

**STEP 262 - Science**  
**Fall 2015**  
**Observation & Analysis of Secondary Teaching II**  
**Ross 2280, Tuesdays 5-7 pm**

**Instructor:** Wendy Adams  
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**Hours:** Adams: MWF 12:15 – 1:00 p.m.  
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**Course Website:** <http://www.unco.edu/nhs/science/STEP/home.htm> Check it often!!

**Corequisites:** EDSE 360, PSY 349, (EDRD 340 may be taken any semester)

**Course Description:**

STEP 262, *Observation and Analysis of Secondary Teaching II*, is designed to provide teacher candidates with opportunities to observe, participate in, analyze, and reflect on teaching and learning in secondary schools and classroom settings. STEP 262 course activities and field experiences support Phase II course work.

STEP 262 requirements include 32 hours of observation/field experiences and 10 service hours to teacher candidates' partner schools; professionalism and completion of **ALL** requirements for STEP 262 classes.

**Course Objectives:**

The overall goal of this course is for teacher candidates to learn about effective learning environments including planning for instruction and measuring the effectiveness of their instruction.

After this course, students will be able to:

- write lesson plans that include measurable learning objectives, applicable Colorado Content Standards, required materials, safety considerations, an outline of the lesson scaffolded with the five e's (Engage, explore, explain, elaborate and evaluate), accommodations, formative assessment and subject integration.
- Utilize peer instruction as an active learning classroom strategy.
- Describe a range of approaches to classroom management and build on their repertoire of preferred approaches to difficult situations.
- Describe the ELL resources in their host school and reflect on how they believe they may use these types of resources in their future career.
- Create a pre/post assessment, evaluate the student learning gains and use the results to modify their future instruction.
- Define data driven instruction.
- Reflect on large scale data and backwards plan to improve student performance in future years.
- Reflect on their practice and use this reflection to set goals for further growth.

**Resources:**

- *Secondary Professional Teacher Education Program materials/resources*  
[http://www.unco.edu/cebs/teachered/undergraduate/secondary/current\\_students.html](http://www.unco.edu/cebs/teachered/undergraduate/secondary/current_students.html)
- [Colorado Content Standards](#)
- [Next Generation Science Standards](#)
- [Colorado Teacher Quality Standards](#)
- Writing Center in Ross Hall 1230

**Requirements:**

These must be completed successfully in STEP 262 to go on to STEP 363:

- 32 Hours in Classroom
- 10 Service hours to a school
- Host Teacher Midterm
- Host Teacher Final
- Professional Dispositions (in school)
- Professional Dispositions (in class)
- Pass STEP 262 assignments
- Quality of writing on STEP assignments must be satisfactory
- Students must attend all required seminars

**Grading Criteria:** (Letter grades assigned, +/- grades assigned)

In order to move on to Phase III of the program, a teacher candidate must attain a C or better in STEP 262.

Grades will be awarded as follows:

| Percentage | Letter Grade |
|------------|--------------|
| 93 – 100   | A            |
| 90 – 92    | A-           |
| 88 – 89    | B+           |
| 83 – 87    | B            |
| 80 – 82    | B-           |
| 78 – 79    | C+           |
| 73 – 77    | C            |

**Field Experience Requirement:**

32 hours of classroom observations/field experience

- Complete 32 field experience/observation hours documented via log & teacher/supervisor evaluations.

10 Service hours

- Complete 10 service hours to a school documented via log & teacher signatures. The goal of service hours is to provide “service” above and beyond classroom observation. These hours provide service to a school/community in which the host school resides.
  - *Examples that do NOT count for service hours: Aide work, coaching or other paid activities; No grading papers (even after school hours) or serving food in the school cafeteria, etc.*

Midterm Host Teacher Evaluation

- Midterm evaluation of the teacher candidate’s work in the classroom should be submitted by midterm.

Final Host Teacher Evaluation

- Final evaluation of the teacher candidate’s work in the classroom must be submitted by the Tuesday of finals week.

Professional Disposition Qualities

- All candidates are expected to meet the professional disposition qualities at all times.
- Meets Professional Teacher Code of Conduct at the school assigned.

**Additional Requirements:**

Weekly assignments

- Assignments will be due at the beginning of class each week. These must be type written and will be graded on both content and writing quality. Detail will be provided on the course calendar.

Final Presentation

- Final presentation reviewing how you met each of the STEP 161 learning objectives, using the media of your choice.

**Disability Support Services:**

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disability Support Services (970) 351-2289 as soon as possible to better ensure that accommodations are implemented in a timely fashion. Students with accommodations must provide the disability access form at least 3 days before accommodations are needed.

**Sexual Misconduct/Title IX Statement**

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct).

**Equity and Inclusion Statement**

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, 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, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>.

**Academic Integrity Statement**

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

Everything on this syllabus is subject to revision throughout the semester; however, adequate notice will be given.