

SP22 SCED 490: Field Experience in Elementary Science 202220

SCED490 is a field-based experience in which WWU students teach science in an elementary classroom. The focus of this course is planning, teaching and assessing elementary science lessons with an authentic audience.

Prerequisites & Notes: SCED 480

Credits: 3

Grade Mode: Letter

Instructor:

[Deborah L. Hanuscin](#)(she/her/hers)

Office: 315B Miller Hall or SMATE 221

Email: hanuscd@wwu.edu *I typically have a pretty rapid response time to email, as I ascribe to the principles of [Inbox Zero](#).

Office phone: 360-650-6533 *This also calls me on my computer if I'm not in the office.

Class Meeting times/location:

Tues/Thurs /Fri 12:30-2:30 in schools or on campus (SL230). Click here for the [weekly schedule](#).

Required Materials:

Students should purchase an access code for GoReact through the WWU Bookstore.

Office Hours:

As a first generation college student, I never went to my professors' office hours. Not even once. I didn't know what they were for, or what we would talk about. I was afraid they were too busy. I hope you won't make the same mistake I did! Office hours give us a chance to get to know each other, and provide opportunities for me to make your learning in the course more personalized, meaningful, and relevant. You are NOT bothering me. I also believe students should not pay for coffee, so you should totally suggest we meet over coffee. I welcome you to email me, call me, or book office hours with me [here](#). I don't keep a M-F/9-5 schedule, so you'll see evening options and can request a weekend meeting if you'd like.

Class Culture and Learning Process

For this to be a successful venture, we need to work together *as colleagues* so we can benefit from the insights and expertise that each person brings. With that in mind, we need to:

- **Be responsible** We have a short time together, and to get the most out of it we all need to be present and prepared. By doing so, we can engage together more meaningfully, and take responsibility for our collective learning and growth.
- **Respect one another** Successful collaboration involves relying on one another-- particularly when we need help. Be the kind of teacher you hope to be in your interactions with your colleagues! Treat your colleagues, and yourself, with kindness and encouragement.
- **Struggle productively** I trust you to do challenging work. It will take time to grapple with complex ideas, and you are not expected to grasp everything immediately. (Learning is not a race!) It's important to become comfortable with disequilibrium as a vital part of the learning process. Know that if you find yourself spending a lot of time without making any progress, your colleagues are there to help!

Attendance

The one item that has been on every reference form I've been asked to complete for applicants for a teaching position the past two decades has asked me to comment on the individual's 'attendance and punctuality'. It's of the utmost importance for teachers to be reliable-- students depend on them. Your students in the practicum (and your cooperating teacher/teaching partners) will rely on you! Attendance is required.

In a perfect world, we'd all have perfect attendance-- I recognize, though, that we don't live in a perfect world, and that something might come up that requires you to miss class. **Professionalism is key here-- In the event you will be absent, you should contact your instructor, teaching partner, and cooperating teacher in advance.** Absences should be for legitimate reasons (e.g., illness).

Please note that it is not possible to satisfy the requirements for your teaching practicum if you miss multiple days, and make-up teaching is not an option. In the event you extenuating circumstances prevent you from completing the course, an incomplete (K) grade might be an option. In this situation, we will meet to develop an [incomplete \(K\) grade contract](#) that specifies a timeline for completing the work.

Course Goals and Objectives:

You all are beginning your learning journey in this course from different places; I don't assume you will all end that journey in the same place. The course goals below are intentionally designed so that *all students* can demonstrate progress over the quarter. In this course, prospective teachers (you!) will:

1. Examine your beliefs in relation to a vision of effective science teaching and learning
 - Critically examine your vision for science teaching, informed by your experiences as both teacher and learner
 - Articulate a rationale for your pedagogical decision-making
 - Reconcile discrepancies between your teaching beliefs and practice
2. Deepen your subject matter knowledge for teaching science
 - Critically examine your conceptions of what it means to "do science" and "know science"
 - Develop and enact science lessons that are developmentally appropriate, scientifically accurate and aligned to the NGSS
3. Develop an understanding of learners, learning, and issues of diversity and equity in science
 - Design and adapt instruction to meet the individual needs, interests, and ability of students
 - Broaden awareness of common student approaches to learning and the assets they bring to the learning experience
 - Enact instruction that conveys inclusive messages about what science is and who can do science
4. Develop and enact beginning repertoire of strategies for effective science instruction and assessment, including those that:
 - Eliciting and responding to student ideas
 - Engaging students intellectually with relevant phenomena
 - Motivating students to learn
 - Supporting student sense-making
 - Supporting students in using evidence to critique claims
5. Develop the tools and dispositions to study and learn from teaching
 - Reflect on and evaluate your teaching and student learning
 - Identify current and future areas for professional growth
 - Collaborate productively with colleagues

Major Assignments:

The major assignment for this course is an Evidence-based Self-Assessment/Portfolio that synthesizes your learning across SCED 480 and 490 and evaluates your progress towards meeting the course goals. As part of the developing this portfolio, you will:

- Document the classroom context and identify specific student needs
 - Implement a sequence of lessons with elementary students
 - Analyze your teaching and student learning outcomes
 - Evaluate and revise the curriculum materials
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Syllabus Policies

This course will adhere to Western's [Syllabi Policies](#) for Academic Honesty, Accommodations, Ethical Conduct with WWU Network and Computing Resources, Equal Opportunity, Student Conduct Code, and Medical Excuse Policy.

Student Services

Western encourages students to seek assistance and support at the onset of an illness, difficulty, or crisis. As your instructor, I can be a first point of contact to help you find the campus-based resources you may need. Here are some of the resources WWU offers students:

- In the case of a **medical concern or question**, please contact the Health Center (360) 650-3400 or visit its website: <https://studenthealth.wvu.edu/>
- In the case of an **emotional or psychological concern or question**, please contact the Counseling Center: (360) 650-3400 or visit its website: <http://www.wvu.edu/counseling/>
- In the case of a **safety concern**, please contact the University Police: (360) 650-3555 or visit its website: <http://www.wvu.edu/ps/police/>
- In the case of a **family or personal crisis or emergency**, please contact the Office of Student Life (360) 650-3706 or its website: <https://wp.wvu.edu/officeofstudentlife/>