

AUBURN UNIVERSITY SYLLABUS

Fall 2010

1. Course Number: CTSE 7910 (Secondary Science Education)
Course Title: Practicum in Area of Specialization for Non-Practicing Teachers
Credit Hours: 3 semester hours (may be repeated for credit not to exceed 6 hours)
Prerequisites: Departmental Approval
Corequisites: None
2. Date Syllabus Prepared: Revised edition for non-practicing teachers only, **August 2010**
3. Texts: Textbook and/or other resources (journals, research monographs, unpublished research, etc.) Selected as appropriate to the individual practicum topics. Annotated bibliography format: http://apps.carleton.edu/campus/library/find/guides/general/?guide_id=132945
4. Course Description:

Provides individual students with experiences relating theory and practice in a school setting. The practicum is designed to provide teaching experience related to the area of specialization. It is designed to provide students with study and teaching practice that will assist them in gaining expertise/experience within a selected area of specialization. Flexibility is provided through choice of project that will provide meaningful learning in practice with regard to their current needs and future professional activities. This project will also serve as the **Graduate Professional Work Sample (GPWS)** required by the College of Education. GPWS's are rated in four areas: *Planning, Implementation, Reflection, and Analysis of Student Work*. **Sample student projects are available for guidance.**

The approved project associated with the practicum should entail a **minimum of 90 hours** of documented work or involvement in the school to be arranged per approval of the instructor and cooperating teacher.
5. Course Objectives:

The course is designed to:

 - A. Provide experience closely relating theory and practice in a school setting.
 - B. Provide choice from various and flexible learning experiences to afford the student the opportunity to achieve required or desired experience in an area of specialization.

Students will be able to:

 - C. In consultation with the professor and classroom teacher, select one field-based project/study from an area of study related to their areas of specialization and document field hours in implementing it.
 - D. Submit an annotated bibliography of references related to their field project/study.
 - E. Write a proposal to guide completion of the field project. The proposal will include a description of the project/study, rationale for it, objectives, activities to be implemented in completing the project (including resources), and evaluation.
 - F. Submit evidence of study/project completion, such as a finished product or paper, and results.
 - G. Present the study/project and important learning from it to the class.
6. Course Content and Schedule:

A. The course content is developed based upon the individual student's approved project/study proposal. (*See attached guidelines for submitting practicum proposals.*)

B. The length of time expended in the course will depend on the required minimum time in the school placement (90 hours) along with the required course meetings and work outside of the school placement.

C. The student is expected to spend a minimum of 90 hours of documented practice in the classroom. Some learning experiences will require more hours in the school and outside of school than others, depending upon the activity to be accomplished.

7. Course Requirements/Evaluation:

- A. Attend an orientation session with the professor.
- B. Identify a topic within the choice of professional experiences project.
- C. Prepare an annotated bibliography using the *Publication Manual of the American Psychological Association* (5th edition). (Minimum of 3 references; at least one text or book in project area; all articles must have cited literature within them).
- D. **Prepare a calendar schedule** for meeting your 90 hours of field work in your school.
- E. Obtain appropriate written permission from your school and assigned teacher to implement your project. Check with your course instructor if you have any question about this.
- F. Write a proposal describing the study/project and a plan for completing and evaluating the study/project.
- G. **Class will meet for a minimum of four (4) required times** with the professor on the practicum project during the semester. Locations TBA. Other individual student meetings can be scheduled as needed. The two checkpoints will be done through email.
 - 1) Orientation meeting – Set future meeting dates and overview of syllabus
 - 2) Week 3 or Week 4 – Project selection, annotated bibliography, permissions, calendar schedule
 - 3) Week 6 or Week 7 – Project proposal
 - 4) Week 9 or Week 10 – Project progress and field hours checkpoint #1 – email
 - 5) Week 12 or Week 13 – Project progress and field hours checkpoint #2 – email
 - 6) Week 15 – Submit and present final paper or finished product
- H. Evaluation: The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be the following:
 - 1) Annotated Bibliography (See website; minimum of three references; at least one book) up to 10 points
 - 2) Proposal up to 20 points
 - 3) Meeting with professor and checkpoints completed up to 10 points
 - 4) Final created project product(s) or artifact(s), and evaluation results up to 50 points
 - 5) Final powerpoint presentation of project and learning (5-10 minutes) up to 10 points
- I. **Satisfactory grades will be assigned for meeting minimum required hours in the school placement (90 hours) and to projects that earn at least 80 points.**
- J. **Save and submit your final project to your graduate advisor for scoring and to meet your GPWS requirement.**

8. Field Based Project/Study Areas of Choice – Any proposed project must be planned in concert with your classroom teacher and have his/her permission in writing on school letterhead to do so

A. Curriculum Development – You will propose to develop a small area of curriculum to meet a targeted need or learning goal in the topic area of interest or specialization in the secondary classroom. Curriculum development, even on the small scale, goes through a research and development (R & D) process or cycle where new curriculum is developed based on research on best practice, tested with students in real classrooms, and then modified for greater success in the next round of testing before being packaged for widespread use. The goal in this process is both pedagogical ease of use and maximum student learning. You will be required to complete one round of the R&D cycle with your curriculum. **Curriculum can be the development of a unit (series of lessons and assessment) that meets a learning need.** This project may be designed with knowledge of curriculum and teaching developed in the core disciplinary courses, CTSE 7510/7530/7540/4090/4100. **You must obtain your teacher's approval in writing before testing any new curriculum elements in the classroom.**

B. Teaching Practice – You will propose to implement a teaching method that can be used to help students learn in the topic area of interest or specialization in the secondary classroom. Numerous teaching methodologies exist that are supported by research in helping students learn better under specified contexts. Examples include peer tutoring, cooperative learning, and immediate feedback, to name a few. You must devise an assessment plan to determine the effectiveness of your implemented method within your teacher's existing curriculum. This project may be designed with knowledge of teaching practice developed in the core disciplinary courses, CTEE 7510/7530/7540/4090/4100. **You must obtain your teacher's approval in writing before testing any new teaching approaches in the classroom.**

C. Assessment Development – You will propose to research and develop appropriate authentic assessments (formative and/or summative) that better gauge what students 'know and can do' in the topic area of interest or specialization in the secondary classroom. Many new, reform-based, standards-based curricula exists that need stronger means of assessing students in authentic situations. Devised assessments must meet learning goals as well as give the classroom teacher feedback on student learning before end-of-unit testing. New assessments must be 'tested' on students in appropriate settings at low risk in order to obtain needed data for refinement and future use. **You must obtain your teacher's approval in writing before testing any new assessments in the classroom.**

D. Differentiated Instruction Plan – You will propose to research and develop a systemic plan to meet the learning needs of diverse learners in the topic area of interest or specialization in the secondary classroom. Diverse learners may include, but not limited to, English language learners, inclusion students, students from different cultures, to name a few. Many general educational approaches do not take into account meeting the needs of these students. Meeting the needs of these learners is important for ALL students to achieve at high levels. You will implement your plan and must assess its effectiveness on student learning. **You must obtain your teacher's approval in writing before implementing any new approach to meeting the needs of your targeted population in the classroom.** Proposals involving special education students who have IEPs may require the approval of their IEP committees before changing intervention strategies.

9. Class Policy Statements

Participation: Students are expected to attend all scheduled class meetings and participate in discussions and in all facets of the project. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed meetings and late work. **Failure to submit work on scheduled due**

dates without prior agreed upon arrangement will result in point loss. Work that is more than one week late will not receive credit.

Attendance/Absences: **Attendance is required at each class meeting as well as a minimum of 90 clock hours in field placements.** All missed field hours must be made-up as soon as possible to meet the minimum required hours for the practicum. Other than sudden illness or family emergency, students must notify their classroom teacher and instructor in advance of any missed obligation, and make agreed upon arrangements to make up missed time. Students should do the same immediately after a sudden illness or emergency as soon as possible. Students who frequently miss required field obligations (more than three times) and scheduled campus meetings (more than one) will not be able to obtain the required assistance and minimum hours for the practicum and will be withdrawn from the course.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- ☐ Engage in responsible and ethical professional practices
- ☐ Contribute to collaborative learning communities
- ☐ Demonstrate a commitment to diversity
- ☐ Model and nurture intellectual vitality

9. **Justification for Graduate Credit**

This course will allow individual graduate students to pursue in-depth study of advanced topics within their respective areas of specialization in a school setting. Although guided by the professor at periodic checkpoints, the course requires independent work of the student to design, develop, and produce a product for presentation and evaluation.

Practicum in Area of Specialization
(Prepare two copies: one for the instructor and one for the classroom teacher)

A. Heading: CTSE 7910 Practicum in (Area of Specialization).

B. Professor's Name; Cooperating Teacher's Name

C. Title of project

D. Semester and Year

E. Student Information

a. Name

b. Address

c. Phone number and email address

F. Date

G. Contract sign off (Student) (Date)

(Professor) (Date)

(Cooperating Teacher) (Date)

1. The Project and its Significance (2 points)
Discuss with some detail the educational project proposed in the specific area of the proposed practicum: What will you do? What will you make? (1/2-1 page).
2. Supporting Evidence and Rationale (4 points)
Describe preliminary planning already accomplished, observations made, problems between theory and practice, and review of related literature which provide a rationale for the proposed objectives of the practicum: Why are you doing this project? (1-2 pages).
4. Objectives (2 points)
Write the specific objectives to be achieved by the proposed project. Each written objective should have measurable outcomes that will be evaluated for the outcome of the project: What do you hope to achieve? (no more than 3 objectives)
5. Project Design (3 points)
Describe the operational plan for implementing the project and indicate why the plan is appropriate for achieving the stated objectives: How will you do it? Describe how you envision the final product (or artifacts) and its usefulness to the classroom teacher: How will it look and be useful? (1 page)
6. Activity Management (2 points)
Indicate in chronological order the events and the time frame for their completion. (steps and dates)
7. Resources (2 points)
List the resources needed to complete activities and objectives and briefly explain how they are to be used. (bulleted list)
8. Evaluation (3 points)
Describe how you will assess or evaluate students on the outcomes of your project and the criteria for success or attainment: How will you know if you are successful?; and attach all instruments, forms, check-sheets, questions, tests, etc. that you will use. Evaluation should measure each objective for student outcomes. (Attach)

A final project product/artifacts, analysis of results of student learning, and reflection on teacher learning are required. Propose a detailed evaluation scheme or rubric for the completed project – worth 50 points – which reflects the process: Original product/artifacts, student results, teacher reflection on learning, and suggested modification for the next cycle. *Evaluation scheme to be approved by the professor.*

CTSE 7910: Time Sheet for Field Hours (90 hours total minimum)

Name: _____ Cooperating Teacher: _____

School: _____ Grade: _____ Term: _____

Students are required to complete a minimum of 90 clock hours of field experience as part of the practicum requirement.
Any scheduled lab time missed must be made up in order to complete your required hours.

Weeks <small>Write in the dates each week</small>	Activities/Instruction/Tasks Completed <small>In Lab Placement Describe/list activities/instruction/tasks you participated in this week.</small>	Total Hours Completed for Week	Sponsor Teacher Signature – to be signed each week
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13			
Week 14			

I verify that the practicum student has spent a minimum of 90 hours in my classroom this term.

Cooperating Teacher's Signature: _____ Date: _____

MEETING DATES:

Instructor: _____ **Office hours:**

Cooperating Teacher: _____ School/Grade: _____

Subject (if applicable): _____ Email: _____

Meeting #1: _____

Materials Due: **Printed and read syllabus**

Meeting #2: _____

Materials Due:

Meeting #3: _____

Materials Due:

Meeting #4: Via email or distance learning _____

Materials Due:

Meeting #5: Via email or distance learning _____

Materials Due:

Meeting #6: _____

Materials Due: