

Revised 2007

Ashland University  
Dwight Schar College of Education  
Department of Curriculum and Instruction  
Course Syllabus

Graduate: Undergrad: X  
Credit Hours: 2  
Field/Clinical Hours: 60

**Course Number:** EDCI 230 SEC

**Course title for the catalog:** Workshop in Teaching--Grades 7-12 Field Experience

**Catalog description:**

Special studies and investigations and/or field experience at the teacher aide (observation/assistance level in working with school age youth in primarily rural/small town settings. Students should be concurrently enrolled in EDCI 287.

(Mild/Moderate IS only)

***The Intervention Specialist team has chosen the Taskstream system to support the comprehensive program outcomes of the licensure programs. Taskstream is a subscription online portfolio system that provides students with lesson, unit, and portfolio building tools through their website, [www.taskstream.com](http://www.taskstream.com).***

***Please note there will be required Taskstream class assignments and program portfolios that will be due during students' course of study at Ashland University. While some classes will not have Taskstream assignments, students are responsible for maintaining their completed assignments for possible future use in the online program portfolio.***

**The prerequisite (s) for this course is (are):**

EDFN 130, EDFN 202, or permission of instructor.

**The enrollment restriction (s) for this course is (are):**

Open to students who have an interest in teaching at the Grades 7-12 school level. (Concurrent enrollment in EDCI 287 is recommended.)

**Course and field/clinical experience objectives (including knowledge, skills, and dispositions):**

**KNOWLEDGE:**

The teacher education student will have knowledge of:

1. The content area in desired certification
2. The policies of the school(s) in which they are assigned.
3. The rules of the classroom(s) in which they are assigned.
4. The cooperating teacher's lesson plan format and methods of classroom control.
5. The role of aides/tutors in a school.
6. The role of support and service personnel in the school (librarians, guidance counselors, psychologists, attendance officers, special education teacher, custodians, etc.)
7. Observational skills needed to observe teacher behavior/strategies in executing a lesson plan.
8. The role of decision-making in the teaching process.
9. Theories and methods of assessing individual strengths and weaknesses in academic areas, including accommodations and adaptations for exceptional learners.
10. Ability, task, random, cross-ability, and special interest grouping patterns.
11. The concept of values clarification.
12. Definitions, characteristics and contributing factors of students with learning differences.
13. Teaching and assessment strategies for at-risk and exceptional students.
14. The IEP and IAT processes and the implementation of planning for exceptional learners.

### **SKILLS:**

The teacher education student will have skills to:

1. Be prompt to all assignments.
2. Demonstrate a professional working relationship with cooperating teacher(s), other building staff, students, and parents.
3. Describe teacher decisions that yield the most successful learning outcomes.
4. Identify values clarification type situations that occur in the classroom and describe these observations.
5. Identify objectives in the cooperating teacher's lessons and summarize these lessons.
6. Describe the use of instructional materials and audio-visual equipment in the context of two lessons plans taught by the cooperating teacher.
7. Talk with students.
8. Help students with projects.
9. Observe the methods and procedures used by the cooperating teacher to identify pupil entry behaviors and describe these techniques.
10. Observe the importance of the classroom's physical setting and complete a diagram of the classroom showing an "aerial view" and details of furniture/display arrangement.
11. Write four lesson plans for teaching situations including objectives, materials, procedures, accommodations/adaptations, and evaluation strategies.
12. Assist teacher by instructing individual, small group or class as appropriate.
13. Describe cooperating teacher's use of grouping an individualization indicating the type of grouping and/or individualization used (i.e. ability, cross-ability, interest,

- random, or task grouping patterns).
14. Recognize and analyze the cooperating teacher's use of non verbal communication and describe the teacher's use of this communication.
  15. Demonstrate sound decision-making in evaluating performance of students.
  16. Demonstrate decision-making in evaluating personal teaching performance.
  17. Follow the IEP for exceptional students.

**DISPOSITIONS:**

The teacher education student will:

1. Display enthusiasm for teaching content area certification field(s).
2. Understand the educational needs of different pupils.
3. Appreciate the various teaching techniques that can be used to assist children who are experiencing learning problems, including mainstreamed children.
4. Appreciate the various teaching techniques that can be used to motivate students.
5. Value the role and responsibilities of the teacher in working with all children.
6. Value the role of decision-making in the teaching experience.
7. Value and accept exceptional learners and students in at-risk situations.
8. Believe that all students can learn.
9. Appreciate the various modifications which allow students with disabilities to participate in regular classrooms.
10. Value the role of diversity in the classroom and in society.

**Suggested texts and/or references:**

Ashland University--Teacher Education Guide to Education 230 Secondary.

**Suggested instructional strategies:**

Seminar with lecture, large and small group discussions, field experiences, develop lesson plans.

**Description of field/clinical experiences:**

**FIELD EXPERIENCE**

Each student will spend 60 clock hours in field experience at the secondary school level. The student will fulfill the role of teacher aide to the CT, observe the teaching process in the classroom setting, and prepare and present lesson plans/units in field of licensure.

**Evaluation of students:**

Tests, projects, group work, discussion, field experience.

**Faculty who frequently teach the course:**

Fleming, appropriate support from Intervention Specialist program team.

**Licensure programs in which course is required:**

All 7-12, K-12 Licensure Programs

**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:**

**Bibliography (Learned Societies, etc.)**

Duke, D. (1990). Teaching an introduction. New York: McGraw Hill.

Greenwood, G.E. & Parkay, F. W. (1989). Case studies for teacher decision making. New York: Random House.

Henson, K.T. (1988). Methods and strategies for teaching in middle and secondary schools. White Plains, NY: Longman, Inc.

Kim, E. C. & Kellough, R. D. (1991). A resource guide for secondary school teaching. New York: Macmillan.

Madaus, G., Kellaghan, T., & Schwab, R. (1989). Teach them well. New York: Harper and Row.

McNeil, J. D. & Wiles, J. (1990). The essentials of teaching. New York: Macmillan.

Montogue, E. J. (1987). Fundamentals of secondary classroom instruction. Columbus, OH: Merrill.

Ryan, K., & Cooper, J. (1988). Those who can teach. Boston, MA: Houghton Mifflin.