BOISE STATE UNIVERSITY
IDoTeach

IDoTeach
STEM-ED 102
Step 2: Inquiry-Based Lesson Design
Fall 2022
Mondays 10:30-11:45 in ED 417

Instructor	Lindsey Yundt
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Student-Focused Hours	Please email your meeting requests, as I work off campus frequently

I. Course Rationale
Students who want to explore teaching careers become familiar with the middle school setting by observing and interacting in this environment, and by teaching several lessons to a middle school class. They build upon and practice lesson design skills that were developed in Step 1, and also become familiar with excellent science and mathematics curricula and practices for the middle school setting. As a result of the Step 2 experiences, students generally are able to make a decision as to whether they want to pursue a pathway to teacher certification in a STEM discipline through the IDoTeach program.

Prerequisite: STEM-ED 101: Step 1, and an interest in exploring the career of teaching in a STEM field.

II. Course Description
Class meets once a week on campus for 1.25 hours. During this time students learn about the middle school environment, and work on inquiry-based lesson analysis, design, and assessment. Aspiring engineering, mathematics, and science teachers meet together. IDoTeach students are assigned to either a mathematics or a science Mentor Teacher in a local Boise School District junior high school to observe twice, and then co-teach two inquiry-based lessons. They generally teach in a team with a partner, and field assignments are based on the backgrounds, schedules, and transportation needs of the students.

The course emphasizes writing strong 5E lesson plans, with a focus on the importance of using appropriate questioning and assessment strategies throughout the lesson. Students develop pre- and post-assessments for performance objectives. For their final product, students analyze and modify one of the lessons they taught, taking into account the results of the assessments, their reflection on how successful the lesson was, and feedback from observers (Mentor Teacher and/or Instructor).

Course Materials and Information

All course materials and assignments will be housed on our Canvas Site. You will use Canvas regularly to access course materials and assignments. If you need any assistance navigating Canvas, please let me know.

Student Learning Outcomes

After completing Step 2, students will be able to:

1. **demonstrate** science and mathematics content knowledge in the design and teaching of middle school lessons aligned with district curriculum.
2. **utilize** exemplary sources of inquiry-based mathematics or science lessons.
3. **identify** the unique attributes of adolescent students and implement teaching strategies that are effective in the middle school environment.
4. **design** and teach inquiry-based lessons using the 5E Instructional Model.
5. **plan** for and implement safe classroom practices.
6. **discuss** strategies for achieving instructional equity.
7. **design** and teach lessons that incorporate the use of technology.
8. **use** probing questions to elicit feedback on students' acquisition of knowledge.
9. **use** pre- and post-assessments aligned to performance objectives to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising lesson plans.
10. **provide** instructive feedback to peers.
11. **reflect** on teaching experiences to revise lesson plans.
12. **assess** commitment to pursue teaching as a career path.

III. Student Well-being

If you are struggling for any reason (health, relationship, family, or life's stresses) and believe these may impact your performance in the course, I encourage you to contact the Dean of Students at (208) 426-1527 or email deanofstudents@boisestate.edu for support. Additionally, if you are comfortable doing so, please reach out to me and I will provide any resources or accommodations that I can. If you notice a significant change in your mood, sleep, feelings of hopelessness or a lack of self worth, consider connecting immediately with Counseling Services (1529 Belmont Street, Norco Building) at (208) 426-1459 or email healthservices@boisestate.edu.

IV. Classroom Environment

Accommodations and Services for Students with Disabilities

I know that all people are able learners, I am open to creative solutions for accommodations, and am willing to do whatever students need to feel comfortable and successful in my class. I wish to fully include persons with different abilities in this class. Please let me know whether you need any special accommodations in assignments, instruction, or assessments to enable you to participate fully in class. I will try to maintain the confidentiality of any information regarding a disability that you share. Participants who need accommodations are asked to arrange a meeting the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail.

Note that participants with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). To learn more about the accommodation process, visit the EAC's website at: https://eac.boisestate.edu/

Respect for Diversity

In this course, students from all diverse backgrounds and perspectives will work together to create a safe, comprehensive learning environment. Students' learning needs will be addressed both in and out of class, and the diversity that students bring to this class will be viewed as a resource, strength and benefit. Materials and activities will be presented that are respectful of diversity: gender, sexual orientation, disability, age, socio-economic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are valued. Your input will be used to improve the effectiveness of the course for you personally or for other students or student groups.

V. COVID 19 Notice

Many Boise State classes have resumed face-to-face meetings. Our goal is to have a successful academic year while keeping our students, faculty, and local community healthy and safe. Public health recommendations and requirements are in place to achieve that goal.

We have taken health precautions on campus so that you can have the option of a face-to-face course. However, there is still inherent risk associated with face-to-face courses during a pandemic because of proximity to others and length of potential exposure to the virus. Therefore, as members of this learning community, it is imperative that we all engage in behaviors that protect the overall public health.

You have enrolled in a face-to-face course, and this format offers a number of benefits that appeal to many students. In order to preserve your access to this face-to-face option you are 1) required to sit in the same seat all semester (for purposes of contact tracing) and 2) encouraged to attend class virtually when you feel sick or symptomatic in any way.

By enrolling in an in-person course, you agree to comply with Boise State's rules and precautions which include, but are not limited to, facial coverings, frequent hand washing, hand sanitizing, and sitting in the same seat all semester.[1] Failing to comply with these rules and precautions is a violation of Boise State's Student Code of Conduct.

VI. Technology

Students will be required to use the following technology:

- Google Drive (creating new files/folders; copying, sharing, and moving files/folders, etc.)
- Google Documents, Forms, and Slides

[1] For details, see Health Guidelines

- Canvas
- **Check u.boisestate.edu email daily**

If assistance is needed with any of the above, I am happy to help.

VII. Assignments

Grades and class assignments are posted on Canvas. Details and due dates will be communicated in class as well as on Canvas. **All assignments** are expected to be completed, and revised and resubmitted based on instructor feedback.

VIII. Grading

Participants taking the course for graduate credit will be graded on the following scale.

Grade	Description
A	Distinguished work
B	Superior work
C	Average work
D	Below-average work
F	Failure
I	Incomplete work - Students will be required to complete assignments as outlined in an individual contract to avoid earning a failing (F) grade.

- This course will center around qualitative feedback and assessment, and we will discuss this during class throughout the semester. Individual assignments will be marked as proficient (1), missing (M), or not yet proficient (0). “Not yet proficient” work must be revised based on instructor questions, comments, and specific requests. Students will also be reflecting carefully on their own work throughout the semester. My intention is to help students focus on working in a more authentic way, as learning and teaching are iterative processes, done best in draft cycles of reflection and revision. If this process causes more anxiety than it alleviates, and if you are worried about your grade, please check in with me at any point (via email, call, or office visit). Please focus on being present in class, joining the discussions, doing the readings, and completing the assignments and revisions and final grades will not be a surprise.
- At the end of the semester, students will earn a final grade that will be determined based on proficiencies on **final** submissions of all assignments.
- Assignments need to be turned in on time as class conversations and activities are structured around trends in work/responses on assignments.

- ***Students who are not prepared for and consequently do not complete both teaching events will automatically earn a failing grade (F) for the course, as it is not possible to meet the learning objectives of the course without these experiences.***
- If you have extenuating circumstances at any point in the semester, please contact me and we will discuss submission of assignments at a later deadline and/or alternative assignments as needed.

IX. Attendance and Late Work Policy

Attendance in class (in-person or virtually) each week is a **major priority** for this course. Please communicate any planned absences in advance, and also communicate each unplanned absence as soon as possible. Understand that you can join our class virtually any week, so if those 75 minutes on Monday mornings are in *any way* open, please consider this option. The learning and work associated with each absence will need to be made up **prior** to the next week's class, so communication is really important.

NON-NEGOTIABLE: The lesson plans that students write and teach from are expected to be completed by given due dates. These are the only assignments that cannot be turned in late. Because we must honor instructional time in schools with real students, a missing, incomplete, or poor-quality lesson plan will result in a lost opportunity to teach and resulting failure in the course.

X. Field Experience Expectations:

As representatives of IDoTeach and visiting teachers in the Boise School District, we expect you to be professional when participating in your field experiences for this class.

- You are expected to observe all school district rules, policies, and procedures.
- Check in/sign in at the office upon arrival with **Government-issued ID**, and acquire a visitor's badge.
- Dress professionally. The districts have a dress code for teachers, which states: *Employee clothing and grooming shall be appropriate, shall not be immodest, and shall not be a disruption or interference to the educational process when the employee is on any school premises or at any school sponsored activities, regardless of location.*
- Arrive at least 20 minutes before your scheduled teaching time; arrive 30 minutes before a technology or lab-based lesson to set up and troubleshoot equipment.
- Materials are available for you to borrow for use in your lessons. You must fill out the online Materials Request Form at least 2 weeks before your scheduled lessons. Materials are to be returned within 24 hours of teaching, with the exception of Friday lessons, where materials can be returned on the following Monday.
- Practice every aspect of your lesson before you teach it.
    - Decide exactly how you and your partner will share the teaching responsibilities.
    - Make a plan for how you will transition from each part of the lesson to the next.
- Learn and use the names of your students! Make nametags and bring them with you to each lesson. This is an easy and effective classroom management technique!
- Your Mentor Teacher will give you feedback (electronically or in hard-copy) at the end of each lesson you teach. You are responsible for ensuring that a copy of this feedback is turned in to your Instructor.

If you have a **serious emergency** and you must miss your scheduled teaching day, notify your partner, your Mentor Teacher, and your Instructor as soon as possible. Your partner will teach the lesson alone and you will be required to make up the missed teaching day. Failing to teach the two required lessons will result in a failing grade for the course.

XII. Academic Honesty and Plagiarism Statement:

All students are required to adhere to Boise State University's *Student Code of Conduct* on academic dishonesty. Assignments you submit must be your original work and cannot be used in other courses. Nor can you use significant portions of assignments completed for another course in this course.

All work that you submit must show your own ideas and current understanding. Assignments you submit must be original and developed by you. You are welcome to get ideas from other sources; however, you must interpret such ideas significantly and cite your sources. Anything copied from another source must be indicated with appropriate quotation notations. The consequences for academic dishonesty in this course will, at the minimum, be an "F" grade for the course. Consult the instructor if you have questions about what is considered academically honest for this course.

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Danielson Framework Alignment
Components with a * are developed in this course

Domain 1: Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy* 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes* 1d: Demonstrating Knowledge of Resources* 1e: Designing Coherent Instruction* 1f: Designing Student Assessments*	**Domain 2: The Classroom Environment** 2a: Creating an Environment of Respect and Rapport* 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures* 2d: Managing Student Behavior* 2e: Organizing Physical Space*
Domain 4: Professional Responsibilities 4a: Reflecting on Teaching* 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism*	**Domain 3: Instruction** 3a: Communicating with Students* 3b: Using Questioning and Discussion Techniques* 3c: Engaging Students in Learning* 3d: Using Assessment in Instruction* 3e: Demonstrating Flexibility and Responsiveness*

IDoTeach Program Framework

