Course Syllabus: UFTeach – Step 1: Inquiry Approaches to Teaching
University of Florida Spring 2009

Date/Time: Tuesday Period 9 Wednesday Period 6		**Course/Section: EDG 4930 (Sec 6731& 1077) Class Location: Norman Hall Rm. #174**
Instructor(s): Dr. Griff Jones and Mrs. Gloria Weber		
Instructor: Jones Office Location: NRN 171 Office Phone: 352-392-9191 ext. 237 Cell Phone: 352-665-5819 Office Hours: Tues. 1-3pm E-mail: gjones@coe.ufl.edu	Instructor: Weber Office Location: NRN 175 Office Phone: 352-392-0726 ext.290 Cell Phone: 352-870-8004 Office Hours: Thurs. 2:00-4:00 E-mail: gweber@coe.ufl.edu	Graduate Assistant: Short Office Location: NRN 176 Office Phone: NA Cell Phone: 904-728-4137 Office Hours:Mon., Fri. 9:30- 12:00 E-mail:shortk@ufl.edu

Course Prerequisite(s)
An interest in exploring teaching

UF E-Learning Website
https://lss.at.ufl.edu/

Course Requirements
Students must be able to:

- Create Microsoft® Word documents
- Attach Microsoft® Word documents to e-mail messages
- Check the UF E-Learning course Web site daily

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

Course Schedule

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

Course Overview

This course will provide students with:

- an opportunity to explore teaching in science or mathematics,
- early field experiences in teaching
- an introduction to the theory and practice that is necessary to design and deliver excellent instruction

To obtain first-hand experience with planning and implementing inquiry-based curriculum, students will teach science/mathematics lessons in elementary classrooms at the University of Florida's P. K. Yonge Developmental Research School or in the Alachua County School District. Students will attend one hour of class on campus each week, where they will learn to design and deliver excellent science/mathematics lessons. Students, working in teams, will present three lessons in a third, fourth, fifth, or sixth 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

Students will be able to…	**Evidence of Student Learning:**
utilize science or mathematics content knowledge to plan and teach three upper elementary grade lessons.	• 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.	• 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.	• performance objectives and corresponding assessments included in each lesson plan
design and teach three inquiry-based lessons using the model.	• 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
use probing questions to elicit feedback to determine students' acquisition of knowledge.	• 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

Students will be able to…	Evidence of Student Learning:
discuss strategies for achieving instructional equity.	• participation in class discussions
demonstrate proficiency in the use of technology for productivity purposes.	• electronic communication with instructor postings to e-Learning • technology lessons • use of PowerPoint and Microsoft Word
implement safe classroom practices.	• safety issues addressed in each lesson plan • observations by the mentor teacher and master teacher
assess commitment to pursue teaching as a career.	• participation in a class discussion on intentions to pursue teaching as a career

Expectations

1. **Attendance**: 12% of your grade is based on active participation at all class sessions. The semester will begin with every student being given 12 points for attendance. **Three points will be deducted for each absence.** In order for an absence to be considered "excused" you must have a note from a doctor's office or have **prior** approval for absence from the instructors.
   When absent it is your responsibility to:
   - Contact your teaching partner if necessary.
   - Review E-Learning site for handouts and assignments.

   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.

2. **Technology Proficiency:** You will be required to be computer literate when teaching, so we will require you to demonstrate some basic productivity skills in this course. As you progress through the UFTeach program you will acquire more advanced skills and learn more about how to integrate technology into instruction.

3. **Late Assignments:** If an assignment is turned in late, a point will be deducted for each day late.

4. **Reflections:** Post a reflection concerning each classroom visit on E-Learning course Web site, **according to due dates specified on the calendar, after each lesson you teach or observe.**

5. **Lesson Plans:** Each student will team-teach three lessons in the elementary classroom. Each team is responsible for submitting a rough draft and a final version for each lesson plan. The lesson plan format will be discussed thoroughly in class. Due dates are listed on the course calendar.

6. **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 and the calendar.

7. **Scholastic Dishonesty:** Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Since such dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

8. Thank you in advance for turning off or silencing cell phones and other devices **BEFORE** class begins. Texting during class is not appropriate and will result in deduction of participation points.

Field Experience

1. You and a teaching partner will teach three hands-on science/mathematics lessons in a local elementary school. The lessons will be chosen from nationally acclaimed modules in Full Option Science Systems (FOSS), Activities Integrating Math and Science (AIMS), or another instructor-approved source. 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 these nationally recognized curricula or obtain prior approval to use alternate materials.

2. Written lesson plans (rough draft and final version) will be posted to E-Learning. You will also e-mail a final version of each lesson plan to your Graduate Assistant and your Mentor Teacher **two days** before your scheduled teaching day. The UFTeach instructor must give final approval for each lesson no less than two days before you teach it. Otherwise, the lesson must be rescheduled for a later date and points will be deducted (see grading policy).

3. You will observe your mentor teacher's class twice during the semester. With your mentor teacher's approval, you are welcome to observe additional times.

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 UFTeach student.

5. Your mentor teacher will give you written feedback at the end of each lesson taught. Your mentor teacher will also write a final evaluation of your progress that will be mailed to your instructors.

6. If you reschedule a lesson, you must email or call your UFTeach instructors, Graduate Assistant, and Mentor Teacher as soon as possible.

7. Post a reflection discussing each classroom visit on E-Learning, according to due dates specified on the calendar, after each lesson you teach or observe.

8. If an emergency arises and you have to miss your scheduled teaching day, notify your partner, your mentor teacher, your Graduate Assistant, and your UFTeach instructors 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:**

Dr. Jones	352-665-5819
Mrs. Weber	352- 870-8004
Mrs. Short	904-728-4137

9. <u>Dress appropriately and professionally when going to the schools.</u>

10. Report immediately to the instructor and/or appropriate team members any problems you have, including the need for additional supplies.

Assignments/Point Values

Assignment	Points
1. Active participation at all class sessions is required and will greatly enhance your ability to be successful (-3 pts for each absence, -1 pt. for each tardy, other deductions at instructors' discretion).	12
2. Completion of Technology Proficiency Assignment – Due by January 13, 2009	3
3. Written lesson plans for three lessons – **posted to E-Learning and emailed to your instructor and your mentor teacher**. • Lesson Plan 1 -Due February 6, 2009 • Lesson Plan 2 -Due March 2, 2009 • Lesson Plan 3-Due March 27, 2009	 10 10 10
4. Demonstrate readiness to teach each lesson and receive final approval from instructors. Email final version of the lesson plan to Graduate Assistant and Mentor teacher. Lesson may not be taught until this is completed **(3 points/lesson).**	9
5. Completion of all field experiences as evidenced by timely **posting on E-Learning of reflections** after your observation visit and after each lesson you teach. **(according to due dates specified on the calendar) (5 points/reflection)**	25
6. **Presentation** of portions of lesson activities to the class.	5
7. Completion of **Web-based Instructional Resources assignment – due March 5, 2009 as an E-Learning attachment.**	10
8. Clean-up and **return of all materials** to kits.	6
TOTAL	**100**

Grading Scale

90 --100 = A
80 --89 = B
70 --79 = C
60 --69 = D
Below 60 = F

Note: *If an assignment is turned in late, points will be reduced by 1 point for each day late up to a reduction of 5 points. After 5 days, work turned in can only receive a maximum of half credit.*