



EDUC 4513: Education & Practice Spring 2012

NOTE: This is the generic template for the EDUC 4513: Education & Practice syllabus. Your supervisor will provide a specific version for his/her section of the course.

Instructor Contact Information

To be inserted by supervisor.

Course Overview

Education and Practice is a seminar that provides opportunities to synthesize and apply what you have learned in prior courses and field experiences as you develop the habits of mind and practices of an effective teacher.

As a student, you have years of experience as a learner (and non-learner) in varied classroom settings. Your new role as a teacher places the responsibility on *you* to create a classroom environment that is dynamic, challenging, and focused relentlessly on your student's learning. Although student teaching is the culminating experience in your teacher education program, it is just the beginning of your development as a professional educator. To get the most out of this experience, consider student teaching as a course in which you have multiple instructors--your cooperating teacher(s) and your university supervisor. If you approach every day as an opportunity to learn and grow as a professional educator, this will be a rewarding and productive experience for you.

Through seminar discussions we will tackle many issues new teachers grapple with, including expectations, adapting to school cultures, effective instruction, classroom management, assessment, and communication with students, colleagues, and their parent/guardians. No course could address every situation a person might encounter in student teaching. As such, topics taken up in seminar will evolve and vary based on our observed and identified needs. **Don't hesitate to ask for help and clarification when unexpected situations arise.**

Co-Requisite Course

This seminar is taken concurrently with the appropriate student teaching course for your program (see list below).

EDUC 4691- *Elementary Student Teaching*

EDUC 4701- *(8-14) Student Teaching - Elementary 2 (for K-12 Music)*

EDUC 4712- *(8-14) Secondary Student Teaching*

EDUC 4722- *(4-8) Secondary Student Teaching II (for Foreign Languages)*

EDUC 4732- *(4-12) Student Teaching K-12 (for K-12 Music)*



Course Objectives

- Describe, explain, and analyze your practice to understand the impact of your teaching on student learning
- Synthesize and apply concepts introduced in prior course/field work to explain and analyze teaching and learning
- Reflect upon dilemmas of practice, including competing values and goals that influence choices and decisions you make
- Extend your content knowledge and build pedagogical content knowledge
- Develop a stance and identify about who you are/want to be as a teacher (your core commitments and how you will live them in your daily practice)
- Examine critically your beliefs about and your abilities to support and extend the learning of *all* students
- Examine critically how schools work and your abilities to be productive member of a school community

Required Resources

- Teacher Performance Assessment Handbook for your content area
- Professional Practice in Student Teaching Handbook

Optional Texts, Materials & Other Resources

Supervisors insert readings or resources.

Course Assignments

Your course grade will be based on the following assignments:

- Teacher Performance Assessment (50%)
- Written Assignments (40%)
- Attendance, Participation (10%)

Teacher Performance Assessment (50%)

The TPA is a summative, subject-specific assessment of teaching performance that demonstrates your readiness for licensure. Evidence of teaching competence consists of authentic artifacts documenting teaching and learning during a learning segment lasting approximately 3-5 lessons/hours and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the TPA, you will apply what you have learned from your coursework about research, theory, and best practices related to teaching and learning.

The TPA comprises four tasks: (1) Planning Instruction & Assessment, (2) Instructing & Engaging Students in Learning, (3) Assessing Student Learning, and (4) Analyzing Teaching. The TPA Handbook provides extended guidelines for completing each task as well as rubrics for evaluating evidence provided in the TPA.

You must complete the TPA in order to pass this course. Full credit for completion involves (1) uploading thorough and complete TPA tasks and artifacts to the Pearson Platform and (2) submitting a properly-formatted DVD to the Office of Student Services (room 151). More details on each step will be provided later in the semester.



In spring 2012, we are participating in the national field test of the TPA. Your TPA will be scored externally by nationally-calibrated scorers. Scores will be available in mid-late July 2012 and will be forwarded to you via your coloardo.edu email account. In addition, you will receive internally-generated narrative feedback on your TPA tasks at the end of the semester.

Performance-Based Standards **satisfied** through the TPA:

- If completing a TPA in Elementary Literacy or Secondary English Language Arts: 1.1, (1.2 depending on grade level) 1.3, 1.4, 1.5
- If completing a TPA in Elementary Math or Secondary Mathematics: 2.1, 2.2
- For all student teachers completing a TPA: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 4.1, 4.2, 4.3, 5.3, 5.4, 5.5, 5.7 5.9, 6.1, 6.2, 6.3, 6.6, 8.5

Written Assignments (40%)

Supervisors insert written or other graded assignments. Examples of typical assignments include: reflection journals, letter of introduction to parents, personal growth essays, TPA Task Planning sheet, analysis of and reflection upon Student Engagement Survey data administered to k-12 pupils etc.

Performance-Based Standards **satisfied** through written assignments: 8.5.

Attendance & Participation (10%)

You are expected to prepare for, attend, and actively engage in all seminar meetings.

Performance-Based Standards **satisfied** through) through attendance and participation in seminar: 8.5.

Session Dates/Topics & Table of Assignments/Due Dates

Supervisors provide table with specific information regarding exact seminar dates/locations as well as seminar topics, assignments, and due dates for all TPA tasks and other assignments.



University Policies

Accommodations

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community N200, and <http://www.colorado.edu/disabilityservices/>

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices/>

Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, {{insert your procedures here}}

See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at

<http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at

<http://www.colorado.edu/odh>

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>