



## Sample Course Syllabus

Instructor's Name \_\_\_\_\_

Classroom Location \_\_\_\_\_

School Phone \_\_\_\_\_

E-mail \_\_\_\_\_

### ***Course Description***

The Pre-Professional Teaching Practicum is designed for students who are seriously considering the teaching profession. Each student is assigned to a district or neighboring district school, typically elementary or middle school. Participants combine in-class coursework with receiving school onsite teaching practice. Onsite teaching projects include various activities, such as keeping daily logs/blogs and weekly journals, preparing and presenting a lesson, and working closely with students of the assigned supervising teacher. Students are expected to actively participate in class, read assigned text and outside resources, complete major projects, written assignments, view appropriate videos and direct attention to guest speakers.

### ***Instructional Philosophy***

The mission of this class is to help prepare secondary students for future careers in education and training by providing students with:

- Information about the challenges and opportunities offered
- A seamless pathway to a career in education and training through coursework, study of the profession, and experiential learning activities with the potential for advanced knowledge and college credit

Successful students will demonstrate good moral character, good work habits, responsibility, punctuality, and organizational skills.

### ***Basis of Participation***

- Student-centered curriculum with an emphasis on hands-on involvement
- Focus on practical, problem-solving skills in real-life applications
- Activities that build skills for family, workplace, and community settings
- Activities that help students plan the transition from school to career
- Increased involvement in developing basic academic educational goals for all learners
- Assistance with learning environments (e.g., process-based learning) that meet student developmental needs

SAMPLE



## ***Major Course Goals***

- Observe teachers and students in the classroom
- Develop practical experience in exploring the teaching career
- Work with children under the supervision of a certified teacher
- Plan, Prepare and teach lessons
- Demonstrate knowledge of the teaching process
- Evaluate cadet-teaching experience in relation to their future career

## ***Materials Needed***

- **Portfolio Binder:** A two-inch, three-ring binder with clear front pocket and dividers (for retaining all work and building a portfolio throughout the course)
- **Textbook:** \_\_\_\_\_
- **Student Planner:** \_\_\_\_\_
- **Other Supplies:** paper, pencil, blue or black pen, spiral notebook, flash drive, etc.

## ***Major Assignments/Projects***

- Complete observation papers.
- Select and interview school personnel.
- Complete daily logs or blogs, reflections, and self-evaluations (found on Blackboard™). Note: Blogs should include first names of students with whom participants interact and activities that occur. Be specific.
- Work with individual/small groups of students/entire class.
- Participate in an outside teacher-related activity (PTA meeting, faculty meeting, etc.)
- Keep a portfolio.
- Design and create bulletin boards.
- Analyze K-8 literature.
- Plan, prepare, and teach lesson(s) to the entire class.

**For tutoring/extra help, contact teachers via email.**

## ***Assignment Format***

All assignments must be completed using the MLA format with the heading and name on the left side of the paper. Assignments need to be typed in Word or converted to Word (see Technology handout) when attached to Blackboard. All assignments should be saved to the flash drive provided by your teachers.

Students are required to utilize technology for various assignments (see Technology Policy Handout on pages xx through xx). Despite the fact that not all students will have access to personal computers, computers are available at your home high schools, public library, and at the student computer lab at [location].

SAMPLE



### ***Assessment Plan***

Grades will be figured using the [name of district]'s approved grading scale. Periodic written tests will be administered; however, this class also involves project-based assessments. Projects will be graded according to written evaluation forms. Assignments are assigned points with grades being calculated on a total point basis. Grades are cumulative throughout the semester.

### ***Attendance***

Regular attendance reflects dependability. The experience gained by students in the laboratory cannot be duplicated in the event of absence. Summit Technology Academy's policy may differ from that of the participant's "home" school and will be in effect for the period of attendance at STA. Absences will be classified and dealt with based on the district's attendance/makeup policies. In general, absences of 12 days or more during a semester will result in loss of credit. Major illnesses, field trips, home school activities, and ISS are not counted as part of the 12 days of absence, but the time must be made up with the assigned school. OSS suspensions do count against a student's 12-day absences. All other absences are counted in the total, whether excused or unexcused.

### ***Course Credit***

**A+ PROGRAM** — Time spent directly involved with students can be documented for A+ tutoring hours. It is each participant's responsibility to check with your school's A+ coordinator for specific information.

SAMPLE