This course meets educator preparation standards for one or more certification programs; a complete listing of all the educator preparation standards this course meets can be found at: https://sfasu.edu/docs/jacksteach/jacksteach-standards-alignment-chart.xlsx

Name: Mindy Wurtz, MS Natural Science, Secondary Certifications in Chemistry, Physics, and Life Sciences. she/her/hers
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Phone: 936-468-1328, cell: 936-552-1015
Office: Bush Mathematics Bldg. 103J
Office Hours: Wednesdays 10:00 AM – noon, Thursdays 10:00 AM – 11:00AM & 1:00 PM – 3:00PM
Mondays are by appointment only.
Department: JacksTeach, STEM

Class meeting time and place: Wednesday, 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, and to teach three inquiry-based lessons in that teacher’s class.

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 each lesson with a partner. 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 taught and give a short presentation to explain the rationale used for making the changes. This takes into account reflections on how successful the lesson was, and feedback from mentor teachers and any observers.

Credit Hours: 1

SFASU Policy 5.4: The federal definition of a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:
1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Program Learning Outcomes
The successful JacksTeach candidate will:
1. Demonstrate a deep understanding of and ability to apply STEM content and foundational pedagogical content knowledge through effective teaching in K-12 classrooms;
   (Texas Teacher Standards 1, 2, 3, 4; Texas PPR Standards I, IV; Texas Science Standards I-IV, VI, XI)

2. Develop an effective classroom management plan that creates a STEM classroom environment conducive to active learning and inquiry techniques, and supportive of individual and collaborative learning;
   (Texas Teacher Standards 1, 2, 4; Texas PPR Standards II, III; Texas Science Standards I-V, VII)

3. Use a variety of instructional strategies to meet the needs of all students and inspire STEM learners to develop curiosity about local and global issues and the connections to STEM, through the application of critical thinking, creativity, problem solving, and technology;
   (Texas Teacher Standards 1, 2, 4; Texas PPR Standards II, III; Texas Science Standards I-IV, VI-VII, XI)

4. Implement a variety of assessment techniques to monitor learner progress and guide adaptation of instructional plans; and
   (Texas Teacher Standards 3, 5; Texas PPR Standards I, III, IV; Texas Science Standards IV-V)

5. Exhibit a disposition toward continued learning and professional growth through the utilization of self-evaluation and research-based practices.
   (Texas Teacher Standards 5, 6; Texas PPR Standards I, IV; Texas Science Standards I-IV)

Student Learning Outcomes
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 (PLO 1).

2. Utilize exemplary sources of and appropriate resources (including appropriate technologies) for inquiry-based science and mathematics lessons (PLO 1, 2, 3).

3. Write performance objectives aligned with national and state standards and assessments of those objectives for each lesson (PLO 1, 2, 3, 4).

4. Design and implement inquiry-based lessons using the 5E Instructional Model (PLO 1, 2, 3, 4).

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

6. Develop and use probing questions to elicit feedback to determine students’ misconceptions, alternative conceptions, and acquisition of knowledge (PLO 1, 2, 3, 4).

7. Demonstrate proficiency in the use of technology for professional productivity and student engagement with instruction (PLO 1, 2, 3).

8. Plan for and implement safe instructional practices (PLO 1, 2, 3).

9. Reflect on personal interest in teaching (PLO 5).
Text and Materials

There is no text assigned for this course. Consequently, readings will be posted electronically, with instructions on access explained in class. A device other than your cell phone is required in class every day. If you do not have a working laptop or tablet of some kind, please see the instructor immediately for assistance.

Course Requirements

**Participation**

Twenty percent of your grade is based on active participation, in-class assignments, and professionalism in all class sessions and field experiences. This includes participation during class activities, on discussion boards, at 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 and other activities.

**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 in addition to points lost for attendance and participation, and these will be dealt with on a case-by-case basis.

*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) or call/text Mrs. Wurtz at 936-552-1015.

**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.
- Bring your laptop or tablet to class each week.

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

**STEM Specific Social Activities**

You must attend a minimum of 3 STEM activities on the SFA campus or other approved local venue. Visit with the instructor about events that may be appropriate and upload proof of attendance after each event on D2L. This requirement must be met before finals week begins.
**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. 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 your assigned school district dress code. For a complete description of this policy, please see your school district’s website. See your SFA instructor if you need assistance.
- Practice every aspect of your lesson before you teach it.
- Decide exactly how you and your partner will share the teaching responsibilities.
- Make sure to plan for the way you will transition from each part of the lesson to the next.
- Arrive at your classroom, not the school, at least 20 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 STEM lessons**. Early in the semester, the team will communicate with their Mentor Teacher to verify the dates of the observations. The teaching window 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(s) will be responsible for writing and revising a lesson plan for each lesson you teach. Students will teach all three lessons. After each lesson, all 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 should give you a hard copy of the feedback form at the end of each lesson your team teaches. In some situations, due to timing, your mentor teacher may choose to email an electronic copy instead. You are responsible for getting that feedback form from your Mentor Teacher before you leave and submitting it as it is part of your grade.

**Electronic Submissions**

It is important that you adhere to the following guidelines for the electronic submission of assignments: **Please use the SFA email client when communicating with us. Emails sent through Brightspace D2L will not be read.**

All ASSIGNMENTS must be submitted **INDIVIDUALLY** via D2L unless advised otherwise. Please use your first and last name on all submissions. This includes both uploaded assignments and communications. **Please do not upload or share OneDrive documents with your Mentor teacher. They do not have access to our OneDrive storage cloud.**
Grading Policy and Course Activities/Topics

**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. Other assignments uploaded more than a week after the due date will receive a zero. Grades will be withheld if all JacksTeach Materials are not returned at the end of the semester.

<table>
<thead>
<tr>
<th>Activities/Topics</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td><strong>Attendance (class and field experience)</strong> (–5% per absence; –3% per tardy)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Participation, Professionalism, and Graded Assignments</strong></td>
<td>20%</td>
</tr>
<tr>
<td>Participation in class activities, discussions, 3 STEM social events, and field experiences as well as completion of assignments given throughout the course.</td>
<td></td>
</tr>
<tr>
<td><strong>Lab Safety Activity</strong></td>
<td>10%</td>
</tr>
<tr>
<td>Lab Safety Assignments</td>
<td></td>
</tr>
<tr>
<td><strong>Reflections</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Observation and teaching reflections</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Plans</strong></td>
<td>25%</td>
</tr>
<tr>
<td>All lesson objectives, draft lesson plans, and final lesson plans</td>
<td></td>
</tr>
<tr>
<td><strong>Mentor Teacher Feedback Forms</strong></td>
<td>5%</td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>5%</td>
</tr>
<tr>
<td>Revised Lesson chosen from LP1, LP2 or LP3</td>
<td></td>
</tr>
<tr>
<td>Final Project Presentation</td>
<td></td>
</tr>
<tr>
<td>Focused Reflection</td>
<td></td>
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</tbody>
</table>

Attendance Policy

Twenty percent of your grade is based on attendance to both class and field activities. Students may lose up to 5 percentage points for every unexcused absence. You have been provided with the email and phone numbers for the instructor and should contact her 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 or field experience on time, participating in all class activities, and staying until the session/field experience ends.

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

Late arrival or early departure of 30 minutes or more to class or a field experience constitutes an absence rather than a tardy. Failure to complete all field requirements will result in failure of the course regardless of accumulated points.
Academic Integrity (4.1)
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty and abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, 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:**

The Dean of Students Office (Rusk Building, 3rd floor lobby)
http://www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

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

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
http://www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person - mind, body, and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

http://www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741