



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Teaching Secondary School Science Practicum

COURSE NUMBER:

SCE 4941

COURSE DESCRIPTION (with prerequisites):

This course is designed for students who are majoring in science education and who will be obtaining teacher certification in grades 5-9 or 6-12. This practicum accompanies SCE 4330 and provides students with opportunities to present interactive curriculum projects to secondary school students in local area school districts. Students spend a minimum of 30 school-based hours in the secondary school classroom. Project presentations will be coordinated with in service secondary school teachers and their curriculum schedules and needs. This course addresses specific State-Adopted Standards, subject matter competencies, and pedagogy pertinent to the discipline and required for certification. 1 credit hour. Corequisite: SCE 4330

NAME(S) OF INSTRUCTORS:

Dr. Amanda Clark
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EFFECTIVE ACADEMIC YEAR:

2015-2016

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

Suggested

1. Florida Educator Competencies and Skills
<http://www.fldoe.org/asp/ftce/ftcecomp.asp#Fifteenth>
2. Florida Educator Accomplished Practices
3. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, 2012 ([free PDF](#) from National Academies Press and [hard copy](#) from NSTA Press)
4. *Common Core Standards Initiative* (<http://www.corestandards.org>)
5. *Science K-8 An Integrated Approach*, Edward Victor, Richard D. Kellough, Robert H. Tai, 11th Edition, 2008, Pearson, ISBN-13: 978-0-13-199210.
6. *Science Instruction in the Middle and Secondary Schools*, Chiappetta, E.L., Koballa, T.R., Seventh Edition, 2010 Pearson, ISBN-13: 978-0-13-715304-6
7. *National Science Education Standards*. National Research Council (1996). Washington, DC: National Academy Press. [Available]

<http://www.nap.edu/books/0309053269/html/R1.html> [Standards]

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS					
STUDENT LEARNING OUTCOMES FOR SCE 4941 The student will:	NSES/ State-Adopted/ Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Science 6-12	Professional Ed.	
Draw upon knowledge from the Competencies/ Skills, Accomplished Practices, National Standards, State-Adopted Standards , and the Florida Code of Ethics to complete assignments, observe, and interact with teachers and students in the high school classroom.	Selected standards based upon practicum assignment.	E-1, E-2, E-3, E-4, E-6	Selected indicators for competencies based upon practicum assignment.	6.1,6.2, 11.1, 11.3, 12.3,	Teaching – lesson plans & SD Task 4.1_2.1 - RU
Plan and teach appropriate lessons to high school students	Selected standards based upon teaching assignment. (documented as part of the lesson plans.)	E-1, E-3	Selected indicators for competencies based upon practicum assignment.	4.1,4.2, 7.3,7.4,10.1, 10.2,10.3, 12.1, 12.2,	Teaching lesson plans & SD Task 4.1_2.1 - RU
Use effective classroom management strategies		E-2		9.1,9.2,9.3, 9.4	Teaching– lesson plans & SD
Cultivate or nurture interest in science, especially for the Florida environment and its conservation, preservation and protection	NSES content Standard C	(E-3) 3.1	2.2		
Evaluate student progress in science by effective use of questioning, observation, and appropriate test construction.	NSES Teaching and Assessment Standards	(E-3) 3.6, (E-4) 4.2-3			
Demonstrate how reading (FCAT Reading) and language arts skills (FCAT Writing) and mathematics (FCAT Math) can	NSES A1	(E-1)1.6	8.2, 8.4	8.2-5	

be effectively integrated					
Demonstrate how an interdisciplinary lesson can be effectively integrated	NSES U1-U5	(E-3) 3.5		11.2	
Demonstrate proficiency in designing/planning science lessons and assessments for accommodating diverse learners and limited English proficient students (LEP).	NSES Teaching and Assessment Standards	(E-5)5.5		3.1, 5.1-2	Task 5.4.2 R-U
Demonstrate proficiency in reflecting on teaching (for diverse learners) and assessment to accommodate changes in instruction	NSES Teaching and Assessment Standards	(E-3) 3.3-4, 3.10	1.2-4	1.3	Task 5.4.2 R-U
**Assessment Codes					
T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition		

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

- Attend and participate in class regularly.
- Read all assigned material before class.
- Study in-class notes and on-line (Canvas) materials.
- Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
- Seek opportunities to practice teaching skills through tutoring and substituting in **K – 12** schools.
- Collaborate with peers and other professionals.
- Work with your instructor to identify a practicum site during the first two weeks of class. Meet the teacher of your 9 – 12 practicum class(es) to set up a specific time to attend each week. Obtain the e-mail of your teacher. Notify your teacher of any changes to this schedule.

ASSIGNMENT AND/OR COURSE OUTLINE

Course Evaluation Criteria:

- Observation Log (50%)
- Tasks (50%)*

Your final grade will be based upon the college grading scale.

**Tasks must meet the criteria for “demonstrated” as determined by the scoring rubric to earn credit for this course.*

A task judged as “partially demonstrated” or “not demonstrated” must be resubmitted for the purpose of demonstrating the accomplished practices. The original grade will be used when calculating the course average. Points will not be deducted or added for resubmission.

No grade will be given for the course until all tasks have been successfully demonstrated.

The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

Students enrolled in SCE 4941 will be required to complete following:

A. Task 4.1_2.1 (1.1, 1.2, 1.3, 1.4, 3.1, 3.4, 3.6, 3.7, 3.10, 4.2): The teacher develops unit of a minimum of five lesson plans that address appropriate English/Language Arts content for a unit of study. The lesson plans must facilitate students' use of critical and creative thinking skills and make use of appropriate technology. The teacher candidate delivers the lessons in a secondary classroom and analyzes impact on student learning. The product consists of the lesson plan(s), assessment results for the class, and samples of all instructional work completed by two students (one in which the student performed as expected and one in which he/she did not) with a detailed analysis of the learning gains and remediation needs for each of the two students.

B. Observation Log

Each student will keep a daily log and journal of practicum experience. Each day in the class, make a note of the events. At the end of the week, discuss the most memorable occurrence of the week. This could be something that happened in your classroom, something you learned, or anything of the like. On the days that you teach, reflection on your impact on student learning.

MAKE-UP POLICY:

A minimum of 30 hours must be logged to receive credit for this course. If absences prevent a student from completing the required hours, he or she must take an incomplete until the hours are met.

Assignments not turned in on or before the due date will be considered late. This holds for students who are absent on the due date.

TENTATIVE PRACTICUM ASSIGNMENT SCHEDULE	
DUE ON or BEFORE	ASSIGNMENT
Week 4	Visit Classroom, meet instructor - Secure a copy of the textbook for the class(es) that you are observing. Begin learning students' names.
Week 5	Work cooperatively with your K – 12 teacher identify a unit for you to teach for Task 4.1_2.1
Week 6	Start assisting in the classroom with individual students. When asked grade papers for your class. Continue to work on Task 4.1_2.1 by developing lesson plans for the unit.
Week 7	Continue assisting in the classroom with individual students and grading student work. Continue to work on Task 4.1_2.1 by refining lesson plans for the unit with your K – 12 teacher and college instructor.
Week 8	Continue assisting in the classroom with individual students and grading student work. Continue to work on Task 4.1_2.1 by refining lesson plans for the unit with your K – 12 teacher and college instructor
Week 10	Continue assisting in the classroom with individual students and grading

	student work. Continue to work on Task 4.1_2.1 by refining lesson plans for the unit with your K – 12 teacher and college instructor
Week 11,12,13	Complete the teaching portion of Task 4.1_2.1.
Week 14	Reflect with K – 12 supervising teacher; Set a personal improvement goal to remediate weaknesses identified in your teaching unit Continue to remediate weakness identified.
Week 15	Task 4.1_2.1 due
Week 16	Reflections on Task 4.1_2.1 and observation log due

See your Instructor First Day Handout for individual instructor assignment schedule.