

SED 510 - Spring Practicum 2010 Course Syllabus

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Credits: 8 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 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.

Text and Materials

No specific text is required, although students are expected to refer to texts used in all courses throughout the program.

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.

Assessment/Grading:

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

ASSIGNMENT	PERCENTAGE OF GRADE
Cooperating Teacher’s Evaluation of Teaching and Professionalism	33 %
Supervisor’s Evaluation of Teaching and Professionalism	33 %
Self-Evaluation of Teaching and Professionalism	33 %

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 \(http://oregonstate.edu/studentconduct/avoid.htm\)](http://oregonstate.edu/studentconduct/avoid.htm), or contact the office of Student Conduct and Mediation at 541-737-3656.