



## **Instructional Practices of Education and Training**

**Practicum Instructor:** Lindsey Metz

**Email:** [lmetz@ems-isd.net](mailto:lmetz@ems-isd.net)

**Phone:** 817-306-1925 ext. 7664

**Social Media:** Twitter - @HCTCeducation and @metz\_lindsey

**Remind:** 2/3 Class – Text @ip232223 to 81010 or go to [rmd.at/ip232223](https://rmd.at/ip232223) if you prefer email updates

5/6 Class – Text @ip562223 to 81010 or go to [rmd.at/ip562223](https://rmd.at/ip562223) if you prefer email updates

**Conference Period:** 2:40 – 3:30 PM

**Tutoring Opportunities:** Due to intern observations, tutoring is available by appointment with Mrs. Metz.

### **Class Materials:**

#### **Mandatory**

- HCTC Intern Polo shirt (Required to be worn on Wednesdays to Field Site)
- Black/Khaki Dress Pants or Skirt (To the Knee) and appropriate shoes
- Teacher Professional Dress for Field Site Days
- 1 to 2 inch black or white binder with dividers
- Spiral or Composition Notebook
- Loose leaf notebook paper
- Pens and pencils
- District issued Laptop and/or Bring Your Own Device, Charged Each Day
- Canvas - Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.
- Note – Other supplies may be needed for presentations or projects as the year progresses.

#### **Optional:**

- Class T Shirt – May be worn with jeans with no holes to field sites one day each week during field site rotations.
- Career and Technical Student Organization Dues (TAFE, see below)
- Career and Technical Student Organization Competitive Event Fees

### **Course Description:**

Students will develop knowledge, skills and experiences needed to work within the education and training career cluster. These may include child development theories, learning activities, program management, curriculum planning, teaching, and leadership. Students gain field experience at cooperative schools during assigned class time; placement rotations are utilized to allow students to have experiences in a full range of education career roles, grade levels, subject areas and ability groups. Students continue to build a career portfolio that will be developed throughout the education and training course path.

**Course Goals:**

Students who complete this course successfully will be able to:

1. Plan and teach developmentally appropriate lessons aligned with state standards.
2. Document, assess, and reflect on instructional experiences.
3. Develop a professional portfolio.

**Student Evaluation:**

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations, Field Site Documentation, Portfolio Artifacts); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

**Assignments, exams, expectations outside of the classroom:**

Students will participate in monthly field-site rotations and document their experiences observing and working with students in an instructional setting. Students will work collaboratively with their classmates to develop lesson plans and activities to use in an instructional setting. Students will begin developing a professional portfolio to be used during the Education Internship. Students will participate in Professional Learning Communities and discuss both their Practicum Experiences and use professional development literature to guide them through a Book Study. Outside reading may be required to prepare for their PLC Meetings during class times.

Interns are expected to participate in learning activities, in addition to their internship experiences, that are reflective of the responsibilities of professional educators. Interns will document their extended learning experiences and include a log in their final portfolio. Examples include: Literacy Night, Carnivals, Field-days, Field-Trips, or Online Trainings.

**TAFE**

Each HCTC Education and Training student is eligible to be a member of the local chapter of TAFE, Texas Association of Future Educators. TAFE is a co-curricular statewide non-profit student organization created to provide high school and middle school students in Texas with the necessary knowledge to make informed decisions about pursuing careers in education. Involvement in TAFE offers members the opportunity to expand their leadership potential and develop skills for life such as planning, goal setting, problem solving, decision-making and interpersonal communication necessary in the home and workplace. Students who join the local, state, and national organization (known as Educators Rising) by paying dues have the opportunity to attend local and leadership activities as well as compete at area, state, and national meetings.

**Attendance/Tardy Policy/Make-Up Work:**

- It is the student's responsibility to obtain make up work when they return to school. Students who are absent should pick up their work the day they return and will be given the number of days they were absent plus one to turn it back in.
- If a student has extenuating circumstances or extended absences they should consult the teacher to make a plan to complete their make up work.
- If a student arrives to class late, he or she must sign in using the QR code to document the date and time you came in and reason you are late.
- On days of field site visits, interns should report a known absence to the practicum instructor prior to 7:00 am on the day of the absence through a professional email. In an emergency, interns can contact the practicum instructor by Remind.
- Late work will be accepted per the district policy, 1 day late maximum of 85%, 2 days late maximum of 70%, 3 days late maximum of 60%, 4 or more days late work will not be accepted.
- Acceptance of late work that includes daily work that is assigned to be completed in class or as homework will be considered at the discretion of the teacher based on the individual assignment.

**Classroom Expectations:**

Students and teacher will work together to develop a classroom commitment for each class.

- Be on time with all materials required for class.
- Use Technology/Cell phones only when allowed. Silence all phones. If a student is abusing the use of technology in the learning environment, technology privileges may be lost.
- Respect the classroom, learning environment, yourself, and others. Clean up after yourself.
- Follow directions the first time given.
- Have integrity; always do the right thing even when no one is looking.
- Actively participate and give 110% every day.
- Drinks should be bottled or have a cup with a secure lid. Food should remain put away in your bag.

Interns are expected to adhere to all course policies and procedures, dress code, rules, and guidelines for the Education and Training Internship Program in the Handbook as well as comply with all directives, policies, procedures, and expectations of the course, Hollenstein Career and Technology Center, and field-site.

**Vision Statement:** Students and teachers will work together to create a classroom environment that is positive and encourages students to always strive to improve academically and socially through creativity and real world application. Students will work to develop leadership skills, character development, and a strong work ethic.

**Preliminary Schedule of Topics, Readings, and Assignments**

- |  |                                      |
|--|--------------------------------------|
| • Career Exploration                   | • Lesson Planning and Design         |
| • History of American Public Education | • Assessment and Results             |
| • The Learning Environment             | • School and Society                 |
| • The Learner                          | • Technology in Teaching             |
| • The Learning Process                 | • Ethical and Legal Responsibilities |
| • Literacy Promotion                   | • Field-Site Experiences             |

**Academic Integrity:**

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.