

TUSCULUM COLLEGE TEACHER EDUCATION UNIT

Course: EDUC 571 Learning Environments

Instructor: Dr. Ray Hatfield

EDUC 571 – MTM70 - Learning Environments K-12

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Course Dates: Tuesday – Lecture / Thursday – Online, March 14th thru April 9th, 2016

Times: Tuesdays 5:30 PM - 10:00 PM

Location: Morristown Center

Office Hours: Before and after class as needed; please contact via email or phone to schedule a time.

Note: Students may contact the instructor at any time. The instructor's goal is to return e-mails and phone messages within 24 hours, except on Sundays.

Course Description: EDUC 571 - LEARNING ENVIRONMENTS

This course is designed to prepare pre-service teachers to apply curriculum principles and techniques in various learning environments with students of various needs and abilities. The pre-service teacher will demonstrate ability to plan, implement and assess curriculum that includes current technology, materials and community resources. Using information from informal assessment techniques, the pre-service teacher will make sound instructional decisions. The planned curriculum will reflect the pre-service teacher's understanding of the psychological and social development of the adolescent student. Using methods such as cooperative learning, the pre-service teacher will develop strategies that foster the inclusion of special needs students and students of different cultures. The pre-service teacher will demonstrate ability to plan and teach both skills and content within the K-12 area. Included in this course will be a review of the philosophical underpinnings that drive education.

Learning Outcome: Public Speaking.

Prerequisites: PSYC 305, Sped 101 and EDUC 200 and admission to the teacher education program. Offered every year

Course Resources

Required Textbooks:

Do not purchase a book until we have our first meeting.

Kellough, R. D., & Kellough, N. G. (2011). *Secondary school teaching: A guide to methods and resources* (4th ed.). Boston, MA: Pearson.

Content area textbook to be used for class assignments and activities

Course Competencies, Goals, and Objectives

Student Learning Outcomes: Public Speaking

- CONTENT - The body of the presentation adopts an insightful perspective on the topic.

- VOICE - The speaker manipulates tone, rate and volume to dramatically engage the audience in the presentation.
- POISE - The speaker is confident; uses eye contact to hold attention of audience; body language and attire establish credibility.
- VOCABULARY - The speaker's vocabulary is precise and descriptive; transitional words and phrases contribute to the flow of the presentation.
- TIME - The presentation is completed within the allotted time.

Course Goals:

1. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter. (Professional Education Standard 1)
2. Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social, and personal development. (Professional Education Standard 2; TC Candidate Proficiency 2.2)
3. Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
4. Candidates use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (Professional Education Standard 6; TC Candidate Proficiency 3.2)
5. Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. (Professional Education Standard 9; TC Candidate Proficiency 6.2)
6. Candidates use technology and technology-based resources to facilitate developmentally appropriate student learning. (Professional Education Technology Standard 11; TC Candidate Proficiency 4.1)

Course Objectives:

Upon completion of this course, candidates will know or be able to do the following:

1. Plan, implement, and assess learning by drawing upon knowledge of the central concepts, tools of inquiry and structures of the discipline(s) they teach. (Professional Education Standard 1)
2. Utilize an in-depth knowledge of developmental progression to optimize learning opportunities for each student. (Professional Education Standard 2; TC Candidate Proficiency 2.2)
3. Plan and implement instructional strategies reflecting best practice (such as cooperative learning, direct instruction, whole group instruction, independent study, and interdisciplinary instruction) and that foster high expectations in all students. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
4. Use a wide variety of resources and methods, including technology and assessment data. (Professional Education Standard 4; TC Candidate Proficiency 2.3)
5. Model effective communication strategies and support and expand student expression in speaking, writing, and technical media. (Professional Education Standard 6; TC Candidate Proficiency 3.2)

6. Using data-based reflections, engage in actions that consistently support and promote the achievement of all students. (Professional Education Standard 9; TC Candidate Proficiency 6.2)
7. Integrate technology resources to design and implement classroom strategies for student learning, assess students, analyze data, and target individual student learning. (Professional Education Technology Standard 11; TC Candidate Proficiency 4.1)

Topics covered include:

Curriculum Objectives and Standards
 Planning Instruction
 Preparing Lesson Plans
 Assessment
 Instructional Strategies
 Differentiated Instruction
 Instructional Materials and Tools
 Community Resources

Course Policies and Procedures

Attendance Policy: Class attendance is mandatory and is recorded by each faculty member, who submits attendance to the administrative office. A grade of “F” is automatically assigned to any student who misses more than one- third of the total class meeting time. Total missed class time includes absence from scheduled class time, arriving late or leaving before the class is dismissed. This is an institutional policy and is not left to the discretion of the faculty member. The academic departments may adopt significantly stringent grading practices relating to attendance as detailed in syllabi and may require completion of any missed work. Students should realize that failure to attend class will result in grade reduction and may also impact financial aid. Failure to attend class results in a grade **reduction** of one (1) point from a candidate’s final average for each hour of class missed.

[Attendance Policy](http://web.tusculum.edu/adult/academics/academic-policies-information/) - <http://web.tusculum.edu/adult/academics/academic-policies-information/>

Candidates with Disabilities: Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or meet course requirements should access the following website for current information:
[Candidates with Disabilities](http://www.tusculum.edu/learning/disability.html) - <http://www.tusculum.edu/learning/disability.html>

Tusculum College Learning Centers: Information for current academic assistance may be found at:
[Tusculum Learning Centers](http://web.tusculum.edu/adult/academics/academic-policies-information/) - <http://web.tusculum.edu/adult/academics/academic-policies-information/>

Research Assignments and Library Resources: To ensure that GPS candidates become fluent and competent users of information, faculty develop assignments that incorporate

research that requires using the information resources available in the TC Library or from the TC Library website: <http://library.tusculum.edu>. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff.

For current Library Resource information access the following website:

[Research Assignment & Library Resources](http://web.tusculum.edu/adult/academics/academic-policies-information/) - <http://web.tusculum.edu/adult/academics/academic-policies-information/>

Academic Dishonesty: Plagiarism is a violation of the Ethics of Social Responsibilities competency.

As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* ([Academic Dishonesty](http://www.tusculum.edu/academics/policies.html)-<http://www.tusculum.edu/academics/policies.html>), plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

[Academic Dishonesty](http://www.tusculum.edu/academics/policies.html) -<http://www.tusculum.edu/academics/policies.html>

Academic Dishonesty: Plagiarism is a violation of the Ethics of Social Responsibilities competency. As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog*, plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

4. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
5. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
6. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

Other Policies:

Quality written work is expected of all candidates. Professional writing is required for ALL materials submitted in this course. Points will be deducted from work for grammatical and/or spelling errors.

ALL ASSIGNMENTS MUST BE TYPED in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only) using APA style. Any assignments that are due through e-mail must be sent through your Tusculum account. All work must be submitted on or before the due date. No late work will be accepted.

On-line resources for APA style (6th) edition:

<http://www.stylewizard.com/apa6index.html>

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.tusculum.edu/adult/downloads/pdf/GPS%20Research%20Handbook%202010.pdf>

Course Requirements and Grading

Grading Scale:

The Tusculum College grading scale will be used and is as follows:

EDUC 341		EDUC 571	
<i>A = 93-100</i>	<i>C+= 77-79</i>	<i>A = 95-100</i>	<i>C+= 77-79</i>
<i>A-= 90-92</i>	<i>C = 73-76</i>	<i>A-= 90-94</i>	<i>C = 73-76</i>
<i>B+= 87-89</i>	<i>C-= 70-72</i>	<i>B+= 87-89</i>	<i>C-= 70-72</i>
<i>B = 83-86</i>	<i>D+= 67-69</i>	<i>B = 83-86</i>	<i>D+= 67-69</i>
<i>B-=80-82</i>	<i>D = 63-66</i>	<i>B-=80-82</i>	<i>D = 63-66</i>
	<i>F = 0-69</i>		<i>F = 0-69</i>

Grading

- 8% - Assignment 1 (Lesson Plan)
- 8% - Assignment 2 (Direct v. Indirect Instruction)
- 24% - Assignment 3 (Reading Assignments)
- 8% - Assignment 4 (Bloom's Taxonomy)
- 20% - Practicum Experience and Reflective Journal Presentation
- 14% - Participation
- 8% - Midterm Exam
- 10% - Final Exam (70% Mastery Required)

Assignment 1- Create a Lesson Plan

The objective of this assignment is to create a lesson plan using Common Core and the TEAM model as a guideline. Lesson plans will be completed using Inquiry-Based Learning within a collaborative setting. The student will present his/her lesson plan to the class from a professional perspective.

- [Create a Lesson Plan](#) (Suo-PPT)
- [Planning Rubric](#) (Please refer to page 6 "Planning")
- [Lesson Plan Assignment](#)
- [Sample Lesson Plans to Teach Common Core Standards](#)
- [TEAM Lesson Plan Template](#)
- [Lesson Plan Rubric](#)
- [Tennessean - Common Core](#)

Assignment 2- Direct Instruction versus Indirect Instruction

Choose a (1) Direct Instructional Method and an (2) Indirect Instructional method to share with the class (using the [Instructional Strategies Online](#) website as a guide). Be able to present the interactive methods (using a theme within your discipline) with the class. In addition, include formative assessment in both methods, and technology within at least one of the mini lessons. *Time*- no less than 15 minutes.

Assignment 3- Reading Assignments

[Article Reflection Document](#) (Complete this document prior to each of the class meetings in which they are assigned)

[Article Critique](#) (Used for Grading)

[Harkness Seminar example](#)

[Harkness Seminar Blank Template](#)

[Resources and Downloads for Collaborative Learning](#)

1. [Transfer Learning](#)
2. [Visual Literacy](#)
3. [Explicitly Supporting Reading & Writing in the Classroom](#)
4. [Word Walls - Classroom Strategies](#)
5. [Definition of Assessment](#)
6. [What are Objectives](#)
7. [Activating Prior Knowledge](#)
8. [Funds of Knowledge for Teaching Project](#)
9. [The McGuffey Readers](#)
10. [Primary versus Secondary Sources](#)
11. [English Language Learners](#)
12. [Criterion Versus Norm-Referenced Testing](#)

[Chapter 7](#) (For in-class assignment)

[Chapter 9](#) (For in-class assignment)

Assignment 4- Bloom's Taxonomy

Develop a plan to teach Bloom's Taxonomy to the other class members. You may use any instructional method to accomplish this task. What will work best?

[Praxis Preparation Materials](#) - Principles of Learning and Teaching (PLT): Grades K-6

[Study Companion](#)

[All Praxis Preparation Materials](#)

Day 1

Introductions

Discussion of Syllabus

Pretest

Transfer Learning (Reading Assignment to be completed during class)

Readable Version of Transfer Learning

Rigor- Continuums of knowledge describe the increasingly complex ways in which we think. Rigor requires educators to focus on higher order thinking skills found in Bloom's Taxonomy and Daggett's Application Model. Assessment is an essential component of Rigor. High-rigor instructional activities requires the use of high-rigor assessment tools.

- Rigor
- Rigor (Video 3:00 Min.)
- Achieving Academic Excellence through Rigor and Relevance
- Rigor and Relevance Chart
- Marzano
- Rigor and Text (Video 5:36 Min.)

Whole Brain Teaching

- Teach Okay
- Class Yes
- Mirrors
- Scoreboard 1
- Scoreboard 2
- Chris Biffle
- Third Grade Students 1st Encounter with Whole Brain Teaching (video)
- 6 Power Teaching Techniques + Classroom Rules (Handout)
- Attention Grabbers

Guided Inquiry - Dewey, Piaget, and Vygotsky

- Max Thompson
- Mazlow (1)
- Dewey (Constructivist/Experiential Learner)
 - Constructivism & the 5 E's
 - Constructivism (Video 2:51 min.)
- Piaget
 - Assimilation - Accommodation
 - Semantic Map

- [Piaget's 4 Stages of Human Development](#) (Video 5:39 min.)
 - [How to memorize Piaget's Stages of Cognitive Development](#) (Video 22:55)
- [Vygotsky](#)
- [Bruner](#)
 - [Jerome Bruner: Constructivism & Discovery Learning](#)
- [Creating a Problem Rich Focused Classroom for Mathematics \(FOCUS\)](#) (Video 1:41 Min.)

Brief Introduction to-

Marzano's [Research-Based Strategies](#) and Comprehensive Framework

Day 2

[Visual Literacy](#) (Reading Assignment)

[Explicitly Supporting Reading and Writing in the Classroom](#) (Reading Assignment)

Read the Pages on Scaffolding (pages 8-16)

Theorist of the Day - [Lev Vygotsky](#)

[6 Scaffolding Strategies to Use with Your Students](#)

Theorist of the Day - [Albert Bandura](#)

[Tennessee Teaching Domains and Indicators](#)

Self- assessment

Discussion of Lesson Plan Format - TC Lesson Plan Format

- [Lesson Plan](#)
- [Lesson Plan Rubric](#)
- [New Lesson Plan "Check List"](#)
- [Teacher Evaluation TEAM Observation Form](#)
- [Free Resources and Tools for Replicating Project-Based Learning](#) (PBL)
- [Full-Speed Reform in Rural Georgia](#)
- [How to Put the Rigor in Project-Based Learning](#)
- [Work Critique](#)

General Educator Rubric: [Environment](#) (Please refer to page 7 "[Environment](#)")

In a collaborative session, develop a plan of action that includes the components of "Environment" using the Tennessee Educator Acceleration Model (TEAM).

Curriculum Standards

- [SC High School Curriculum Hub](#)
- [SC Middle School Curriculum Hub](#)

- [Tennessee Common Core Resource Page](#)
- [Tennessee Curriculum Center](#)
- [Tennessean - Common Core](#)

Identifying Desired Results

- State Standards
- Common Core Standards
- [Understandings and Essential Questions](#)
- Knowledge and Skills

Marzano

- [Establishing and Communicating Learning Goals, Developing Effective Units Organized into Cohesive Units](#)
- [How and Why Standards Can Improve Student Achievement: A Conversation with Robert J. Marzano](#)
- [The Art and Science of Teaching - Robert Marzano](#) (Video 9:57 Min.)
- [Classroom Instruction that Works Workbook](#)

Assessment: Determining Acceptable Evidence

- Formative Assessment
- Summative Assessment
- Diagnostic Assessment
- Authentic Assessment
- [54 Different Examples of Formative Assessment](#)

Criterion Versus Norm-Referenced Testing

- [Measurement and Evaluation](#)
- [Document](#)

Tennessee PARCC Resources

- [About PARCC](#)
- [20 Things Tennessee Teachers Should Know About PARCC](#)
- [PARCC Field Test and Practice Test Information](#)
- [Computer-based Sample Test Items](#)

Performance Tasks

Day 3/4

What are Objectives? (Reading Assignment)

Word Wall (Reading Assignment)

Vocabulary is the best single indicator of intellectual ability and an accurate predictor of success at school. --- [W.B. Elley](#)

- [Vocabulary \(Research\)](#)
- [Doing It Differently: Tips for Teaching Vocabulary](#)
- [Visual Technique for Dyslexic](#)
- [Visual Word Wall](#)
- [Tennessee's Vocabulary Project--Do you know these words?](#)
- [Tennessee's Vocabulary Words](#)
- [State of Tennessee Vocabulary Words](#)
- [11 Tips on Teaching Common Core Critical Vocabulary](#)

Theorist of the Day - [John Dewey](#)

[Carol Dweck - Fixed or Growth Mind Set](#)

- [Dweck 2007 Article](#)
- [Angela Lee Duckworth: The Key to Success? Grit](#) (Video 6:12 min.)
- [2013 Ridley Lecture: Carol Dweck on Student Mindsets](#) (Video 01:07:55 Hr.)

Identifying Desired Results

- [Introduction to Backward Design](#) (Understanding by Design)
- [Backwards Design Information](#)

Theorist of the Day - [Jean Piaget](#)

Theorist of the Day - [B.F. Skinner](#)

Introduction to Planning Learning Experiences and Instruction

Organizing Instruction and Study to Improve Student Learning

Within a collaborative group, develop an interleaved work example based on the document [Organizing Instruction and Study to Improve Student Learning](#), pages 9-11.

Within a collaborative group, develop a floor timeline using the document [Chapter 9](#) (from above).

These activities will be completed during class time.

[Individualized Education Plan \(IEP\)](#)

Mid-Term Exam

Day 5/6

[Activating Prior Knowledge](#) (Reading Assignment)

Funds of Knowledge for Teaching Project (Reading Assignment)

Possible Field Trip

Theorist of the Day - Jerome Bruner

Theorist of the Day - Abraham Maslow

Theorist of the Day - Howard Gardner

Planning Learning Experiences and Instruction

Marzano – Helping Students Effectively Interact with New Knowledge (Handout)

America Atomic Bomb Attack on Japan - Hiroshima and Nagasaki Video

Marzano's Research-Based Strategies

Multiple Intelligences

- MI Beat
- Howard Gardner on Multiple Intelligences (video 7:55 Min.)
- What's Your Learning Style (online test)
- Multiple Intelligences (video 6:53 Min.)

Modalities

Self-Assessments

Planning Learning Experiences and Instruction

Marzano

- Helping Students Practice and Deepen Understanding
- Helping Students Generate and Test Hypotheses
- Engaging Students

Mid-term

Days 7/8

The McGuffey Readers (Reading Assignment)

Primary versus Secondary Sources (Reading Assignment)

English Language Learners (Reading Assignment)

Criterion Versus Norm-Referenced Testing (Reading Assignment)

Theorist of the Day - [Eric Erickson](#)

Theorist of the Day - [Lawrence Kohlberg](#)

Resources and Downloads for Differentiated Instruction

After watching the video below, *Reteach and Enrich...*: 1) Establish a collaborative group; 2) Use the article *5 Strategies to Ensure Student Learning* to develop a plan of action; 3) Look at the *Standard for Prime and Composite Numbers*; 4) Use the *Formative Assessment on Prime and Composite Numbers* document to develop a procedure to implement within a mock classroom environment. After small group collaboration, share and discuss your ideas to the class.

[Reteach and Enrich: How to Make Time for Every Student](#) (Video 4:53 min.)

[5 Strategies to Ensure Student Learning](#)

[Standard for Prime and Composite Numbers](#) 

[Formative Assessment on Prime and Composite Numbers](#) 

Differentiated Instruction

- Tomlinson's work [Video](#) 33 Minutes
- [Differentiated Instruction](#) (Driving Model)
- Marzano – [Communicating High Expectations for All students](#)
- Differentiated Instruction
- [Inclusion and Differentiated Instruction](#)
- [Handout](#) (for video above)
- [English Language Learners](#)

Student Learning in Groups

- [Cooperative Learning Structures](#)
- Discussion of Chapter 10 Organizing and Guiding Student Learning in Groups

DUE: *For those participating-* **EVALUATION OF PRACTICUM FIELD EXPERIENCE**

Lesson Plan Presentations

Final Exam

**THE FOLLOWING INFORMATION IS FOR PRE-SERVICE TEACHERS
PARTICIPATING IN THE PRACTICUM EXPERIENCE ONLY**

Explanation of Practicum (20% total for all components): A required 18 hours of practicum experience is an integral part of this course. Candidates are expected to dress, behave, and speak in a professional manner as well as attend all scheduled practicum visits and be punctual. Candidates are to complete the attendance log and permission forms according to the instructions provided by field experience personnel. Practicum evaluations from supervising teachers are submitted at the end of the course. The following components must be completed in order to receive full credit for the practicum portion of the final grade:

1. Completion of a minimum of 18 hours of practicum
2. Reflection journal – Reflect on your experience in the public school classroom detailing what you saw, what you did, and your feelings about what you observed in the classroom, as well as what good ideas you gleaned from the teacher or the environment.
3. Completion of Evaluation of Practicum Form; is filled out by the school supervising teacher who places it in a sealed envelope with his/her signature. **Form must be completely filled out to receive credit.**

Any questions/concerns regarding Field Experience, including practicum and/or student teaching should be directed to:

Michelle Clupper, Director of Field Experience
mclupper@tusculum.edu

Downloadable Practicum Form
[Evaluation of Practicum](#) (To be turned into Michelle Clupper)

TUSCULUM COLLEGE

EVALUATION OF PRACTICUM FIELD EXPERIENCE

Practicum Student Name _____ Group Number _____

Course Number and Title _____

Practicum Location _____ Principal Signature _____

Supervision Classroom Teacher _____ Grade Level / Subject _____

Rate the student as follows: 5=Exceptional/ 4= Above Expectations/ 3= Meets Expectations/
2= Below Expectations/ 1= Unsatisfactory/ 0= Not enough information

5	4	3	2	1	0	Knowledge of Academic Content (CP1)
5	4	3	2	1	0	Knowledge of Basic Instructional Technology (CP4)
5	4	3	2	1	0	Acceptance of Individual and Cultural Diversity (CP5)
5	4	3	2	1	0	Enthusiastic (CP6)
5	4	3	2	1	0	Dependable (CP6)
5	4	3	2	1	0	Tactful (CP6)
5	4	3	2	1	0	Cooperative (CP6)
5	4	3	2	1	0	Regularity of Attendance (CP6)
5	4	3	2	1	0	Professional (CP6)
5	4	3	2	1	0	Display of Initiative (CP6)
5	4	3	2	1	0	Capacity for Caring (CP6)
5	4	3	2	1	0	Potential for Professional Competence (CP6)
5	4	3	2	1	0	Adherence to Dress Code (Public Schools) (CP6)

Rate the student as follows: 5=Exceptional/ 4= Above Expectations/ 3= Meets Expectations/
2= Below Expectations/ 1= Unsatisfactory/ 0= Not enough information

Comments:

Student Activities During Practicum (check all that apply):

- | | |
|------------------------------------------------------------|-----------------------------------------------------------------------|
| <input type="checkbox"/> Tutor one on one | <input type="checkbox"/> Planned lesson for small group Instruction |
| <input type="checkbox"/> Tutor small group | <input type="checkbox"/> Developed lesson for large group Instruction |
| <input type="checkbox"/> Performed small group instruction | <input type="checkbox"/> Inclusion students present |
| <input type="checkbox"/> Other: _____ | |

Total Number Practicum Hours Completed _____

This form should be completed and returned to the student in a sealed envelope. The supervising classroom teacher should sign his / her name across the seal. **This form has been completed by the school official primarily responsible for guiding the practicum student during his / her experience.**

Supervising Classroom Teacher's Signature / Date _____

Course Instructor Signature/Date _____



Supervising Teacher,

We appreciate your willingness to allow Tusculum College the opportunity to be a part of your classroom and school. This partnership allows our practicum candidates to gain practical experience within the classroom setting. During this experience, practicum candidates participate in a manner determined by the supervising teacher. In addition, Tusculum College supports the methodology and focus of the specific course in which the practicum candidate is currently enrolled. We ask that the classroom teacher assist our practicum candidates in concentrating upon the components listed below.

Course: EDUC 341, 342, and 571 - Learning Environments K-12

Concentration:

- Curriculum Objectives and Standards
- Planning Instruction
- Preparing Lesson Plans
- Assessment
- Instructional Strategies
- Differentiated Instruction
- Instructional Materials and Tools
- Community Resources

Supervising Teacher: _____

Practicum Candidate: _____

Course Instructor: Dr. Ray Hatfield

Tusculum College again expresses our gratitude in your willingness to assist in the training of future educators. If you have any questions or concerns please feel free to contact me at your convenience.

Michelle Clupper, Director of Field Experience

mclupper@tusculum.edu

Tusculum College
(423) 636-7300, x5250