



Fall 2018 – EDUC 490 – Course Outline
Classroom Practice and Seminar III (Elementary Years)

OVERVIEW

Course Times: Wednesdays, 11:00 am to 12:50pm
Course Location: 10-4034

Course Start Date: Wednesday, September 12, 2018
4-Week Practicum: October 15, 2018 to November 9, 2018
Course End Date: Wednesday, November 28, 2018

Instructor:	Dr. Christine Younghusband	Office Hours:	TBA
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DESCRIPTION

Calendar Description:

Four weeks supervised practicum in a school, along with weekly seminars with team members addressing ongoing practice issues such as: practical skills, case management, reflection, problem-solving, assessing resources, professional issues, teacher research, and portfolio development. Graded on a Pass/Fail basis.

Course Details:

Inquiry Questions:

- What do you notice?
- What are you curious about?
- What would you do (given a situation) and why?

This course will review the BC Teacher Standards (2012) and will use single point rubrics to self-assess and evaluate Teacher Candidates competencies and performance. Students will have the opportunity to contribute to the course with topics of interest and concern to critically reflect upon and co-construct knowledge that is practical but also rooted in evidence based research. Students will also develop their skills in e-portfolios using WordPress to Communicate Student Learning and demonstrate their learning. Students will also participate in triad teaching and learning teams to collaborate, peer-assess, and sense-make during EDUC 490 and in anticipation of EDUC 491. The course

will conclude with students composing a case study for the class to deliberate, discuss, and problem solve as they relate the case study and discussion to the teacher standards. Attendance, participation, and completion of learning activities are critical to the success of students to establish a deep understanding of the course content and competencies, but also build collective efficacy within our EDUC 490 professional learning community.

Course-Level Educational Goals

By the end of the course, students should be able to:

- Assess and collaboratively problem solve workplace/classroom situations
 - Recognize challenges (and celebrations) in the workplace/classroom
 - Facilitate class and small group discussions on professional issues
 - Critically reflect upon and collaboratively compose a fictional case study
 - Use the BC Teacher Standards as a self-assessment and peer-evaluation tool
 - Develop an e-portfolio to demonstrate and *Communicate Student Learning*
 - Engage in a practicum experience in schools with their Coaching Teacher(s)
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GRADING (Pass/Fail)

Learning activities during the Seminar include:

- Class and Small Group Discussions; Student Self-Reflection
- Case Study Summaries, Pre-Reflections, and Post-Reflections
- Case Study Composition and Student Led Discussion

Learning activities during Classroom Practice include:

- Supervised practicum in a schools with teacher coach
 - Planning, prepping, evaluating, and teaching during the practicum
 - Three-way discussions with teacher coach and course instructor
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MATERIALS

Readings, videos links, and other learning resources required for this course will be made available to students on a weekly basis via email, blog, or online.

ACCOMODATIONS

If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact Disability Services located in the Teaching and Learning Centre, Room 1048.

CHEATING OR PLAGIARISM

According to the UNBC Undergraduate Regulations and Policies:

<https://www.unbc.ca/calendar/undergraduate/regulations>

Go to website for full description of Academic Regulation 45 (Academic Offenses).

COURSE FRAMEWORK

Week	Dates	Topics
1	Sept. 5	No Class - Teacher Candidates Orientation
2	Sept 12	Introductions, Syllabus, and <i>Courage to Teach</i>
3	Sept 19	Designing Online Portfolios on WordPress
4	Sept 26	Single Point Rubrics and BC's Teacher Standards
5	Oct 3	Unit Planning and BC's New Curriculum
6	Oct 10	Triads, Technology, and Peer-Assessment
7	Oct 17	4-Week Practicum
8	Oct 24	4-Week Practicum
9	Oct 31	4-Week Practicum
10	Nov 7	4-Week Practicum
11	Nov 14	Questions from Practicum – Triad Discussion
12	Nov 21	Case Study – Triad Composition – Class Discussion
13	Nov 28	Review of the Standards and Self-Assessment

Content and flow of the course framework are subject to change, with exception to the 4-week practicum. Students are co-contributors to the course and the instructor may choose to adapt the course syllabus during the course to reflect student learning and needs.

PRE-READING for WEEK 2 (August 12, 2018)

The Heart of a Teacher: Identity and Integrity in Teaching (Palmer, 1997)

https://biochem.wisc.edu/sites/default/files/labs/attie/publications/Heart_of_a_Teacher.pdf

PRE-READING and PREPARATION for WEEK 3 (August 17, 2018)

Collect items or artefacts from your first year of teacher education that best reflect your learning and your self-concept as a teacher and/or pre-service teacher.

Open your FREE WordPress Account – Please record your login information

Go to: <https://wordpress.com/start/about> to open your NEW account.

Once completed, send your URL to christine.hoyounghusband@unbc.ca

PRE-READING for WEEK 4 (August 24, 2018)

Single Point Rubrics

<https://www.cultofpedagogy.com/single-point-rubric/>

<https://www.edutopia.org/article/6-reasons-try-single-point-rubric>

BC Teacher Standards

<https://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>