**CTSE 2500-002 – Step 1 & 2 Combo**

**Inquiry Approaches to Science Teaching & Lesson Design  
2 Credits (Lecture: 2 Hours, Lab Placements: 1 Hour)**

**Term:** Fall 2024  
**Class Meetings:** Thursdays 12:30-2:20pm, Haley 2462

**Lab:** Field placements will occur 8 times throughout the semester **Instructors:** Mr. Nathan W. Tubbs  
**Email:** tubbsnw@auburn.edu   
**Office:** Haley 3354, (334) 844-8273  
**Office Hours:** Office hours will be posted on Canvas.   
**Textbook:** There is no textbook to purchase. All required materials will be made available in Canvas.  
  
**Course Description**

In this course, students who want to explore teaching careers become familiar with and design inquiry-based lesson plans by observing, writing, and teaching lessons in elementary school and middle school classrooms. Students also become familiar with and practice classroom management in the elementary and middle school setting. Following their CTSE 2500 experiences, students can decide to continue to explore teaching as a career by registering for the remainder of the AUTeach curriculum, leading to teacher certification.

Class meets once a week on campus for 2 hours. During this time, students learn how to navigate the school environment and how to write inquiry-based lessons. Teams of AUTeach students will observe a Mentor Teacher in a local elementary and middle school and teach inquiry-based lessons in those teachers’ classrooms. Conducting classroom observations and teaching lessons in elementary and middle schools represent the major field components of this course and require at least one 2-hour block of time during the school day on those weeks. Field assignments are based on the schedules and needs of the students.

**Course Objectives**

In this course, students will learn how to do the following:

1. Demonstrate science content knowledge in the design, planning, and teaching of upper elementary lessons and middle school lessons aligned with state curriculum.

2. Utilize exemplary sources of and appropriate resources (including appropriate technologies) for inquiry-based science lessons.

3. Write performance objectives aligned with national and state standards and assessments of those objectives for each lesson.

4. Design and implement inquiry-based lessons using the 5E Instructional Model.

5. Demonstrate awareness of diversity within classrooms, discuss the implications for teaching and learning, and explore strategies for achieving instructional equity.

6. Identify the unique attributes of adolescent students and implement teaching strategies that are effective in the middle school environment.

7. Develop and use probing questions to elicit feedback to determine students’ misconceptions, alternative conceptions, and acquisition of knowledge.

8. Demonstrate proficiency in the use of technology for professional productivity and student engagement with instruction.

**Expectations**

***Attendance & Participation***

In class, you will: 1) plan and practice your lessons with your partner, 2) receive feedback from the instructor and other members of the class regarding your lessons, and 3) observe and learn from demonstration lessons. Twenty percent of your grade is based on attendance, active participation, and professionalism in all class sessions and field experiences. Credit for attendance requires arriving to class sessions and fieldwork appointments on time, participating in all class activities, and staying until the session ends. Students will begin the semester with 20 points. Deductions will be made for any unexcused absence (-5), tardy (-2), or lack of professionalism (-5). Field activities are considered class activities, and any late arrival or early departure of 30 minutes or more constitutes an absence rather than a tardy.

***Missing Class Sessions***

Because the course meets only once per week and there are no texts, most topics and activities are covered in only one class session. Missing class means you miss essential information and experiences for that week. Most students will be working with a partner. The workload for each lesson should be shared equally. If you are not in class, you inconvenience your partner by forcing them to work with you outside of class. If you miss a class, it is your responsibility to communicate with your partner about coordinating the next lesson.

***Missing Field Appointments***

A missed teaching appointment at your assigned school is taken very seriously. The Mentor Teachers you will work with have generously donated their classrooms and student learning time for your education. At the minimum, a missed lesson must be rescheduled. However, there may be more serious ramifications, which will be dealt with on a case-by-case basis. Lack of transportation is not an excusable reason to miss a field appointment, so be proactive and let someone know if you need assistance. **If you have a serious emergency and you must miss your scheduled teaching day**, notify your partner, Mentor Teacher, and AUTeach course instructor as soon as possible. Your partner will teach the lesson alone, and you will be responsible for completing the missed lesson. **Failure to complete all field requirements will result in failure of the course regardless of accumulated points.**

***Technology***

You must have access to and be able to use technology for course assignments (e.g., Canvas, Word, Adobe Acrobat, etc.) and for timely and appropriate communication with your instructor, Mentor Teacher, partner, and classmates. Check your email daily, and regularly access Canvas to view and post assignments.

***Professionalism***

As representatives of Auburn University and AUTeach, and as visitors in local school districts, you are expected to maintain professionalism in all field experiences for this class. You are expected to be on time, appropriately dressed, and well prepared for all field experiences. Before your first field appointment, you must sign and adhere to the department’s ***Professional Behaviors Contract***, which will be distributed and discussed in class.

***Background Check & Fingerprinting***

To be eligible to go into the local schools, all AUTeach students must consent to a background check and fingerprinting. More details will be provided in class and on Canvas. You must always bring a government-issued ID to your field placements each time you attend (e.g., driver’s license or passport).

***Academic Honesty***

Students will be expected to abide by the Auburn University Academic Honesty Code found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/).  All academic honesty violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. A plagiarism checker will be used throughout the semester. When using someone else’s ideas or work, you must include appropriate citations and references.

***Disability Accommodations***

Any students who require accommodations should electronically submit their university-approved accommodation documentation through AU Access and must meet with me regarding the specific accommodations requested. Please mention this to me in the first week of class so that we can set up a time to meet either during office hours or before/after class. If you need to establish your accommodations with the Office of Accessibility for the first time, please contact the Office of Accessibility, 844-2096, 1228 Haley Center (<https://accessibility.auburn.edu/>).

**Assignments**

***Field Experiences***

In this Step 1/Step 2 Combo course, a team of two students will be assigned to an elementary school classroom for the first half of the semester and a middle school classroom for the second half of the semester. Over the course of the semester, the team will visit their classrooms to conduct observations and to teach lessons. Early in the semester, the team will communicate with their Mentor Teacher to verify the dates of the observations. The dates and topics of the lessons are already set. **Dates for field events may be changed ONLY by the instructor or Mentor Teacher.** See the course calendar for semester observation and teaching dates.

***Lesson Plans and Reflections***

You will write a reflection following each time you are at your field placements (8). Two lessons will be co-taught with a Mentor Teacher, and then you and your partner will be responsible for writing and revising your other four lesson plans. See the table below for an overview for the observations and lessons. For your final project, you will 1) revise one of your lesson plans and 2) give a short presentation of your revisions, explaining your rationale for the changes you made.

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| --- | --- | --- | --- | --- |
|  | **Observation 1** | **Co-Teach 1** | **Lesson Plan 1 (LP1)** | **Lesson Plan 2 (LP2)** |
| **Elementary School** | Observe Mentor Teacher | Co-Teach with  Mentor Teacher | **Student A**: Lead Teacher  **Student B**: Support | **Student B**: Lead Teacher  **Student A**: Support |
|  |  |  |  |  |
|  | **Observation 2** | **Co-Teach 2** | **Lesson Plan 3 (LP3)** | **Lesson Plan 4 (LP4)** |
| **Middle School** | Observe Mentor Teacher | Co-Teach with  Mentor Teacher | **Student A**: Lead Teacher  **Student B**: Support | **Student B**: Lead Teacher  **Student A**: Support |

***Mentor Teacher Feedback***

Your Mentor Teacher will complete a feedback form for each lesson. Mentor Teachers may choose to provide a hard copy of the feedback form or email an electronic copy at the end of each lesson you teach. You are responsible for getting that feedback form from your Mentor Teacher before you leave and then submitting it to Canvas as part of your grade. There are scanners available in the Learning Resources Center (3084 Haley, <https://education.auburn.edu/learning-resources-center/>) and in the AUTeach office (3354 Haley).

**Grading**

Grading scale: A = 90-100, B = 80-89, C = 70-79, D = 65-69, F = below 65%

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| --- | --- | --- |
| **Activities** |  | **Points** |
| **Attendance, Participation, and Professionalism**  (-5 per unexcused absence; -2 per tardy; -5 for lack of professionalism) | | 20 |
| **Reflections**  Respond to reflection questions for each school visit (8) | 2 | 16 |
| **Lesson Plans**\*  Objectives, Draft, and Final Lesson Plan for 4 lessons | 10 | 40 |
| **Mentor Teacher Feedback Forms**  Feedback from each lesson taught (4) | 1 | 4 |
| **Analysis of Student Work**  Analyze and answer questions about collected student work |  | 5 |
| Return of all inventory materials |  | 5 |
| **Final Project**  Revised Lesson Plan (choose from lessons taught)  Final Project Presentation | 5  5 | 10 |
|  | Total | 100 |

\*Late lesson plans will result in a 5% deduction per day late and may result in delayed or canceled field experiences, which will negatively affect your grade.

**AI Policy: Not Permitted in this Course**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.