

SED 581/592
Professional Development and Practicum in Mathematics/Science
Spring 2010 Course Syllabus

Instructor: Ron Gray

Phone: 541-737-9286

Office: Weniger 251

Office hours: By appointment M – F

Email: ron.gray@science.oregonstate.edu

This course adheres to all OSU Academic Regulations as found at <http://oregonstate.edu/dept/clasked/acareg.html> and 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

SED 581 Practicum in Mathematics.

3 credits

Supervised field practicum in mathematics teaching which leads to the development of state-required work sample/portfolio.

SED 592 Practicum in Science.

3 credits

Supervised field practicum in science teaching which leads to the development of state-required work sample/portfolio.

Relationship to the Knowledge Base, National and State Goals

These experiences are intensive applications of licensure program objectives and outcomes. In a way these experiences represent "capstone" experiences as they most directly involve the life of a teacher. With respect to national and state standards, these experiences represent the integration of the teacher's knowledge of subject matter, learners, schools, curriculum, pedagogy and pedagogical content knowledge. The teacher experiences the professional leadership responsibilities that require in-depth analysis of teaching and learning, designing a learning environment to facilitate inquiry, use of technology to make connections and solve problems, 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: Full-time Student Teaching (SED 510 for 9 credits)

Authorization Levels

Elementary/Middle (Option 1) or Middle/High (Option 2) (OAR 584-017-0120, 584-017-0130, 584-017-0140) in understanding and apply knowledge of developmental psychology and learning, appropriate to students in middle and high level education within the cultural and community context of the teacher education institution and cooperating school district. All pre-service teachers will be participating in their student teaching experience at either the middle or high school levels following this intensive course.

Pre-service teachers plan lessons, teach a work sample and a mini technology work sample at the appropriate grade level of authorization. Pre-service teachers are guided through academic experiences in the development of plans for instruction that support student progress in

learning with respect to the various developmental level for both lessons and the work sample that incorporate technology in teaching mathematics (OAR 584-017-0100 – 1(a-g)). Pre-service teachers also collect and describe resource ideas that incorporate technology appropriate for students at their practicum level (elementary, middle or high). Pre-service teachers will teach these lessons in their student teaching experience that follows this course. Pre-service teachers are instructed in establishing a classroom climate conducive to learning for elementary, middle and high school levels given that technology is an active ingredient the learning experience (as described in OAR 584-017-0100 – 2 (a-k)). All of the assignments are graded with expectations of gains in knowledge about interpreting and applying cognitive educational psychology to a technology-rich classroom at the level in which the pre-service teachers will be completing the student teaching experience.

Course Goals

The primary goal of this course is to have the pre-service teacher meet the TSPC and program standards. (NOTE: For Program Standards, refer to the Appendix of this handbook.)

Course Objectives

The course objectives are best reflected through the Program Standards and TSPC outcomes for the initial license. (NOTE: For Program Standards, refer to the supplementary edition of this handbook.)

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.

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>

Alignment of Assignments to Course Objectives

Students are expected to actively participate in classroom activities as well as completing assignments.

ASSIGNMENT	COURSE OBJECTIVES	DUE DATE
Work Sample	Program Standards and TSPC outcomes	5/27

Evaluation

The final grade for this course will be the grade assigned to the Work Sample.

Assignment descriptions and scoring guides are located in the Appendix of the handbook.

Grading scale:

98% <= A⁺ <= 100%

94% <= A < 98%

90% <= A⁻ < 94%

88% <= B⁺ < 90%

84% <= B < 88%

80% <= B⁻ < 84%

78% <= C⁺ < 80%

74% <= C < 78%

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.