CHEM/PHYS 497 - Student Teaching (Secondary) in Chemistry/Physical Sciences (10 Cr)

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Course Description:
Student teaching in grades 9-12 for 14 weeks or for one semester. Assignments to be arranged with the College of Liberal Arts and Sciences Teacher Placement Office after approval by the Department of Physics. Not available for credit in the major. Prerequisite PHYS 495X/CHEM 495X and consent of department.

Course Goals
This course will prepare students to be licensed professional high school science teachers.

Course Learning Objectives: The Student Teacher will be able to:
- Demonstrate an understanding of the role and responsibilities of the physical science teacher, teaching as a profession, and the purposes of the school as a social institution.
- Organize and plan for teaching of physical science concepts including the preparation of unit plans and daily lesson plans.
- Select and apply appropriate and varied methods of instruction which support student learning of physical science concepts.
- Demonstrate and apply knowledge of physical science subject matter.
- Adapt instruction to the diverse needs of individuals
- Use various forms of assessment to evaluate student learning and create opportunities for students to use feedback to improve their learning.
- Create a favorable classroom climate that motivates learners.
- Demonstrate understanding and sensitivity to the needs of learners from varied socio-economic, cultural, ethnic and racial backgrounds.
- Establish and maintain classroom control.
- Effectively communicate with students’ parents or guardians.
- Establish good personal relationships with students, colleagues, and university supervisors.
- Manage the classroom independent of supervision as demonstrated in daily decision making, organization of activities, and systematization of routines and details.
- Be an active, cooperative and responsible member of the school faculty.
- Analyze their teaching behavior objectively, develop self-evaluation skills, and recognize the effects of teaching behavior on learners.
Course Activities
The student teaching will take place in selected public schools under the supervision of the cooperating teacher, university supervisor, and faculty instructor of record. The university supervisor will observe the student teacher a minimum of 6 times during the semester, consult with the candidate and cooperating teacher, and meet individually with the student teacher.

The student teacher is responsible for:
1. Writing and implementing unit plans including daily plans for each day in the unit,
2. Engaging students in the NGSS science practices,
3. Assessing student learning needs,
4. Structuring subject content and adapting instructional methods to meet the needs of diverse learners,
5. Taking responsibility for everyday record-keeping of classroom teaching (i.e. attendance, grading, etc.),
6. Effectively managing the classroom (e.g. responding to disciplinary problems),
7. Communicating with school parents and participating in parent conferences,
8. Attending meetings (i.e. faculty meetings, PLCs, etc.)
9. Reflecting and improving their instructional techniques over time, and
10. Completing an EdTPA for submission.

Course Schedule

**WEEKS 1-4**
During the first month, the student teacher will:
- Assume all responsibilities (planning, instruction, grading, etc...) under the supervision of the cooperating teacher for only one prep, but may have multiple sections
- Plan a learning segment which includes 3-5 consecutive lessons that “support students’ use of scientific concepts and application of scientific practices through inquiry to develop evidence-based explanations of OR predictions for a real-world phenomenon based on patterns in evidence and/or data”
- Video record the learning segment during the 3-5 lessons
- Complete EdTPA Task 1

**WEEKS 5-14**
The student teacher will:
- Assume all responsibilities (planning, instruction, grading, etc...) for all sections of no more than three different preps.
- Complete EdTPA Task 2 and 3 by the submission deadline: March 28, 2019

Due Dates:
- **Friday, January 11th**: Submit completed Task 1: Part A & Part E to Blackboard
- **Monday, January 14th**: Bring Task 1 lesson plans, instructional materials, and assessments to Transition course
- **Friday, February 1st**: Submit Task 2 commentary to Blackboard
- **Thursday, March 21st**: Submit Task 3 commentary to Blackboard
- **Thursday, March 28th**: Completed EdTPA uploaded to Pearson by 11:59 PM pacific time
Assessment & Grading System

This course is graded with the +/- grading system: A, A-, B+, B, B-, C+, C, D, F

Your grade for student teaching is based on:

1. Successfully completing the assigned period of student teaching (minimum of 14 weeks).
2. Participating in evaluative conferences with the cooperating teacher and university supervisor.
3. Attaining a satisfactory level of competency in the final student teacher and professional
disposition evaluations by the cooperating teacher and university supervisor.
4. Meeting all benchmark deadlines for Task 1, Task 2, and Task 3 components of the EdTPA during
the first four weeks of student teaching.
5. Timely submission of a completed EdTPA for scoring.

For each deadline missed (see Due Dates above), your grade will be lowered by a half a letter grade
(i.e. A to A-) and your student teaching may be extended by one week.

Student Teaching Grade Criteria

A - In addition to successfully completing all course goals and fully participating in all student teaching
experiences, an "A" in student teaching indicates that a student teacher is extremely well-qualified in
terms of teaching skills and possesses the ability to be outstanding in the science teaching profession.
This student teacher displays quality planning skills, interacts well with students, shows command of
subject matter, successfully manages a learning environment, and has the ability to discuss a number of
issues in science education. This student teacher shows creative flair as well as a strong commitment to
education. This individual is well on their way to becoming a professional science teacher. Furthermore,
all of the above criteria have been systematically documented (via observation forms, evaluations) by
multiple evaluators over an extended period of time.

B - In addition to meeting most expectations for student teaching, a "B" indicates that this student
teacher possesses the ability to plan and implement lessons, interact with classroom students and deal
with some issues associated with science education. This individual, for the most part, understands the
subject matter and can implement effective lessons with supervision. However, based on numerous
observations during student teaching it is apparent that this individual’s teaching performance and/or
ability to manage a learning environment still has areas that need improvement.

C - This person possesses some of the basic competencies deemed necessary for science teaching. This
student teacher may be quite successful in some areas and not so successful in others. A grade of "C"
indicates there is still a need for development of lesson planning skills and/or management skills of the
learning environment. This student teacher still needs supervision and should be advised to develop a
well thought out plan of action for further professional development.

D - A "D" grade indicates that the student is unsuccessful with the basic competencies even though this
individual can direct a classroom given support and directions. This student may have achieved some of
the course goals, but does not possess the basic competencies necessary to teach science at a
professional level. The documented teaching experiences suggest that this individual should be
redirected toward another career choice.
F - Failure to meet required outcomes will signal a grade of "F." This individual will be counseled to drop the class and redirect their professional goals towards another career choice.

A grade of “D” or “F” will be issued and the candidate will not be recommended for licensure if the student teaching experience results in any one of the following outcomes:

1. The cooperating teacher does not recommend that the candidate continue in the program, and the university supervisor endorses this recommendation.
2. The candidate does not successfully complete the course activities.

Course Policies and Accommodations

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 or drc@niu.edu.

Also, please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.