**AUBURN UNIVERSITY**

**SYLLABUS**

1. Course Number: CTSE 4910 (Secondary Science Education)

Course Title: Practicum in Area of Specialization for Non-Practicing Teachers

Credit Hours: 1

Prerequisites: Departmental Approval

Corequisites: None

2. Term: Spring 2019

Day/Time: TBA

Instructor: Christine Schnittka

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Contact Information: Schnittka@auburn.edu office: (334) 844-8277

Office Hours: Monday 1-5, Thursday 11-2

Date Syllabus Prepared: Revised edition for practicum placement for undergrads, **January 18, 2019**

3. Texts: Textbook and/or other resources (journals, research monographs, unpublished research, etc.) Selected as appropriate to the individual practicum topics.

4. Course Description:

Provides individual students with experiences relating theory and practice in a school, college, or university setting. The practicum is designed to provide teaching experience related to the area of specialization. It is designed to provide students with study and teaching practice that will assist them in gaining expertise/experience within a selected area of specialization. Flexibility is provided through choice of project that will provide meaningful learning in practice with regard to their current needs and future professional activities.

The approved project associated with the practicum should entail a **30 hours/credit hour** of documented work or involvement in the school to be arranged per approval of the instructor and cooperating teacher.

5. Student Learning Outcomes:

The course is designed to:

A. Provide experience closely relating theory and practice in a school, college, or university setting.

B. Provide choice from various and flexible learning experiences to afford the student the opportunity to achieve required or desired experience in an area of specialization.

Students will be able to:

C. Plan lessons according to EdTPA requirements

D. Teach inquiry-based lessons

E. Successfully pass observations using the Classroom Observation Instrument and EducateALABAMA

F. Submit evidence of evaluations by students

G. Submit reflection of teaching after watching videos of self.

6. Course Content Outline:

A. The course content is developed based upon the individual student’s approved project/study proposal. Suggested weekly schedule is as follows:

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| Week | Activity |
| 1 | Course overview meeting. Triad meeting with Cooperating Teacher. |
| 2 | Observe and help teach in placement. Reflection 1 due- 1/25/19 |
| 3 | Begin planning for first lesson plan and first observation. |
| 4 | Submit first lesson plan- 2/8/19. Reflection 2 due- 2/8/19 |
| 5 | Observation #1. Get feedback from students. Turn in report 2/17/19 |
| 6 | Begin planning for second lesson plan and second observation. Reflection 3 due- 2/22/19 |
| 7 | Submit second lesson plan- 3/1/19 |
| 8 | Observation #2. Videotape this and write reflection due 3/10/19. Reflection 4 due- 3/8/19 |
| 9 | Spring Break. Submit third lesson plan for next week by 3/15/19 |
| 10 | Teach one full day this week. Submit lesson plans 4 and 5 for next week by 3/22/19. Reflection 5 due- 3/22/19 |
| 11 | Teach two full days this week. Submit lesson plans 6, 7, and 8 for next week by 3/29/19. |
| 12 | Teach three full days this week. Get feedback from students. Turn in report 4/7/19 Observation #3. Videotape one lesson and write reflection due 4/7/19. Reflection 6 due- 4/5/19 |
| 13 | Observe and help teach. |
| 14 | Observe and help teach. Reflection 7 due- 4/19/19. |
| 15 | Observe and help teach. |

The student is expected to spend a minimum of 30 hours/credit hour of documented practice in the classroom. Some learning experiences will require more hours in the school and outside of school than others, depending upon the activity to be accomplished.

7. Assignments/Projects:

A. Submit 8 lesson plans.

B. Submit 7 reflections.

C. Teach three full days in a row.

D. Achieve satisfactory marks on observations.

E. Submit data and reflection on two student feedback rounds.

**Possible Activities:**

A. **Curriculum Development** – You will propose to develop a small area of curriculum to meet a targeted need or learning goal in the topic area of interest or specialization in the secondary classroom. Curriculum development, even on the small scale, goes through a research and development (R & D) process or cycle where new curriculum is developed based on research on best practice, tested with students in real classrooms, and then modified for greater success in the next round of testing before being packaged for widespread use. The goal in this process is both pedagogical ease of use and maximum student learning. You will be required to complete one round of the R&D cycle with your curriculum. **Curriculum can be the development of a unit (series of lessons and assessment) that meets a learning need.** This project may be designed with knowledge of curriculum and teaching developed in the core disciplinary courses. **You must obtain your teacher’s approval in writing before testing any new curriculum elements in the classroom.**

B. **Teaching Practice** – You will propose to implement a teaching method that can be used to help students learn in the topic area of interest or specialization in the secondary classroom. Numerous teaching methodologies exist that are supported by research in helping students learn better under specified contexts. Examples include peer tutoring, cooperative learning, and immediate feedback, to name a few. You must devise an assessment plan to determine the effectiveness of your implemented method within your teacher’s existing curriculum.. **You must obtain your teacher’s approval in writing before testing any new teaching approaches in the classroom.**

C. **Assessment Development** – You will propose to research and develop appropriate authentic assessments (formative and/or summative) that better gauge what students ‘know and can do’ in the topic area of interest or specialization in the secondary classroom. Many new, reform-based, standards-based curricula exists that need stronger means of assessing students in authentic situations. Devised assessments must meet learning goals as well as give the classroom teacher feedback on student learning before end-of-unit testing. New assessments must be ‘tested’ on students in appropriate settings at low risk in order to obtain needed data for refinement and future use. **You must obtain your teacher’s approval in writing before testing any new assessments in the classroom.**

D. **Differentiated Instruction Plan** – You will propose to research and develop a systemic plan to meet the learning needs of diverse learners in the topic area of interest or specialization in the secondary classroom. Diverse learners may include, but not limited to, English language learners, inclusion students, students from different cultures, to name a few. Many general educational approaches do not take into account meeting the needs of these students. Meeting the needs of these learners is important for ALL students to achieve at high levels. You will implement your plan and must assess its effectiveness on student learning. **You must obtain your teacher’s approval in writing before implementing any new approach to meeting the needs of your targeted population in the classroom.** Proposals involving special education students who have IEPs may require the approval of their IEP committees before changing intervention strategies.

8. Rubric and Grading Scale:

Evaluation: The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be the following:

1) Lesson Plans (9): 20 points

2) Observations (3): 20 points

3) Reflections (8): 20 points

4) Student Evaluations (2): 20 points

5) Self-reflection of video (2): 20 points

Satisfactory grades will be assigned for meeting minimum required hours in the placement (30 hours/credit hour) and points of least 70 points.

9. Class Policy Statements:

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
2. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
3. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).
4. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
5. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Attendance/Absences: **Attendance is required a minimum of 30 clock hours/per credit hour in field placements.** All missed field hours must be made-up as soon as possible to meet the minimum required hours for the practicum. Other than sudden illness or family emergency, students must notify their classroom teacher and instructor in advance of any missed obligation, and make agreed upon arrangements to make up missed time. Students should do the same immediately after a sudden illness or emergency as soon as possible. Students who frequently miss required field obligations (more than three times) and scheduled campus meetings (more than one) will not be able to obtain the required assistance and minimum hours for the practicum and will be withdrawn from the course.

Name: Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Term: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Students are required to complete a minimum of 30 clock hours/credit hour of field experience as part of the practicum requirement.Write in the dates each week and time spent on various activities. |
| Week 1  |
| Week 2  |
| Week 3  |
| Week 4  |
| Week 5  |
| Week 6  |
| Week 7  |
| Week 8  |
| Week 9  |
| Week 10  |
| Week 11  |
| Week 12  |
| Week 13  |