

Salish Kootenai College
Teaching Science in the Elementary Classroom Practicum
EDUC 391 - Winter 2017

Course Information

- A. Teaching Science Practicum: EDUC 391, 1 credit
- B. Corequisite: Teaching Science in the Elementary Classroom: EDUC 390, 4 credits
- C. Prerequisite: Admissions to the TEP program

Instructor Information

- A. Instructor: Charles Bertsch
- B. Cell Phone: 406-253-2998
- C. Email: charles_bertsch@skc.edu

Course Description

Teaching Science in the Elementary Classroom Practicum provides students with supervised field experiences related to the content and context of the science methods course. Content focus will be on field observation and reflection and implementation of methods and materials of science instruction appropriate to the development of the K-8 educator.

Course Objectives

Through the successful completion of this course, the candidate will demonstrate that they are able to...

- 1) teach an elementary science lesson that, when appropriate,
 - A) effectively incorporates instructional technology,
 - B) utilizes contextually competent methods and content,
 - C) employs inquiry based learning,
 - D) employs differentiated methods and content to meet the needs of diverse learners,
 - E) provides opportunities for development of science process skills, content knowledge and scientific attitudes and dispositions in students,
 - F) addresses potential student misconceptions,
 - G) utilizes formative and summative assessment, and
 - H) addresses the science content standards.
- 2) employs instructional inquiry and reflective practices to examine their teaching, others' teaching and students' learning.
- 3) utilizes educational resources in supporting their growth as a professional educator.
- 4) exhibits professionalism when working in the K-8 schools.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. If the syllabus is changed in any way you will be notified.

Field Experience Details

Candidates are required to complete ten hours of field experience in which they will observe and engage in science instruction in Flathead Reservation K-8 classrooms. Some of these hours (about 2-3 hours) may be in supervised, guided observations coordinated by the instructor. The remainder of the hours are to be divided between student-initiated observations in multiple diverse elementary science

classroom observations, and finally in a single K-8 classroom in which the student will eventually teach a model science lesson. Details and materials will be provided at the beginning of the course. Students are responsible for their own transportation to and from the schools for all field experiences, and must sign in as guests at the school office and adhere to protocol per each school's policies. Students should **arrive ten minutes prior to the start of each day's field experience.**

At each field experience session, candidates are required to sign an attendance sheet supplied by the instructor. Each candidate must keep a journal of their science field experiences in which they will record anecdotal notes describing the experience. Further, students will complete reflective essays about their field experiences in response to specific questions supplied by the course instructor for each experience. Experiences will be discussed by the entire group in subsequent sessions as a means to examine various educational issues and to tie theory to practice. More details on these requirements are provided below.

Candidates are required to teach a minimum of one science lesson in a K-8 classroom and will be assessed doing so by either an SKC Education faculty member and/or their supervising teacher as part of their course grade.

Professionalism

Candidates are expected to attend all field experience sessions and exhibit professional behavior at all times when visiting the K-8 schools. You are a representative of SKC. You must be prompt, dressed appropriately, sign in as a visitor at the school office, be attentive to the teacher and the class, avoid behaviors that distract instruction, assist the teacher as appropriate, complete assignments in a timely manner, and follow all of the K-8 schools' rules and policies. Failure to do so will result in lost points in the course grade.

Written Reflections/Discussions of Field Experiences

Candidates are required to take anecdotal notes on their observations of classroom instruction during the field experiences and to respond in written essays to a set of questions about instruction provided by the course instructor. Notes should describe significant aspects of the experience. Essays should exhibit deep reflection on the experience and should tie educational theory to practice and to personal experiences in teaching and learning. Further, professional discourse about teaching and learning enhances professional growth as an educator. The 390 class will discuss the field experiences as a group following the observations of instruction and candidates are expected to contribute their insights and observations to this professional discourse.

Evaluation of Teaching

Candidates are required to teach at least one science lesson. Candidates should discuss the lesson with their supervising teacher. In some cases, it may be recommended that you teach a lesson of your choice; in others, you will teach a lesson from the supervising teacher's curriculum. Working closely with your supervising teacher will improve the experience for you and your students. The supervising teacher will evaluate your lesson and, when possible, the 390 course instructor will also be present to observe your teaching and evaluate the lesson.

Other Course Expectations

As would be expected of teachers practicing in the field, teacher candidates are expected to exhibit appropriate conduct and engage in full attendance and participation in class activities. Evaluation of candidate performance is partially dependent on their participation in activities that are only available

during class time, therefore, it is imperative for teacher candidates' success in this course to attend all classes and to participate in all class activities. It is the candidate's responsibility to contact the instructor if an emergency prohibits their class attendance. Candidate conduct in class and in regards to class assignments outside of class should reflect that of an education professional. Please read the Student Code of Conduct found in the SKC Handbook for clarification about attendance rights and responsibilities.

Grading

Reflective essays and anecdotal notes	30 points	100-90 = A
Professional discourse about field experiences	30 points	89-80 = B
Evaluation of candidate's instruction of one science lesson	30 points	79-70 = C
<u>Professionalism</u>	<u>10 points</u>	69-60 = D
Total points possible	100 points	59-0 = F

Relation to Conceptual Framework

The opportunities provided in this course, by placing candidates in the position of both student and teacher, support the teacher candidate in developing perspectives, knowledge and skills as teachers in a social constructivist learning environment, and in developing expertise in experiential and inquiry based teaching and learning, accountability to student learning, reflective practice, and instructional leadership skills.

Attendance

Attendance is mandatory due to the nature of this course. As an adult learner in this class, you are a co-creator in the content of the course. To bring meaning to the course content you will be asked to participate in discussion, group work, presentations and other class activities. A variety of class activities, discussions and presentations will be conducted throughout the course. These cannot be made up, therefore your absence forfeits the opportunity to learn from the activities. Additionally, your absence represents a limitation in the ability of others to learn from you.

In-completes

In-completes will not be given except in the case of serious emergencies such as a death in the family or extreme medical illness. In-completes will not be used in cases where students have not completed assignments and are requesting more time to finish the course requirements. In the event of medical or other emergencies where in-completes are necessary, arrangements including a signed contract for completed work and its timeline will be made with instructor prior to the end of the quarter.

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. Plagiarism involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and site your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from the school.

Instructional Methodologies

The instructor will utilize a variety of instructional strategies including, but not limited to, discovery learning, cooperative learning, group projects, presentations and discussions, case study analysis, web related learning, Smart-boards, guest speakers, and other resources.

Cell Phones

Cell phone use is a distraction to the instructor and other students. By SKC policy, students must keep cell phones off during class.

Disabilities Statement

Reasonable accommodations are provided for eligible students with identified disabilities. SKC complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Stanley Fleming (stanley_fleming@skc.edu, 406.275.4968) or consult the SKC web pages for Students with Disabilities for more information.