Class Syllabus / Policy (Subject to Change)

JacksTeach Step 1
JTCH 1101-001 (Tuesday)
Fall 2020

Name: Adrienne Aul, Ed.D, Secondary Certification in Mathematics
Department: JacksTeach
Email: aaul@sfasu.edu
Phone: 936-468-5886
Student Hrs: Livestream Zoom by appointment

Name: Martha Lee, M.Ed, Elementary and Secondary Certification in Science
Department: JacksTeach
Email: Martha.lee@sfasu.edu
Phone: 936-468-5884
Student Hrs: Livestream Zoom by appointment

Class meeting time and place: Tuesday 3:00-5:00, Use This Livestream Zoom Link for class

You need a computer/tablet (or a cell phone) with online Zoom capabilities for active participation. The expectation for livestream sessions is to have your camera function turned on during our class. Computers are preferred for the online breakout rooms and activities. If your computer does not have video/audio capabilities you can join with video/audio on your phone and at the same time join on your computer for the online activities. If you need to be somewhere with free Wi-Fi, the SFA campus will have computer labs available. Remember you can always go to your local ISD or a coffee shop or restaurant to use their free Wi-Fi, if needed.

Course Description
This course is for STEM majors who are 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. Class meets once a week via Livestream Zoom for 2 hours. During this time, students learn how to navigate the school environment, and how to write inquiry-based lessons. Teams of JacksTeach students are assigned to a Mentor Teacher in a local elementary school and will teach three inquiry-based lessons throughout the semester.

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 final project (completed individually), students revise one of the lessons they taught and give a short presentation using Flipgrid to explain their rationale for making the changes. This takes into account their reflection on the lesson itself, and feedback from their Mentor Teachers and Master Teachers.
Text and Materials
There is no text assigned for this course. Consequently, readings will be posted electronically, with instructions on access explained in class.

Course Objectives
After completing the required readings and participating in class activities, the prospective mathematics or science educator will be able to do the following:

1. Demonstrate science or mathematics content knowledge in the planning and teaching of upper elementary grade lessons.
2. Utilize exemplary sources of and appropriate resources (including appropriate technologies) for inquiry-based science and mathematics 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. Develop and use probing questions to elicit feedback to determine students’ misconceptions, alternative conceptions, and acquisition of knowledge.
7. Demonstrate proficiency in the use of technology for professional productivity and student engagement with instruction.
8. Plan for and implement safe instructional practices.
9. Reflect on personal interest in teaching.

Expectations
Thirty-six percent of your grade is based on attendance, active participation, and professionalism in all class sessions and online teaching assignments.

As mentioned previously, the expectation for this course is to have your camera on during all livestream class sessions. The use of web browsers will be needed during our class time. A device (or devices) is required to provide audio/video capabilities, and to access web browsers and materials for the class during our livestream sessions.

Attendance
Students may lose up to 5 points for every unexcused absence. You have been provided the email and phone numbers for both instructors and can contact either before the class you miss.

Repeated absences will result in deductions from your grade and may result in you not receiving credit for the course. Credit for attendance requires arriving to each class session on time, participating in all class activities, and staying until the session ends.

If you arrive late or leave early, you will lose 3 points of your attendance grade. Remember, your teaching partner is depending on you to be there!

Late arrival or early departure of 30 minutes or more constitutes an absence rather than a tardy.
Participation
This includes participation during class activities, on discussion boards, and full, active, participation during all online teaching experiences.

In class you will: 1) plan and practice your lessons with your team, 2) receive feedback from the Master Teachers and other members of the class regarding your lessons, and 3) observe and learn from demonstration lessons.

Missing class
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 will miss essential information and experiences.

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 how to coordinate the next lesson. Don’t leave your partner guessing about why you are not in class, or how and when you will get together!

Missing teach times
Teaches will take place online this semester due to COVID-19 restrictions. You and your team will create and record your lesson to send to our Master Teachers and Mentor Teachers throughout the semester. Due to the flexibility of schedules in this online environment, missed teaches are not acceptable. Failure to complete all field requirements will result in failure of the course regardless of accumulated points.

Technology
You must be able to use technology for livestream class meetings as well as timely and appropriate communication with your instructors, mentor teacher, partner, and classmates:

- Check email daily.
- Access the course website to post assignments and discussion board topics.
- Use online collaborative tools and/or use technology in educational settings.

If you need assistance to meet these requirements, please see the instructor. Help is available!

Professionalism
Professionalism includes being on time, appropriately dressed, and well prepared for all field experiences. Even though you will be recording your teaches and submitting them online to your Mentor Teachers, you must maintain professionalism through your dress and through all interactions with your Mentor Teachers.

As representatives of JacksTeach and visiting teachers in Nacogdoches Independent School District (NacISD), you are expected to be professional when participating in your field experiences for this class.
• Dress professionally. The school district has a dress code for teachers, student teachers, and others in field placements. As guest teachers, you are expected to follow all parts of the school district dress code. Of particular note is the restriction against wearing jeans, flip flops, jewelry in visible pierced areas other than the ear, t-shirts, shorts, warm-ups, or exercise clothing. This must be followed in the videos for your teaching or you will be expected to redo your submission.

• 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.

Assignments

Observations
Due to COVID-19 restrictions, NISD will not have livestream classes available for you to observe. Therefore, the two observations components for this course will be completed through posted video lessons. See the course calendar for semester observation due dates.

Field Experiences
In Step 1, a team of two students will be assigned to an elementary school classroom. Over the course of the semester, your team will prepare three inquiry-based lessons for this elementary classroom. The dates and topics of the three lessons are already set. See the course calendar for semester teaching due dates.

Lesson Plans and Reflections
You will write reflections on both class observations.

You and your partner will be responsible for writing and revising a lesson plan for each lesson you teach.

Students will team teach all three lessons, equally sharing the responsibilities of instruction throughout each lesson.

After each lesson, both students will turn in individually authored reflections on the experience.

For your final project, you will revise one of your lesson plans and present your revision to the Step 1 class during finals week using Flipgrid.

Mentor Teacher Feedback
Your Mentor Teacher will complete a feedback form on every lesson. You are responsible for sending the feedback form to your Mentor Teacher along with the video of your lesson. The Mentor Teacher will email the completed form to your Master Teachers via JacksTeachMT@sfasu.edu.

Your Mentor Teacher will also write a final evaluation of your online teaching experiences, which will be emailed to and filed in the JacksTeach office. You may request a copy of the final evaluation from the JacksTeach office upon completion of the semester.
Electronic Submissions
It is important that you adhere to the following guidelines for the electronic submission of assignments:

Please sign all emails with your first and last name along with course unique number. Emails without this information will be returned.

All ASSIGNMENTS must be submitted via the course website (Microsoft Teams) as word documents, pdf, jpeg, PPT, or excel files.

Please use the following file naming conventions for all attached files:

Last name + Assignment Title (see all assignments below)
Example: Einstein Lesson Observation 1
(Einstein is submitting their Observation 1 reflection)

You and your teaching team will submit Lesson Plans and Mentor Teacher feedback together. Add all team members’ last names to your submission titles. You will receive feedback from your Mentor Teacher electronically after each video lesson you submit. Submit your feedback through the course website (Microsoft Teams). When submitting feedback forms, please follow these file naming conventions:

Your last name(s) + "Feedback" + Lesson number.
Einstein Curie Feedback2
Add a descriptor if you have more than one image to upload.
Einstein Curie Feedback2 Page1

Grading

** Points will be deducted for late and/or incomplete work. **
10% minimum deduction; up to half off for lesson plans submitted late/incomplete. Late/incomplete lesson plans may result in delayed/canceled field experiences that may affect your grade negatively.
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<th>Assignments</th>
<th>Points</th>
<th>% of Total</th>
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<tr>
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<tr>
<td>5 points removed for each absence</td>
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<td>3 points removed for each tardy</td>
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<td>Lab Safety Assignment</td>
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<td>Teach 3 Reflection</td>
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<td>Lesson Plan 1 Draft</td>
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<td>Lesson Plan 1 Final</td>
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<td>Lesson Plan 1 Video</td>
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<td>Lesson Plan 3 Video</td>
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<td>Mentor Teacher Feedback Forms [5 points per form]</td>
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<td>Teach 3</td>
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<td>TOTAL POINTS</td>
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Add/Drop Policy
The Add/Drop guidelines and a link to the Add/Drop policy can be found at http://www.sfasu.edu/registrar/115.asp

Academic Integrity (Policy 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.

The penalty for a student found cheating on any part of an assignment, quiz, or exam in this class will range from a grade of zero on the work to a grade of F in the course, and may result in additional, more severe disciplinary measures. A student who allows another to copy his work and the student copying the work are both guilty of cheating. Do your own work. Do not show your completed work to others. Do not allow others to copy your work.

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.

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. The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

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.
Acceptable Student Behavior
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 http://www.sfasu.edu/policies/student_conduct_code.asp). 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.