



School of Education
Undergraduate Course Syllabus
EDUC 303/402: Initial Classroom Experience
Spring 2020

Trinity Western University is located on the traditional ancestral unceded territory of the Sto:lo people.

TWU is committed to an ethic of inclusion that seeks to produce generous learning spaces based on respect for difference and open to diverse views, opinions, and identities. In particular, persons who have been marginalized or who have had their voices silenced because of race, religious beliefs, gender, physical or mental variations, age, ancestry, place of origin, marital status, family status, sex, and sexual orientation, or on any other grounds identified in applicable human rights law, will be welcomed and valued.

Instructor: Nina Pak Lui, M.Ed.

Class Times: Friday, 1:30 to 2:45pm

Contact Information: nina.lui@twu.ca

Office Hours: Monday 10:00 to 11:00am; 1:30 to 2:30pm; or by appointment

Co-requisites or Pre-requisites: 2.5 GPA; 3rd year standing; EDUC 200, EDUC 211, EDUC 203

Semester Hours: 1

Course Description:

These initial classroom experiences provide students with meaningful educational experiences in schools and classrooms. Students relate their studies in the university classroom to school settings. Throughout the course and school visits, students become more confident in being in the classroom, interacting with students and teachers, and in carrying out activities that prepare them for more advanced practice. Pre-service teachers are involved in **25 hours** of classroom experience, normally **2 ½ hours a week for 10 weeks**.

Students in this classroom experience are getting ready to enter their professional year and will focus on connecting this initial practicum experience to the courses you are enrolled in this fall semester.

Related School of Education Learning Outcomes:

The School of Education program is developed within the context of the TWU Student Learning Outcomes, which fall under seven categories of learning – Knowledge and Its Application, Cognitive Complexity, Inter and Intra-personal Wellness, Spiritual Formation, Social Responsibility and Global Engagement, Leadership, and

Aesthetic Expression and Interpretation. A full list of TWU Student Learning Outcomes can be found here <http://twu.ca/academics/student-learning-outcomes.html>.

Related BC Teacher’s Council (BCTC) Professional Standards:

The BC Teacher Regulation Branch Standards have also been considered in developing the School of Education Learning Outcomes. As an approved BC Teacher Education program, we are responsible for recommending graduates to the Teacher Regulation Branch for certification with the confidence that students graduating from our program demonstrate a beginning teacher level of achievement for each standard. A complete list of BC Teacher Regulation Branch Standards can be found here http://www.bcteacherregulation.ca/documents/AboutUS/Standards/edu_stds.pdf.

The BCTC Professional Standards Significantly Addressed in this Course:

- **Standard 1:** Educators value the success of all students. Educators care for students and act in their best interest.
- **Standard 3:** Educators understand and apply knowledge of student growth and development.
- **Standard 4:** Educators value the involvement and support of parents, guardians, families and communities in schools.
- **Standard 5:** Educators implement effective practices planning, instruction, assessment, and reporting practices to create respectful, inclusive environments for student learning and development.

Learning Outcomes:

TWU SOE Student Learning Outcomes	Course Student Learning Outcomes
<p>Knowledge and its Application (Reflective Practice/Discernment)</p> <ul style="list-style-type: none"> → make insightful and inclusive curricular, instructional and professional decisions 	<ol style="list-style-type: none"> 1. Connect course learning to practicum experiences 2. Respond to practicum experiences and learnings of others 3. Practice attributes of professionalism 4. Develop inquiry questions to guide practicum reflections 5. Become confident in working with students on a one-to-one, small group or whole class basis on a given task
<p>Cognitive Complexity (Wisdom/Humility)</p> <ul style="list-style-type: none"> → respond with wisdom, humility and compassion to questions, issues, and problems related to education 	<ol style="list-style-type: none"> 6. Approach practicum with humility and wonder, displaying a willingness to take risks and learn from various approaches 7. Reflect on personal practicum experiences and learnings 8. Seek opportunities to take initiative 9. Demonstrate communication skills in practicum

<p>Inter- and Intra-Personal Wellness (Peace/Patience)</p> <p>→ understand the importance of social-emotional learning and mental health, and develop restorative practices to support their personal well-being and the well-being of learners.</p>	<p>10. Develop pedagogical and personal practices that support inter and intra personal wellness.</p>
<p>Spiritual Formation (Reverence/Gratitude)</p> <p>→ develop a deep and personal understanding of how their faith and practice intersect</p>	<p>11. Consider how Professional Practice interacts with Spiritual Formation (Becoming WHO you want to be as a teacher)</p>
<p>Social Responsibility and Global Engagement (Compassion/Hope)</p> <p>→ care for all learners and act in their best individual and collective interests, applying their understanding of human growth and development and the dynamics of a learning community</p> <p>→ use culturally sensitive practices and are committed to social justice within the context of a diverse, yet potentially cohesive, pluricultural global society</p>	<p>12. Determine differentiation possibilities for learning outcomes and inclusive assessment strategies</p> <p>13. Connect BCTC Standards to practicum experiences</p> <p>14. Explain the impact of assessment practices on learners and learning (EDUC 403)</p>
<p>Aesthetic Expression and Interpretation (Attention/Love of Beauty)</p> <p>→ appreciate the insight and understanding that arise through aural, experiential, perceptual, and intuitive forms of knowledge construction</p>	<p>15. Summarize growth in perspective and reasons for choosing the teaching profession (EDUC 403)</p>

Required Texts and Materials:

This course has no required texts. Some related course readings/resources will be posted to Moodle.

Classroom Experience Activities/Requirements:

1. Be actively involved in the assigned classroom and with the assigned sponsor teacher and students for a **minimum of 25 hours over 10 weeks during the semester. This is to be done on a WEEKLY basis.** It is expected that you will arrive early and/or leave after your 2 ½ hours per week so that you have time to talk to your mentor teacher about your involvement. Mentor teachers are encouraged to involve pre-service teachers in appropriate activities to enhance the achievement of the learning outcomes stated above.
2. **When you teach the whole class, please use the TWU School of Education Learning Experience Plan Template** for planning. This will be posted to Moodle. After facilitation of the learning experience, debrief the lesson with your mentor teacher and receive constructive feedback.

Seminar Activities/Requirements:

1. **Attendance and Participation:** Attend and be actively involved in the **4 scheduled seminars** throughout the semester.
2. **Seminar Preparation:** Come to each seminar by reflecting on your classroom experiences. Be ready to share by identifying positive aspects, challenging aspects, and inspiring moments. You can also raise any tensions, concerns, and/or questions to be discussed in the seminar.

Assessment Plan:

For each assessment task, details and success criteria will be posted to Moodle.

1. **E-Portfolio Wordpress Site and Reflective Teaching Log:** You will create or use an existing TWU Wordpress site to practice reflecting more analytically and sharing your learning with an authentic audience. An exemplar of these reflective posts will be introduced during the seminar. The amount of time one actually spends teaching is not as important as one's willingness to reflect carefully on the student teaching experience. In addition to short weekly reflections (one per visit), one final reflective post that connects overall practicum experience to course learning this semester will be published.
2. **Lesson Plan, Mentor Teacher's Anecdotal Observation, and Reflection:** With the guidance of your mentor teacher, you will plan and teach one or more lessons. Prior to teaching, submit the completed TWU Learning Experience Plan to your mentor teacher, receive feedback, and make necessary adjustments. During the lesson, your sponsor teacher will observe and write anecdotal comments of your teaching. Debrief the lesson with your sponsor teacher. Considering their comments and your own reflections, write a reflection at the end of the lesson plan template. Guiding questions will be provided during the seminar.
3. **Mentor Teacher Final Evaluation Reference Form:** You must receive a successful mentor teacher evaluation reference in order to pass this course. If you receive a 'recommendation with reservation' or a 'do not recommend', the instructor will contact your mentor teacher to discuss concerns and next steps. It is most likely that you will need to repeat the practicum should you not be 'recommended without reservation'. Your mentor teacher will receive an email version of the evaluation form that can be returned directly to June Smith. Please keep a copy for your records.

This course will be evaluated on a pass/fail basis. You must meet **ALL** of the above requirements in a **professional** and **thoughtful** manner. Missing a seminar, not participating in the discussion or conversations in a timely/thoughtful manner, being irregular in attendance at your placement and/or not meeting other course requirements, and incomplete assessment tasks will result in failing this course.

Course Outline:

The following schedule is tentative. As changes occur due to the nature of teaching and learning, updates will be communicated via email or Moodle.

Important Dates	Learning Plan
Seminar #1 Friday, September 20 EDUC 303 + 402	Course Introductions <ol style="list-style-type: none"> 1. Mentor Teacher's Envelope <ol style="list-style-type: none"> a. Syllabus b. Nina's Letter c. Mentor Teacher Evaluation Form d. Roles and Responsibilities e. Suggested Observations and Service Activities
Seminar #2 Friday, October 4 EDUC 303 + 402	Focus of Inquiry: Teacher as a Reflective Thinker <ol style="list-style-type: none"> 1. Exemplars of a Reflective Teaching Log 2. Connections to Course Learning 3. Review how to plan a lesson 4. Go over Mentor Teacher's Observation Form
Formative Check-In End of October	Upload to your Wordpress Site the following: <ul style="list-style-type: none"> - Up to date reflective teaching log (one post per visit) - Any lessons you've taught along with your lesson plan, mentor teacher's observations, and your own reflection
Seminar #3 EDUC 303 - October 25 EDUC 403 - November 1	Focus of Inquiry: Planning for Learning/Facilitating the Learning <ul style="list-style-type: none"> - Come to class prepared to share a lesson that you taught and what you are learning through careful reflection and analysis.
Formative Check-In Mid November	Upload to your Wordpress Site the following: <ul style="list-style-type: none"> - Up to date reflective teaching log (one post per visit) - Any lessons you've taught along with your lesson plan, mentor teacher's observations, and your own reflection
Seminar #4 EDUC 303 - November 22 EDUC 402 - November 29	Focus of Inquiry: Share, Connect, and Celebrate! <ul style="list-style-type: none"> - Email will be sent ahead of time to provide guidance for preparation for the final seminar.
Publish Final Reflection Due First Week of December	Write one thoughtful final reflective post (500 words) that connects overall insights from your practicum experience with explicit connections to course learning this semester. Details and criteria will be posted to Moodle.

Course Policies:

Academic Integrity and Avoiding Plagiarism at TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic dishonesty. For details on this, and on identifying and avoiding plagiarism go to the University Homepage > Academics > Academic Calendar > Academic Information > Academic Policies > Academic Dishonesty and Plagiarism.

Campus Closure and Class Cancellation Policy

In the event of extreme weather conditions or other emergency situations go to the University Homepage > Campus Notification (in the page footer) > Class cancellation policy or to Moodle for an announcement of classes cancelled.

University Standard Grading System

The Standard Grading System can be found at the University Homepage > Academics > Academic Calendar > Academic Information > Grading Practices

Inclusive Language:

Within the School of Education, all faculty, staff and students seek to use inclusive and non-discriminatory language when writing (or speaking) about people in general. For example, avoid "man" or "men" when meaning "human being(s)," "humankind," or "people." Careful writers avoid language that would universalize one element of humanity to the exclusion of others. Avoid all demeaning terms or expressions that reinforce attitudes about people or groups based on age, disability, gender, sexuality, race or national origin.

Use of Personal Technology in the Classroom

The School of Education is committed to creating mutually respectful learning communities concomitant with a use of technology that is a natural and complementary element to sound instructional practices focused on curriculum outcomes and sensitive to instructional time.

Late Assignment Policy

Late Penalty: 3% per day to maximum of 20%. Every education course is part of a program that has been approved by the BC Teacher Regulation Branch. Most summative assignments are part of our Attainment of Standards Report and, therefore, successful completion of the ASR assignments is required in order to pass the course.

Attendance Policy

You are greatly missed when you are not in class because we need your understandings, insights and questions. Attendance is taken every day. University policy regarding attendance allows instructors to bar students from the final exam if a student misses over 25% of class sessions.

Demonstrating Professionalism

In every Education class professors are making note of the following professional behaviours and attitudes. These behaviours and attitudes are considered essential to the Profession of Teaching and are related to our overall program goals and the BC College of Teachers Standards. When you apply to the School of Education in your third year, these qualities are considered. When you apply for your professional year, 1/3 of your overall application score is based on the following characteristics.

- Attendance and punctuality
- Oral communication skills (includes presentation of self, language use, audience engagement)
- Interpersonal relationships/collegiality (able to work collaboratively)
- Reliability/consistency
- Initiative
- Quality of work and planning
- Professional judgment (interaction with Faculty and peers, proactive with regard to communication, takes responsibility for own actions)
- Caring, committed, and positive attitude
- Growth oriented (reflective, responsive and inquiring)
- Discerning and thoughtful (able to address issues based on background knowledge)

Students with Differing Abilities

Students with differing abilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All social and educational considerations must be recently documented by an appropriately certified professional and include the educational impact along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined in the Student Life section of the University Calendar.