

SED 518 – Analysis of Classrooms III Spring 2010 Course Syllabus

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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:

This seminar focuses on weekly support of experiences in the full-time student teaching (SED 510) during spring term. The major work of this course extends the knowledge of the pre-service teacher in the development of an integrated knowledge structure that integrates their growing knowledge base on students, curriculum, pedagogy, subject matter knowledge, school and pedagogical content. Within this context the pre-service teachers is assisted in developing effective strategies to respond to those issues that arise during the full-time teaching experience. With respect to national and state standards, the student teaching experience and the discussions in this seminar focus on the implementation of standards-based teaching. This course extends the work begun in the previous science/mathematics education courses and the part-time student teaching experience with a focus on professional leadership responsibilities that require in-depth analysis of students in learning process, designing a learning environment to facilitate inquiry/problem solving, use of technology to make connections, solve problems and meet societal needs, use of traditional and alternative assessments that are equitable, use of family and community resources as well as communications through the language of mathematics and science.

Co-requisites

Fulltime Student Teaching (SED 510 for 9 credits)
Professional Development and Practicum in Mathematics/Science (SED 581/592)

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 primary goal of this course is to have the pre-service teachers analyze the psychology of learning mathematics/science and the methods commonly used in the classroom in the teaching of mathematics/science in elementary, middle and high school.

Evaluation

Pre-service teachers are expected to participate actively in each of the sessions of this seminar. During the first class, the cohort will determine the criteria and acceptable performance levels for class participation and will create scoring guides. Students will complete self-evaluations using these scoring guides at the end of each class. Each self-evaluation will be worth up to 10 points.

Pre-service teachers are also expected to bring drafts of specific assignments to five class sessions for peer review. These drafts will not be graded, but will be worth 5 points for each draft.

ASSIGNMENT	PERCENTAGE OF GRADE
Participation and General Assignments	80 %
Bringing work in on time for peer review	20 %

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.