

**University of Puerto Rico at Aguadilla
Department of English**

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COURSE SYLLABUS

COURSE TITLE	Secondary Level Teaching Practice
COURSE CODE	EDPE 4246
CREDITS	Six (6) (Cert, 2005-2006-20)
HOURS/WEEK	20 Hours per week with Laboratory and Seminar
SEMESTER AND ACADEMIC YEAR	Second Semester 2009- 2010
COURSE DESCRIPTION	Candidates will teach four hours per day, five days per week during a semester in the public school system of Puerto Rico, under the orientation and supervision of cooperating teachers and a teaching practice supervisor. This teaching experience is enriched through conferences, demonstrations, directed observations and the participation of all activities pertaining to the work of an active in-service educator.

COURSE GOALS:

- Prepare the candidate to carry out teaching tasks, mission, roles, responsibility and activities that are performed by educators in the classroom, school and community. (NCATE/TESOL 2, 3,4, 5)
- Prepare the candidate to offer possible solutions to situations in the classroom, to students and in school. (NCATE/TESOL 5)
- Prepare the candidate in the performance and effective practice of the aspirations and goals set by the Department of Education of Puerto Rico: laws, standards, changes and achievement of academic excellence. (NCATE/TESOL 3, 5)
- To promote and strengthen the existing ties between the home, school and community. (NCATE/TESOL 2, 5)
- To motivate and promote the candidate towards professional development through seminars, lectures, demonstrations, conferences, etc. (NCATE/TESOL 5)
- Prepare the candidate towards accepting and promoting effective social, cultural, educational change within our society. (NCATE/TESOL 2, 5)

Specific Course Objectives:

- Effective applications of methods and techniques to meet needs based on diversity and achieve academic excellence in the teaching and learning process. (NCATE/TESOL 3)

- Identify, analyze and reflect on situations that affect the teaching and learning processes and how these can be improved. (NCATE/TESOL 5a)
- Develop effective skills such as lesson planning, completion of roll books, report preparation, test tabulation, preparation of teaching artifacts and materials, evaluation of learning, selection of learning materials, use of motivation techniques, human relations, preparation and participation of extra and co-curricular activities in school and the community. (NCATE/TESOL 2b, 3 a-c, 4 a-c)
- Application of classroom management techniques and strategies. (NCATE/TESOL 3b)
- Develop in candidates the following dispositions:
 - Respect for diversity.
 - Model and promote fairness.
 - Demonstrate a reflective approach towards teaching and learning.
 - Recognize that every student had the potentiality of learn and be successful.

Candidate Proficiencies:

The candidates will demonstrate the following proficiencies:

1. Knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings
2. Knowledge of the current philosophies, and the social and psychological repercussions for candidates in their teaching practice.
3. Ability to obtain, analyze critically, evaluate, and use information effectively for inquiry and decision making
4. Mastery of language and communication skills
5. Mastery of the methods, strategies, and techniques for an effective teaching and learning process
6. Knowledge and application of the practices of planning and development of educational tasks, and the assessment of learning in the classroom
7. Knowledge and effective use of technology as a tool for the learning process
8. Awareness of ethical, and aesthetic values, and respect for diversity to facilitate learning for all students
9. Ability to interact effectively as a facilitator of learning, demonstrating ;professional behavior and commitment to lifelong learning

PPM-UPRAg Professional Dispositions:

The PPM-UPRAg candidates demonstrate that they:

1. Respect diversity
2. Model and promote fairness
3. Demonstrate a reflective approach towards teaching and learning
4. Recognize that every student has the potential to learn and be successful

Content Outline: (according to the Teaching Practice Manual)

What is the teaching practice?

Vision of PPM-UPRAg

Mission of PPM-UPRAg

PPM-UPRAg Philosophy

PPM-UPRAg Purpose

PPM-UPRAg Goals

Calendar and Duration

Liability Insurance

PPM-UPRAg Logistics

Teaching Practice Center Selection

Teaching Practice Center Internship or Experience

Time Schedule and attendance

General Guidelines

Process that will develop during teaching practice

Dress Code

Candidate's Responsibilities

Supervision Team

Cooperating Teacher

School Principal

School District Superintendent

Candidate's Formative Evaluation Process

Legal Aspects

General Orientation for Cooperating Teachers

Appendices

- Documents to be signed by all who receive a copy of the teaching manual.
- Official Letters from the Department of Education of Puerto Rico

Required textbooks:

Content Standards and Grade Level Expectations. (2007). Puerto Rico: Department of Education.

Curricular Framework: English Program. (2003). Puerto Rico: Department of Education.

Estándares Profesionales de los Maestros de Puerto Rico. (2008). Puerto Rico: Departamento de Educación.

Manual de Orientación y Procedimientos para la práctica docente. (2008). Puerto Rico: UPRAG, Programa de preparación de maestros.

Practice Teaching Feedback Cycle. (2008). Puerto Rico: UPRAG, Programa de preparación de maestro

Standards of Excellence: English Program. (2000). Puerto Rico: Department of Education.

EVALUATION STRATEGIES AND GRADING SYSTEM

• Candidate's Teaching Portfolio and Roll book Rubric	52
• Candidate's final evaluation	87
• Teacher Work Sample Rubric	99
• Lesson Planning Evaluation	60
• Student Teaching Evaluation	228 X 2
• Action Research Oriented Project	50
Total:	804

CERTIFICATION #10

"Evaluación diferenciada a estudiantes con impedimento". "La evaluación responderá a la necesidad particular del estudiante." (Ley 51)

Grading system:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

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Brown, H. D. (2001). (2nda. Ed.). *Teaching by principles: An interactive approach to language pedagogy*. San Francisco: Longman.

Burke, J. (2003). (2nd. Ed.). *The English teacher's companion: A complete guide to classroom, curriculum, and the profession*. NH: Heinemann.

Carr, J.F. & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Celce – Murcia, M. (Ed). (3rd ed.). (2001). *Teaching English as a second or foreign language*. USA: Heinle & Heinle.

Crookes, G. (2003). *A practicum in TESOL: Professional development through teaching practice*. USA: Cambridge University Press.

Curriculum Framework: English Program, (2003). Puerto Rico: Department of Education.

Curriculum Guide for the Teaching of English in the Public Schools of Puerto Rico. (1994). Puerto Rico: Department of Education.

Huck, C.S., Hepler, S., Heckman, J. & Kiefer, B. Z. (2001). *Children's literature in the elementary School.* (Seventh Edition). McGraw Hill Higher Education.

Hurst, B. & Reding, G. (2006). *Professionalism in teaching.* New Jersey: Pearson Education, Inc.

Kellough, R. D. (2008). *Your first year of teaching.* New Jersey: Pearson Education, Inc.

Manual de orientación al personal. (1985). Puerto Rico: Departamento de Educación.

Nissman, B. (2006). *Teacher-tested classroom management strategies.* New Jersey: Pearson Education, Inc.

Reglamento de certificación del personal docente de Puerto Rico. (2000). Puerto Rico: Departamento de Educación.

Reglamento general de estudiantes, (1995). Puerto Rico: Departamento de Educación.

Richards, J. C. & Rodgers, T. S. (2nd Ed.). (2001). *Approaches and Methods in Language teaching.* New York: Cambridge University Press.

Rodriguez Irlanda, D. (1999). *Manual de orientación al maestro.* PR: Publicaciones Puertorriqueñas, Inc.

Sullivan, S. & Glanz, J. (2000). *Supervision that improves teaching: Strategies and techniques.* California: Corwin Press, Inc.

Woodward, T. (2001). *Planning lessons and courses: Designing sequences of work for the language classroom.* USA: Cambridge University Press.

Online Resources for Educators:

A to Z teacher stuff. (2007). Retrieved on August 6, 2007 from <http://www.atozteacherstuff.com/>

Cool sites for teachers. (n.d.). Retrieved on August 6, 2007 from <http://www.hobart.k12.in.us/resources/resources2.html>

Departamento de Educación de Puerto Rico. (2005). Retrieved on August 6, 2007 from <http://www.de.gobierno.pr/DEPortal/Inicio/Inicio.aspx>

Internet for Classrooms. (2007). Sites that help classroom teachers. Retrieved on August 6, 2007 from <http://www.internet4classrooms.com/teacher.htm>

Ley Organica del Departamento de Educacion Publica de Puerto Rico. Retrieved on August 6, 2007 from <http://www.lexjuris.com/LEXMA/educacion/lexeducacion%201999.htm>

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The best on the Web for teachers. (2007). Retrieved on August 6, 2007 from <http://teachers.teachology.com/>

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