

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education

Please attach completed cover sheet to course syllabus.

Course Name	Practicum in Classroom Instruction
Course Number	SCED 517
Term	Fall 2007
Department	School Counseling
Faculty Name	Daniel Zenor

Catalogue Description (copy from current catalogue):

Foundations of education and curriculum. Classroom Instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete 100 hrs. of classroom observations and prepare a worksample.

Fundamental Competencies Addressed in Course:

(please check box to indicate which fundamental competencies from the Conceptual Framework are addressed in this course)

Fundamental Competencies	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	R,P
Elementary 3 rd -8 th Grades in an Elementary School	R,P
Middle Level 5 th -9 th Grades in a Middle or Junior High School	R,P
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R,P

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

Fall, 2007, Spring 2008
SCED 517 - Practicum I: Track II
Daniel Zenor, Instructor

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Required Textbooks:

Yardsticks: Children in the Classroom Ages 4-14, A resource for Parents & Teachers
Chip Wood, Northeast Foundation for Children
1997

The Differentiated Classroom: Responding to the Needs of all Learners
Carol Ann Tomlinson
Pearson Education Inc., Merrill Prentice Hall
2005

Another good resource:

TEACHING STRATEGIES: A GUIDE TO EFFECTIVE INSTRUCTION, 7th ed.
Orlich, Harder, Callahan, Trevisan, and Brown
Houghton Mifflin, 2004
ISBN: 0-618-29999-8

Course Description:

The 517 Practicum is designed to fulfill the practicum requirements set by Teacher Standards and Practices for school counseling licensure for those entering the specialization without teacher certification. This experience will prepare prospective school counselors to work and teach collaboratively with educators. Students will study lesson planning and preparation, creating and managing the classroom environment, effective teaching practices, and differentiation to meet the needs of a diverse student body. Students will explore the roles and interaction of staff, students, and parents in a learning community. Practicum participants will become familiar with the variety of school-based resources designed to promote student success in the classroom.

Students are required to spend **100 hours per semester** in a school setting. Students will partner with a mentor teacher to support instruction in the classroom and observe throughout the school. Together they will map out a plan that meets the course guidelines and TSPC requirements for a unit of study that will be taught, assessed, analyzed as a formal work sample. The work sample can be presented to the whole class or a small group, and can include an aspect of the guidance curriculum or academic subject matter, whichever is more appropriate.

It is important that students preparing to be counselors in schools need to understand life in the classroom and throughout the school to support student success. Counselors need to be able to plan and teach counseling curriculum, and develop skills in classroom management. Counselors need to be able to plan, deliver, and facilitate effective instruction in the classroom, and to assess student performance in order to enhance a student's social, emotional, and academic growth.

Course Goals & Objectives:

1. Students will discuss issues currently facing public schools.
2. Students will demonstrate familiarity with programs, policies, procedures, and delivery of services in the public school setting.
3. Students will interact with their public school mentors and their students to better understand the role of the teacher.
4. Students will collect, analyze, and summarize specific district, site, and student data to prepare a school profile, class profile, and student profiles.
5. Students will develop a sensitivity and awareness for the cultural, socio-economic, and ethnic diversity of their students and its effect on learning and behavior.
6. Students will observe, discuss, and demonstrate understanding of effective practices in teaching. They will apply these practices as they prepare, teach, analyze, and reflect on the work sample.
7. Students will become familiar with the elements of the teaching work sample required by the Oregon Teacher Standards and Practices Commission and use those elements to create, in collaboration with a mentor teacher, a unit of study to be taught in the spring.
8. Students will demonstrate an understanding of the Oregon content standards, benchmarks, and assessments as they complete the formal work sample.
9. Students will submit the formal work sample as required for licensure.

Course Grading:

Grading is based upon the following:

1. Class Participation;
2. Readiness to discuss assigned readings; and
3. Assignments and presentations

Criteria for an “A” grade:*

Work that is clearly and professionally written; creative with reflective analysis; original with few errors in grammar or syntax. The writing demonstrates above average mastery of the content of the course.

Class participation is demonstrated by attendance at all classes; actively supporting and encouraging others in their learning, and making significant and important contributions to class discussions; and class presentations .

Criteria for a “B” grade:*

Work that is professionally written and demonstrates an understanding of the basic principles and strategies relative to the content of the course. The writing is descriptive less reflective and evaluative, and is fluent with few errors.

Class Participation is demonstrated by attendance at every class and active participation in discussions; and class presentations.

*All assignments may be re-written until you have reached a level that you feel represents your level of understanding of the material.

*Additional help may be sought from either of the instructors of the Writing Class for Graduate students through the Northwest Writing Institute here at L&C.

Course Assignments:

1. Log of practicum hours: one hundred hours for fall, one hundred additional hours for spring.
2. 1 page reflection on focus topic for classroom/school visits and/or classroom incident. Reflections should include applications of new learning, personal insights, analysis of the issue or incident, integration of discussions, clarity of expression and display graduate level proficiency in writing. Reflections will provide the basis for class discussion.

Profiles: (1–2 pages, class presentation)

School Profile (fall)

Class Profile (fall)

Discipline Problem Student Profile (fall)

ESL Student Profile (fall)

Special Education Student Profile (fall)

Invisible Student Profile (spring)

Follow-up Student Profile (spring)

3. Mini-lessons utilizing a preferred practice discussed in class (minimum of 2 in fall)

15 - 20 minutes

Small group or whole group

Lesson Plan and self-evaluation

Artifacts

Presentation to class

5. Work sample (spring)

Lesson Plans (including your teacher prepared materials)

Artifacts from actual teaching experience (videos, photos, student work)

Analysis, assessment, and self-evaluation

Evaluation by Mentor

Presentation to class