

Step 2: Inquiry-Based Lesson Design

In Step 2 students who want to explore teaching careers become familiar with the middle school environment by observing and discussing middle school culture and by teaching several lessons to a middle school class. They build on and practice lesson design skills developed in Step 1 and also become familiar with excellent science or mathematics curricula for the middle school setting. A significant number of FSU-Teach students enjoy their teaching experiences in middle schools to the extent that they decide to pursue teaching in the middle grades. As a result of the Step 2 experiences, students generally are able to make a decision about whether they want to pursue a pathway to teacher certification through the FSU-Teach program.

The Step 2 course emphasizes writing good 5E lesson plans, with a focus on the importance of using appropriate questioning 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 their mentor teachers and the course instructor who observed the lesson.

Course Objectives: Step 2

Students Will Be Able To:	Evidence (Student Products)
Use content knowledge to plan and teach three middle school lessons	One paragraph in each lesson plan that provides background information on the concepts presented Content accuracy throughout the lesson plan Observations by the mentor teachers and the master teacher
Use exemplary sources of inquiry-based science and mathematics lessons	Participation in model lessons presented in class Sources of lessons cited in each lesson plan
Experience teaching adolescents to understand their unique attributes and implement teaching strategies that are effective in the middle school environment	One paragraph in each lesson plan that indicates why the instructional strategies are effective for adolescents Participation in a class session that addresses attributes of adolescents Observations by the mentor teachers and master teacher who observe lessons
Design and teach three inquiry-based lesson plans using safe practices and the 5E model	Three inquiry-based lesson plans with the 5E template that includes safety recommendations Written feedback by the mentor teacher for three inquiry-based lessons taught in a middle school Written feedback by the master teacher for at least one inquiry-based lesson taught in a middle school
Design and teach a lesson that incorporates the use of technology	Participation in technology activities during class A minimum of one lesson plan that incorporates the use of technology Written feedback from the mentor teacher

	indicating that a minimum of one lesson incorporated the use of technology
Use probing questions to elicit feedback on 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, indicating the effective use of questioning strategies
Use pre- and post-assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising a lesson plan	Analysis of the use of pre- and post-assessments to evaluate student learning Pre- and post-assessments with written comments for instructive feedback for lesson plans. Use of pre- and post-assessments to revise one lesson plan
Provide instructive feedback to peers	Written feedback provided to peers who present their lessons during class
Reflect on teaching experiences to revise lesson plans	Student essays produced after observation and teaching experiences One revised lesson plan submitted as a final project Essay providing rationale for revisions to the lesson plan
Evaluate commitment to pursue teaching as a career path	Survey indicating intention to pursue teaching as a career path