JacksTeach Step 1
JTCH 1101 Section 002 (R)
Fall 2020

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  Tuesday and Thursday: 10:30am – 12:00pm (noon)

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  Tuesday: 3:00-4:00
  Wednesday: 2:30pm-4:30pm
  Thursday: 10:00am – 12:00pm (noon)

Credit Hours: 1

Class meeting time and place: Thursday, 3:30pm -5:20pm, Bush Mathematics Bldg. Room 123

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 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 JacksTeach students are assigned to observe a Mentor Teacher in a local elementary school twice; teach three inquiry-based lessons in that teacher’s class, and function as a student artifact observer once.

The classroom observations and teaching requirements represent a major field component for this course and require 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 JacksTeach 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 final project (completed individually), students revise one of the lessons they taught and give a short 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.

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
Twenty-five percent of your grade is based on attendance, active participation, and professionalism in all class sessions and field experiences. Students will begin the semester with 25 points.

Attendance
Students may lose up to 5 points for every unexcused absence. You have been provided with the email and phone numbers for both the 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 at 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. Field activities are considered class activities.

Participation
This includes participation during class activities, on discussion boards, STEM specific social activities, and full, active, participation during all field experiences.

In class you will: 1) plan and practice your lessons with your team, 2) receive feedback from the instructors 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
A missed teach in the elementary school is taken very seriously. The teachers you work with have generously donated their classrooms for your learning. As such, missed appointments will not be treated lightly. At the minimum, the teach must be rescheduled. However, there may be more serious ramifications, and these will be dealt with on a case-by-case basis.

If your function for a particular lesson is to be the lesson study observer, you must be at the lesson. Your partner is counting on the student artifacts which you will be collecting for the lesson revision.

If you have a serious emergency and you must miss your scheduled teaching day, notify your partner, Mentor Teacher, and instructor as soon as possible. Your partner will teach the lesson alone. 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.

Do not miss your teaching assignment due to a transportation problem. Call your instructor or the JacksTeach center (468-3960).

Technology
You must be able to use technology for timely and appropriate communication with your instructor, 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.

As representatives of JacksTeach and visiting teachers in local public schools you are expected to be professional when participating in your field experiences for this class.

- You are expected to observe all school district rules, policies, and procedures.
- Sign in at the front office of the school each day that you visit. All schools will provide you with a sticker or badge that identifies you as a visitor. Wear it.
- Dress professionally. Each 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. Practice every aspect of your lesson before you teach it.
- Decide exactly how you and your partner will share the teaching responsibilities.
- Plan for how you will transition from each part of the lesson to the next.
- Arrive at your classroom, not the school, at least 15 minutes before your scheduled teaching time. Set-up time is a function of the lesson. You are responsible for starting on time. Signing in at the front office requires additional time.
- Be prepared for the lesson and bring all required materials. Use nametags or name tents so you can call students by their names throughout your lesson. This is an easy and effective classroom management technique!
Assignments

Field Experiences

In Step 1, a team of two students will be assigned to an elementary school classroom. Over the course of the semester, the team will visit this classroom to conduct two observations and teach three inquiry-based lessons. Early in the semester, the team will meet their Mentor Teacher to verify the dates of the observations. The dates and topics of the three 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 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 Lesson 1. Then one student will teach Lesson 2 while the other observes. For Lesson 3, the other student will teach while one observes.

After each lesson, both students will turn in 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.

Mentor Teacher Feedback

Your Mentor Teacher will complete a feedback form on every lesson. Mentor Teachers may choose to give you a hard copy of the feedback form or email an electronic copy at the end of each lesson your team teaches. You are responsible for getting that feedback form from your Mentor Teacher before you leave and submitting it (it is part of your grade).

Your Mentor Teacher will also write a final evaluation of your field experience, 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 the course's unique number. Emails without this information will be returned.

All ASSIGNMENTS must be submitted via the course website.

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

Last name(s) + Assignment Abbreviation (found in the Grading table below)

Example: Einstein_Curie_LP1.doc

(Einstein and Curie are submitting their Lesson Plan for Teach 1)

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. Scan all observation feedback and submit it through the course website. When submitting feedback forms, please follow these file naming conventions:

Your last name(s) + "_FB_" + Lesson number. Einstein_Curie_FB_T2.jpg

Add a descriptor if you have more than one image to upload.
Einstein_Curie_FB_T2_Page1.jpg
**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.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
<th>% of Total</th>
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<tbody>
<tr>
<td>Attendance, Participation, and Professionalism</td>
<td>75</td>
<td>22%</td>
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<td>(−5 per absence; −3 per tardy)</td>
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</tr>
<tr>
<td>Participation and Professionalism (5 points per day)</td>
<td>75</td>
<td>22%</td>
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<tr>
<td>In class activities, discussions, and assignments</td>
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<tr>
<td>Lab Safety Activity</td>
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<td>3%</td>
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<tr>
<td>Lab Safety Questions [LSQ]</td>
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<tr>
<td>Discussion Board Posts (10 points)</td>
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<td>3%</td>
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<tr>
<td>Beyond Isolationism</td>
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<tr>
<td>Reflections (10 points each)</td>
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<td>14%</td>
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<td>Classroom Observation 1 Reflection [CO1R]:</td>
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<td></td>
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<tr>
<td>Classroom Observation 2 Reflection [CO2R]:</td>
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<tr>
<td>Teach 1 Reflection [T1R]</td>
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<tr>
<td>Teach 2 Reflection [T2R]</td>
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<tr>
<td>Teach 3 Reflection [T3R]</td>
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<td></td>
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<tr>
<td>Lesson Plans (10 points each)</td>
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<td>26%</td>
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<td>Lesson Plan 1 Objectives [LP1OD]</td>
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<tr>
<td>Lesson Plan 1 Draft [LP1D]</td>
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<td>Lesson Plan 1 Final [LP1F]</td>
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<td>Lesson Plan 2 Objectives [LP2OD]</td>
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<td>Lesson Plan 2 Draft [LP2D]</td>
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<td>Lesson Plan 3 Objectives [LP3OD]</td>
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<td>Lesson Plan 3 Draft [LP3D]</td>
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<td>Lesson Plan 3 Final [LP3F]</td>
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<tr>
<td>Mentor Teacher Feedback Forms (5 points each)</td>
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<td>4%</td>
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<td>Teach 1 [T1MT]</td>
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<td>Teach 2 [T2MT]</td>
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<td>Teach 3 [T3MT]</td>
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<tr>
<td>Final Project (10 points each)</td>
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<td>6%</td>
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<tr>
<td>Revised Lesson [RL] chosen from LP1, LP2 or LP3</td>
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<td>Final Project Presentation</td>
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<tr>
<td>S1 Final Project Presentation</td>
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Academic Integrity (4.1)
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/student-academic-dishonesty-4.1.pdf

Withheld Grades Semester Grades Policy (5.5)
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 accommodation. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Mental Health and Wellness
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFA Counseling Services
www.sfasu.edu/counselingservices
Rusk Building, 3rd Floor
936.468.2401

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services, Room 202
936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741