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FA22 SCED 490: Laboratory/Field Experience in Elementary Science 202240

Welcome to Science Education 490!

SCED 490: The study and practice of effective science instruction; including planning, teaching and reflection of elementary science lessons with an authentic audience.

This will be some of your first experiences teaching whole units in a classrooms setting. I want this course to reflect authentic teaching, propelled by your desire to connect with children, assess their needs and adjust instruction to deliver effective science instruction. My hope is to allow you to struggle productively. I want you to feel challenged and successful. This class is based on the belief that every one of you can improve your teaching practice. It is my job to provide just the right amount of access and support. It's your job to rise to the challenges of this profession- working collaboratively, unpacking elementary students' assets, skills and needs and reflectreflectreflect on how to improve your teaching practice.

Prerequisites & Notes: Completion of 480

Instructor:	<p>Whitney Morrison- pronouns she/her(s)</p> <p>I welcome you to contact me outside of class hours. Come find me in my new office outside the Learning Resource Center in SMATE 221, SL230 before/after class or email me.</p>
Meeting Spaces:	<p>Zoom Office Hours:</p> <p>Set up a meeting with me using this link: https://calendly.com/morrisonmeeting/meeting-with-whitney-morrison</p>
Communication:	<p>Please do not use Canvas to communicate- Only email please</p> <p>Email: houckw@wwu.edu</p>

Meeting times/location:

The course is scheduled to meet Monday/Wednesday/Friday 12:30pm-2:20pm. Reserve all of these times for class, though our schedule may vary.

Classes will be held in SL230 and (when practicum begins) at [Lowell Elementary School](#).

Because this is a practicum class, you will be required to provide vaccination verification for our partnering school district.

If you have not done so for other classes, please fill out this [Bellingham Public Schools Volunteer form](https://bellingshamschoolsvolunteers.myschooldata.net/): <https://bellingshamschoolsvolunteers.myschooldata.net/>



Schedule: Here's a snapshot of our [schedule](#)

I am committed to setting up partnerships with teachers and classrooms in the Bellingham Public Schools and working with all of my preservice teachers to ensure a successful practicum. Flexibility; imperative in teaching and learning. In order to be flexible and responsive to the needs and interests of preservice teachers and our public school partnerships, this course agenda is subject to change. Changes, if any, will be announced in Canvas Announcements.

Course Goals & Objectives:

In this course, prospective teachers (you!) will:

- Examine your beliefs in relation to a vision of effective science teaching and learning
- Deepen your subject matter knowledge for teaching science
- Develop an understanding of learners, learning, and issues of diversity and equity in science
- Develop a beginning repertoire of strategies for science instruction and assessment
- Develop the tools and dispositions to study and learn from teaching

These course goals align with and build toward our SMATE Program Outcomes:

Students who graduate from our program can:

1. Demonstrate understanding of science and engineering as defined by three dimensions of science and engineering in the Next Generation Science

Standards: disciplinary core ideas, scientific and engineering practices, and crosscutting concepts.

2. Demonstrate functional understanding of science that enables them to design science learning experiences that accurately convey what science is and how science works.
3. Demonstrate knowledge of and ability to apply research-based elements of effective instruction, including applying the Next Generation Science Standards to teach three-dimensionally.
4. Demonstrate functional understanding of culturally appropriate teaching strategies that enable students to design learning experiences that recognize and leverage the assets of diverse learners.
5. Demonstrate functional understanding of how systemic oppression and one's own identity impacts teaching and learning, that enables students to design science learning experiences that respond to multiple identities and disrupt oppressive ideologies, policies, and behaviors in the classroom.
6. Demonstrate understanding that one's own teaching ability will develop over time through experimentation and purposeful reflection in order to design STEM learning environments that continuously improve from implementation of new or revised activities.

Assignments:

This is a learning partnership. This course and these assignments can be improved when you include your life experience and expertise. Please share that with all of us!

Assignments are intended to help you meet specific objectives that align with the course goals listed above. Each assignment will be explained in detail with a rationale and evaluation criteria. Note that in addition to **graded assignments**, you will complete a number of **ungraded assignments** that will act as baseline assessments or that as 'works in progress' will not be counted towards your final grade. Weighting of individual assignments towards the final course grade are indicated.

- Practicum (25%)
- Foundational Work and Reflections (50%)
- Attendance/Participation and Professionalism (25%)

Grading Scheme:

Everyone can be successful in this course. While many of the assignments are graded complete/incomplete or not graded, you will get out of this class as much effort and reflection as you put into teaching preparation and assignments. Much of my feedback is formative in nature. You will receive much more oral feedback than written feedback.

Assignments will be graded, and course grades determined as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F/Z
4-point	4.0	3.9	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	0.7	0
10-point	10	9.6	9.3	8.9	8.6	8.3	7.9	7.6	7.3	6.9	6.6	6.3	6.3>
100-point	100	96	93	89	86	83	79	76	73	69	66	63	63>

Note: A grade of C- or lower in this course will require you to re-take SCED 490. In addition, you will be asked to meet with your academic advisor for support and to develop an improvement plan.

Written assignments must model appropriate grammar, spelling, usage and punctuation. Proofread your papers as you would if you were developing a handout for students or parents.

If you struggle with written assignments, I can often accommodate with an oral/in person submission. Or, visit The Hacherl Writing Center on the second floor of Haggard Hall : <https://library.wvu.edu/rws>

Course Organization and Requirements:

- **Attendance/participation:** In order to maximize learning, we need you in class! Unless previously excused, your attendance is mandatory during our meetings.

If you need to miss a meeting for any reason (personal, mental or physical health), please let me know ASAP via email.

- **Late Work:** late work is accepted but will affect your Participation & Professionalism grade. Please try to stay on schedule with due dates. This will make my grading job more streamlined. For me to accept late submission or consider adjusting grades, you must:
 - ask for an accommodation before the due date
 - ask clarifying questions before the due date
 - provide evidence for why an error in grading has occurred by going through the revision history of the document to provide a screenshot at the time of submission, showing and justifying that you had all of the required components

Texts and required materials:

- Readings and supplemental materials will be provided in this Canvas site or made available via the web or Western Libraries. No additional purchases needed.
- [The LRC Stockroom](#) has much of your teaching and lesson planning needs! If you have a material that is needed for a lesson, it is very likely that we can provide it for you if given enough time to procure the materials.

Physical and Mental Health (Student Services):

Your well-being is both important to me and essential for you to maintain in order to meet the demands of your future teaching career. Please communicate with me if there is anything I can do to support your health this quarter. It's part of my core beliefs that students (of all ages) cannot access academics if their needs are not being met.

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/>
 - In case of need for **academic support** of assignments/writing papers, please contact The Hacherl Writing Center on the second floor of Haggard Hall : <https://library.wvu.edu/rws> (Links to an external site.)
 - In case of **illness including COVID**, please contact the Office of Student: <https://wp.wvu.edu/officeofstudentlife/>
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