

**GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/DIVISION OF EDUCATION
COURSE SYLLABUS**

Course Title: Teaching Lab II
Course Number: ELED 401
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Trimester: Fall 1999



Catalog Description:

Provides opportunities for students to make, implement, and evaluate decisions under supervision in teaching mathematics, science, and social studies. Requires teaching small groups of elementary students. Requires 30 clock hours of field work. *Prerequisites: EDUC 321, EDUC 322, and concurrent enrollment in ELED 460, ELED 463, and ELED 466.*

Expected Student Outcomes;

Upon completion of the course, the student should be able to:

1. plan, organize, and teach concepts in mathematics, science, and social studies to small groups of students.
2. select and use concrete materials to teach mathematics, science, and social studies concepts.
3. evaluate children's thinking and understanding of mathematics, science, and social studies concepts by:
 - a. examining written work,
 - b. observing student performance, written work, or use of materials, or
 - c. interviewing students.

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State specifically what you intend to do, what you intend for students to do, and what major questions you plan to ask.

3. **Evaluative Testing/Interview (2 hours)**
 - a) Ask your cooperating teacher to assign you a group of students who are having similar difficulties/strengths in certain mathematical area (The students can be above average, average or below average.)
 - b. Conduct an evaluative testing/interview with the students to determine their strengths and weaknesses. The procedure for developing problems to be used for the assessment will be discussed in class.
 - c) Write a summary report including:
 - a brief description of the students been tested
 - a group result
 - individual results: the students' responses, focusing on error patterns and thought processes
 - conclusions regarding the concepts that need to be taught. your
4. **Attitude Inventory (1 hour)**
 - a) Develop an attitude questionnaire and administer to the same group of students. The guidelines for constructing it will be discussed in the class.
 - b) Calculate, analyze, and summarize the result for each student.
5. **Journal Writing (1 hour)**
 - a) Keep a log for each lesson that you have taught.
 - b) Write an overall reflection for your Lab II math experiences.
6. **Post Test (1 hour)** Covers the area you have taught in this lab.

Science

1. Observe two science lessons. One of those science observations will be a demonstration lesson given in a classroom by me.
2. Teach three science lessons.

One lesson should be a physical science lesson. All lessons must involve the children in a hands-on experience.

For each lesson, discuss with your cooperating teachers and me the concept they would like you to teach. The first lesson will be planned with help from the instructor and other students; the other lessons will be planned individually.
3. Arrange for instructor observation of two lessons. Turn in a lesson plan at least one week in advance for feedback and gathering of materials.
4. Interview two students on science concepts. See me for forms.

Choose one of the following activities (others may be done as time and classroom situations permit):

- gather materials for a science lesson for the classroom teacher;
- assist in conducting a science lesson;
- provide small group and individual assistance to students;
- plan and put up a science bulletin board;
- set up a Learning Center;
- discuss science with the students, talk to the classroom teacher about the teaching of science, and write a summary of these discussions.

Credit will be given for any extra activities. Discuss the chosen activity with me prior to implementing it.

Evaluation: Students will be evaluated on participation, presentation of lessons, lesson plans, reflection on lessons and activities, and observation. Both written and verbal feedback will be given.

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| Lesson Plans | 3@ 10 points = 30 points |
| | 2@ 20 points = 40 points |
| | Interviews 10 points |
| | Other 20 points |

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| Total | 100 points |
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80 - 100 pass

SOCIAL STUDIES LAB II

The social studies field experience will include:

- Talking to the teacher and observing the classroom
- Preparing a social studies bulletin board
- Teaching three lessons; with only one out of the three to be observed by instructor
- Writing a lesson plan, teaching small or large groups of students and providing learning activities to highlight concepts or generalizations in concrete ways
- Evaluating the classroom, the teacher and yourself

Lab II social studies is one-third of the whole experience, thus this part fulfills ten hours out of the thirty total required to pass.

The following is the information and tasks required for social studies:

At the end of Lab II, a bound packet must be turned in with eight parts to include in the following order. Make sure all the pages are numbered consecutively.

PACKET

1. A typed contents page to list the following"
- 1 hr. 2. A bulletin board replica
- 4 hrs. 3. A typed lesson plan
- 1 hr. 4. A page on your assessment of student attitudes towards the subject and class
- 1 hr. 5. A page observing and focusing on the teacher's attitude in the classroom
- 2 hrs. 6. Include the two separate unobserved lesson plans
- 1 hr. 7. A page evaluating your own lesson after you try it with the students with thoughts, comments and suggestions about how it went

During the observed lesson: Provide the instructor with a copy and any attached items of the lesson (part) you will teach. Do not be nervous, but be ready, organized and confident. Better yet, BE THE TEACHER! This is YOUR time to shine and show what you can do. At the same time, many components and competencies will be observed by the instructor while she is there. Such items as dress, voice projection, eye-contact, stance, overall classroom management, organization, flow of lesson and interaction with the students will be important. These components will also be the topics of conversation in the post-lesson conference.

After the lesson is observed: A one-on-one conference will follow with the instructor in which the lesson will be discussed for feedback, suggestions, tips and any improvements to make it better. This is a good time to "let it all out", reflect, and ask honest questions.

Arranging an observed lesson: Conference first with your cooperating teacher when would be a good time to teach social studies. Remind her you must "teach" three times.

- You may teach with a partner or alone.
- You may teach a large or small group, whole class, or half.
- You may teach one part of a lesson and your partner teaches the other separately.
- You may both teach at the same time (although please try to teach at separate times so the instructor only observes one of you at a time).
- You may teach the same topic, different lessons.
- You may teach the same topic, same lesson.

- You may teach whatever social studies subject you want or confer with the cooperating teacher and do what she wants you to do. If you have the luxury to choose a lesson of your own choice, clear it first with coop. and the instructor. After choosing whichever lesson you want to have observed, confer with the instructor and inform her of the date, time, teacher, and room number.

Each person is responsible for his/her own lesson write up. One lesson cannot be drawn up by both and handed in together as one. Remember to hand in your own lesson plan *on the day* the instructor comes to observe. Feel free to go over lesson plan ideas, formats and write up with instructor before the lesson is observed.

Other possible obstacles:

- ✓ **Time.** Ideally, strive for a good 45 minute period per person. If that cannot be arranged, then go for whatever time you do have to work with, even if that means fifteen minutes! Not good, but take it. If the coop. gives you 45-50 minutes and asks you to split that time with a partner, use that time wisely to get your requirement in and work out the details with your partner.
- ✓ **Bulletin Boards.** Bulletin board space may be hard to get so be creative and come up with a place inside or outside the classroom, using bulletin board space, doors, walls, or freestanding poster board and make suggestions with your coop. Bulletin boards can be done by partners if need be and counted as an individual requirement fulfilled. Bulletin boards are not just decorators, but places for interaction. Construct a board so it incorporates either with the lesson you will teach or with a theme the teacher is already doing. Make it useful, easy to access, and to comprehend by the students. Don't buy cutouts to put up unless they are used with some kind of purpose to the students and their learning from the bulletin board. Don't forget to take a picture! When a board is done, have the instructor see it on the day the lesson is observed and explain its utility with the class lesson theme. If it will not be up when the lesson is observed, then show the instructor whenever it is up and explain its use.

Remember we are guests. Our actions reflect all images for future cooperation.