BIOS 401, CHEM 401, ENVS 401, GEOL 401 and PHYS 401
Biology, Chemistry, Earth and Space Science, Environmental Science, and Physics Final Clinical Observations and Seminar

Northern Illinois University
Fall 2019
Monday 5:00 PM – 7:00 PM in Faraday Hall Room 129
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This course meets on: Aug 26, Sept 9, Sept 23, Oct 7, Oct 21, Nov 4, Nov 18, Dec 2
(Meeting dates may be added as needed)

Recommended reading


Recommended viewing

Stand and Deliver (1988)

Overview: As a Secondary Science Educator Licensure candidate, you have been invited to observe in a school setting for the semester leading up to your placement as a student teacher. Assuming that the observation experience and your academic semester go well, you will then be student teaching. Your goal during this semester’s observation is to lay the groundwork for a successful student teaching experience by learning as much as you can about your host school’s science department and curriculum. You will also establish a professional working relationship within the department and observe various teaching methodologies at work in light of what you have learned/are learning from your coursework here at NIU. You will also teach at least two lessons with the permission of your cooperating teacher and complete a “practice” edTPA. As the final clinical preceding student teaching, the 401 clinical calls on students to move beyond theory to practice.

You are not new to clinical observation and its unique nature. Always remember that you are a guest in the school, that the teachers and administration have agreed to assist you in your professional development, and that you must lay the groundwork for a successful experience. During your initial visit please share this information with school officials so they know what you are required to do throughout the semester. If they have any questions that you are unable to answer please have them contact me or Mr. Fix directly.

This course meets in conjunction with the second methods course (BIOS 403/CHEM 495/GEOL 495/ENVS 495/PHYS 495). Many of the issues and ideas that come out of your observations will coincide with discussions in the methods course. However, while the topics and the nature of the discussions are related, there are distinct and separate meetings and requirements for the 401 clinical in order to justify separate credit and to satisfy ISBE standards and requirements for
all secondary science educator licensure programs and participants. This class will meet for \textit{eight} selected meetings. Although the dates have been set, some adjustments may need to be made once all placements have been secured and the process of observations are underway. Also, you should expect at least one on-site visit to your placement by program faculty for a joint meeting with your cooperating teacher.

\textbf{Course Goals and Objectives}

As the third of three NIU courses designed to meet the Illinois State Board of Education's required 100 clock hours of pre-student teaching experiences, the 401 clinical calls on secondary science educator licensure candidates in the Departments of Biological Sciences, Chemistry and Biochemistry, Geology, Environmental Science, and Physics to develop new professional skills as well as to continue growing in terms of previous learning.

\textbf{Candidates in this clinical will:}

1. Continue to demonstrate their understanding of and apply the central concepts and methods of inquiry of science to develop meaningful learning experiences.
   a. Students will become familiar with the school's curriculum and the particular subject matter most likely to be taught in the student teaching semester.
   b. In consultation with the cooperating teacher, students will develop and present at least \textit{two} lessons in their discipline \textit{in addition to} the edTPA instruction task.

2. Continue to demonstrate their understanding of the diversity of learning styles and needs as they relate to teacher planning and instruction. Students will observe and
   a. identify learning and teaching methodologies in their major field.
   b. identify how lessons are adapted to meet the needs of all students.
   c. develop ways of motivating students to learn.
   d. incorporate the effective use of technology in their major discipline.

3. Identify and apply a variety of strategies for establishing a positive learning environment in the classroom. Students will
   a. acquaint themselves with the department’s/school’s general policies and the rules of procedure concerning attendance, cheating, classroom disruptions, etc..
   b. observe and develop strategies for establishing a positive and productive learning environment. This includes understanding, implementing and maintaining safety in the classroom and laboratory.
   c. observe and develop classroom management strategies.

4. Continue to maintain professional standards. Students will
   a. communicate professionally with the students and parents, faculty, and staff.
   b. perform duties promptly and professionally.
   c. dress professionally.
   d. establish a professional working relationship with colleagues.

5. Continue to grow in the role of reflective practitioner.
   a. Students will write reflections on classroom experiences and observations.
If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building, and can be reached at 815-753-1303 (V) or drc@niu.edu. Also, please contact me privately as soon as possible so we can discuss your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

Requirements

1. Observation hours and time log

You must observe a class or combination of classes for a minimum of 40 clock hours during the Fall Semester 2019. The average is 80 hours. I strongly suggest observing more. If possible, you should observe two consecutive classes, as this will make it easier for you to teach your own learning segment.

Reaching the 40-hour requirement doesn’t mean you can’t do more observations. Try to be of service to the cooperating teacher as much as possible. In addition to classroom observation you should also attend other school activities (sports events, music concerts, clubs, etc.) whenever possible and familiarize yourself with the school’s facilities such as the library/media center, guidance and administration offices. Also, spend time interacting with other teachers and staff and join in/observe any other activity that school officials believe would prepare you for student teaching.

For each visit, an appropriate time record and activity description must be maintained and submitted. These observation hours must be completed no later than Monday, December 2, 2019. All final 401 time log sheets are due on or before December 2, 2019.

2. edTPA tasks and deadlines

During the course of the semester you will complete a “practice” edTPA comprising three “tasks.” Please note the following deadlines for each task:

Task 1 – Planning for Instruction and Assessment - DUE OCTOBER 1, 2019

Please start conversation with your cooperating teacher as soon as possible to plan topics you will teach. You need to decide what you want to do in your learning segment (Task 2), as Task 1 is all about describing what you are going to teach and how. Your learning segment should use scientific concepts and apply scientific practices through inquiry to explain a real-world phenomenon OR predict reasonable outcomes based on patterns in evidence and/or data. You should also be thinking about your assessments (Task 3), as working backward from what you want students to know will help you figure out how to approach teaching the topic.

Also, working with your cooperating teacher, you will teach one lesson before October 1st and one more after November 1st. So please start thinking about this as soon as possible and also try to get all necessary video permissions in preparation for Task 2 ASAP.
Task 2 – Instructing and Engaging Students in Learning - DUE NOVEMBER 1, 2019

You are required to teach a learning segment (3-5 consecutive lessons) for the “practice” edTPA sometime in October. These lessons must be recorded using a digital video camera. The two video clip submissions must be not less than THREE (3) minutes and not longer than TEN (10) minutes each and **they may not be edited**. It is a good idea to get more video than you think you might need rather than less so you have more submission options from which to choose. Better to have too much than not enough.

This component requires a great deal of advance planning. Select dates and topics as soon as possible and become familiar with video equipment and accepted formats. If for some reason you need to video lessons after November 1st - and it needs to be a really good reason - you must get your cooperating teacher’s approval and mine.

Task 3 – Assessing Student Learning - DUE NOVEMBER 15, 2019

Your assessment commentary will be the last section of your practice edTPA. Also, you will teach one more lesson during November.

The minimum score to pass your practice edTPA = 39. If you receive less than a 39 you will redo one task and resubmit your work. The deadline for resubmission is DECEMBER 6, 2019.

***If you score <39 after redoing a task you will not proceed to student teaching.***

**Grading**

Each edTPA task = 25% of your grade, i.e., **the practice edTPA = 75% of your grade. The goal is for you to achieve a *minimum* score of 39 (i.e., a minimum score of 13 for each task = a minimum score of 3 on each rubric). That final score earns you full credit.**

The other 25% of your grade will comprise:

1. Three evaluations of the lessons you teach (the one during September, the one during November and your edTPA learning segment in October) and a disposition evaluation, all completed by your cooperating teacher. These will be similar to how you will be evaluated by a University Supervisor during student teaching. Each evaluation = **10 points**.

2. Assigned written reflections (typed, one page minimum) **worth 10 points each.** In other words, if you do it = 10 points, **if you don’t = 0 points.** (Partial credit may be awarded at teacher discretion.) Even though I will not assign a grade per se I will still be looking at clarity, spelling, grammar, punctuation – all of it. You should be able to communicate well in writing, period.

**Expectations**

Professional behavior - including attendance, dress, participation, courtesy, and submission of assignments by the due dates - is expected and required. Professional demeanor, of the type that we expect in the educational workplace, is required at all times in this course. Please **silence** your cell phone and other electronic devices during class.
Attendance
Should you need to be late, leave early or miss a class please notify me in writing (email/text is fine) as much in advance as possible. Due to the nature of the course and the work involved, attendance is very important. If you must miss class it is your responsibility to find out what you missed. As I do not have an office on campus I do not have office hours per se but please feel free to call/email/text me anytime with any questions or concerns.

Class Schedule

Focus and Assignments: These eight seminar meetings will focus on the following topics (subject to change depending on what will help you best with the class):

8/26 Session 1:
- 401 Expectations – requirements - grading
- Practice edTPA Overview – acceptable formats for documents and videos, checklist
- Focus on Task 1 - planning
- Topics for discussion (this will evolve over the semester!) – classroom management; using planning periods effectively; interacting with other teachers/administration/school boards/parents; unions; school threats; other topics candidates might want to explore
- Video permissions - hard copy due 9/23/2019
- Reflection #1 (due before 9/9): Congratulations, you’re hired! It is your first day of teaching in your very own classroom. How does your room look? (Is there anything on the walls/unique things displayed/etc.?) How will you introduce yourself to students? Describe how you envision that first day of greeting your students for the very first time.

9/9 Session 2:
- Group advising appointment with Mr. Fix
- Continuing with Task 1 commentary – have you chosen your learning segment topic and guiding question?
- Planning assessments – going beyond just exit slips, etc., brainstorm other ways to assess
- Reflection #2 (due before 9/23): Who was (were) your most influential teacher(s) and why? What made him/her/them special to you? Will you incorporate a bit of them when you teach?

9/23 Session 3:
- Reminder: Task 1 due 10/1/2019
- Overview of Task 2 – are you discussing your learning segment with your CT?
- Planning issues – who will be recording you? Do you understand about acceptable formats? Remember: clips cannot be edited!!!
- Video permission forms due today
- Will you have taught one lesson before 10/1? Time to make it happen!
- Reflection #3 (due before 10/7): How does your cooperating teacher handle disciplinary issues in his/her room? Do you agree with how he/she handles things? If so, why? If not, why not? You can choose a specific incident (without student names) to describe if that helps.
10/7 Session 4:
- Discussion of Task 1
- Getting ready for Task 2 - the learning environment: how will you create student engagement?
- Video recording of a lesson – get comfortable being at the front of the room
- Reflection #4 (due before 10/21): Did the process of writing your planning commentary change how you approached your teaching segment? If so, how? If not, why not?

10/21 Session 5:
- Reminder: Task 2 due 11/1/2019
- Overview of Task 3 - analyzing student work
- Providing actionable feedback
- Aligning assessments with objectives – remember your central focus, get creative with a variety of ways to assess student learning
- Reflection #5 (due before 11/4): What kind of assessments does your CT use and are they effective? If they aren’t, how would you change them and why? If they are, is there still anything you would add to or change about them and why?

11/4 Session 6:
- Reminder: Task 3 due 11/15/2019
- Discussion of Task 2
- Have you chosen your last lesson to teach before the end of the semester and discussed it with your CT? You should have taught two lessons in addition to your Task 2 instruction by the end of 401.
- Reflection #6 (due before 11/18): Did videotaping yourself affect your approach to teaching in any way?

11/18 Session 7:
- Discussion of Task 3
- Re-doing one task (if needed) DUE 12/6
- Swap edTPAs – peer review and feedback
- Course feedback: do you feel prepared to complete your edTPA next semester?
- Open discussion – is there anything you want to talk about that we didn’t get to cover?

12/2 Session 8: Student Teacher Orientation – meeting your University Supervisor!

12/9 – Finals Week