Class Syllabus / Policy

STEM Teacher Test-Drive (TTD)

MTH 264 Section 003

Spring 2018

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Office Hours: Anytime my door is open, by appointment or
   Monday: 2:00-4:00
   Tuesday: 11-12
   Thursday 2:00-4:00

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Office Hours: Anytime I’m in my office, by appointment, or:
   Wednesday: 9:00-10:30
   Friday: 9:00-10:30

Class meeting time and place:  T 3:30-4:45, Mathematics Building Room 205

Course Description: This course is for STEM majors who interested in exploring teaching as a career. STEM students may take this course to become familiar with lesson plan development and writing, teaching, and observing lessons in elementary school classrooms, provided a successful background check has been completed (per Texas state law). In this introductory course, students will build and practice inquiry-based lesson design skills as well as become familiar with, and practice classroom management in the elementary school setting.

This course does not have any prerequisites. The course meets once a week, on campus, for 1¼ hours (75 minutes). During this time, students learn how to navigate the school environment, and how to write inquiry-based lessons. Students are grouped into teams of two and assigned to an elementary Mentor Teacher in a local elementary school to successfully observe a professional teacher teaching science or mathematics lessons, twice. Students are also required to successfully teach two inquiry-based lessons and function as a student observer for one additional inquiry lesson. Students are responsible for planning three lessons, total, in conjunction with an assigned partner. If your partner is absent for the field component, you will be required to take their place, therefore, co-planning is required for all lessons. The classroom observations and teaching requirements represent a major field component for this course and required at least one two-hour block of free time during the school day every week. Students will teach one lesson with a partner and one lesson alone. Field assignments are based on the schedules and transportation needs of TTD students.

This course emphasizes writing effective 5E lesson plans, with a focus on the importance of using appropriate questioning strategies throughout the lessons and the gathering and interpretation of student artifacts for decision making and lesson improvement. For a tentative final project (completed individually), students revise one of the lessons they taught, design a poster, and give a short poster presentation to explain their rationale for making the changes. This takes into account their reflection on how successful the lesson was, and feedback from their mentor teachers and any observers. The final project is tentatively scheduled during the last class day.

Text and Materials: There is no text assigned for this course. Consequently, readings will be posted electronically, with instructions on access explained in class.

You will need a USB Flash Drive; 1GB storage capacity is recommended. However, a smaller capacity drive may suffice.
Course Requirements:

**Attendance**

(a) Twenty-five percent of your grade is based on attendance and active participation in all class sessions and field components. *Being present while working on an assignment for another course is unacceptable, and will result in a deduction of points.* Students will begin the semester with 25 points, and will lose five (5) points for every absence. Credit for attendance requires arriving to each class session prepared and on time, participating in all class activities, and staying until the session ends. If you arrive late or leave early, this is considered a tardy. You will lose three (3) points from your attendance grade. **Field activities are considered class activities. Do not arrive late or leave early from any field activities. Teaching is a professional activity in which absences or tardies are not tolerated.**

(b) In class you will: 1) collaboratively plan and practice your lessons with your teaching partner; 2) receive feedback from the instructors and classmates regarding your lessons; and 3) observe and learn from demonstration lessons and additional activities designed to give you insights into teaching and understanding student learning in classrooms. Because the course meets only once per week and there are no required texts for this course, most topics and activities are covered in only one class session. Missing class means you will miss essential information and experiences. A missed teach in the elementary school is unthinkable and will be handled on a case-by-case basis. At the very minimum, it will be rescheduled for approved absences; however, your course grade may be lowered by one grade for impacting student learning. Successful completion of all three required teaching assignments and both observation assignments is required to pass this course.

(c) Most students will be working with a partner. **This collaboration is required** and the workload for each lesson should be shared equally. If you are not in class, you inconvenience your team members by forcing them to work with you outside of class. If you miss a class, it is your responsibility to communicate with your team about how to coordinate the next lessons. Don’t leave your partner (and instructor) guessing about why you are not in class, or how and when you will get together!

If you are an observer for a particular lesson, you must be at the lesson and attend all practice and planning sessions. **If your partner is absent, it is your responsibility to step in and teach the lesson. There will be no exceptions. You may not reschedule.** Because of this, you will need to have full knowledge of all parts of the lessons. Your partner is counting on the student artifacts, which you will be collecting, for their lesson revision. Our elementary students and Mentor Teachers are counting on inquiry lessons of good quality.

If you have a serious emergency causing you to 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. You will be responsible for successfully completing the missed lesson. **Successful completion of all field requirements is required to pass this course.**

(d) **Technology Proficiency.** Students will be asked and must be able to:

- Create Microsoft Word documents, or Word documents ending in “.doc”
- Revise a Word document using “track changes” menu, or highlighted text
- Check email daily
- Attach documents to email
- Use Desire2Learn, D2L, to access the course web site, post assignments (and check that assignments are posted) as well as discussion board topics.
- Develop a PowerPoint presentation

If assistance is needed to meet these requirements, please see an instructor immediately. Help is available!

**Field Experience**

A team of two students will be assigned to an upper elementary level classroom in the Nacogdoches Independent School District (NacISD). Over the course of the semester, the team will visit this classroom to conduct two observations and to teach three-inquiry-based lessons. Early in the semester, the team will contact their Mentor Teacher to verify the dates of the observations. The dates and topics of the three lessons are already set. **ONLY your instructor or Mentor Teacher may change any dates for field events.** Occasionally teams of 1 or 3 occur due to scheduling conflicts; however, collaboration is required. Please be flexible, and be ready to compromise.

If you have a serious emergency causing you to 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. You will be responsible for successfully completing the missed lesson. **Successful completion of all field requirements is required to pass this course.**
Mentor Teacher Feedback Forms
Your Mentor Teacher will complete an electronic feedback form (or hard copy) on every lesson and either hand it to you at the end of your lesson, or will email it to the team members and your class instructor the day of your lesson. You are responsible for getting that feedback form from your Mentor Teacher before you leave, scanning it to a PDF file, and turning it in to your instructor via D2L, as it is part of your grade. It is not up to your instructor to make a copy for you. Your Mentor Teachers will also write a final evaluation of your field experience, which will be mailed to, and filed in a secure location in the Math department office. You many request a copy of the final evaluation from your instructor upon completion of the semester.

Dress Code
As representatives of TTD and visiting teachers in the Nacogdoches Independent School District, you are expected to be professional when participating in your field experiences for this class.

- You are expected to observe all NacISD rules, policies, and procedures.
- You are expected to sign in and out at the front office of the school each day that you visit, with proper photo identification. All schools will provide you with a stick or badge that identifies you as a visitor. Wear it.
- **Dress professionally.** NacISD has a standardized dress code for PK-5 students. As guest teachers, you are expected to follow all parts of the TTD dress code. Of particular note is the restriction against wearing jeans, t-shirts, shorts, warm-ups or exercise clothing, flip flops, or jewelry in visible pierced areas other than the ear.

Before You Teach Your Lesson
- Practice every aspect of your lesson before you teach it.
  - Decide exactly how you and your partner will share the teaching responsibilities. Make this evident in your lesson plan.
  - Make a plan for how you will transition from each part of the lesson to the next.
  - Have visuals for every lesson that are grade appropriate.
- Arrive at least 20 minutes before your scheduled teaching time. Set-up time is a function of the lesson. You are responsible for starting and ending on time.
- Learn and use the names of your students! Use of nametags or nameplates (table tents like we use in class) is required so you can call students by their names throughout your lesson. This is an easy and effective classroom management technique!

Mentor Teacher Feedback Forms
You will receive written feedback from your Mentor Teacher after each lesson you teach. You may also receive feedback from your instructor or other observer(s). All observation feedback will be scanned as a PDF image and uploaded through D2L.

Late or Partially Completed Assignments
All late assignments, with the exception lesson plans, may be assessed at least a 10% penalty, which may increase for severely late submissions. Please do not submit assignments late or partially completed.

Do not submit lesson plans late. Zero credit may be given for partially completed lesson plans.

Equipment Check Out & Return
There is equipment that is available for you to check out and use while you teach. Please be mindful that there are other people that depend upon this equipment being available, and return the equipment as soon as possible (which may not be the most convenient time for you) after you check it out. In all instances you are expected to return your checked out equipment immediately (and put it away) after you teach your lesson, so that it is available for other people. In extreme cases of negligence or at the end of the semester, a financial hold might be used to ensure the return of equipment. We appreciate all of your help and careful use of our facilities and equipment.

Due Dates
Due dates and observing dates are subject to change due to NacISD testing schedules. We strive to support NacISD in their endeavors, and we work together to teach all students.

Date and time of Final Exam
The date and time of your final exam is available at [http://www.sfasu.edu/registrar/194.asp](http://www.sfasu.edu/registrar/194.asp); however, in this course we have a final project that is due on the last class day, with no “final exam” during the regularly scheduled exam time.

Use of Desire2Learn (D2L) in class
In this class we use D2L, which is a web-based course management system that is password-protected. You may access D2L at [https://d2l.sfasu.edu](https://d2l.sfasu.edu). We will use D2L to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using D2L at [http://www.sfaonline.info/d2ltutorials](http://www.sfaonline.info/d2ltutorials) or (936) 468-1919 (Monday-Friday 8:00-5:00) or email [d2l@sfasu.edu](mailto:d2l@sfasu.edu).
**Grading Policy:**

**Team of Two: Points, Assignments, and Duties**

For a two-person team (100 points total)

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Person A Team of 2</th>
<th>Person B Team of 2</th>
<th>Person A Your scores</th>
<th>Person B Your scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>25</td>
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<td>/25</td>
<td>/25</td>
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<td>CO1R</td>
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<td>/5</td>
<td>/5</td>
</tr>
<tr>
<td>CO2R</td>
<td>5</td>
<td>5</td>
<td>/5</td>
<td>/5</td>
</tr>
<tr>
<td>SAO</td>
<td>5</td>
<td>5</td>
<td>/5</td>
<td>/5</td>
</tr>
<tr>
<td>MT feedback forms (2 ea. req’d.)</td>
<td>5</td>
<td>5</td>
<td>/5</td>
<td>/5</td>
</tr>
<tr>
<td>Final Project</td>
<td>10</td>
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<td>/10</td>
<td>/10</td>
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**TEACH 1**

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Person A Team of 2</th>
<th>Person B Team of 2</th>
<th>Person A Your scores</th>
<th>Person B Your scores</th>
</tr>
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<tbody>
<tr>
<td>Objectives</td>
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<td>LP1</td>
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<td>Required</td>
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<td>/5</td>
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**TEACH 2**

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Person A Team of 2</th>
<th>Person B Team of 2</th>
<th>Person A Your scores</th>
<th>Person B Your scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
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<td>5</td>
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<td>Exc</td>
</tr>
<tr>
<td>LP2</td>
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<td>Exc</td>
<td>Exc</td>
</tr>
<tr>
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<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>T2R</td>
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<td>5</td>
<td>Exc</td>
<td>Exc</td>
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**TEACH 3**

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Person A Team of 2</th>
<th>Person B Team of 2</th>
<th>Person A Your scores</th>
<th>Person B Your scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
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<td>Exc</td>
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<td>/5</td>
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<tr>
<td>LP3</td>
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<td>Exc</td>
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</tr>
<tr>
<td>LAA 3 Required</td>
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<td>Required</td>
<td>Required</td>
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<tr>
<td>T3R</td>
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<td>Exc</td>
<td>5</td>
<td>/5</td>
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</table>

Kit Inventory 5 5 5 /5 /5

Total Points: 120 100 100 /100 /100

Grading Scale: Pass = 70-100 points; Fail = 0-69 points
**Grading Policy:**

Team of Three (*very rare*): Points, Assignments, and Duties
For a three-person team (100 points total)

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Person A Team of 3</th>
<th>Person B Team of 3</th>
<th>Person C Team of 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>CO1R</td>
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</tr>
<tr>
<td>CO2R</td>
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</tr>
<tr>
<td>SAO</td>
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<td>5</td>
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</tr>
<tr>
<td>MT feedback forms (2 each, req’d.)</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Final Project</td>
<td>10</td>
<td>10</td>
<td>10</td>
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</table>

**You Keep Track:**

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Person A Your scores</th>
<th>Person B Your scores</th>
<th>Person C Your scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>/25</td>
<td>/25</td>
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<tr>
<td>Final Project</td>
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**Attendance Policy:**

In addition to the attendance criteria listed above, the university’s Attendance and Excused Absences Policy can be found at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp

**Expected Student Behavior:**

- **CELL PHONES are not permitted in this class.** DO NOT use your cell phone in class or in your NaCISD Mentor Teacher’s classroom. There should be no cell phones in my, or your, sight during class. Using or monitoring a cell phone during class distracts you and keeps you from learning. Phones should be set to silent (not vibrate) mode and put away during class time. You may NOT use your cell phone as a clock or calculator on exams. If the instructor sees you use a cell phone during class, you will be required to read and turn in a written summary of an article on the topic of negative effects of the use of electronics and multitasking. You will be responsible for finding such an article. **Your next homework assignment will not be accepted without the required article summary**; the late homework policy will still apply.
- I will send e-mails to the entire class during the course. Check your SFA e-mail address or have SFA forward your e-mail to an account you check at least daily.
- Any disrespectful or disruptive behavior – including, but not limited to: sleeping, reading, side discussions, overt disruptions, name calling, harassing behaviors, etc. - will result in your dismissal from the class, and may result in a referral to the appropriate university office.
- The instructor reserves the right to amend these rules as necessary throughout the term.

**Acceptable Student Behavior (University Policy)**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).