Office Hours: See posted schedule. Be aware that other obligations can change posted schedule.

Course Description: This course develops the skills, content, procedures and strategies for teaching science to middle grades and secondary students. Required field experiences will occur in public schools and/or other settings away from campus. Students are responsible for arranging their own transportation to designated or assigned sites.

Rationale: Successful science teaching uses a wide range of practical skills and knowledge specific to the discipline. This course is a formal introduction to the skills, knowledge and practices that lead to classroom success.

Prerequisites: SEC 479-SEC 250, PSY 310, SEC 351, SEC 352, MGE 479- MGE 275, PSY 310  
Both/completed admission to teacher education.

Needed Materials: 1 in white 3-ring view binder, pen drive

Course Objectives:

Kentucky New Teacher Standards

Standard I: The teacher designs and plans instruction
Standard II: The teacher creates a learning climate
Standard IV: Assesses and communicates learning results
Standard VI: The teacher collaborates with colleagues and others
Standard VIII: The teacher has a current and sufficient knowledge of content
Standard IX: The teacher uses technology

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

1.21 The teacher realizes that subject matter knowledge is not a fixed body of knowledge of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understanding in the field.
1.22 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
1.23 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
1.24 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children’s learning of the discipline.

Course Topics: Major topics include teaching by inquiry, project based instruction, lesson and unit planning, 5E lesson design, assessment, basic science skills, lesson delivery, classroom organization, lab work, lab management, lab safety, use of technology, curriculum concerns, discrepant events, teaching controversial issues and dealing with student misconceptions. Other issues are included as needed and time allows.
Course Grading: All assignments, activities and tests are assigned a point value. Assuming you have uploaded a complete TWS to your electronic portfolio your grade will be determined by the percentage of possible points earned using the scale below.

A = 90% - 100%  
B = 80% - 89%  
C = 70% -79%  
D = 60% - 69%  
F = Below 60%

NOTE- A passing grade will not be given to any student who has not properly uploaded all critical performances to the WKU Electronic Portfolio System or completed and documented all observation time. Students cannot student teach with an incomplete grade in a teacher education course.

Description of Major Assignments: The 3 largest assignments are listed and briefly described below. Other assignments will be given during the class. More details will follow in class.

Practice teacher Work sample (TWS) (100 pt.) This Critical Performance is based on four sections of the Work sample (contextual factors, Learning Goals, Assessment plan, Design for Instruction). This assignment will prepare you for the complete TWS you will do during your student teaching.

Prep and Teach (100 pt) Your group will research, master, prepare and present a lesson designed around a significant experiment or activity.

Field Experiences (75 pt.) fifteen hours of field experiences are required for all students. You will file reports describing these visits.

Leadership and Collaboration Project (50 pt) Your group will take the initiative and help plan and carry out a science related activity in cooperation with an outside group.

This list is partial. Additions and changes will occur to fit course needs and opportunities. 500 to 600 pt. of assignments are usually given each semester.

Work Format: The specific format for different assignments will be discussed in class. In general all work turned in for grading must be neat, legible, and neatly completed in black ink or word-processed. Partial sheets, crumpled papers, unsigned work or loose multiple pages are not acceptable. Unacceptable work will be rejected or receive a reduced grade.

Field Work: This class requires each student to complete approximately 20 hours of field and clinical experiences with 15+ hours being observations during normal school hours. The locations and times will be announced in class. Some observation time is scheduled into this class. Some observations will be on your own time. You will be responsible for your own transportation. Makeup hours must be earned on your own time with the prior approval of both the course instructor and the cooperating school or organization. As per state law, you must have a criminal background check, a TB test, and a physical before you enter any schools. These three items must be on file in the Teacher Certification Office (rm. 408). It is your responsibility to make sure you have all these items on file.

Field Experience Release Dates: Feb. 18, 25- March 2, 4, 23, 25, 30- April 1
These dates are subject to change.
**Dress Code:** Students are expected to abide by the Dept. of Curriculum and Instruction Dress Code on any occasion they are in a school setting. A copy of the dress code will be provided during the first week of class.

**Professional Participation Policy:** Participation in all classroom activities and field experiences is critical. MGE/SEC 479 students complete several assignments based on classroom activities. MGE/SEC 479 participants are also responsible for teaching real students in area classrooms. Therefore, MGE/SEC 479 participants are required to maintain professional standards of teaching preparation, classroom preparation and attendance. 25 points are assigned to attendance and participation. Five points are deducted for any absences (class meeting or field experience). One to five points will be deducted for missing or incomplete work. Plagiarized work is treated as missing work.

Exceptions to the attendance deduction require documentation with an Extenuating Circumstance Absence Appeal submitted to the instructor at least one week in advance of the absence. Additionally, an office visit with the instructor may be required. See appeal document for further details.

**Temporary Withdrawal:** Occasionally a student is temporarily withdrawn from class for financial or other reasons. The student should continue attending class and contact the instructor.

**E-Mail:** E-mail is an extremely convenient way for teacher and student to communicate. Students should expect at least 24-48 hours to receive a response to e-mail. Students should use their WKU e-mail addresses when communicating with instructors and mentor teachers. E-mails should use the subject line to state (1) student name, (2) course (including day and time), and (3) topic of e-mail.

*(EXAMPLE)*  
John Doe - MGE/SEC 479 Monday 12:40 - question about lesson 1

Remember the limitations of e-mail. Questions requiring more than a sentence or two (such as “what was covered in class today?” or “how do I write a 5E lesson plan?”) are beyond the scope of e-mail. The same would be true of most special requests. In those cases please schedule an office appointment or make a phone call.

**E-Mail Assignments:** All files submitted by e-mail, such as assignments, must have a title that reflects the author and file name.

*(EXAMPLE)*  
John Doe Lesson plan 1

**Cheating and Academic Dishonesty:** Cheating and academic dishonesty are unacceptable. If detected any student work involved will be assigned a score of zero. Student work may be checked using plagiarism detection software.

**Independent Work:** Plagiarism is representing work taken from another source or student as your own. For more information on what defines plagiarism, refer to the academic information section in the front of the current undergraduate catalog. Plagiarized work will be treated as missing work (see see professional participation policy) and can result in failing the course.

**Cell Phones, Computers and other Electronic Devices:** Turn off all cell phones, pagers and other electronic devices during class. Computer use should be limited to class related tasks. See
the instructor in advance for special situations.

Special Needs Accommodation: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
Extenuating Circumstance Absence Appeal - Mr. Tyler

Name: (Please print) __________________________________________________

Contact Information:          ______________________________________________

Date(s) of Absence:  __________________________________________________

Nature of Extenuating Circumstance (Check one):

Serious Illness _____       Family Emergency_____       Other _____

Explain the extenuating circumstance causing your absence and why it should be considered excused. Include in your explanation when you first knew you would be absent and when you first notified the instructor. If this request is being made AFTER an absence explain why the request could not be made in advance. Attach supporting information (Doctors note etc.) to the back of this form. Use additional pages if needed.

What specific request are you making for the absence (excuse a participation penalty, extending the due date of an assignment, schedule a makeup test etc…)? Include your proposed dates for finishing work.