

**SED 509**  
**September Experience and Fall Student Teaching Practicum**  
**Summer/Fall 2009 Course Syllabus**

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Credits: 3 credits (meets 2 hours/week)

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*This course adheres to all OSU Academic Regulations as found at <http://oregonstate.edu/dept/clasked/acareg.html> or in the Schedule of Classes. Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term*

**Course Description:**

Supervised teaching experience at the elementary, middle or high school; students experience general classroom and professional responsibilities common to the regular science/mathematics teacher. This is a Professional Teacher and Counselor Education course in the Department of Science and Mathematics Education.

**Link to Conceptual Framework, Knowledge Base, and National and State**

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: <http://oregonstate.edu/education/accreditation/>

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards:  
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Oregon TSPC Standards embedded in this course include the following:

- Standard 1: Plan Instruction that supports student progress in learning and is appropriate for the developmental level.
- Standard 2: Establish a classroom climate conducive to learning.
- Standard 3: Engage students in planned learning activities.
- Standard 4: Evaluate, act upon, and report student progress in learning.

- Standard 5: Exhibits professional behaviors, ethics, and values.

### **Authorization Levels:**

**Elementary/Middle (Option 1) or Middle/High (Option 2)** (OAR 584-017-0120, 584-017-0130, 584-017-0140) in understanding and applying knowledge of developmental psychology and learning, appropriate to students in elementary, middle and high level education within the cultural and community context of the teacher education institution and cooperating school district. pre-service teachers demonstrate knowledge, skills and competencies in the appropriate authorization level setting: elementary, middle or high

- (1) pre-service teachers must document understanding and apply knowledge of the appropriate developmental psychology and learning appropriate to students in grades 3-8 for elementary, in grades 5-10 for middle, and 7-12 for high.
- (2) pre-service teachers must articulate and apply a philosophy of science/mathematics education appropriate to the students in the specific grades and which ensures that these students learn to think critically and integrate science/mathematics.

Pre-service teacher's knowledge skill and competencies are assessed with respect to the five teacher functions as outlined in OAR 584-017-0100 (1) a-g, (2) a-k, (3) a- f, (4) a- e and (5) a-j using the Initial Licensure Formative Evaluation twice during the term, once after the September experience and a second time during Finals Week.

### **Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

<http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm>

### **Goal:**

The goal of this course is for the pre-service science/mathematics teacher to assume part-time, supervised teaching, including experience with all of the general classroom and professional responsibilities common to the regular science/mathematics teacher.

### **Objectives:**

The pre-service teacher will develop:

1. diagnostic, prescriptive and evaluative skills for the appropriate authorization level, elementary, middle or high.
2. general classroom management and student discipline skills for the appropriate authorization level, elementary, middle or high.
3. lesson planning and lesson presentation skills for the appropriate authorization level, elementary, middle or high.
4. specific teaching methods skills such as use of laboratory, demonstration, chalkboard, audio-visual equipment, textbooks, graphing calculators, educational technology, and computers for the appropriate authorization level, elementary, middle or high.
5. understanding of the science/mathematics curriculum, its goals and the structure of the subject matter taught for the appropriate authorization level: elementary, middle or high.

6. understanding of the role of research and application of its results in the science/mathematics classroom for the appropriate authorization level, elementary, middle or high.
7. skills in assisting students with reading difficulties for the appropriate authorization level, elementary, middle or high.
8. understanding of the nature of adolescents and their differences including gender roles, ethnicity/cultural, physical and mental limitations at the appropriate authorization level.
9. skills in guidance and counseling with students in the science/mathematics classroom for the appropriate authorization level, elementary, middle or high.
10. understanding, at an introductory level, of basic problems and concerns of the teaching profession and of the role of education in society.

### **Course Overview:**

This course emphasizes classroom and professional responsibilities common to the regular science/mathematics teacher as identified in objectives 1-10. All objectives are considered throughout the practicum. Specifically, this course is organized into three sections:

### **Summer Term**

1. **September Experience.** Pre-service teachers work full-time in the schools beginning with the teacher inservice and continuing until OSU Fall term classes begin. During this period, pre-service teachers will participate in many different school responsibilities both within and outside the classroom. They assist in the teaching of some classes and will observe other teachers to gain knowledge about the school, students, curriculum, etc. The culminating activity is the development of a notebook that presents lesson plans and a summary and analysis of the experiences. A three-way conference with the cooperating teacher and the university supervisor will provide the pre-service teacher with feedback about their performance during the September Experience. (See the *Initial Licensure Formative Evaluation form* for details.)

### **Fall Term**

2. **October Planning.** During the first 5 weeks of the term, pre-service teachers will spend two mornings each week in their classrooms. During this time, in addition to continuing to assist in the classroom, they will meet with their cooperating teachers to plan the teaching experiences for the Fall Student Teaching Practicum. These lessons will form the basis for the first Work Sample. Pre-service teachers will also consult with their university supervisors and will fill out the *Fall Practicum Weekly Schedule* outlining the experiences to take place during each of the weeks in November. The university supervisor will keep this form in the supervision file on campus and use it to identify times for making observations during that period.

3. **Fall Student Teaching.** For the Teaching segment of the student teaching practicum during the last 6 weeks of the term, pre-service teachers will be in the school five days a week in the mornings and will be expected to assume full instructional responsibility for one class. During all teaching, pre-service teachers are expected to have lessons prepared for at least **5 instructional hours in advance of their teaching.** Pre-service teachers will teach the unit plan that was developed during October during this six week period. Cooperating teachers and university supervisors will each conduct independent observations of the student teaching. At the end of the term, another three-way conference will be held.

## Part I: September Experience

### Overview:

The September Experience involves full-time participation in your cooperating teacher's classroom. This portion of the student teaching practicum begins with the teacher inservice prior to the start of your specific school and continues through Friday, September 25<sup>th</sup>. You are expected to work the full "teacher-days" throughout this period. There will also be four mandatory class meetings held on September 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup>, and 24<sup>th</sup> from 4:00 to 6:00 in Weniger 247.

During this period, you basically have two tasks. The first is to learn as much as possible about the culture of your school, its context within the community-at-large, and the various roles and responsibilities of the individuals (teachers, administrators, support staff, students, parents) within the school. The second task is to begin teaching lessons to students.

### Assignments:

#### 1. Classroom and General School Activities

To learn as much as you can about the culture of your school, you will assume the role of the participant researcher. In this role, you will engage in a variety of activities both in and out of the classroom. You will then reflect on the meaning of your experiences and observations on the Blackboard Discussion Board. For general guidelines and a list of possible activities, see *Activities Guidelines*. These suggestions are not intended to be exhaustive, however; your cooperating teacher is encouraged to tailor the activities to best reflect your particular school setting. It is important that the activities that you do demonstrate the **breadth and depth as described in the guidelines** and that the activities are approved by your cooperating teacher.

#### Assignments:

- a. **Blackboard Discussion Board:** You will post your reflection to a weekly prompt on the Blackboard Discussion Board by midnight on Saturday. You will then have the opportunity to discuss the reflections posted by other students

during the weekly seminars. Your four reflections will also be compiled in the September Experience notebook at the end of the term.

**b. September Experience Activity Log:** To help you keep track of your activities, you will use the *September Experience Activity Log* in this handbook. The form will be submitted in the September Experience notebook at the end of the term.

**c. School and Classroom Context:** In this assignment, you will describe the context in which your Work Sample unit will be taught: the salient physical features of the school and the classroom as well as actual data on the social, racial/ethnic, and economic demographics in the community, the school in general, and in the classroom in particular. You will also describe the learners in the class in which you will be teaching and specific adaptations for those learners. See *School and Classroom Context* for details. This assignment will be submitted in the September Experience notebook at the end of the term. It will also be revised during Fall term and resubmitted as the first section of your Work Sample during Winter term.

## 2. Teaching Mini-Lessons

Your cooperating teacher will have you ease into teaching by first teaching several mini-lessons (10 – 15 minutes) and gradually building up to teaching full lessons. You are expected to teach **at least** one mini-lesson by the second week of school.

### Assignments:

**Lesson Plans and Reflections:** Write up a lesson plan for **at least one** mini-lesson. Use the **Lesson Plan template** in the Course Documents folder on Blackboard. Note that all lesson plans must conclude with a reflection. See *Reflections Guidelines* for details. The lesson plans and reflections will be submitted in the September Experience notebook at the end of the term.

## 3. Teaching full lessons

You will be expected to teach a **minimum** of three full lessons during the September Experience. A reasonable goal would be to teach at least one lesson during the second week of school and at least two lessons during the third week. The lessons must be taught in the one class that you will be teaching in November. **At least one of these lessons must be videotaped.** Plan complete lessons, discuss your plans with cooperating teacher, teach the lessons, and reflect afterwards with your cooperating teacher about ways to improve the lessons and teaching. Do this **for at least three (3) days** (either in sequence or not) for at least two different classes if possible. Be sure to get as much teaching experience as possible working with the class that you will teach when you return in November.

### Assignments:

- a. Lesson Plans and Reflections:** Write up lesson plans for **at least three** lessons. (You are strongly encouraged to give a copy of your first lesson plan to your supervisor for feedback.) Use the **Lesson Plan template** in the Course Documents folder on Blackboard. Note that all lesson plans must conclude with a reflection. See *Reflections Guidelines* for details. The lesson plans and reflections will be submitted in the September Experience notebook at the end of the term.
- b. Lesson Videotape:** Videotape one of the lessons and submit the videotape in your Notebook.

#### **4. September Experience Notebook**

All of the assignments listed above will be compiled in the September Experience notebook. The notebook provides evidence of your professional work during the full-time portion of this practical experience.

##### **Assignment:**

**September Experience Notebook:** The notebook is due on Monday, the first day of fall term. In order to meet this timeline, you will need to work continuously from Day 1 of your District Inservice until Fall term begins at OSU, completing the various components of the notebook. For an outline of the notebook, see *September Experience Notebook Guidelines*.

#### **5. Three-Way Conference**

The pre-service teacher, the cooperating teacher, and the university supervisor will meet together to complete a formative evaluation of the pre-service teacher's performance during the September Experience. It is the responsibility of the pre-service teacher to arrange a time and location for this meeting. The university supervisor will provide the *Initial Licensure Formative Evaluation form* for the evaluation and will return the form to the pre-service teacher's supervision file on campus.

##### **Assignment:**

**Three-Way Conference:** The conference should be scheduled at the end of the September Experience and must be completed by October 9<sup>th</sup>.

##### **Assessment/Grading:**

The purpose of assessment is to give constructive feedback to the student that provides insights and can be used as a tool to improve performance. Although SED 509 is graded on a Pass/No Pass basis, pre-service teachers will receive ample feedback from the instructor, their university supervisor, and their cooperating teacher.

To receive a Pass for the September Experience, pre-service teachers must:

- Be recommended for continuation in the program by both their cooperating teacher and their university supervisor. Pre-service teachers will receive specific feedback about their performance in the September Experience during the three-way conference on the *Initial Licensure Formative Evaluation form*. Based on

this evaluation, as well as other formal and informal observations and interactions, the cooperating teacher and the university supervisor will determine whether the pre-service teacher is making satisfactory progress towards licensure.

If the cooperating teacher or the university supervisor feels that the pre-service teacher needs to make significant improvements or is not making satisfactory progress, the pre-service teacher may receive a conditional Pass and be placed on a plan of assistance. Continuation in the program will depend on satisfactory and timely completion of the conditions outlined in the plan of assistance. For more information, refer to the *Retention Policy* in the Licensure Program Handbook.

- Actively participate in class discussions and on the Blackboard discussion board. Please note that attendance is mandatory at the four class meetings in September. If an emergency arises that prevents the student from attending a class, the pre-service teacher **must** notify the instructor of the situation and make arrangements to complete an alternative assignment. However, there really is no good alternative to participating in class discussions, so absences will be excused only in the case of an emergency.
- Receive a B or higher on all components of the September Experience Notebook.

#### **Attendance and Late Work:**

Because this is a professional preparation program, all individuals involved (pre-service teachers, course instructors, and supervisors) are considered to be professionals and are therefore held to the same standards. The expectation is that all of us will arrive on time and prepared to all class meetings, and will participate to the fullest extent possible. In the event of an emergency or illness, we are expected to notify the appropriate individuals ahead of time, and we are responsible for any material covered during our absence. Because much of the program is discussion-based, it should be kept in mind that it really isn't possible to fully "make up" missed classes, and our absence does impact the rest of the group. Work is expected to be handed in on time, and in the event of an absence, should be submitted electronically before the deadline, just as we would need to send in lesson plans for a substitute teacher if we were absent from work.

## September Experience Calendar and Due Dates

This chart is a summary set of guidelines for activities that specifically focuses on meeting the teaching expectations. You should not feel limited to only these activities; rather you need to develop a plan with the cooperating teacher.

Dates	Activities and Assignments	Who
August 24-September 4 (depending on the district)	<ul style="list-style-type: none"> <li>• Teacher Inservice and preparation for beginning of school. Pre-service teachers and cooperating teacher meet to outline plans for September</li> <li>• Identify <b>ONE MORNING class</b> for pre-service teacher to assume instructional responsibility for during November/December. If two pre-service teachers are placed with one cooperating teacher, they must each teach separate classes.</li> <li>• Begin discussions of possible work sample unit for November teaching</li> <li>• Assist cooperating teachers in first week of school focusing particularly on the selected class that the pre-service teacher will teach in November.</li> <li>• Plan for teaching at least one mini lesson and 1 full lesson in the selected class next week through consultation with the cooperating teacher. Pre-service teachers should write lesson plans and discuss the plans with the cooperating teachers</li> <li>• Complete some of the required General School Activities and Classroom Activities as well as other activities as identified in consultation with cooperating teachers</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pre-service teachers</li> <li>➤ Cooperating teachers</li> </ul>
September 5 Saturday	<ul style="list-style-type: none"> <li>• Post Assignment #1 to the Discussion Board.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pre-service teachers</li> </ul>
<b>September 3 Thursday</b>	<ul style="list-style-type: none"> <li>• <b>Pre-service Teacher meeting at OSU in Weniger 247, 4 – 6 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Pre-service teachers</li> </ul>
Sept 8-11	<ul style="list-style-type: none"> <li>• Teach mini lesson as approved by the cooperating teacher</li> <li>• Prepare a written reflection on teaching the mini lesson</li> <li>• Teach one full lesson as approved by the cooperating teacher.</li> <li>• Prepare a written reflection on teaching the lesson.</li> <li>• Continue to assist cooperating teachers in classes as well as other responsibilities</li> <li>• Plan at least 2 full lessons for the following week in the selected class</li> <li>• Make arrangements for videotaping your teaching for one of the lessons next week; Make arrangements with peer pre-service teacher or the cooperating teacher to operate the videotape</li> <li>• Continue completing some of the required General School Activities and Classroom Activities as well as other activities as identified in consultation with cooperating teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pre-service teachers in consultation with cooperating teachers</li> </ul>
<b>September 10 Thursday</b>	<ul style="list-style-type: none"> <li>• <b>Pre-service Teacher Meeting at OSU, Weniger 247, 4 – 6 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Pre-service Teachers</li> </ul>
September 12 Saturday	<ul style="list-style-type: none"> <li>• Post Assignment #2 to the Discussion Board.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pre-service teachers</li> </ul>

Sept 14-25	<ul style="list-style-type: none"> <li>• Teach at least 2 full lessons as planned in consultation with cooperating teachers</li> <li>• Write up reflections following teaching of each lesson</li> <li>• Observe teachers other than cooperating teacher</li> <li>• Complete the required General School Activities and Classroom Activities as well as other activities as identified in consultation with cooperating teachers</li> <li>• Continue discussion with your cooperating teacher about the work sample unit topic and goals to be prepared during October for teaching during November</li> <li>• Identify a preferred time for weekly planning sessions with your cooperating teacher during the month of October for teaching in November</li> </ul>	➤ Pre-service teachers in consultation with cooperating teachers
<b>September 17 Thursday</b>	• <b>Pre-service Teacher Meeting at OSU, Weniger 247, 4 - 6;</b>	➤ Pre-service teachers
September 19 Saturday	• Post Assignment #3 to the Discussion Board.	➤ Pre-service teachers
September 26 Saturday	• Post Assignment #4 to the Discussion Board.	➤ Pre-service teachers
<b>September 24 Thursday</b>	• <b>Pre-service Teacher Meeting at OSU, Weniger 247, 4 - 6;</b> Last meeting of September Experience	➤ Pre-service teachers
September 28	• September Experience notebooks are DUE	➤ Pre-service teachers

**Note: Pre-service teachers must complete a minimum of 1 mini-lesson and 3 full lessons, 1 of which must be videotaped.**

## Part II: Fall Student Teaching Practicum

### Overview:

Following the completion of the September Experience, you will begin classes on the OSU campus (September 28<sup>th</sup>). In general, much of your attention will be on preparing to teach and developing your work sample unit. Between September 28<sup>th</sup> through October 30<sup>th</sup>, you will spend two mornings each week in your classroom.

You will return to your practicum site on November 2<sup>nd</sup> and remain there for six weeks in the mornings only. (Note: You will need time to get back on campus by 1:30 p.m. for your afternoon OSU classes.) During this six-week period your responsibilities will generally include:

- Working with one class continuously, assuming increased instructional responsibility with this class during your first full week back.
- Teaching a Work Sample unit that meets the TSPC work sample requirements in addition to teaching other units. (A full description of the Work Sample will be provided in your classes Fall term.)
- Assisting your cooperating teacher with a second class (organizing materials, preparing materials, grading, working with small groups, etc.) but not assuming full responsibility for this class
- Observing a variety of teachers and students using at most one period a day
- Preparing for your teaching responsibilities and meeting with your cooperating teacher

Your supervisor will conduct at least two clinical supervision visits of your teaching. The practicum will conclude with a three-way conference similar to the one held in October.

### Assignments:

#### 1. Work Sample Planning

During the month of October, you and your cooperating teacher will agree on the class in which you will have teaching responsibilities, on the unit you will teach, and on the timing for that unit to be taught. You will then begin planning the unit.

#### Assignments:

**a. Work Sample Preliminary Proposal:** After consulting with your cooperating teacher and determining an appropriate topic for your Fall Work Sample, fill out the *Work Sample Preliminary Proposal* form. Submit it in your SED 509 Seminar the week of October 8<sup>th</sup>. **It is critical that you identify a topic by the end of September as you will be planning the unit in your courses during the month of October!!!**

**b. Weekly Schedule:** Fill out the *Fall Practicum Weekly Schedule* outlining the experiences to take place during each of the weeks in the second half of the term. This schedule must identify the main class you will be teaching. It must also include a prep time which will be used for planning, completing Work Sample requirements, writing reflections, and observing other teachers. The schedule must also identify a time to meet with your cooperating teacher daily to discuss progress and directions for future days' work. Your university supervisor will keep this form in the supervision file on campus and use it to identify times for making observations during that period.

**c. Work Sample Unit Plan:** During Fall term, you'll develop a plan for the Work Sample unit that you'll be teaching. You'll be provided with a template for this plan in your courses. After you have completed the plan and have obtained signatures from your cooperating teacher and your university supervisor indicating that they have approved it, you'll submit the form to the program coordinator for final approval. **YOU MAY NOT BEGIN TEACHING YOUR WORK SAMPLE UNTIL THE PLAN HAS BEEN APPROVED BY YOUR COOPERATING TEACHER, YOUR SUPERVISOR, AND THE PROGRAM COORDINATOR.**

## 2. Teaching

You are expected to teach one class beginning in November. You should **not** assume full responsibility of other classes and at most can assist in **one** other class of your cooperating teacher.

Typically, you will gradually assume more and more of the instructional responsibility for one class. It is expected that you will be planned 5 instructional hours in advance. **Pre-service teachers will not be allowed to teach if they are not adequately planned.** Supervisors will work with the cooperating teacher to assure adequate advanced planning prior to all teaching.

### Assignments

**a. Plan Book:** You are expected to maintain a "plan book" to be available for the supervisor to review weekly. This "plan book" will have all lesson plans to be taught. Your Work Sample will be written up as a separate document, but the lesson plans and reflections for the Work Sample should also be included in the plan book. This will be submitted at the end of the term. (See *Fall Practicum Plan Book Guidelines* for details.)

**b. Lesson Reflections:** You are expected to reflect on each lesson you teach. These reflections will be less formal than your Work Sample reflections. Specific guidelines for these reflections will be given to you in the weekly seminar.

**c. Videotaped Lesson:** You are expected to videotape at least one lesson during the Work Sample. You are to then compare the videotape with the one you made

during the September Experience. Your reflection on this videotape comparison is to be included in your Fall Practicum Summative Reflection.

### **3. Summative Reflection:**

In keeping with the goal of becoming a reflective practitioner, you are expected to consider your professional growth as a teacher. To give you sufficient time to reflect upon and process all that you've learned this fall, this assignment isn't due until the first week of classes Winter term. It will also be submitted as the final section of your first Work Sample.

#### **Assignment:**

**Summative Reflection:** This reflection considers your professional growth as a teacher. It should address questions such as: How are you, as a teacher, different from the teacher you were a month ago? What ideas and practices have changed? What have you learned and what are you doing better? Finally, what are your goals for your continued growth as a teacher?

The summative reflection should also include a comparison of your first and second videotapes. The comparison can be used as evidence of your professional growth.

Please note that the reflection **MUST BE** typed and must demonstrate professional speech. This reflection is separate from the lesson reflections that you prepare for each lesson you teach. Keep in mind that this reflection is focused on your growth as a teacher and your goals for continued growth.

The summative reflection is due on Monday, January 4<sup>th</sup> of winter term. See ***Summative Reflection Guidelines*** for the scoring guide.

### **4. Three-Way Conference**

This conference follows the same model as the conference held after the September Experience. It is again the responsibility of the pre-service teacher to arrange a time and location for this meeting. The university supervisor will provide the ***Initial Licensure Formative Evaluation form*** for the conference and will return the form to the pre-service teacher's supervision file on campus.

#### **Assignments:**

**a. Student Teaching Evaluations:** These will be done individually by the cooperating teacher, the university supervisor, and the pre-service teacher. Each of these evaluations will count for 10% of the final grade for the course. The university supervisor will collect these evaluations at the three-way conference at the end of the term.

If the cooperating teacher or the university supervisor feels that the pre-service teacher needs to make significant improvements or is not making satisfactory

progress, the individual may be placed on a plan of assistance. Continuation in the program will depend on satisfactory and timely completion of the conditions outlined in the plan of assistance. For more information, refer to the ***Retention Policy*** in the **Licensure Program Handbook**.

**b. Three-Way Conference:** The conference must be scheduled during the last two weeks of the practicum.

### **Assessment/Grading:**

Scoring guides for the ***Plan Book*** the ***Summative Reflection***, and the ***Student Teaching Evaluations*** are located in the appendix of this handbook. You will receive the template for the **Work Sample Unit Plan** in your Fall classes. The other assignments are worth 5 points each if they are submitted on time. Points will be docked if the assignments are late.

The final grade for the course will be submitted in January after the Summative Reflections have been graded.

Grading for the Fall Student Teaching Practicum will be based on the following:

- **Work Sample Preliminary Proposal (5%)**
- **Fall Practicum Weekly Schedule (5%)**
- **Work Sample Unit Plan (25%)**
- **Plan Book (15%)**
- **Lesson Videotape (5%)**
- **Summative Reflection (15%)**
- **Student Teaching Evaluations (30%)**

Each week attends to all four SMED Program Outcomes:

1. Supports understanding of learners' thinking in informal and formal contexts
2. Cultivates dispositions to engage in learning science/mathematics
3. Supports understanding of how resources and tools advance learning including:
  - Discourse
  - Collaboration
  - Technology for extending knowledge
4. Supports teachers to learn from and reflect on practice interpreted through a theoretical lens of teaching and learning.

### **Grading scale:**

98% <= A<sup>+</sup> <= 100%

88% <= B<sup>+</sup> < 90%

78% <= C<sup>+</sup> < 80%

94% <= A < 98%

84% <= B < 88%

74% <= C < 78%

90% <= A<sup>-</sup> < 94%

80% <= B<sup>-</sup> < 84%

70% <= C<sup>-</sup> < 74%

In order to receive a grade for the course, **all work must be completed** at an acceptable level. Late assignments will be docked 3 points off the total number of possible points.

**Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit Avoiding Academic Dishonesty (<http://oregonstate.edu/studentconduct/avoid.htm>), or contact the office of Student Conduct and Mediation at 541-737-3656.