Unit Plan 7: Practicum Field Experience with Service Learning Component

# Introduction

This document provides teachers with a unit planning template.

# Course and Unit Information

This section provides information about the course, grade level, and timeframe of instruction.

* Course Name: Practicum in Education and Training
* Grade Level(s)**:** 11-12
* TimeFrame (# of Minutes/Periods)**:** 450 Minutes/ Five 90-Minute Periods

# Unit Overview

The practicum course provides students with opportunities to participate in early field observations of P-12 special populations, and if cross-walked with EDUC 2301, must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

During the field-based experience, students will apply appropriate instructional strategies and concepts, demonstrate professional appearance, language, and cultural proficiency, and a willingness to accept and apply constructive feedback.

Students will review roles and expectations for successful Project-Based Learning (PBL), then research and discuss how Project-Based Learning (PBL) and Place-Based Education (PBE) could be combined in a literacy service learning project that supports learning in their community.

Students will demonstrate teamwork and problem-solving skills as they formulate and implement one or more of their self-selected service learning project plans for promoting literacy and supporting learning in their school and/or community.

Students will exhibit effective educator roles and leadership by demonstrating appropriate interaction skills with all stakeholders, including other students, other educators, parents/guardians, community members and other professionals as they present the service learning project plan to stakeholders and as they implement their plan. Students will write a personal reflection on the service learning project as well as how service learning can strengthen the relationship between school and society.

Students will practice and polish their written communication skills by writing appropriate letters, blogs, announcements and/or emails using the school district Acceptable Use Policy (AUP), and by creating wall, bulletin board, and/or multimedia displays showcasing their service learning project(s).

Students will document the instructional strategies and concepts applied during their field-based experience, assess and reflect upon their field-based experience, and write a reflection paper. The documentation, assessment, and reflection will be utilized in the final unit of the course.

# Unit PLan

The two-column table in this section contains unit planning elements in the first column, and details about the element in the second column.

## Unit Plan Table

| **Section** | **Information** |
| --- | --- |
| **TEKS (CTE)** | **130.165. (c) Knowledge and skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (E) apply decision-making skills;  (H) develop leadership skills;  (I) demonstrate professionalism; and  (J) develop effective work ethic practices.  (2) The student explores the teaching and training profession. The student is expected to:  (B) demonstrate and implement knowledge and skills needed by the teaching and training profession.  (4) The student interacts effectively in the role of an educator. The student is expected to:  (A) demonstrate and evaluate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals; and  (B) demonstrate and evaluate techniques promoting literacy.  (6) The student creates and maintains an effective learning environment. The student is expected to:  (A) create and maintain a safe and an effective learning environment;  (B) integrate teacher or trainer characteristics that promote an effective learning environment;  (C) apply classroom management techniques that promote an effective learning environment; and  (D) demonstrate specific conflict management and mediation techniques supportive of an effective learning environment.  (8) The student understands the relationship between school and society. The student is expected to:  (A) identify and support learning through advocacy;  (B) select family, school, and community resources for professional growth; and  (C) promote learning and build support through positive school partnership activities with stakeholders such as families, schools, communities, and business/industry.  (12) The student continues to participate in field-based experiences in education or training. The student is expected to:  (A) apply instructional strategies and concepts within a local educational or training facility; and  (B) document, assess, and reflect on instructional experiences. |
| **Unit Question** | * What can students do to achieve the most benefit from their field-based experiences? |
| **Essential Content Questions** | * How will you effectively apply instructional strategies and concepts? * How will you promote an effective learning environment during your field-based experience? * How will you document your field-based experience? * How will you assess your field-based experience? * What will your reflections reveal about your field-based experience? * How can you demonstrate employability skills to your local school district and community? * How can you support learning through advocacy? * What strategies might you use to promote learning and build support through positive school partnership activities? |
| **Unit Learning Objectives**  **(What student will know and be able to do)** | **Students will be able to:**   * Apply appropriate instructional strategies, under the guidance of field-site classroom supervisor * Demonstrate appropriate professional appearance, language, and cultural proficiency * Create and maintain a safe and an effective learning environment, under the guidance of field-site classroom supervisor * Demonstrate specific conflict management and mediation techniques supportive of an effective learning environment, under the guidance of field-site classroom supervisor * Demonstrate a willingness to accept and apply constructive feedback given during their field experience * Document the instructional strategies and concepts applied during their field experience * Assess and reflect upon the field experience * Research and demonstrate developmentally appropriate techniques for supporting learning and promoting literacy for various grade levels, ages, and abilities, including adult learners * Use PBL and PBE to develop a written plan for a service learning project to promote literacy * Demonstrate teamwork and leadership skills as the plan is presented and implemented |
| **Assessments**  **(Performance Tasks)** | **Students will be able to:**   * Document field experience * Write a reflection paper based upon their field experience * Demonstrate developmentally appropriate techniques for supporting learning and promoting literacy for various grade levels, ages, and abilities, including adult learners * Present the service learning project plan to stakeholders |
| **Evaluative Criteria**  **(Rubric)** | * Reflection Writing Rubric * Documentation Checklist Rubric * Service Learning Plan Presentation Rubric * Group Self-Assessment Rubric * Promoting and Evaluating Literacy Techniques Demonstration Rubric |
| **Vocabulary** | * Acceptable Use Policy (AUP) * Advocacy * Documentation * Learners * Literacy * Metacognition * Place-Based Education (PBE) * Project-Based Learning (PBL) * Reflection * Service Learning * Stakeholder * Student-intern * Teacher-coordinator * Field-site classroom * Field Experience * Mentor |
| **Resources** | * **Texas CTE Resource Center (TCRC)**   <https://txcte.org/>  **TEKS Intro Video:**  <https://txcte.org/resource/new-cte-teks>   * **Texas Education Agency (TEA) Texas Essential Knowledge and Skills (TEKS)** <http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html> * **Edutopia**   **The Value of Field Experience and Mentoring in Teacher Preparation: Views from the Experts**  <https://www.edutopia.org/value-field-experience-and-mentoring-teacher-preparation>   * **Resources for Promoting Literacy**   **National Center for Learning Disabilities, Inc.**  <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>  **Literary Checklists for the home and classroom (available in English and Spanish)**  <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/get-ready-to-read-literacy-checklists>  **U.S. Department of Education: Reading Tips for Parents**  <https://www2.ed.gov/parents/read/resources/readingtips/index.html>  **Little Free Library**:  <https://littlefreelibrary.org>  **Literacy Service Learning Project:**  <http://texasfccla.org/service-learning.html>  **Edutopia**  **3 Literacy Practices That Work**  <https://www.edutopia.org/article/3-literacy-practices-work>  **Literacy Through Photography for English-Language Learners**  <https://www.edutopia.org/blog/literacy-through-photography-for-ells-tabitha-dellangelo>  **7 Reading Readiness Apps for Special Needs Students**  <https://www.edutopia.org/blog/reading-readiness-apps-special-needs-jayne-clare>  **Reading is Lifework**  <https://www.edutopia.org/discussion/reading-lifework>   * **Edutopia PBL, PBE, and Service Learning Resources**   **Make Literacy a Focus of PBL**  <https://www.edutopia.org/blog/make-literacy-focus-pbl-suzie-boss>  **Reading, Writing, Recycling: One Oregon School is Making the Planet a Better Place**  <https://www.edutopia.org/green-building-students-curriculum>  **Garden-Based Learning**  <https://www.edutopia.org/blog/garden-based-learning-kristin-stayer>  **Social Justice Projects in the Classroom**  <https://www.edutopia.org/blog/social-justice-projects-in-classroom-michael-hernandez>  **Building Empathy Through Community Projects**  <https://www.edutopia.org/video/building-empathy-through-community-projects>  **Creating Classrooms for Social Justice**  <https://www.edutopia.org/blog/creating-classrooms-for-social-justice-tabitha-dellangelo>  **Place-Based Learning: Connecting Kids to Their Community**  <https://www.edutopia.org/practice/place-based-learning-connecting-kids-their-community>   * **Place-Based Education (PBE) Resource**   **Getting Smart:**  <http://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter-3.pdf>   * **CTSO Resources**   **Texas Association of Future Educators (TAFE)**  <http://www.tafeonline.org/newsletters->  **Family, Career and Community Leaders of America (FCCLA)**  <http://texasfccla.org/participate.html> |
| **Notes** |  |