



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Student Teaching in Science Education

COURSE NUMBER:

SCE 4945

COURSE DESCRIPTION (with prerequisites):

This course requires a teacher candidate to demonstrate pre-professional competencies during a 15 week, full-time internship in a school approved by the department. Contact hours: a minimum of 35 hours per week for 15 weeks. Prerequisite: completion of all program requirements. Corequisite: SCE 4943 or EDG 4936. 10 semester hours credit.

NAME(S) OF INSTRUCTORS:

Amanda Clark, Ph.D.

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Office hours posted on door and website

EFFECTIVE ACADEMIC YEAR:

2015-2016

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

Since this is a field/clinical course, neither textbooks nor reading material will be required.

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 **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 of core content.
- 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 4945 The student will:	State-Adopted/Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Science Education 6–12 or 5-9	Prof Ed	
Demonstrate professional and ethical conduct.		E-6, all indicators		6	Task CC3A - RU
Demonstrate knowledge of core	Specific	E-3, all	Specific	All	Task CC3A-

concepts, including the subject area and professional education competencies.	performance expectations based upon teaching assignments	indicators	competencies based upon teaching assignment	standards	RU
Deliver well-planned lessons that engage students.	Specific benchmarks based upon teaching assignments	E-1,E-3, 1.1, 1.2, 1.3,1.4, 1.5, 3.1, 3.4, 3.6, 3.7, 3.9, 3.10, 4.1, 4.2, 4.3	Specific competencies based upon teaching assignment	7.1, 7.4, 10	Task 2.3.1-RU Task 4.3.2 – RU Task CC3A-RU
Use technology in planning, teaching and evaluating students	Specific performance expectations based upon teaching assignments	E-1. E-2, E-3, E-4, 1.1, 1.2, 1.3, 1.4, 3.4, 3.10, 4.1, 4.2, 4.3		12	Task 4.3.2 – RU Task CC3A-RU
Use a variety of instructional strategies and materials to actively engage students	Specific performance expectations based upon teaching assignments	E-1, E-3, 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.4, 3.6, 3.7, 3.9, 3.10, 4.1, 4.2, 4.3		4, 5, 7.2, 7.3, 7.5, 8	Task 2.3.1-RU Task 4.3.2 – RU Task CC3A-RU
Implement a variety of assessment and feedback strategies		E-1, E-4, 1.1, 1.2, 1.3, 1.4, 3.4, 3.10, 4.1, 4.2, 4.3 4.4, 4.5		1, 11.4	Task 1.3.2 – RU Task 4.3.2 – RU Task CC3A-RU
Maintain a student-centered learning environment using effective classroom management strategies		E-2, E-3 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.6, 3.7, 3.8,3.9, 3.10		2, 9	Task 2.2.1-RU Task CC3A-RU Task 5.4.2-RU
Collaborate with the home, school and large community to support and improve student learning		E-2, E-4, E-5, 2.4,2.5,4.5, 5.3, 5.4		2, 11.1, 11.6, 11.7	Task 11.1.1 – RU Task CC3A-RU
Self-evaluate for continuous professional development		E-2, E-5, E-6 2.4, 2.5,4.5, 5.3, 5.4		3	Task 2.2.1 – RU Task 11.1.1 – RU Task CC3A-RU

****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
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MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Arrive at school site promptly and stay beyond the school day to plan for upcoming instruction.
2. Be in attendance except in the case of emergency. If illness or a personal emergency makes it necessary to be absent, you must first call your cooperating teacher to notify him or her. Then call Dr. Rentz's office to leave a message.
3. Complete assigned projects in a timely manner to enable reflections and revisions of the final product.
4. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

1. **Task 2.3.1 (1.1, 1.4, 1.5, 2.1, 2.2, 2.6, 3.1, 3.6, 3.7, 3.9, 3.10, 4.2, 5.4, 6)** - Being able to critically reflect on your teaching is a skill you need to develop. Choose a class you will be teaching for almost the entire semester. The supervising teacher will complete your first observation in this class (videotaping may be substituted for live observation). With a mentor (your cooperating teacher or College supervising teacher) analyze your teaching. Together you will choose areas upon which to focus for improvement and design a plan to help you improve in those areas. Following this conference, you will reflect in your journal: a critique of the original lesson, the areas upon which you focused for improvement, a discussion of your successes and setbacks, and your plans for continued efforts. You will also analyze your second and third observations with your mentor and identify areas of improvements that you can make.
2. **Task 4.3.2 (1.1, 1.2, 1.3, 1.4, 3.4, 3.10, 4.1, 4.2, 4.3)** - The teacher creates a showcase portfolio of student work over a unit. This portfolio includes samples of work from students in the teacher's class who have exceeded and/or met expectations with regard to targets for critical, creative, or higher-level thinking and those who have not met expectations (at least on an initial evaluation). All samples presented also show that students have acquired and used knowledge in the content area. The final product includes work samples from ten students, a reflection on each student, and a copy of the lesson plans that were used to generate the work. (This is a companion to **Task 1.3.2**)
3. **Task 1.3.2 (1.4, 4.1, 4.2, 4.3, 4.4, 4.5)** - The teacher develops a classroom assessment system for one grading period. The product includes lists of outcomes, pre-assessment activities, and traditional and alternative assessment strategies, as well as a copy of the teacher's assessment recordkeeping system or grade book. (This is a companion to **Task 4.3.2**)
4. **Task 11.1.1 (2.4, 2.5, 4.5, 5.3, 5.4)**- The teacher develops and implements a plan to foster communication with parents/guardians through activities that might include an open house, parent conference, or any other appropriate parent/school function that meets outside of school hours.

5. **Task CC3A (all indicators)** – This is the *final* product to be prepared on the teacher candidate by the Chipola supervising instructor of the internship. It includes major tasks and performance observations from the internship experience. Using the scoring rubric, a decision is reached about whether the candidate has successfully completed the internship.
6. **Task 5.4.2 (2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 3.8)** - The teacher plans a lesson for a class containing diverse students. The teacher is observed to determine effectiveness of instruction with a diverse student population. This observation targets sensitivity, equitable treatment, and planning for students from different backgrounds, cultures, and skill levels.

Students will be assigned two grades for this course. The secondary or middle cooperating teacher will assign one grade using the following criteria: 35%, attendance and punctuality at school site; 20%, knowledge of subject areas; 25%, completeness of lesson plans; 20%, classroom management skills. The college supervisor will assign the second grade based on: 45%, completion of assignments and Tasks; 20%, knowledge of subject areas; 35%, classroom management skills. The student's grade in this course will be the average of these two grades.

**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” may be resubmitted for the purpose of demonstrating the accomplished practice indicator. 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.

Major Assignments and Other Requirements

1. One day at the beginning of your student teaching experience you need to “shadow” a student during his or her full day of classes. Your goal is to develop a better understanding of a typical day in the life of a high school/middle school student. You will prepare a short report (3-4 pages, typed) in which you describe the student's schedule, analysis of cumulative folder (if possible), the nature of his or her classes, and discuss implications for you as a teacher of science. This is NOT just a log of what happened on that day; Write about problems, communication, reasoning, and connections from the point of view of the student, then link them to what that means for you as a teacher. Include strategies or suggestions for improvement after the shadowing. This report is your first assignment.
2. Observations. After an initial visit between you and your cooperating teacher, we will observe you teaching a minimum of 3 class periods for a traditional schedule and 2 class periods for a block schedule. Lesson plans (a planned worksheet will

be acceptable) and journal entries will be checked at the observation. Observations will focus on teaching style, instructional strategies, assessment, planning and preparation, classroom management, use of technology, and use of materials. There will be a debriefing conference following each observation.

3. Regular daily attendance. If illness or a personal emergency makes it necessary to be absent, you must first call your cooperating teacher to notify him or her. Then call Dr. Rentz's office to leave a message.
4. Punctuality to school and seminars.
5. Keep a plan book of all of your lesson plans. This needs to be available at observations.
6. Provide your observer with a copy of your teaching schedule at each seminar.
7. Keep folder with documentation of communications with students, parents, colleagues, administrators, etc.
8. Turn in all assignments on time.
9. Complete all activities on the accompanying checklists
10. Smile a lot and learn a lot!

This will be a very busy semester for you. The sooner you get organized and learn to manage your time, the more you will learn and enjoy the experience.

*TENTATIVE ASSIGNMENT SCHEDULE:		
Class Meeting	Topic	Assignment Due Date
Weeks 1-2	Meet your cooperating teacher. E-mail your Chipola supervising teacher. Get your textbooks and look over the table of contents for what you will cover during the semester. Start preparing those classes for the first week of school – by gathering textbooks, setting up a seating chart, learning the students' names, planning the lessons for the first week and running off any materials that you will need for the first two days and posting your classroom rules. If your school holds open house, plan for the open house and complete Task 11.1.1. Shadow a student. Complete the activities on the Student Teaching Activity Checklist	Shadow a student assignment. Start Tasks 1.3.2, 11.1.1
Week 3	Begin teaching your first class with cooperating teacher in the room. Feel free to contact any of your Chipola College instructors for suggestions or visits.	Task 2.3.1(set date) Task 4.3.2 (determine unit),

	Ask the cooperating teacher, if possible, to step in sometime during a class but not stay during the whole class period. Get frequent feedback from your cooperating teacher on behaviors to maintain and curtail. Complete Student Teaching Activity Checklist	Turn in shadow a student assignment
Week 4	Continue teaching your class without teacher supervision. Continue working on tasks, keep a journal, and reflect with your supervising teacher.	Observation by College supervisor – first part of Task 2.3.1
Week 5	Pick up a second class and teach the two classes. Have teacher supervision in second class for the first week.	
Week 6	Pick up third class and continue teaching the other two classes	Tentative 2nd Observation by College supervisor part of Task 2.3.1
Week 7	Continue teaching the three classes	Tentative 2nd Observation by College supervisor part of Task 2.3.1
Week 8	Pick up the fourth class and continue teaching the other three classes	Continue working on Task 4.3.2.
Week 9	Pick up the fifth class and continue teaching the other four classes	Continue working on Task 4.3.2.
Week 10	Pick up the sixth class, and continue teaching the other five classes	Continue working on Task 4.3.2.
Week 11	Teach all six classes	Tentative 3rd Observation by College supervisor part of Task 2.3.1
Week 12	Teach all six classes	Tentative 3rd Observation by College supervisor part of Task 2.3.1
Week 13	Drop two classes and teach four classes	
Week 14	Drop two classes and teach two classes	Additional observation as necessary - Task 5.4.2 should have been completed at this point
Week 15	Drop one class and teach one class	Task CC3A
Week 16	Reflect on teaching experience with the cooperating	Task CC3A

	teacher and college supervisor. Finish updating portfolio, complete resume and schedule job interviews. Tasks and Portfolio review on campus	completed
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Student Teaching Activity Checklist

Activities to be completed in the first two weeks:

- _____ Compile descriptive data about students in school
- _____ Develop a record keeping journal for instruction for semester **Task 10.2.2**
- _____ Develop classroom assessment system for semester **Task 1.3.2**
- _____ Learn names of students in all your classes.
- _____ Observe cooperating teacher's teaching. Ask about Student Teacher conferences **Task 11.1.1**
- _____ Shadow a student
- _____ Observe in the classrooms of at least two other teachers (mathematics or other subjects).
- _____ Become familiar with the physical plan of the building.
- _____ Become familiar with how to operate various pieces of equipment (OHP, computers, photocopy machine, etc.)
- _____ Learn basic rules and procedures of the school (various forms to fill out, absentee and tardy procedures, what to do about fights and disruptions, etc.)
- _____ Assist with routine paperwork.
- _____ Assist with grading.
- _____ Work with individual students on a one-to-one basis and work with small groups.
- _____ Become familiar with curriculum materials, available technology, other resources, etc.
- _____ Meet principal, assoc. principal, office secretaries, other science teachers, teachers who teach close to your room, and custodial staff.
- _____ Meet counselors and learn what the counseling office can and will do for students.
- _____ Assist with upkeep of classroom (room arrangement, bulletin boards, etc.)
- _____ Find out about Open House **Task 11.1.1**

Activities to be completed during week 3:

- _____ Have frequent evaluation/feedback sessions with your cooperating teacher.
- _____ Be regularly teaching at least one class.
- _____ Videotape one lesson.
- _____ Prepare quantitative and qualitative analyses of student learning

Activities to be completed during weeks 5 through 12:

- _____ Attend at least one extracurricular event (athletics, music, drama, etc.)
- _____ Attend at least one departmental meeting and one general faculty meeting.
- _____ Be responsible for developing assessments for classes that you are teaching. **Task 1.3.2.**
- _____ Maintain grade book (grades, absences, tardies) for classes that you are teaching. This means learning whatever computer system is used in your school. **Task 1.3.2**
- _____ Use the school's materials center to identify materials for use in your classroom.
- _____ Use concrete materials in at least 3 lessons and technology in at least one lesson per week.
- _____ Have a regular evaluation with your cooperating teacher **Task 2.3.1, Task 5.4.2**

- _____ Assess 6-12 Learning outcomes **Task 1.5.1, Task 4.3.2**
- _____ Videotape one lesson and self-report
- _____ Implement plan for **Task 11.1.1**
- _____ Portfolio completed **Task CC3A**

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