

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

Please attach completed cover sheet to course syllabus.

Course Name **Practicum in Classroom Instruction**

Course Number	SCED 517
Term	Fall 2016 and Spring 2017
Department	Educational Leadership—School Counseling
Faculty Name	Michelle Solberg and Sarah Turner

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 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)

[TSPC OAR 584-018-0305: CACREP SCED Std. G3] HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. <i>Class meeting(s) or assignment(s) addressing this standard: Student Profile Assignments</i>
[TSPC OAR 584-018-0305 (4)] Assessment: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Student Profile Assignments</i>
[TSPC OAR 584-018-0305 (5)] Research and Evaluation: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Work Sample Assignment</i>
[TSPC OAR 584-018-0305 (6)] Academic Development: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Work Sample Assignment</i>
[TSPC OAR 584-018-0305 (6)] Academic Development: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Practicum Hours</i>
[TSPC OAR 584-018-0305 (8)] Leadership: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Work Sample Assignment</i>
[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. <i>Class meeting(s) or assignment(s) addressing this standard: All class meetings</i>
[GSEC GP 2] Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving. <i>Class meeting(s) or assignment(s) addressing this standard: All class meetings</i>

[GSEC GP 5] Professional and Technological Resources: Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.

Class meeting(s) or assignment(s) addressing this standard: Learning community reports and Student Profile Assignments

[GSEC GP 8] Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.

Class meeting(s) or assignment(s) addressing this standard:

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

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

Student Performance:

Student performance criteria appear on page(s) 4-5 of this syllabus (student performance includes goals, evidence, and levels of performance).

Fall 2016, Spring 2017

SCED 517 - Practicum in Classroom Instruction: Track II

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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

Mindsets in the Classroom: Everything Educators Need for School Success

Mary Cay Ricci

Prufrock Press Inc.

2015, ISBN 978-1-61821-396-9 (pbk)

Assessment and Student Success in a Differentiated Classroom

Carol Ann Tomlinson & Tonya R. Moon

ASCD

2013, ISN 978-1-4166-1617-7 (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 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 Practicum class

Course Assignments:

1. Log of practicum hours: one hundred hours for fall, one hundred additional hours for spring. Two school visits by practicum supervisor. One visit by your practicum supervisor will be in the fall and one will be in the spring. These forms must be posted to TaskStream and the paper copy needs to be turned in to the School Counseling Office at Lewis & Clark.
2. Written Assignments/Presentations: Written assignments and presentations are expected to draw upon information in the assigned reading, observations and experiences at practicum sites and outside research. More detailed expectations will be provided with each assignment. All written assignments should be double spaced, 12 pt. font.

Fall

Letter of Introduction

School Profile

Class Profile

Student Profile: ELL

Student Profile: Special Education

Racial Autobiography

Reflections as assigned – 3

Learning Community Reports - 2

Resource Collection (checked by professor)

Spring

Student Profile: Invisible Student

Student Profile: behavior that makes an impact on the classroom

Effects of Poverty

Reflections as assigned – 3

Learning Community Reports - 1

Assessment Presentation

Resource Collection (scored by professor)

3. Mini-lessons utilizing a preferred practice discussed in class (1 in the fall, 2 in spring). Students will develop and teach 15-20 minute lesson to the class utilizing a preferred practice from the reading and/or class discussion

4. Work sample (spring)

- a. Lesson Plans (including your teacher prepared materials and a self evaluation after the lesson) - 5
- b. Artifacts from actual teaching experience (photos, student work, assessments)
- c. Student assessment and self analysis of the information you gathered from this assessment for each lesson- 5
- d. Intern Evaluation by Mentor and Intern Evaluation by Instructor (Lewis & Clark Instructor) Include a one to two paragraph summary on how this feedback can be used in the future. These forms must be posted to TaskStream and the paper copy needs to be turned in to the School Counseling Office at Lewis & Clark.
- e. Self Reflection of the entire year of teaching