MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS

Course Prefix and Number: EDE 9413

Course Title: Practicum in College Teaching

Credit Hours: Three (3) semester hours

Type of Course: Practicum

Catalogue Description: Teaching of at least one course in education, under the supervision of a senior staff member. (Same as EDS 9413).

College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. To provide advanced teacher candidates opportunities to examine and engage in the application of professional teaching standards in the elementary teacher education program. (CFPO #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

2. To provide advanced teacher candidates opportunities to plan and develop meaningful learning experiences for students majoring in elementary education. (CFPO #1, 2, 3, 5, 7, 10, 11, 12, 14)

3. To provide advanced teacher candidates opportunities to observe and model best teaching practices at the college level. (CFPO #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

4. To provide advanced teacher candidates opportunities for assessing and evaluating the academic performance of college level students. (CFPO #1, 2, 3, 4, 5, 7, 10, 11, 12, 13, 14)

5. Upon completion of this course, the student will be able to:
    a. identify, sequence, and elaborate content in the area of elementary education for delivery in a college course in elementary education;
    b. select methods and materials to motivate preservice teachers in elementary education
    c. prepare a syllabus and other learning materials for a elementary education methods course; select appropriate techniques to present elementary education course content, including lecture, discussion, demonstration, media presentations, and guest speakers;
    d. maintain a classroom climate conducive to learning through interactions with students as individuals and groups;
    e. develop formats for assessing elementary education teacher candidate knowledge and skills, including quizzes, exams, and interviews;
    f. develop formats for evaluating course content and instructor effectiveness; and maintain accurate student records for assignment of course grades. (CFPO #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

Topics to be Covered:

I. Teacher education program standards (6 hours)
    A. NCATE/CAEP Standards
    B. Interstate New Teacher Assessment and Support Consortium Standards
    C. Mississippi Department of Education Process and Performance Standards
    D. Specialty Professional Associations Standards
    E. National Board for Professional Teaching Standards
    F. Common Core State Standards

II. Teaching elementary education at the college level (39 hours)
   A. Instructional planning and development in elementary education
   B. Assessing teacher candidate performance in elementary education
   C. Evaluating teacher candidate performance
   D. Utilizing assessment data
   E. The role of reflective practice and continual improvement in elementary education teacher education

Required Texts:

Texts required will be the textbook required in the field course along with associated pedagogy and content area readings to build expertise in the discipline, and will vary depending on the course being taught.

Methods of Instruction:

Seminars, observations, student-group discussions, shadowing, and individual student assignments.

Suggested Student Activities:

1. Design instructional plans that match course objectives, under supervision of a faculty member. (Course objectives 1, 5)

2. Participate in the following instructional activities under supervision of faculty member: a. administration of assessments, b. grading of assessments, c. identification of supplementary readings d. assistance in preparation of audiovisual and other instructional materials e. assistance in scheduling f. presentation of lecture or leading of group discussion while being observed by faculty member, assist in the design of assessment strategies and rubrics to evaluate course products, performance and knowledge under supervision of a faculty member. (All course objectives)

3. Assist in the development of teaching materials, handouts, and other resources, under the supervision of a faculty member. (Course objectives 2 and 5)

4. Prepare instructional plans and teaching of selected course topics, under the supervision of faculty member. (Course objectives 1, 3)

5. Hold a preconference session with faculty prior to instruction and present faculty with instructional objectives, plan and assessment. Develop an observation instrument for faculty to provide feedback. (Course objectives 3 and 4)

6. Keep a reflective journal focused on your experiences and insights in the instructional design, delivery and assessment of the class. (Course objectives 1, 2, and 5)

7. Develop and keep a portfolio of methods and materials utilized during the course. (All course objectives)

Honor Code:
Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information visit: http://students.msstate.edu/honorcode

Technology:

Technology will be used in both the delivery of the course content and through course requirements completed by graduate students. Delivery of course content will use PowerPoint presentations, materials on the Internet and MyCourses. All course assignments will be completed using appropriate software.

Diversity:

Student will examine materials for appropriateness to use with diverse learners.

Students with Disabilities:

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus that assists students requesting academic accommodations based on a disability. For additional information contact SSS at http://www.sss.msstate.edu/ or by phone at 662-325-3335

Field Component

As a practicum course, this course is based in the field. Students in the course participate in co-teaching a college level teacher education course.

Evaluation of Student Progress:

Student progress will be evaluated on the basis of quality of the written and oral work completed during the practicum, the quality of the instruction conducted during the practicum, and the degree of thoughtful reflection demonstrated by the student during the practicum experience.

Grading Policies:

Grades will be determined as follows:

A = 90 and above
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = less than 60

Attendance:
Attendance is mandatory. If absences occur, additional days may be required at the discretion of the Practicum Supervisor. If absences cannot be made up and/or if excessive absences occur (more than 10% of total practicum days), the student may be asked to withdraw or will be assigned a grade of Unsatisfactory.

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