

STEP 363 - Science
Fall 2015
Clinical Experience for Secondary Teaching III
Ross 2280, Tuesdays 5-7 pm

Instructor: Wendy Adams
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Course Website: <http://www.unco.edu/nhs/science/STEP/home.htm> Check it often!!

Co/prerequisites: SCED 441

Course Description:

STEP 363, *Clinical Experience for Secondary Teaching III*, is designed to provide teacher candidates with opportunities to participate in, analyze, and reflect on teaching and learning in secondary school and classroom settings. STEP 363 course activities and field experiences support Phase III course work.

STEP 363 requirements for candidates include 90 hours of field experiences in day-to-day classroom activities, teaching 5 lessons; professional attendance and satisfactory completion of **ALL** requirements for STEP 363 classes.

Course Objectives:

The main goals of this course are for students to solidify their abilities to plan for instruction, expand their range of instructional strategies for all learners, understand professional learning and ethical practice and to begin their journey towards becoming a teacher leader.

After this course, students will be able to:

- Employ various classroom management techniques.
- Use formative assessment to adjust to students' needs as they are teaching and to determine where instruction can be improved next time. (Backwards Planning)
- Describe a variety of professional teaching activities and organizations available to Colorado science teachers.
- Use multiple forms of technology to enhance the effectiveness of their teaching.
- Plan coherent and effective instructional sequences that are consistent with the goals of the *Next Generation Science Standards* and *Colorado Academic Standards for Science*.
- Identify common preconceptions students have about science concepts.
- Describe and apply the ideas of cognitive load and working memory when planning lessons and appropriate activities for learning.
- Describe and defend the limitations of learning styles and the detrimental effects of labeling children
- 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
- [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 363 to go on to student teaching:

- 90 Hours in Classroom
- 5 Lessons taught (for class duration) with observations completed by appropriate personnel:
 - Minimum of 3 observations completed by host teacher evaluated as acceptable development/proficient by 3rd lesson and determined prepared to move on to student teaching.
 - Minimum of 1 observation completed by CEBS faculty and evaluated as acceptable development/proficient and determined prepared to move on to student teaching.
 - 1 observation completed by Content faculty and evaluated as acceptable development/proficient and determined prepared to move on to student teaching.
- Host Teacher Midterm evaluated as acceptable development/proficient and determined on the appropriate track toward successful completion of experience.
- Host Teacher Final evaluated as acceptable development/proficient in all areas and determined prepared to move on to student teaching.
- Professional Dispositions (in school) evaluated as acceptable in all areas
- Professional Dispositions (in class) evaluated as acceptable in all areas
- Pass the Praxis exam [in order to student teach]
- Pass STEP 363 Assignments (C or above)
- Quality of writing on STEP assignments must be satisfactory
- Students must attend all required seminars.

Grading Criteria: (Letter Grading including +/-) In order to move to Phase IV of the program, a teacher candidate must earn a C or better in STEP 363. Grade 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 Requirements:

90 hours of classroom field experience

- Successful completion of 90 field experience hours documented via log & teacher/supervisor evaluations.

5 Lessons Taught

- Each lesson must be designed and implemented with the guidance and cooperation of the Host Teacher and take the duration of a class period. The lessons should be designed within the guidelines of the preliminary work sample as defined in SCED 441.
- Each lesson must have an evaluation form completed by the host teacher and/or the UNC professor/instructor observing the candidate.
 - 3 lessons must be observed and evaluated by the Host Teacher.
 - 1 lesson must be observed and evaluated by a Content instructor.
 - 1 lesson must be observed and evaluated by a STEP instructor.

Host Teacher Midterm Evaluation

- Midterm evaluation of the teacher candidate’s work in the classroom.

Host Teacher Final Evaluation

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

Professional Dispositions

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

Seminar Assignments/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.

School Meeting Assignment

- Documentation of attendance at 2 school meetings from the following list: a department meeting; a school faculty meeting; a school improvement meeting; a school board meeting, other.
- A reflection on how the meetings were run, what you gained, and what you can apply from the meetings to your future practice.

Final Presentation

- Presentation, via media of candidate’s choice, reflecting on the candidates Teaching Journey.

Seminar Attendance & Participation Requirements

- Teacher Candidates must attend and participate in all required seminars over the course of the semester.

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.

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.