
UNIVERSITY OF MINNESOTA, MORRIS
DIVISION OF EDUCATION
ELED 3212 PRACTICUM II: FIELD EXPERIENCES IN A MIDDLE LEVEL SETTING

Instructor: Michelle L. Page
200D Education Building
Office: 320-589-6405 Email: pagem@mrs.umn.edu

Schedule: Arranged

Course Description:

This course will provide students the opportunity to link the theory and pedagogy of the university classroom to the practice in a middle level. Students will spend a minimum of 35 hours in a Grade 5 to Grade 8 (grades 7-8 preferred) where they will observe, teach, and assist cooperating teachers.

Course Goals:

Students will:

1. Use knowledge of adolescent development and learning theory to plan and successfully teach lessons to middle level students (Standards for Effective Practice 1- 9).
2. Describe the roles of parents, teachers, schools, and others in providing appropriate support for middle level students. (Standards of Effective Practice 2,3,5,9, and 10)
3. Study models of classroom discipline and management to develop, describe, and successfully use a personal discipline model appropriate for middle level students (Standards 2, 3, 5, 6, 9).
4. Describe and analyze key concepts and issues of middle level education (Standards 2, 4, 6)
5. Analyze the principles, concepts, and processes of middle-level curriculum in your specialty area (Specialty Standards 4)
6. Observe, interview, and work with middle-level students and teachers in a classroom setting.

Grading:

The course is graded on a Satisfactory/No Credit (S/N) basis. To receive a grade of S, students must complete *every* assignment according to guidelines. (Please read the University's grading policy found in the UMM Bulletin for further information.)

Assignments:

- A. **Journal** Each day of your practicum, record your observations and thoughts. Each entry should have four sections: *What You Saw*, *What You Did*, *What You Thought*, and *What You Felt*. (Satisfactory journals will: a. have an entry for each day of the practicum, b. include relevant comments for each of the four sections.)
- B. **Reflections** Write two reflective papers in which you analyze and describe your learning. The first is due after ten hours in the classroom, and the second is due when the practicum is complete. (Satisfactory papers will: a. address one or two key areas of learning, b. include adequate description of learning, c. link learning to at least one of the essential questions, and d. have no more than a few minor technical errors.)
- C. **9 Essential Questions** Gather information from your practicum that will help you address these questions based on those developed by Debra Pitton (1997). Consider various methods of data collection including observation, interviews, and examination of school documents. (You will use the data to answer questions in 3202.)
- D. **Lessons:** If possible, plan and teach at least one lesson in your practicum classroom. In consultation with your cooperating teacher, prepare a detailed lesson plan and include essential lesson components. Share the formats for the strategies you learned last semester with your cooperating teacher as you make your planning decisions.
- E. **Final Evaluation** Your cooperating teacher will complete the attached final evaluation at the end of the experience.

9 Essential Questions
Deb Pitton, 1997

1. Why should an early adolescent's educational experience be different from that of an elementary or high school student?
2. How can the organizational structure middle-level grades provide for the needs of an early adolescent?
3. What support structure should be provided for middle level students and why is this so important? What is the teacher's role in this support system?
4. What curriculum is appropriate for the middle level student and how does the teacher access that curriculum?
5. What should characterize teaching and learning in the middle level classroom? Why?
6. What is the role of parents and the community in the education of adolescents? How does the teacher engage these individuals in the students' learning? Why is this important?
7. What should the environment be like in a middle level classroom? Why?
8. What assessment and evaluation techniques are most appropriate for middle level students?
9. How does an effective middle level educator continue to learn and grow?

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ELED 3212 PRACTICUM 2
MIDDLE LEVEL WEEKLY SCHEDULE

Practicum Student _____ Cooperating Teacher _____

Grade/Subject Area _____ Location _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Notes:

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EVALUATION

Practicum Student _____ Total Hours in Attendance _____

Cooperating Teacher _____ Grade/Subject/School _____

Directions: Based on your experience with this student, please rate her/his performance using the following rating scale.

	Not Observed N/O	Rarely Demonstrated 1	Occasionally Demonstrated 2	Sometimes Demonstrated 3	Frequently Demonstrated 4	Consistently Demonstrated 5
1. Conferred with you to determine your expectations	N/O	1	2	3	4	5
2. Communicated effectively (oral and written)	N/O	1	2	3	4	5
3. Demonstrated an understanding of the physical, cognitive, social and emotional development of middle level students	N/O	1	2	3	4	5
4. Demonstrated an understanding of the subject matter and curriculum needed your grade level and assignment	N/O	1	2	3	4	5
5. Planned and implemented developmentally appropriate curriculum and instructional practices (if possible)	N/O	1	2	3	4	5
6. Established a positive rapport with middle level students	N/O	1	2	3	4	5
7. Asked appropriate questions and sought to improve understanding and skill	N/O	1	2	3	4	5
8. Established and maintained positive, collaborative relationships with families (if possible)	N/O	1	2	3	4	5
9. Demonstrated professionalism (e.g. on time, lessons prepared, collaboration with other professionals)	N/O	1	2	3	4	5
10. Displayed individual initiative (e.g., volunteers, finds things to do without supervision; initiates conversation and asks for feedback from various sources)	N/O	1	2	3	4	5

Please include comments on the back of this evaluation form:

Signature _____ Date _____