

SED 509 - Winter Practicum 2010 Course Syllabus

Instructor: Ron Gray
Office: Weniger 251
Office hours: By appointment M – F
Email: ron.gray@science.oregonstate.edu
Phone: (541) 737-9286
Credits: 3 credits

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 acclimate to the full-time student teaching practicum as well as gain 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:

The winter practicum involves a minimum of eight hours of observation a week in your spring full-time student teaching placement. During this time the goal is to acclimate to the new setting, get to know your cooperating teacher and students, decide on your spring work sample topic and classes, and to continue actively working on your master's project. While we will only meet on certain occasions, there are assignments due for the course throughout the term. In addition, you will be asked to meet with the coordinator once at the beginning of the term and once at the end of the term to prepare for spring term.

Assignments:

1. Masters Project literature review articles

In order to continue your literature review for your Masters Project, you are required to read and provide short summaries for 5 additional articles. One article summary will be due every two weeks. It is your choice whether or not these articles are included in your literature review.

2. Weekly readings and assignments

Each week a new general reading chosen by the faculty will be posted on the course website along with an assignment specific to that reading. Readings will be posted each Monday. Completed assignments posted to the website will be due by the previous Friday leaving the weekend for reading and commenting on the comments of your peers.

3. School and classroom context

As with your fall Work Sample, you will describe the context in which your spring 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.

4. Differentiation of instruction

As with your fall Work Sample, you will describe each individual learner with special needs, including TAG-identified students, English language learners, students on IEPs or 504 plans, and learners from diverse cultural and social backgrounds as well as the accommodations that you plan to make for each student.

5. Rationale and unit plan

As with your fall Work Sample, the rationale answers the question: Why is this unit being taught? It also explains the reasons you organized your lessons in the particular order in which they will be taught. The Unit Goals include the Enduring Understandings that will result from this unit and the Essential Unit Questions that will focus the unit. Goals are correlated with state and national standards when appropriate.

Assessment/Grading:

Grading for the winter practicum will be based on the following:

- **Masters Project literature review articles (15%)**
- **Weekly readings and assignments (40%)**
- **School and classroom context (15%)**
- **Differentiation of instruction (15%)**
- **Rationale and unit plan (15%)**

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⁺ <= 100%

88% <= B⁺ < 90%

78% <= C⁺ < 80%

94% <= A < 98%

84% <= B < 88%

74% <= C < 78%

90% <= A⁻ < 94%

80% <= B⁻ < 84%

70% <= C⁻ < 74%

In order to receive a grade for the course, **all work must be completed** at an acceptable level. Late assignments will be docked 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.

Course Schedule:

Week	Assignments Due
1 <i>1/4 - 1/8</i>	Weekly reading & assignment Individual meetings with coordinator
2 <i>1/11 - 1/15</i>	Weekly reading & assignment Masters Project reading summary Individual meetings with coordinator
3 <i>1/18 - 1/22</i>	Weekly reading & assignment
4 <i>1/25 - 1/29</i>	Weekly reading & assignment Masters Project reading summary
5 <i>2/1 - 2/5</i>	Weekly reading & assignment School and classroom context
6 <i>2/8 - 2/12</i>	Weekly reading & assignment Masters Project reading summary
7 <i>2/15 - 2/19</i>	Weekly reading & assignment Differentiation of instruction Individual meetings with coordinator
8 <i>2/22 - 2/26</i>	Weekly reading & assignment Masters Project reading summary Individual meetings with coordinator
9 <i>3/1 - 3/5</i>	Weekly reading & assignment Spring work sample rationale and unit plan
10 <i>3/8 - 3/12</i>	Weekly reading & assignment Masters Project reading summary