Southeastern Oklahoma State University
Teacher Education Program Syllabus

(Course Number and Title)

Teacher Education Program Theme: “Teacher Manager of Learning”. A manager of learning is able to effectively plan and deliver instruction while motivating and assessing students.

This syllabus format was originally developed and approved by the Teacher Education Council for the 1996 NCATE Accreditation Visit. Neither NCATE nor the state of Oklahoma has a required format for the syllabi. The expectations are that the professional education course syllabi be common and be detailed enough to show how Learned Society, NCATE, and State Standards are met.

TITLE:

PREREQUISITES:

CATALOG DESCRIPTION: (Include description just as it is written in the catalog.)

PORTFOLIO COMPONENT:

MAJOR GOALS: (These are the major goals you have for your students. It’s what you want them to know in a global sense by the end of the course. This can usually be done with 5 - 8 major goals.)

Examples:
1. To be able to identify the mental, physical, and psychological characteristics associated with learning disabilities.
2. To be able to identify learning strengths and weaknesses through observation, informal tests, and formal tests.
3. etc.

DEMONSTRATION OF COMPETENCIES:

• List General Competencies that will be addressed in this course (See attached list).
• After each competency, list the activities you have planned for students to be able to demonstrate proficiency in that competency.
• How will you assess achievement of each competency?

Competency #1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Instruction:
The concept of planning a lesson will be taught in three stages: 1) Basic writing of a lesson plan; 2) Teach a lesson plan to colleagues in class. 3) Teach a series of four sequenced lessons to a group of public school students.

Assessment:
Competency will be considered achieved if the student presents a well written lesson plan, can evaluate the effectiveness of the lesson taught, and demonstrates appropriate follow-up plans.

Competency #3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

Instruction:
The concept of learning styles will be explored and taught at the application level. A learning styles test will be administered to the class so they will understand their own learning style.
Students will administer and analyze a learning styles inventory to a group of public school students. Students will also be taught a variety of ways to teach and what works best with certain individuals based on their age, learning style, developmental level, and personality. In addition, students will have learned appropriate modifications and adaptations from EDUC 4334 and will be expected to apply that knowledge in demonstrating this competency.

**Assessment:**
The learner will demonstrate the ability to create appropriate learning opportunities to meet the individual differences of learners in the lesson plans he/she will write, execute, and analyze.

**Competency # 4 (etc)**

**CONCEPTUAL FRAMEWORK:** (This may be a two or three paragraph description of the knowledge base that you are addressing in this course including references, or if you prefer to address each objective with the supporting reference, that will suffice. Basically, you are proving that what you are teaching is based in solid research and that it fits into the overall conceptual framework of your program.) For example, if this is a math methods class syllabus, the reader would expect to see elements from the recent TIMMS research as part of the knowledge base.

**RESEARCH OR PROJECT COMPONENT:** (Describe research or project required in this course.)

**Example:**
Term paper (10-25 pages). Each student will write a proposal for a topic of research. Upon approval of the topic and the approach to writing the paper, the student will write a scholarly research paper on some phase of assessment or correction of reading disabilities.

**FIELD COMPONENT:** (If there is a field component in this course, describe it here. If not, simply say "None.")

**Example:**
Student will work with assigned children from the community on three clinic nights. These children are tested for two hours and the student then writes a Diagnostic reading report which, when approved, is sent to the parents. Also, students may visit the various reading and tutoring clinics in town and prepare a comparative report for extra credit. When possible, the entire class will visit a local reading clinic that hires only reading specialists and/or special education teachers.

**DIVERSITY COMPONENTS:**

**Multicultural Component:** (Describe how you address multicultural issues in this course. This must be included in every syllabus.)

**Example:** Multicultural education is integrated into the subject matter and activities of the course in the following ways:
1. Students will learn how to recognize dialectical elements in children’s speech and oral reading.
2. Students will study language and cultural differences in terms of reading disabilities.
3. Students will examine how tests may be culturally loaded.
4. The inverse relationship between socioeconomic level and incidents of reading problems will be explored.

**Special Education Needs Component:** (Describe how you address ways a teacher can meet the needs of special education students in this course. This must be included in every syllabus.)

**Example:** The concept of special educational needs is addressed in the following ways:
1. Study of “least restrictive environment” in cases of dyslexic children, slow learners, remedial students, etc.
2. A special education supervisor will discuss the procedures used for identifying dyslexic children in his/her school district.
3. A special education teacher will demonstrate how to accommodate learning disabled and dyslexic children in a regular classroom.
4. Students will visit full inclusion classrooms and prepare a short paper of their observations and interviews with the classroom teacher and the special education teacher.
5. Students will learn how to adequately implement an Individualized Educational Program (IEP).

**PERFORMANCE ACTIVITIES:** (Describe the textbook(s), manual(s), etc., and any other activities that will enable students to learn what you expect them to learn.)

Example:
1. Use of adopted textbook(s): List author, publishing date and title. (Needs to be a recent edition.)
2. Class participation as follows:
   a. attending and outlining lectures by the instructor and selected visitors.
   b. administering specific tests and turning in the results with an audio-tape for critique.
   c. development of a term paper.
   d. sharing research paper using multimedia approach.
   e. development of a remedial reading kit.

**ASSESSMENT:** (Describe how you are planning on evaluating student’s work. You may want to include your grading scale.)

Example:
1. Three diagnostic reading reports 30%
2. Research paper 30%
3. Final exam 30%
4. Class attendance and quality of participation 10%

Grading Scale:
- 93% - 100% A
- 88% - 92% B
- 76% - 85% C
- 68% - 77% D
- Below 68% F

**SUPPLEMENTARY READINGS OR ACTIVITIES:** (Limit to only those readings that will actually be used and that students can attest to being familiar with when questioned by the NCATE team, such as material on reserve, articles you expect them to read, etc. Make sure to include some of the most recent research, and list these readings in APA style. Do not include textbooks in this list unless you actually expect students to access information from them that are pertinent to the course. The NCATE team will be talking to students to discover how realistic these supplementary readings or activities really are.)

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Special Accommodations: Any student needing special accommodations due to a physical, mental or learning disability should contact Mrs. Susan Dodson, the Coordinator for Student Disability Services, Hallie McKinney, Room 115B or call (580) 745-2394 (TDD# 745-2704). It is the responsibility of each student to make an official request to the Coordinator for academic accommodations.