

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Number

SCED 517

Course Name

Practicum in Classroom Instruction

Term

Spring 2012

Department

Educational Leadership

Faculty Name

William Layton, Jim Lekas

Catalogue Description:

Foundations of education and curriculum. Classroom instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete student teaching and prepare a work sample. Students take three semester hours in fall and two in spring, for a total of five semester hours.

GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:

(please fill in which class meeting or assignment addresses each principle or standard)

GSEC GP (1) Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.
Class meeting(s) or assignment(s) addressing this standard: Objective:6

TSPC OAR 584-017-0441 (1) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school.
Class meeting(s) or assignment(s) addressing this standard: Objective: 8

TSPC OAR 584-017-0441 (6) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families.
Class meeting(s) or assignment(s) addressing this standard: Objectives: 3, 6, 7, 8

TSPC OAR 584-017-0441 (7) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill and cultural competence to work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community.
Class meeting(s) or assignment(s) addressing this standard: Objectives:3, 6, 7,8

TSPC OAR 584-017-0441 (8) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.
Class meeting(s) or assignment(s) addressing this standard: Objectives: 6, 7

TSPC OAR 584-017-0441 (10) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement.
Class meeting(s) or assignment(s) addressing this standard: Objectives: 5, 6, 7, 8

Authorization Levels (for TSPC-approved programs only):

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 Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	R, P
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Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R, P
Middle Level	5 th -.9 th Grades in an elementary, middle, or junior high school, or high school.	R, P
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R, P

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

Student Performance:

Student performance criteria appear on page(s) 5, 6 of this syllabus (student performance includes goals, evidence, and levels of performance).

Non- Discrimination Policy/ Special Assistance:

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

Participation in the Learning Community:

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to the learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

Special Assistance:

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

Fall 2011, Spring 2012
SCED 517 - Practicum in Classroom Instruction: Track II

Jim Lekas: Instructor
Telephone: 503-705- 5174
email: jameslekas@lclark.edu

Bill Layton: Instructor
telephone: 503-768-6147 (W)
email : layton@lclark.edu

Linda Schattauer: Practicum Supervisor **Bruce Hansen: Practicum Supervisor**
telephone: 503 649-7794
email: lschattauer@lclark.edu

telephone: 503-334-7875
email: bruceh@lclark.edu

Required Textbooks:

The Differentiated Classroom: Responding to the Needs of all Learners

Carol Ann Tomlinson
Pearson Education Inc., Merrill Prentice Hall
2005, ISBN 0-13-119502-6

Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools

Glenn Eric Singleton & Curtis Linton
Corwin Press
2006, ISN 978-07619-8877-9

Yardsticks: Children in the Classroom Ages 4-14, A resource for Parents & Teachers

Chip Wood, Northeast Foundation for Children, 3rd Edition
2007, ISBN 978-1-892989-19-2

Different Brains, Different Learners

Eric Jensen
Corwin Press
2010, ISN 978-1-4129-6502-6 (pbk)

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. Two school visits by practicum supervisor.
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)

ELL Student Profile (spring)

Student of Poverty Profile (spring)

3. Mini-lessons utilizing a preferred practice discussed in class (1 in the fall, 1 in spring))

15 - 20 minutes

Small group or whole group

Lesson Plan and self-evaluation

Artifacts

Presentation to class

Feedback from Instructor & Peers

4. 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