School of Education
UNIVERSITY OF COLORADO BOULDER

Syllabus

EDUC 4060/5060: Classroom Interactions
Fall 2026, 3 credits, August 26 – December 2
Wednesdays, 5:20 - 7:50 in MBE 172

Instructor Information

Dr. Ian Her Many Horses
My office hours are Thursday from 1:00-3:00 pm in MBE 181B, over Zoom, or by appointment.

You can reach me at ian.hermanyhorses@colorado.edu or at 303-868-7620 for more urgent matters.

Dr. Will Lindsay
My office hours are Wednesday from 3:30-5:00 pm in MBE 181D, over Zoom, or by appointment.

You can reach me at william.lindsay@colorado.edu or at 720-989-3483 for more urgent matters (please text first).

Course Information

This course continues the development of teacher candidates' skills in teaching and learning secondary science and mathematics as part of the CU Teach sequence. Participants will come to understand how content and pedagogy are intertwined to create effective learning environments for all students. Participants will have the opportunity to see how theories of learning and teaching play out in real instructional settings by designing and implementing instructional activities and then evaluating the outcomes of those activities on the basis of student artifacts (i.e., what students say, do, or create). These opportunities facilitate candidate development as reflective practitioners. The course also provides participants with frameworks for thinking about issues of equity, diversity, and justice in the classroom, as well as larger school settings, and provides them with strategies for effectively teaching diverse and historically marginalized student populations.

Learning Goals

The course is organized around several intertwining themes:

1. Understanding mathematical, scientific, and engineering content and practices more deeply to inform the design of learning environments and enactment of classroom activities.
2. Understanding and applying the pedagogical theories behind the teaching and learning of mathematical, scientific, and engineering disciplines.
3. Understanding and engaging in equity- and justice-seeking instructional and assessment practices to support students in heterogeneous classrooms.
4. Becoming a reflective practitioner.

Practicum information

THIS CLASS HAS A **60-HOUR** PRACTICUM REQUIREMENT IN A LOCAL MIDDLE OR HIGH SCHOOL MATH OR SCIENCE CLASSROOM FOR UNDERGRADUATES OR POST-BAC STUDENTS. YOU WILL BE EXPECTED TO HAVE 6 HOURS BETWEEN 7:30 – 4:00 PM EACH WEEK TO ACCOMMODATE TRAVEL TIME AND A TOTAL OF FIVE HOURS IN PERSON AT YOUR PRACTICUM SITE. MA+ STUDENTS COMPLETE THEIR PRACTICUM REQUIREMENTS AS PART OF THEIR YEAR-LONG PLACEMENT. The practicum component is comparable to a laboratory for a science course. This field experience is designed to help you come to understand how modern secondary schools and science and math classrooms function, and to bring the theories we discuss in class into practice. The Teacher Education Handbook provides detailed information to ensure a successful experience.

Attendance at your Practicum assignment is a core element of this course to help prepare you for the realities of classroom practice. ***Candidates cannot pass a course with a co-requisite practicum unless they also pass the practicum.*** Successful completion of practicum involves full attendance each week (or making up any missed hours/days), acceptable evaluations by your practicum teachers, and competent performance on field-based assignments from this course.

You will observe and teach with experienced mentor teachers and have two solo teaching events in a middle or high school classroom. The first teaching event (Teach 1) will be a one-day teach, and the second teaching event (Teach 2) will be a two-day teach. **When you are doing your Teaches, we encourage you to teach your lesson in *at least 2* of your practicum teacher's class periods of the same course.** Please notify the instructors of any conflicts as soon as possible so that we can try to work out an arrangement.

Make a copy of the Practicum Tracking Log, share with your MT and your instructor. This will serve as your official log of practicum hours. This document will be submitted to the Office of Teacher Education as the official, permanent record of your practicum completion.

Colorado Teacher Quality Standards

You will develop the following CO TQS in this course:

- 1a - Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.
- 1c - Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.
- 2a - Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.
- 2b - Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity, while working toward common goals as a community of learners.
- 2c - Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.
- 3a - Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.
- 3b - Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.
- 3c - Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.
- 3d - Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.
- 3e - Teachers provide students with opportunities to work in teams and develop leadership.
- 3f - Teachers model and promote effective communication
- 4a - Teachers demonstrate high standards for professional conduct.
- 4b - Teachers link professional growth to their professional goals.
- 4c - Teachers are able to respond to a complex, dynamic environment.
- 4d - Teachers demonstrate leadership in the school, the community, and the teaching profession.

Textbooks and Materials

This is a reading-intensive course. You are expected to come prepared to discuss the readings assigned; writing brief summaries of each article will help you to look back and reflect on what you have read through the course of the semester. Most weeks there will be assigned articles; all of the articles will be available through the course website on Canvas and Weekly Overview.

OPTIONAL BOOKS

- Minor, C. (2019). *We got this: Equity, access, and the quest to be who our students need us to be*. Heinemann.

FOR OTHER COURSE READINGS, SEE THE WEEKLY OVERVIEW

ASSIGNMENTS

Assignment	Learning goals	Percentage	Due Date
In-Person Attendance and Participation	*Demonstrating commitment to the professional responsibilities of teaching in secondary classrooms* *Supporting reflection and growth as an educational professional*	20%	
Course Readings and Assignments	*Supporting reflection and growth as an educational professional* *Building professional knowledge for teaching*	20%	See weekly overview, or Canvas
Practicum Assignments	*Noticing equitable teaching practices* *Supporting reflection and growth as an educational professional*	20%	See weekly overview, or Canvas
Teach 1 Analysis (broken down into several deadlines)	*Engaging learners in math, science, and engineering practices* *Eliciting and attending to student thinking* *Engaging in equitable teaching practices to support all students in heterogeneous classrooms* *Becoming a reflective practitioner*	15%	Complete analysis due 11/1
Teach 2 Analysis (broken down into several deadlines)	*Engaging learners in math, science, and engineering practices* *Eliciting and attending to student thinking*	25%	Complete analysis due 12/6

	Engaging in equitable teaching practices to support all students in heterogeneous classrooms *Becoming a reflective practitioner*		

In-Person Attendance and Participation

We are building a community of practitioners, and your regular and prepared attendance at the in-person sessions is an essential component of that element of this course. Thus, regular attendance, participation, and completion of assignments at the in-person sessions is worth 20% of your grade for this course. We will do our best to bring in as many voices to our discussions as possible, but we ask that you also monitor your own contributions to class. If you have spent more time listening, speak up. Listen up if you have spent more time speaking. If you must miss an in-person session, *you must notify the instructors prior to class*. Every student is allowed ONE absence/personal day without penalty.

Practicum Assignments

The intention of teacher candidates going out into the field is for you to engage with your mentor teacher, students, and peers as you improve your teaching practice. Practicum assignments are all about you working with your mentor teacher and getting to know your students. In addition to formal assignments, we encourage you to take every opportunity to co-teach with your mentor.

Practicum Assignment	**Due**
Letter of Introduction	Week 3
Classroom Observations	Several throughout semester
Teach 1/Watching Peer Videos	Week 8
Student Feedback Interviews	Week 9
Teach 2/Watching Peer Videos	Week 13/14/15

Teaching Events and Analyses

You will design/adapt lesson plans for each of your teaching events. Teach 1 is a one-day teaching event. Teach 2 is a two-day teaching event and requires two days' worth of lesson plans. You will have the opportunity to rehearse a small portion of the lesson with peers prior to enacting it in practicum. When you enact your lesson, you will collect specific evidence of

student learning and other classroom artifacts, analyze and report your findings, and reflect on the efficacy of your lesson with the support of your peers.

Grading

Since you are preparing to become teaching professionals, you need to practice preparing documents that are ready for students, fellow teachers, administrators, and parents to read. All email communications with the instructors should be written formally, as though you were communicating with a parent or administrator. All assignments handed in should be carefully proofread and should contain limited spelling or grammatical errors. All students may revise and resubmit assignments based on feedback to demonstrate their learning and growth as an educational professional and reflective practitioner (with the exception of the final assignment, Teach 2 Analysis).

Final grades will be assigned in the following manner, in accordance with the proportions of credit for each assignment shown in the table above: 93-100%=A; 90-92%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; <70%=F.

All assignments are due prior to or at the beginning of class, or on the appropriate due date. Contact us prior to the due date if you need more time to discuss the situation and negotiate an alternative due date.

Using Canvas and Other Technologies

Canvas. Our primary point of dissemination of course materials and turning in assignments will be Canvas, http://canvas.colorado.edu. Check here for information on course readings, to turn in assignments, and visit here for asynchronous session materials.

Google Docs. Many districts, schools, and teachers are now using online collaboration to host information for their classes. Google Docs also make wonderful online collaboration tools and are therefore ideal for the lessons that you will be designing. Early in the semester you need to sign up for a Google Account using your first.last@colorado.edu email address. You may not only create lessons in html, but also store documents relevant to your lesson. The title should follow the following template:
Lastname_AssignmentTitle_CI_F26 (e.g. Lindsay_Reflection1_CI_F26).

Practicum Hours Log
Each week, please log your practicum hours using this template. (Make a copy, rename, and share with your course instructors.)

Syllabus Changes

The instructor reserves the right to alter (add, delete and/or modify) the syllabus to meet the individual needs of the students.

Mandated Reporters
Mandated reporters are individuals who are obligated by law to report suspected cases of child abuse and neglect. Mandated reporter laws are designed to catch child abuse in its early stages, so that children do not suffer long-term damage. Any person who has contact with children in a professional capacity or who is in a position of trust is a mandated reporter.

Participants in the CU Boulder's School of Education programs are placed in a position of trust among young students and are therefore considered mandated reporters.

For additional information, please consult the following resources:

- BVSD (Boulder Valley Public Schools) training video, one page handout, and report form https://www.bvsd.org/parents-students/be-ready/child-abuse-and-neglect-reporting

Syllabus Statements

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part of adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the Honor Code will be assigned resolution outcomes from Student Conduct & Conflict Resolution and will be subject to academic sanctions from the faculty member. Visit Honor Code for more information on the academic integrity policy.

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or DSinfo@colorado.edu for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

If you have a temporary illness, injury or required medical isolation for which you require adjustment, please reference the Attendance/Participation section of this syllabus for guidance.

Accommodation for Religious Obligations

Instructional faculty members must make every reasonable effort to accommodate all students who have conflicts with scheduled exams, assignment deadlines or required attendance due to a religious observance. Whenever possible, students must notify the instructional faculty member at least two weeks in advance of the expected exam, assignment deadline, or attendance conflict to request an accommodation for religious observance. If the start date of the course is less than two weeks before the date of requested accommodation, students must notify the instructional faculty member on the start date of the course. See the Student Academic Accommodations for Religious Observances Policy for more information. In this class, please reference the Attendance/Participation section of this syllabus for guidance.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information does not always align with how they identify. If you wish to have your preferred name (rather than your legal name) and/or your preferred pronouns appear on your instructors' class rosters and in Canvas, visit the Registrar's website for instructions on how to change your personal information in university systems.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.

Additional classroom behavior information

- Student Classroom and Course-Related Behavior Policy.
- Student Code of Conduct.
- Office of Institutional Equity and Compliance

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits protected-class discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and

off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email OIEC@colorado.edu. Information about university policies, reporting options, and OIEC support resources including confidential services can be found on the OIEC website.

Please know that faculty and graduate instructors are required to inform OIEC when they are made aware of incidents related to these concerns regardless of when or where something occurred. This is to ensure the person impacted receives outreach from OIEC about resolution options and support resources. To learn more about reporting and support a variety of concerns, visit the Don't Ignore It page.

Mental Health and Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact Counseling and Psychiatric Services (CAPS), located in C4C, or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through AcademicLiveCare. The AcademicLiveCare site also provides information about additional wellness services on campus that are available to students.

Acceptable Use of AI in this Class

Generative artificial intelligence tools—software that reproduces text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This statement governs all such tools, including those released during our semester together.

Keep in mind that the goal of gen AI tools is to reproduce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a gen AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. If gen AI tool use is suspected in completing assignments for this course in ways not explicitly authorized, I will follow up with you. I may contact the Office of Student Conduct & Conflict Resolution to report suspected Honor Code violations.

In addition, you must be wary of unintentional plagiarism or data fabrication. Please act with integrity, for the sake of both your personal character and your academic record.

You may use gen AI tools in this course however you see fit. However, keep in mind your own and others' privacy implications and security risks when using gen AI tools. If you use gen AI tools on assignments in this class, document your usage with the Chicago Manual of Style or appropriate citation guidelines for this course.