Office of Accommodative Services provides assistance to individuals with disabilities seeking educational opportunities with Guam Community College. GCC in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), encourages students with a documented disability, and who wish to receive instructional accommodations, to meet with the Office of Accommodative Services to secure accommodations. Our office is committed to ensuring that students with disabilities are afforded an equal opportunity to access the educational programs and services that GCC has to offer, and to providing reasonable accommodations, adequate to the needs of an individual’s disability within a classroom setting, while maintaining the level of academic standards required in all courses and programs at Guam Community College. The office is located in the Student Services and Administration Building, Room 2139. The office telephone number is (671) 735-5597and email is john.payne2@guamcc.edu.

**FERPA Statement**

Under the Family Educational Rights and Privacy Act (FERPA), your educational records are confidential and protected. Under most circumstances, your records will not be released without your written consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at the GCC online college catalog in Appendix I (<http://catalog.guamcc.edu>), by visiting the U.S. Department of Education website (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>), or accessing the FERPA Group on MyGCC which is open to all users. If you still have concerns, please email the Registrar’s Office at gcc.registrar@guamcc.edu.

**Academic Integrity**

Academic integrity is fundamental to learning and is consistent with the Institutional Learning Outcomes (ILOs) espoused at Guam Community College. The concept of academic integrity lies at the very heart of any college, and learning and scholarship cannot thrive without this fundamental value. Therefore, academic dishonesty cannot be tolerated. Students who commit such acts expose themselves to sanctions as severe and expulsion from the College.Academic dishonesty can take different forms, including, but not limited to cheating, plagiarism, and technology misuse and abuse. In any situation in which student are unsure of what constitutes academic dishonesty, it is the student’s responsibility to raise the question with the instructor. It is also the student’s responsibility to be familiar with the student guidelines on academic integrity. Additional information and definitions may be found on pages 12 and 13 of the Student Handbook.

**Computer Use Disclaimer**

The Guam Community College provides students with access to various technological tools to help them successfully achieve their educational goals. Although the college takes steps to ensure these tools are accessible and operational, it is the student’s responsibility to safeguard and back-up working files at all times.

**Title IX**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Title IX of the Education Amendments of 1972. GCC strictly follows and enforces all federal laws and guidelines guaranteed under Title IX and enforced by the U.S. Department of Education’s Office of Civil Rights in ensuring that all students are free of sexual discrimination in any form. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. For more information on Title IX contact the Title IX Coordinator, John Payne, in Room 2139, 1st Floor, Student Services & Administration Bldg. Contact information: Tel: 735-5597 Email: john.payne2@guamcc.edu Mailing Address: P.O. Box 23069 GMF, Barrigada, Guam 96921

**Additional Information**

GCC has a zero tolerance policy toward harassment/violence. For more information, refer to the Workforce Violence Policy found in the handbook.

The instructor reserves the right to make changes to the syllabus and/or course outline and will notify the students. These changes will occur when seminars, workshops, observations, visitations or speakers are available outside course times. Prior notice will be given.

Check your GCC email regularly. Use GCC email to communicate with instructor.

**Evaluation and Course Requirements**

Evaluation includes documentation of hours worked, attendance at group practicum meetings, mentor’s and instructor’s evaluation of performance, completion of a reflection paper, and a ‘working’ resume. Rubric tools are attached.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Points** |  | **Total Points = GRADE** | **Percent/Grade** |
| Communication | 5 x 30 = 150 |  | **900 - 1000 = A** | 90 – 100% = A |
| Hours\* | 200 |  | **800 - 899 = B** | 80 – 89% = B |
| Meetings\*\* | 4 x 25 = 100 |  | **700 - 799 = C** | 70 – 79% = C |
| Mentor Rating Scale | 200 |  | **600 - 699 = D** | 60 – 69% = D |
| Observations | 200 |  | **Below 600 = F** | Below 60% = F |
| Reflection Paper | 100 |  |  |  |
| Resume | 50 |  |  |  |
|  | 1000 |  |  |  |

\*135 to 125 practicum hours = 200 pts; required for A in course;

 124 to 116 practicum hours = 175 pts; maximum course grade B;

 115 to 90 practicum hours = 150 pts; maximum course grade C

 Below 90 practicum hours: cannot pass course

\*\*January 10, February 14, March 20, April 24 (Students will also meet individually with the instructor following the initial observation, prior to lesson observation, post-observation, and pre-post any additional observations.)

**Communication Requirements:**

***Practicum students must report to GCC Practicum Instructor***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1/16** | **1/31** | **2/21** | **3/13** | **4/24** |
| Selection of placement | Confirm placement & start | Confirm completion of 45 hours | Confirm completion of 90 hours | Confirm completion of 135 hours |

**Resume Assignment** *(To be submitted by GCC student on February 28th)*

By the time students enroll in practicum, they should have completed almost all of their required courses; some of which may have had a service learning component. Students are encouraged to include education, skills, volunteer and prior work experience in a 1 to 2-page resume. Note that this should be considered a ‘working’ document which will continue to change as students acquire more life experiences and education.

|  |  |
| --- | --- |
| **Points**  | **Criteria**   |
| (5) | Heading | Includes name and contact info  |
| (5) | Objective/Goal/Mission | This is focused, targeted, and concise  |
| (10) | Education | Education section emphasizes *relevant* coursework, GPA if better than average, what degree expects to attain and when  |
| (10) | Work/Experience  | Work/volunteer experience includes job titles, locations, list of duties or accomplishments  |
| (10) | Format | 1-2 pagesBalanced, easy to read, attractive design |
| (10) | Grammar and punctuation | No spelling errorsNo grammatical errors  |

***(Minus 2 pts each day beyond February 28th)***

**Practicum Reflection Paper** (*To be submitted by GCC student on or before April 24th)*

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Being a “reflective practitioner” is extremely important in education. Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. If [you hold high expectations for all students](http://edunators.com/index.php/becoming-the-edunator/step-1-accept-responsibility/are-you-a-believer) and believe your performance as a teacher impacts learning, then reflection should be an integral part of what you do.

Directions: *Type a 1½ to 3-page reflection paper on your practicum experience using 12 pt. in Times New Roman font and double-spaced. Within your paper please address what you did or did not gain from the experience and how your practicum experience stimulated your personal growth. Also, explain how your practicum experience connects with what you learned in your courses at GCC.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent**  | **Sufficient** | **Minimal** | **Unacceptable (0 points)** |
| **Depth of Reflection** **/40** | Response demonstrates an in-depth reflection on, and personalization of the practicum experience. Clear, detailed examples are provided, as applicable. **(40 pts)** | Response demonstrates a general reflection on the practicum experience. Appropriate examples are provided, as applicable.**(30 pts)** | Response demonstrates a minimal reflection on the practicum experience. Examples, when applicable, are not provided or are irrelevant. **(20 pts)** | Response demonstrates a lack of reflection on the practicum experience Examples, when applicable, are not provided. |
| **Required Components** **/30** | Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. **(30 pts)** | Response includes almost all of the components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.**(25 pts)** | Response is missing many components and/or does not fully meet the requirements indicated in the instructions. Few questions or parts of the assignment are not addressed.  **(20 pts)** | Response excludes essential components and/or does not address the requirements indicated in the instructions.  |
| **Structure**\_\_\_\_**/10** | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. **(10 pts)** | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. **(8 points)** | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. **(6 points)** | Writing is unclear and disorganized. Thoughts ramble and make little sense.  |
| **Mechanics**\_\_\_\_**/10** | There are no more than three spelling, grammar, or syntax errors per page of writing.**(10 pts)** | There are no more than five spelling, grammar, or syntax errors per page of writing. **(8 points)** | There are more than 10 spelling, grammar, or syntax errors per page of writing.**(6 points)** | There are numerous spelling, grammar, or syntax errors throughout the response. |
| **Timeliness** **/10** | Submitted assignment two weeks before the end of the semester.**(10 pts)**  | Submitted assignment one week before the end of the semester.**(8 points)** | Submitted assignment on or before the last day of the semester.**(6 points)** | Submitted assignment late (after semester ended). |

**Total: \_ /100**

**ED 292 -**  **EDUCATION PRACTICUM RATING SCALE** (*To be completed by classroom teacher)*

Practicum Student: Semester/Year:

Classroom Teacher:

***At the end of the practicum experience, please rate the student on the following competencies by providing the appropriate rating and then sign. Review with the GCC student who signs and returns the form to the Education Office. Additional comments are welcome.***

(0) Not applicable; (1-2) Poor; (3) Fair; (4) Good; (5) Excellent

|  |  |
| --- | --- |
| **Professionalism and Ethics Items** | **Rating** |
| Observes procedures, policies, and routines specific to the assigned work environment. |  |
| Demonstrates appropriate work-site behavior, including reporting to work on time, notifying employer if unable to come to work, and dressing appropriately. |  |
| Discusses job performance and progress in efficiency and skill application with mentor.  |  |
| Develops skills in working with others as members of a team. |  |
| Internalizes and applies the Code of Ethics of the National Educator’s Association. |  |

|  |  |
| --- | --- |
| **Knowledge and Disposition Items** | **Rating** |
| Demonstrates problem-solving skills. |  |
| Communicates and works effectively with parents and families. |  |
| Effectively implement appropriate behavioral management strategies and problem solving skills in the classroom |  |
| Establishes and maintains a healthy and safe environment. |  |
| Demonstrates appropriate interactions while providing for student needs. |  |
| Examines expectations about working with students. |  |

|  |  |
| --- | --- |
| **Teaching Strategies Items** | **Rating** |
| Prepares teaching materials. |  |
| Coordinate classroom activities and organize classroom accordingly. |  |
| Completes a bulletin board or poster. |  |
| Develops and implements a lesson plan in collaboration with the mentor. |  |

Times absent from work: \_\_\_\_\_\_ days Times late for work: days

Comments:

**SUGGESTED GRADE:** **A** **B** **C** **D** **F**

Student Signature Mentor Signature

Date: Date:

**GCC Practicum Observation Checklist *(To be completed by GCC faculty)***

Name of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date/Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location/Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Circle Visit #: 1 2 3

Background Info (Age/Grade, number present, subject):

*Practicum students are expected to assist their mentors as needed; however, before completing practicum, they must be observed by GCC faculty leading* ***at least one*** *20 to 30-minute activity/lesson.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***Comments*** | ***Exc******(5pts)*** | ***Good******(4pts)*** | ***Could Improve******(3-2pts)*** | ***Not Obs(0)*** |
| ***Presentation:*** |  |  |  |  |  |
| Presented as scheduled. |  |  |  |  |  |
| Prepared/organized with all material, supplies, etc. |  |  |  |  |  |
| Speaks distinctly and uses appropriate tone. |  |  |  |  |  |
| Treats students with respect. |  |  |  |  |  |
| Dresses appropriately (including GCC shirt) |  |  |  |  |  |
| Student aroused class interest at beginning of lesson. |  |  |  |  |  |
| Lesson plan provided. |  |  |  |  |  |
| Provided immediate feedback to students (i.e. praise, comments) |  |  |  |  |  |
| Subject matter is clearly communicated. |  |  |  |  |  |
|  |  |  |  |  |  |
| ***Methods:*** |  |  |  |  |  |
| Employs various instructional methods. |  |  |  |  |  |
| Uses appropriate tools (i.e. technology, props, and/or visuals). |  |  |  |  |  |
| Encourages active participation by students. |  |  |  |  |  |
| Uses appropriate class management strategies. |  |  |  |  |  |
| Individualizes & scaffolds learning when required.  |  |  |  |  |  |
| Demonstrates creativity. |  |  |  |  |  |
|  |  |  |  |  |  |
| ***Content:*** |  |  |  |  |  |
| Appears knowledgeable about subject/topic. |  |  |  |  |  |
| Explains goals (objectives) and concepts clearly. |  |  |  |  |  |
| Relates concepts to students’ interests/experience. |  |  |  |  |  |
| Provided adequate directions. |  |  |  |  |  |
| Content is appropriate to age and level. |  |  |  |  |  |

***Comments on areas needing to be further developed:***

***Comments on Strengths:***

Observer’s Signature (GCC faculty) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_