**Course Description/Purpose**

- To provide teacher candidates with opportunities to observe, participate, analyze, question, and reflect on teaching and learning in secondary school classroom settings.
- To give candidates insight and understanding into the day-to-day behaviors//activities in a classroom based on good teaching practices and state standards.
- This course is developed in compliance with the Performance-Based Standards for Colorado Teacher and UNC Standards.

**Course Objectives**

- To provide secondary teacher candidates with supervised opportunities to observe, understand, and evaluate key components of the teaching and learning process in a secondary classroom.
- To involve secondary teacher candidates in instruction, assessment, classroom management, demonstration of content knowledge, and professional reflection on their teaching effectiveness.
- To connect theory and practice by providing secondary teacher candidates with supervised opportunities to design and implement standards-based, content-specific lesson plans.

**Outline of Course Content**

1. Ourselves as teachers: Developing your educational stance and beliefs
2. Our students: The ability to work with the young people of today
3. Pedagogy: Best teaching practices for planning, implementing, assessing, and working with students
4. The “Decisive You”: Leading, guiding, managing, the performance and behaviors of students
5. The “professional you”: How you develop as an educator through class, your practicum and student teaching
Required Reading

- Fires in the Bathroom: Advice for Teachers from High School Students, 1E, Kathleen Cushman, publisher The New Press
- All other materials/resources will be posted on Blackboard [http://unco.Blackboard.com](http://unco.Blackboard.com)

Grading Considerations and Criteria

- Letter grading will include +/-
- In order to move to student teaching a candidate must earn a minimum of a “C” AND pass h/h observe h/h classroom observations by your content professor and me.
- “A” 93-100%
- “B” 85-92%
- “C” 77-84%

Assignments and Point Totals

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Conduct Form</td>
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</tr>
<tr>
<td>Observations…a minimum of five with a maximum of eight</td>
<td>13/observation</td>
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<tr>
<td>Mid-Term Host Evaluation</td>
<td>10</td>
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<tr>
<td>Mid-Term Self Evaluation</td>
<td>10</td>
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<tr>
<td>Mid-Term Hours Log</td>
<td>5</td>
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<tr>
<td>School Meeting and PD Precis</td>
<td>20</td>
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<tr>
<td>Lesson Analysis</td>
<td>20</td>
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<tr>
<td>Educational Philosophy and Stance</td>
<td>40</td>
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<tr>
<td>Host Lesson Evaluations…five total</td>
<td>10/observation</td>
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<tr>
<td>CEBS Evaluation</td>
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<tr>
<td>Content Evaluation</td>
<td>30</td>
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<td>Final Hours…classroom and volunteer</td>
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<tr>
<td>Final Host Evaluation</td>
<td>10</td>
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<tr>
<td>Final Self Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Exit Interview</td>
<td>25</td>
</tr>
<tr>
<td>Points may vary according semester…this group</td>
<td>365</td>
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</tbody>
</table>
Course Requirements
ALL assignments, their requirements, and due dates will be found on Blackboard

Explanation of Précis and Written Assignments
A given written assignment will be referred to as a “précis”. A précis is a short and concise summary. It comes from the French and means precise. Concise and precise is the expectation for each write-up. Please use 1” margins, a readable professional font (no smaller than 12pt.), 1.5-2 spacing, heading, a copy of the appropriate and any associated material. You will be submitting all précis to Blackboard.

Evaluation of Précis and Written Assignments
- Neatness and completeness (professional appearance and inclusion of rubric)
- Accuracy and clarity (spelling, grammar, sentence structure, and organization)
- Honest responses/reflections with specific references to real experiences/examples
- Professionalism in content and context regarding how issues are addressed/reported
- Respectful/appropriate reference or omission of faculty and or students maintained
- Evidence of professional development (reflected via connections to professional development plan, theory/practice discussion, and or educational readings)

Overview of Major Assignments
All assignments will be announced and posted on Blackboard

Classroom Observations
To gain insight into the classroom, and teaching practices, students will be asked to make observations, complete a set of questions, reflect on readings from the book, and relate how each area may impact their future teaching practices.

Lesson Observation and Analysis Précis
This précis will assist you in identifying and analyzing the components of an effective lesson. How future planning is impacted by assessments and standards. After observing several lessons you will be asked to identify the parts of the lesson and determine if they had a positive impact on the student and lesson.
Identification of Initial Educational Philosophy

As you semester develops it is important for you to begin to identify the ideology you view as important and to start to develop a plan on how to accomplish your goals. Your thoughts will include classroom management, the learning environment, educational practices, routines, classroom set-up, plus your core beliefs that will establish your educational personality.

School Meeting Précis

Attend and document two (2) school meetings from the following: department, faculty, school improvement, school board meetings, or in-service or professional development sessions. Provide a description that includes: purpose, participants, topics, events, perspectives, and climate. Reflect on the meeting and its impact on you, your staff, and building. Should be three to four pages in length.

Professional Disposition Qualities Rubric

The purpose of this document is to serve as a conversation starter between teacher candidates, their cooperating teachers, and/or university supervisors in regards to expectations for professional behavior in teaching settings. It may also be used to document the teacher candidate’s progress throughout a professional development sequence. The PDQ will be used several times during the semester to assist teacher candidates in reflection on and assessing their professional development. The PDQ will be used as a major artifact during the Exit Interview.

Note: The Professional Disposition Qualities rubric addresses the following Interstate Teacher Assessment and Support Consortium (InTASC) Standards:
- Standard #1: Learner Development.
- Standard #2: Learning Differences.
- Standard #3: Learning Environments.
- Standard #9: Professional Learning and Ethical Practice.
- Standard #10: Leadership and Collaboration.

Exit Interview

Answer a series of questions that will relate to the topics covered during the semester in a one on one interview.

Course and Field Experience Requirements for Post Bac Practicum

In order to complete all assignments the candidate must participate in the following:

- 160 hours of satisfactory classroom observation/field experience during a 15-week semester.
- 10 hours of service that contributes to your partner school. Hours can count toward 160 required hours of field experience if completed at host school. If hours are going to be completed at another school, prior permission must be granted. Sponsoring teacher must sign your log.
• Attend all practicum classes and complete all assigned assignments.
• Attend one professional development meeting that is held at your partner school or in its district. Hours count towards your 160 hours, must have lead educator sign your log.
• Attend one faculty, department, partner school, district, or school meeting. Hours count towards your 160 hours, must have lead educator sign your log.

**Performance Assessment or Field Experience Practicum**

Completion of the following assessments and/or evidence collected to indicate the teacher candidate’s achievement of the standards at the developing/proficient level

1. Host teacher’s mid-term and final evaluation the candidate’s performance. Both evaluations must be completed prior to a final grade being assigned.

2. Mid-term and final Field Logs with hours competed and host’s signature.

3. Documentation of service hours with signature. Can be counted towards 160 hours.

4. Précis and documentation for the two (2) meetings attended.

5. Candidate will be observed, and evaluated, by JWH and a curriculum representative. To PASS EDFE 554 both observations must meet proficient standard by both educators.

6. Design, teach, and have five (5) content-based lessons evaluated.
   - Each lesson must be created with your host and be a minimum of 45 minutes in length. Development must be based on your lesson planning expectations from your methods classes.
   - Host teacher will do five (5) formal observations and use the UNC observation form plus conduct an evaluative reflection opportunity. The observation will then be uploaded to Blackboard.

**Service Hours Guidelines**

Post Bac candidates are required to complete 10 service hours at their assigned partner schools. The goal of service hours is to provide “service” above and beyond field experience hours or with the instructor approval, provide service to the community/town in which the school serves. These hours will assist in providing the opportunity to be better rounded and to understand what your professional responsibilities will include.
Examples that fulfill the requirement:
- Assisting with sporting events, school productions, community service, or fundraising
- Assisting in the library, main office, or building managers
- Supervising with lunch, bus duty, or on the playground
- Chaperoning school dances, field trips, or other activities
- Non-paid tutoring outside field experience hours; AVID, ESL, special education, or extra help
- Coaching

NO paid tutoring, aid work, or coaching. No grading papers.

**Student Teaching Seminars**

All Post Bac teacher candidates will be expected to attend, in person, or online, monthly Student Teaching seminars. Topic will be distributed a 10 days in advance and will be based on the needs and questions of the group. We will meet 6:00-7:00, McKee Hall, with the room TBA.

**Session Dates:**
- 13 January
- 17 February
- 16 March
- 13 April
- Celebration TBA

**Absences**

Attendance is mandatory. If you are unable to attend please contact me prior to your absence.

One absence is excused. All make up work, or an alternative assignment will be allowed with full credit.

More than one absence and all late work will earn 50% following due date.

**Late Assignments**

Contact me prior to the due date. All late assignments will not be eligible for full credit.
Must be posted to Black Board. Please include your last name in the title of the document.

**UNC Policy Statements**

**Disability Support Services**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**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.

**Liability Statement Pertaining to Field Experiences**

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