



Elementary Education Math/Science Practicum Syllabus
EDEL 459 (3 credits)
8/29/2022 – 12/16/2022

Field Program Coordinator: Dr. Jody Lawrence, Associate Professor

University Supervisor: as assigned

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Prerequisites: EDFE 120/Full Admission to PTEP checkpoint and 2.75 GPA

Co-requisites: EDEL 420 and SCED 475

Required Text: none

TC – Teacher Candidate (also referred to as practicum student)

MT – Mentor Teacher

US – University Supervisor

Course Description

A semester-long, **fifteen-week**, field-based experience in an elementary classroom **two days** per week under the supervision and coordination of a university supervisor and mentor teacher. Teacher candidate demonstrates effective teaching from a culmination of prior knowledge, skills, and behaviors. S/U graded.

This is a course designed to provide a program of experiential learning activities within an approved school setting and under the supervision and coordination of UNC faculty and public/charter/private school personnel (mentor teacher). Emphasis is on the development of competencies in the areas of planning, instructional methods and assessment, classroom management and organization, content knowledge, literacy, individualization of instruction, diversity, human relations and communication, professionalism, and the use of materials and resources in the areas of mathematics and science.

*Course objectives listed at the end of the document.

Criteria for Passing the Course

EDEL 459 is graded Satisfactory/Unsatisfactory (S/U). To pass the course you must complete the following assignments:

1. **Handbook distribution and discussion of expectations** – Print a copy of the handbook for your Mentor Teacher and schedule a time to review requirements with them during the first week or two of school. You will need to provide the handbook to your teacher to complete the first journal.
2. **Reflective journals** (weekly)– Each journal entry must be submitted to your university supervisor via email (1 page double-spaced is fine) each week by **Sun. @ midnight**. Journal entries will NOT be shared with mentor teachers. This is a place to reflect on your journey to becoming a teacher.

Journal #1: The most common problems in the classroom arise from misunderstandings due to a lack of communication. The following questions are a few ideas to ensure you and your mentor teacher discuss some of the “nuts and bolts” of the partnership. For journal 1, please share this document with your supervisor, as well as any other notes or reflections/surprises/questions that arose.

Sample questions to discuss:	Responses:
What time would you like me to arrive?	
How would you like me to communicate with you? Text/email/phone?	
What are your expectations regarding technology? Is an Apple Watch, okay? Can I check my phone during the day?	
What procedures do I need to know? Emergency procedures?	
If I get COVID/other illness during the semester, will I participate online or plan to make up the days F2F?	
While you are working with students, would you like me to observe only? Circulate and help students?	
Do you want me to obtain a sub license? If you are absent and there is a sub, what role would you like me to play?	
Are there any dates/events I should plan to attend (e.g., parent-teacher conferences/IEP meetings, etc.)?	
What will our informal debriefs look like? When will we meet? (e.g., will we meet at the end of each day to discuss? During planning time?)	
What role do you want me to play in team meetings, faculty meetings, professional development, etc.?	
Are there particular curricular materials I should start to familiarize myself with?	
What is your philosophy of classroom management? Teaching in general?	
What questions do you have about the practicum assignments?	
What other information can you share that would be helpful (e.g., things that bother you, goals you are working toward, etc.)?	
What information about me would be helpful to you? (e.g., anything that might impact your success during practicum).	

Except for journal #1, the journals are open-ended, yet here is a list of *potential* ideas to spark your thinking *if they resonate*:

My teacher and I ...
I was unsure what to do when x happened this week...
My goal(s) for the semester are...
I am nervous about...
X gave me joy this week because...
I want to grow in the area of ... b/c...
I am overwhelmed by... This is what I can do...
I was surprised this week when...
X is motivating me because...
I am struggling with...
I am caring for my mental health by...
When I reflect on my teaching this week...
My PDQ form indicates that I am strong in... and I feel...
My PDQ form indicates that I need to grow in... and I feel...
I learned x about myself/my students/my mentor teacher/my school...
I wonder about...
As a learner, I...
As a teacher, I...
In terms of my teaching philosophy, I have noticed/learned...
I am motivated to learn...
I am not sure what to do about ...
When I got x feedback, I felt...
I am disheartened/disappointed by...
I am so proud of myself for...
I am balancing my time in the school and in my UNC classes by...
I am worried about...
I want my supervisor to know...
I want my teacher to know...
I am thinking ahead and ...
For next semester...

3. **TWO Lesson Plans Observed by Mentor Teacher**- Lesson plans must be submitted in writing and include all the required components for each lesson taught (see below).
 - a. Write a lesson plan for each Mathematics and Science lesson that is **approved by your mentor teacher at least two days** prior to teaching.
 - b. Your mentor teacher will complete a FAF form for each lesson. Go over the FAF with your MT. Your MT will post the FAF on Live Text.
 - c. **Lesson Self-Reflection**- After each of the 2 lessons observed by your mentor teacher, reflect on the lesson in writing using the Reflection/Self Evaluation form (see information below) **BEFORE meeting with your mentor teacher. Please add to the form during the debrief with your mentor teacher and then submit your reflection form(s) to your university supervisor. I recommend reflecting on your lesson for that week's journal.**

4. **Two Lesson Plans Observed by University Supervisor**: you will also be observed twice by your university supervisor. You must provide a copy of your written lesson plan to the evaluator prior to the observed lesson – your US will determine timeline and mode of submission (e.g., email, 24-hours in advance). Candidates must score **Partially Proficient**,

Proficient, Accomplished, or Exemplary in all categories of the UNC supervisor's final FAF. You do NOT need to upload your lesson plan on Live Text.

5. **Professional Dispositions Rubric/Professionalism:**

- a. **Midterm**, you will meet with your mentor teacher to complete the PDQ together (on Live Text). The purpose is to discuss and reflect on your progress thus far. *Any issues that arise will be charted on a growth plan (formerly known as a concern form).* **Your first point of contact for field-related concerns is your university supervisor.**
- b. **End of the semester:** Your mentor teacher and university supervisor will complete the PDQ. You must score **Approaching or Target** on all items on the final Professional Disposition Qualities (PDQ).

6. **Professionalism-** Arrive on time and act professionally. Teacher Candidates are required to attend events such as faculty meetings, staffing, parent-teacher conferences, etc. on the days they are present, unless specifically asked not to do so. Any missed days and hours must be recorded on the Attendance Log on Live Text and be made up with student contact hours. Begin and end your day in the school at the same times your Mentor teacher does. *Failure to meet required practicum hours will result in an incomplete or failing grade, depending on the situation. Incompletes are reserved for significant medical/personal circumstances and are given only at the discretion of the program coordinator.*

7. **Complete the program completer survey** (Live Text). Due 12/16/22

Tentative weekly calendar

WEEK(S)	TASK	DUE BY SUN.
1	Schedule a time to discuss: a) the handbook, and b) the journal #1 questions. Schedule a meeting with US and MT together for week 2 or 3.	Journal: see guidelines for journal #1
2 3	Triad meeting with US/MT – introductions, questions about assignments/requirements, etc.	Weekly Journal
4 5 6 7	You should have 2 FAF observations during these 4 weeks: -US -MT	Weekly Journal – use one of these journals to expand on the self-reflection from lesson taught to MT
8	Meet with MT to discuss PDQ Make a plan for any missed days so far	Journal - suggested: reflect on PDQ
9 10 11 12	You should have 2 FAF observations during these 4 weeks: -US -MT	Weekly Journal - use one of these journals to expand on the self-reflection from lesson taught to MT

13	Ask for letters of recommendation from US and MT. Provide your resume and strengths when asking.	Journal
14	Remind your MT to complete the PDQ Ensure any absences and make up times are logged on Live Text	Journal (last one)
15	Write a thank you note to your MT and US Complete Program Survey on Live Text	

ELEMENTARY STANDARD LESSON PLAN

*(*The format of the lesson is flexible, but must contain the following components)*

ACADEMIC STANDARDS

List Colorado's Academic State Standard(s).

SPECIFIC OBJECTIVES TO ATTAIN LEARNING GOALS

What specific or behavioral objectives are you going to use to attain these academic standards? The objectives are written **using measurable and observable verbs and should be tied directly to the assessment.**

MATERIALS NEEDED

List both those materials that you will need to have ready and those that students must bring to the class. List quantities per student or per group of students. Include directions if preparing materials in advance is necessary to conduct the lesson. All handouts must be attached to the lesson plan. Please cite any resources used.

ANTICIPATORY SET

This is the springboard into your lesson. How will you set this lesson in motion? How will you access prior knowledge? Use past learning, everyday examples, or life skills to anchor your lesson. Consider effective use of open-ended questions along with questions that create cognitive dissonance.

PROCEDURES FOR LESSON

List (numerically) the steps in a logical sequence. Include steps used to transition student action or thoughts between parts of the lesson. How will key concepts be developed by these procedures (e.g., vocabulary words, key questions, teacher modeling)? Consider the BEST procedures in order to maintain classroom management and active student engagement.

CLOSURE

What important points will you want to review at the end of the lesson? How will you conclude the lesson so that the students will integrate the newly learned information with the information they already knew about the topic? This provides the opportunity to check for student understanding.

ASSESSMENT

How will you show evidence of student learning related to this lesson's stated objectives? Do you have an assessment for each of the specific objectives listed? Has an assessment tool, such as a rubric, checklist, or review sheet been designed to aid in evaluation? What student data exists to demonstrate mastery of the objectives?

EXTENSIONS, MODIFICATIONS, & ADAPTIVE ACTIVITIES

What are possible adaptations to accommodate the developmental needs of all students in the class? Consider individual learning needs, such as neurodiverse, ELLs, SPED, and others that may apply. List instruction that can be implemented without a great deal of preparation. These learning experiences become extensions: 1) if your lesson finishes earlier than anticipated, 2) if student groups finish early, 3) if concept re-teaching is needed, 4) or if student understanding, ability, and interest warrants more in-depth study.

RESOURCES-TECHNOLOGY LINKS & REFERENCES

You must include all lesson plan websites, textbooks, literature, trade books, or resource books utilized in developing your lesson plan. This should be cited in APA format. Also include websites that can be used: 1) for student reference to content knowledge; 2) within the lesson to enhance the concept development; 3) as a lesson extension; 4) as a resource to encourage students to access independently on their own; or 5) if it is valuable in developing teacher background knowledge on the topic.

LESSON PLAN RUBRIC

	ADVANCED	PROFICIENT	DEVELOPING
Written presentation of lesson plan	Typed and written in a professional manner with no grammatical, punctuation, capitalization, or spelling errors.	Typed and written with minor errors in grammar, punctuation, capitalization, and/or spelling.	Typed and written with numerous errors in the following areas: grammar; punctuation; capitalization; and/or spelling.
Academic standards	All relevant national/state standards are included, showing mastery of standards-based application.	All relevant national/state standards are included but mixed with irrelevant standards.	Not all relevant standards are included, showing a lack of focus on the appropriate standards.
Specific objectives	All objectives are written in both measurable and observable terms.	All or some of the objectives are written in measurable or observable terms but not both.	None of the objectives are written in measurable and observable terms.
Materials needed	Lists all materials required for the lesson & directions for advance preparation if necessary.	Lists most materials required for the lesson.	Some materials required are not included and/or important preparation directions are missing.
Anticipatory set	Includes a technique to gain student attention/interest at the opening of the lesson and includes a technique to elicit prior knowledge.	Includes a technique to gain student attention/interest at the opening of the lesson or includes a technique to elicit prior knowledge, but not both aspects.	Does not include a technique to gain student attention/interest at the opening of the lesson nor a technique to elicit prior knowledge.
Procedures	Procedure is easy to follow, flows in a logical manner, lists (numerically) the steps, and uses effective transitions between parts of the lesson.	Procedure lacks one key element such as: easiness to follow, flow in a logical coherent manner, listing of the steps, and use of effective transitions between parts of the lesson.	Procedure lacks two or more of the key elements including: easiness to follow, flow in a logical coherent manner, listing of the steps, and use of effective transitions between parts of the lesson.

Closure	Closure reviews important points at the end of the lesson via discourse/interaction.	Teacher-centered closure to the lesson is attempted, but key points are not reviewed.	No closure is evident, and the lesson ends in an awkward manner.
Assessment	Provides assessment (formally/ informally) of students on each stated objective & includes the use of an assessment tool.	Provides assessment of students on each stated objective or includes the use of an assessment tool, but not both.	Does not assess students on each stated objective nor does it include the use of an assessment tool.
Extension, modification, and adaptive activities	Adaptations to accommodate the developmental needs of all students are addressed & appropriately developed.	Adaptations attempt to accommodate the needs of all students in the class but are not appropriately developed.	Lacks an attempt to accommodate all student needs.
Resources: technology, links & references	A clear use of technology to locate and obtain Internet links for background information/future student investigation is utilized & the links are listed. Includes references to published ideas utilized & is listed in APA format.	Use of technology to locate/obtain Internet links for background information & for future student investigation is evident, but the links are not listed. Includes references to published ideas but lacks APA formatting.	Lacks evidence of an attempt to integrate technology web links. References are not included.

**Lesson Self-Reflection Form (also available on Canvas)
(modified from Soslau and Alexander, 2021)**

1. Please complete the first column before meeting with your mentor teacher to debrief. Bullet points/phrases are fine.
2. Add to the second column during your meeting with your mentor teacher.
3. Email the completed form to your university supervisor. If you want to handwrite and scan, that is fine too.

What did I want students to learn? How did I make my objectives clear?		
What did my students already know about the topic? How did prior knowledge impact my instruction?		
Did I engage students in learning that helped them meet the objectives? How do I know?		
How did students feel about the lesson? How do I know?		
Who understood the concepts? Who didn't? What does that data tell me to do next?		
What role did classroom management play in my instruction? What went well and what could I do differently next time?		
If I were to reteach the lesson, what would I do differently?		
What went well during this lesson?		
What questions do I have about my instruction?		

COURSE OBJECTIVES

Course Objective	CO Teacher Quality Standard 5.00-5.04	CO CLD Standards	CO Elementary Literacy Education 4.02	Assignments & Experiences
Prospective teachers will acquire competence in guiding the mathematical and scientific education of elementary school children in exploring mathematical and scientific concepts, and through integrating these disciplines with other areas.	1b, 1c		1a	Observations; lesson planning
Prospective teachers will cultivate a systematic application of reflective decision making in promoting the mathematical and scientific education of elementary school students.	4b		4b	Lesson planning; reflective journaling
Prospective teachers will value and act upon their understanding that mathematics and science are dynamic disciplines, in which all young people can participate as creative and successful learners regardless of race, gender, religion, handicap, or national origin	2a, 2b, 2c		2a, 2b, 3c	Lesson planning; PDQ
Prospective teachers will become familiar with mathematics and scientific learning and instruction in the elementary school grades and across strands.	1c		1b, 2b	Lesson planning; observations
Prospective teachers will select developmentally appropriate practice, consistent with Piagetian and constructivist theories, for elementary school mathematics and science teaching and learning.	1c		2a, 2b	Lesson planning; Observations
Prospective teachers will analyze and skillfully apply a systematic approach to mathematics and scientific planning, instruction, and reflection.	1c, 3a		1c, 4b	Lesson planning; Reflective journaling
Prospective teachers will take equity and diversity into consideration when planning and implementing elementary school mathematics and science learning experiences.	2b, 2c		2a, 2b, 2c	Lesson planning; Reflective journaling
Prospective teachers will organize and implement mathematics and	1c, 3e		1b, 1c	Lesson planning

science learning experiences for elementary school students.				
Prospective teachers will assess as an ongoing informal and formal process to inform, and to improve math and science learning experiences and student performance.	3b		4a, 4b	Observation Journal Reflections

UNC POLICIES

Liability Statement pertaining to Field Experiences: applicable only to unpaid field related requirement such as practicum, service learning, intern, student teaching.

UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers' compensation and liability insurance as provided for other school employees.

Personal Liability

It is each teacher candidate's choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g., time-limited exams, inaccessible web content, use of videos without captions), students should please communicate about these aspects with their instructor(s) professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center.

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting

students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary. If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or www.unco.edu/asap

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

COVID-19

With the current global pandemic, the safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors.

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. Therefore, students should review frequently the Return to Campus website:

<https://www.unco.edu/return-to-campus/> for updated information. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations.

To mitigate the spread of COVID-19, students, faculty, and staff are expected to follow school district requirements regarding masks. Persons who fail to adhere to these requirements will be reminded of them so that they can address and correct their noncompliance. Thereafter, persons who fail to correct their behavior will be asked to leave the classroom (until such time as they comply with UNC's requirements) and may be referred to the Dean of Students Office or Human Resources. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, visit www.unco.edu/institutional-equity-compliance.

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness, or injury. The Dean of Students Office/SOS can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the forty-eight tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and Indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-194.

