COURSE SYLLABUS

COURSE TITLE: Secondary Level Teaching Practice
COURSE CODE: EDPE 4246
CREDITS: Six (6) (Cert, 2005-2006-20)
HOURS/WEED: 20 Hours per week with Laboratory and Seminar
SEMESTER AND ACADEMIC YEAR: Second Semester 2009-2010

COURSE DESCRIPTION: Candidates will teach four hours per day, five days per week during a semester in the public school system of Puerto Rico, under the orientation and supervision of cooperating teachers and a teaching practice supervisor. This teaching experience is enriched through conferences, demonstrations, directed observations and the participation of all activities pertaining to the work of an active in-service educator.

COURSE GOALS:
- Prepare the candidate to carry out teaching tasks, mission, roles, responsibility and activities that are performed by educators in the classroom, school and community. (NCATE/TESOL 2, 3, 4, 5)
- Prepare the candidate to offer possible solutions to situations in the classroom, to students and in school. (NCATE/TESOL 5)
- Prepare the candidate in the performance and effective practice of the aspirations and goals set by the Department of Education of Puerto Rico: laws, standards, changes and achievement of academic excellence. (NCATE/TESOL 3, 5)
- To promote and strengthen the existing ties between the home, school and community. (NCATE/TESOL 2, 5)
- To motivate and promote the candidate towards professional development through seminars, lectures, demonstrations, conferences, etc. (NCATE/TESOL 5)
- Prepare the candidate towards accepting and promoting effective social, cultural, educational change within our society. (NCATE/TESOL 2, 5)

Specific Course Objectives:
- Effective applications of methods and techniques to meet needs based on diversity and achieve academic excellence in the teaching and learning process. (NCATE/TESOL 3)
• Identify, analyze and reflect on situations that affect the teaching and learning processes and how these can be improved. (NCATE/TESOL 5a)
• Develop effective skills such as lesson planning, completion of roll books, report preparation, test tabulation, preparation of teaching artifacts and materials, evaluation of learning, selection of learning materials, use of motivation techniques, human relations, preparation and participation of extra and co-curricular activities in school and the community. (NCATE/TESOL 2b, 3 a-c, 4 a-c)
• Application of classroom management techniques and strategies. (NCATE/TESOL 3b)
• Develop in candidates the following dispositions:
  o Respect for diversity.
  o Model and promote fairness.
  o Demonstrate a reflective approach towards teaching and learning.
  o Recognize that every student had the potentiality of learn and be successful.

Candidate Proficiencies:

The candidates will demonstrate the following proficiencies:

1. Knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings
2. Knowledge of the current philosophies, and the social and psychological repercussions for candidates in their teaching practice.
3. Ability to obtain, analyze critically, evaluate, and use information effectively for inquiry and decision making
4. Mastery of language and communication skills
5. Mastery of the methods, strategies, and techniques for an effective teaching and learning process
6. Knowledge and application of the practices of planning and development of educational tasks, and the assessment of learning in the classroom
7. Knowledge and effective use of technology as a tool for the learning process
8. Awareness of ethical, and aesthetic values, and respect for diversity to facilitate learning for all students
9. Ability to interact effectively as a facilitator of learning, demonstrating professional behavior and commitment to lifelong learning
PPM-UPRAg Professional Dispositions:

The PPM-UPRAg candidates demonstrate that they:
1. Respect diversity
2. Model and promote fairness
3. Demonstrate a reflective approach towards teaching and learning
4. Recognize that every student has the potential to learn and be successful

Content Outline: (according to the Teaching Practice Manual)

What is the teaching practice?
Vision of PPM-UPRAg
Mission of PPM-UPRAg
PPM-UPRAg Philosophy
PPM-UPRAg Purpose
PPM-UPRAg Goals
Calendar and Duration
Liability Insurance
PPM-UPRAg Logistics
Teaching Practice Center Selection
Teaching Practice Center Internship or Experience
Time Schedule and attendance
General Guidelines
Process that will develop during teaching practice
Dress Code
Candidate’s Responsibilities
Supervision Team
Cooperating Teacher
School Principal
School District Superintendent
Candidate’s Formative Evaluation Process
Legal Aspects
General Orientation for Cooperating Teachers
Appendices
  - Documents to be signed by all who receive a copy of the teaching manual.
  - Official Letters from the Department of Education of Puerto Rico

Required textbooks:


EVALUATION STRATEGIES AND GRADING SYSTEM

- Candidate’s Teaching Portfolio and Roll book Rubric 52
- Candidate’s final evaluation 87
- Teacher Work Sample Rubric 99
- Lesson Planning Evaluation 60
- Student Teaching Evaluation 228 X 2
- Action Research Oriented Project 50

Total: 804

CERTIFICATION #10

“Evaluación diferenciada a estudiantes con impedimento”. “La evaluación responderá a la necesidad particular del estudiante.” (Ley 51)

Grading system:

100-90 A
89-80 B
79-70 C
69-60 D
59-0 F

BIBLIOGRAPHY:


San Francisco: Longman.


Online Resources for Educators:


Revised: January 2010 (HS)