

Course Syllabus (Tuesday's Section)

Date/Time: T 12:30-1:45		Unique Number: EDUC 4800	
Instructor(s)			
Instructor: Craig Schneider, Ph.D. Office Location: EDUC 320C Office Phone: 303-492-6241 Cell Phone: 303-881-5229 Office Hours: TR 1:45-3:00 or by appt. E-mail: craig.schneider@colorado.edu	Teaching Assistant: Mike Ross Office Location: EDUC 320G Office Phone: Office Hours: E-mail: Michael.J.Ross@Colorado.EDU		

Class Location

Room Number: Education 143

Course Prerequisite(s)

An interest in exploring teaching

Course Website (CULearn)

<https://culearn.colorado.edu>

OR

<https://cuconnect.colorado.edu> (then click the "Courses" tab)

Course Requirements

Students must be able to:

- Create online Google Docs and Microsoft® Word documents
- Check e-mail daily
- Attach Microsoft® Word documents to e-mail messages
- Check the CULearn course Web site at least weekly

If assistance is needed to meet these requirements, please see your instructor. Help is available upon request.

Changes to this syllabus may be made to accommodate the specific group of students who are in the course.

Course Schedule

Class	Topic
Week 1:	Course Orientation
Week 2:	Writing a 5E Lesson Plan
Week 3:	Writing Measurable Lesson 1 Objectives
Week 4:	Inquiry-Based Instruction & Peer Feedback on Lesson 1 Plan
Week 5:	Revising Lesson 1 Plan
Week 6:	Demo Lesson 1
Week 7:	Assessment Strategies & Objectives for Lesson 2
Week 8:	Using the Internet in Instruction & Peer Feedback on Lesson 2 Plan
Week 9:	Revising Lesson 2 Plan & Lesson 3 Objectives
Week 10:	Cooperative Learning & Demo Lesson 2 & Peer Feedback on Lesson 3 Plan
Week 11:	Revising Lesson 3 Plan
Week 12:	Meeting the Needs of Diverse Learners & Demo Lesson 3
Week 13:	Special Needs Students
Week 14:	Kit Inventory & Team Presentations
Week 15:	Team Presentations

Course Description/Overview

This course will provide students with:

- an opportunity to explore teaching in science and mathematics as a career
- early field experiences in teaching
- an introduction to the theory and practice that is necessary to design and facilitate instruction

To obtain first-hand experience with planning and implementing inquiry-based curriculum, students will teach science/mathematics lessons in elementary classrooms in the Boulder Valley School District. Students will attend 1.25 hours of class on campus each week, where they will learn to design and facilitate inquiry-based science/mathematics lessons. Students, working in teams, will present three lessons in a third, fourth, or fifth grade classroom during the semester. These classrooms are selected both for the diversity of the student body and for the quality of the classroom teacher. Each pair of students will have a mentor teacher who will work with them to improve their teaching abilities as the semester progresses. The mentor teacher will remain in the classroom at all times and provide immediate feedback on the quality of the instruction.

Course Objectives and Expectations

<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
utilize science or mathematics content knowledge to plan and teach three upper elementary grade lessons.	<ul style="list-style-type: none"> • a paragraph in each lesson plan that provides background information on the concepts presented • content accuracy throughout each lesson plan • observations by the mentor teacher and the master teacher
utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> • participation in model lesson demonstrations presented in class • sources cited in each lesson plan
write performance objectives and assessments of those objectives for each lesson.	<ul style="list-style-type: none"> • performance objectives and corresponding assessments included in each lesson plan
design and teach three inquiry-based lessons using the model.	<ul style="list-style-type: none"> • three inquiry-based lesson plans • written feedback by the mentor teacher for three inquiry-based lessons • written feedback by a master teacher for at least one inquiry-based lesson
determine personality and learning styles using survey instruments such as the Keirsey temperament sorter and Gardner's multiple intelligences and discuss the implications for teaching and learning.	<ul style="list-style-type: none"> • completion and analysis of survey instruments • participation in class discussions on the implications of personality and learning styles for teaching and learning
use probing questions to elicit feedback to determine students' acquisition of knowledge.	<ul style="list-style-type: none"> • participation in class discussions on questioning strategies • extensive examples of possible questions and expected responses listed in each lesson plan • written feedback for every lesson from the mentor teacher

<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
discuss strategies for achieving instructional equity.	<ul style="list-style-type: none"> • participation in class discussions
demonstrate proficiency in the use of technology for productivity purposes.	<ul style="list-style-type: none"> • electronic communication with instructor • postings to CULearn • technology lessons • use of online collaborative tools and Microsoft Word
implement safe classroom practices.	<ul style="list-style-type: none"> • safety issues addressed in each lesson plan • observations by the mentor teacher and master teacher
assess commitment to pursue teaching as a career.	<ul style="list-style-type: none"> • participation in a class discussion on intentions to pursue teaching as a career

Expectations

- Attendance:** 15% of your grade is based on active participation at all class sessions. The semester will begin with every student being given 15 points for attendance. **Three points will be deducted for each unexcused absence.** In order for an absence to be considered “excused” you must:

 - Contact the instructor on or before the class day with an explanation.
 - Make arrangements to get any handouts that were distributed.
 - Contact your teaching partner to coordinate the next lesson.

Note: You will be working in groups to prepare lessons. Missing class means you will miss the opportunity to work with your partner and to prepare to teach your lesson. Your students deserve your best effort.
- Fingerprinting:** You’ll be working with minors in K-12 schools. Because of this, you must submit your fingerprints as part of a background check conducted by the Colorado Bureau of Investigation (CBI). Fingerprint can be done at a local police or sheriff’s station or courthouse for a cost of \$5-10. You then must obtain a cashier’s check or money order in the amount of \$39.50 made out to CBI. Return the completed fingerprint card and cashier’s check/money order to your instructor. **Failure to complete this requirement will cause you to not be able to participate in your field experience and withholding of your final grade.**
- Technology Proficiency:** You will be required to be computer literate when you teach, so we will require you to demonstrate some basic productivity skills in this course. As you progress through the program you will acquire more advanced skills and learn more about how to integrate technology into instruction. These skills will be documented in your program file so that we can certify that you have completed the technology proficiencies required for teacher certification.

4. **Late Assignments:** If an assignment is turned in late, points will be reduced by 10% for each day late up to a reduction of 50%. After 5 days (50% off), work turned in can receive only a maximum of half credit.
5. **Reflections:** Post a reflection concerning each classroom visit on CULearn course Web site within **one week (7 days) after each lesson you teach or observe.**
6. **Lesson Plans:** Teams will write three lesson plans for your elementary class. These lesson plan assignments will be discussed thoroughly in class.
7. **Technology-Based Assignments:** Each student will complete two technology-based assignments. These technology-based assignments will be discussed thoroughly in class. Due dates are listed on the semester overview.
8. **Scholastic Dishonesty/Honor Code:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council and those students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member involved and non-academic sanctions given by the Honor Code Council (including but not limited to university probation, suspension, or expulsion). Please refer to www.colorado.edu/honorcode to view the specific guidelines. If you have any questions related to this policy, please contact the Honor Code Council at honor@colorado.edu.
9. **Religious Reasonable Accommodation:** Every effort shall be made to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance, provided advance notification of the conflict is given. Whenever possible, students should give at least two weeks advance notice to request special accommodation. For additional information on this policy, see http://www.colorado.edu/policies/fac_relig.html
10. **Disability Reasonable Accommodation:** If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services early in the course so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).
11. **Special Accommodations:** Please speak with me about any accommodations that may be necessary for you to take part in this class.

Field Experience

1. You and a teaching partner will teach three hands-on science in a local elementary school. The lessons will be chosen from nationally acclaimed modules in *Full Option Science Systems (FOSS)* or other inquiry-based teacher resources. The modules have been developed for different grade levels with support from the National Science Foundation. You and your partner will select three lessons from this nationally recognized curriculum.

2. Teams will write their lesson plans using Google Docs. This web-based, collaborate tool will allow your team members, instructors, and Mentor Teacher to both view and edit your lesson plans online.
3. You will observe your mentor teacher's class twice during the semester.
4. For security reasons, all schools require that you sign in at the front office of the school each day that you visit. Be sure to wear your name badge that identifies you as a *CU-Teach* student.
5. Your mentor teacher will provide your team with feedback after each lesson taught. This feedback will be available to you after your Mentor Teacher completes the online form. Your mentor teacher will also write a final evaluation of your progress, which will be completed online and filed in the *CU-Teach* office.
6. If you reschedule a lesson, you must inform Craig and the teaching assistant (Mike Ross) in writing (e-mail preferred).
7. Post a reflection discussing each classroom visit on CULearn within one week (7 days) after each lesson you teach or observe. After logging into this class on CULearn, go to Discussions, then choose the appropriate forum for each reflection. **There is a different forum for each of the five reflections.** Each forum lists the questions that you should address in each of the five reflections.
8. If an emergency arises and you have to miss your scheduled teaching day, notify your partner, your mentor teacher and your instructor as soon as you know. Your partner should teach the lesson alone if necessary. **Do not miss your teaching assignment due to a transportation problem. Seek help:**
 - **Craig Schneider** **303-881-5229**
 - **Mike Ross (Teaching Assistant)**
 - **Taxi (Boulder Yellow Cab)** **303-777-7777**
 - **Boulder Carshare**
9. Dress appropriately and professionally when going to schools. Follow the teacher dress code. The dress code can be found on CULearn. Click Course Content, then Other Step 1 Documents.
10. Report immediately to the instructor and/or appropriate team members any problems you have, including the need for additional supplies.

Assignments/Grading Policy

Active participation at all class sessions is required and will greatly enhance your ability to be successful. For an absence to be excused, you need to contact the instructor on or before the class meeting day	15 points (minus 3 points for each unexcused absence)
Completion of Technology Proficiency Assignment – Due by Friday January 23	3 points
Completion of Fingerprints and a cashier's check or money order (made out to Colorado Bureau of Investigation) for \$39.50 – Due by Tuesday January 27	10 points
Written lesson plans for three lessons on Google Docs. Final Approval of Lesson Plan 1 - Due Tuesday February 17 Final Approval of Lesson Plan 2 - Due Tuesday March 17 Final Approval of Lesson Plan 3 - Due Tuesday April 7	30 points (10 points/lesson)
Demonstrate readiness to teach each lesson (show instructor the activity set-up and explain – Lesson may not be taught until this is completed).	6 points (2 points/lesson)
Completion of all field experiences as evidenced by timely posting on CULearn of reflections after your observation visit and after each lesson you teach. (within 7 days after the visit)	20 points (4 points/reflection)
One-page lesson implementation feedback from your Mentor Teacher (submitted online) of each lesson you teach.	3 points (1 point/lesson)
Completion of WWW Scavenger Hunt assignment – due Tuesday March 10 completed on Google Docs.	8 points
Team Presentation of portions of lesson activities and lessons learned. (last two class meetings).	5 points
Total	100

Grading Scale

90 -- 100 =	A
80 -- 89 =	B
75 -- 79 =	C
70 -- 74 =	D
Below 70 =	F

Note: *If an assignment is turned in late, points will be reduced by 10% for each day late up to a reduction of 50%. After 5 days (50% off), work turned in can receive only a maximum of half credit.*