Class Syllabus / Policy

JacksTeach Apprentice Teaching

JTCH 4901
Fall 2023

Name: Stacia Prince, MS Mathematics, Secondary Certification in Mathematics
Department: Mathematics & Statistics
Email: princes@sfasu.edu
Phone: 936-468-6262
Office: Bush Mathematics Bldg. 334
Office Hours: Anytime my door is open, by appointment, or:
Tuesday: 2:00pm-4:30pm
Wednesday: 1:30pm-4:00pm

Class meeting time and place: T 5:00-6:15pm, Bush Mathematics Bldg. Room 127

Prerequisites: JTCH 4301 and EPP enrollment; or JacksTeach Co-director permission

Course Description

During this final course in the JacksTeach program, candidates receive extensive and individualized mentorship to re-inforce and expand their teaching strategies and professional development. Apprentice teaching is comprised of field experiences in local public secondary schools and a weekly seminar with master teacher(s) for candidates to share experiences and work on problems they encounter in the field. The objectives and activities are aligned with the State Board for Educator Certification’s Proficiencies for Learner-Centered Instruction, the standards for all new teachers in Texas. The apprentice teachers demonstrate that they meet the state standards by preparing and submitting a final portfolio. Course activities also aid apprentice teachers in preparing for certifying examinations.

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.

To this end, all students who wish to be successful should plan to spend at least two hours outside of class for every credit hour associated with this course. Expected activities to be completed in the time outside of class include reviewing notes from previous class meetings, reading assigned course resources, completing all assigned exercises and projects, and performing periodic assessment preparation.
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. Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessments. (PLO 1, 2, 3, 4)

2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (PLO 1, 2, 3, 4)

3. Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely high-quality feedback. (PLO 1, 2, 3, 4)

4. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession. (PLO 1, 2, 3, 4, 5)

*A complete listing of all educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found at: www.sfajacksteach.org.

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 Expectations

- Attend all class sessions.
- Participate in class discussions and activities.
- Complete all assignments by the designated dates. Assignments should be:
  - Content accurate
  - Grammatically correct
  - Aligned with appropriate rubrics
- Complete and pass the final portfolio.
Course Grade

35% — Final edTPA portfolio (submitted prior to the end of semester)

30% — Electronic reflections with evidence, weekly lesson plans, website

25% — Attendance and participation in seminar and successful completion of all in-class assignments

10% — Assignments

All late work, including in-class assignments (which require attendance), will be assessed a penalty of half-off the designated credit unless it is later than one week from the due date, in which case no credit will be given. This course uses resources provided by JacksTeach and you will likely check out items for use outside of the classroom. You are responsible for all items in your care and must return them in a timely fashion. Failure to do so may result in financial bars and delayed grade posting.

Responsibilities of the Apprentice Teacher

• Recognize and accept that the Cooperating Teacher has the ultimate responsibility for what you may or may not do in the classroom.

• Know and follow the rules, regulations, and policies of the school. This includes the use of any confidential information you may obtain through student records, conversations, etc.

• Maintain an ethical and professional attitude toward all members of the school community. In part, this means no gossiping about students, teachers, staff, or administrators.

• Make yourself available for regular planning and feedback sessions with your Cooperating Teacher and University Facilitator.

• Make adequate lesson plans in advance of teaching assignments and share copies with the Cooperating Teacher and University Facilitator. You are responsible for giving a copy of your lesson plans to the observer as he or she enters the classroom.

• Attend all scheduled Apprentice Teaching and related seminars and mandatory meetings.

• Continuously assess your growth as a teacher.

• Dress in a professional manner.

• Meet the principal and administrative staff and become familiar with the school climate and culture.

Apprentice Teaching Assignment

Your Apprentice Teaching assignment has been made with much care and attention to many factors. Adjustments in assignments are not made after Apprentice Teaching begins except for rare and unusual circumstances.

Occasionally, some incompatibility may arise, thus interfering with your learning. If this should occur, please notify your Master Teacher at once.

It is important for you to recognize that you are a guest in the school, and that your Cooperating Teacher bears the responsibility of determining what is best for the students. The Cooperating Teacher’s decision about what you may or may not do is final. Be patient. If you demonstrate competence, responsibility, and tact, you will likely have many opportunities to try innovative teaching strategies.
**Classroom Teaching Responsibilities**

To ensure a high-quality Apprentice Teaching experience, UTeach has established the following guidelines for apprentice teachers:

- Apprentice teachers will spend a minimum of 25 hours per week on campus. They should autonomously teach the equivalent of two classes.
- The first week, the apprentice teacher is to observe the classes.
- The second week, the apprentice teacher should take over the first class.
- The third week, the apprentice teacher should take over the second class. Both classes are to be retained until the last week of Apprentice Teaching.
- Once the apprentice teacher assumes a class, then the apprentice teacher is responsible for lesson planning, administrative duties (taking roll, recognizing tardies, answering the door/phone, communicating with parents, grading assignments), and disciplinary actions.

**Absences and Tardiness**

You are expected to be in the school in a timely fashion to teach your classes, clean up after any class activity, and communicate with your cooperating teacher. Lateness is inexcusable.

Perfect attendance during apprentice teaching is expected, but each apprentice teacher is allowed three absences during the field experience. If you must be absent, you will need to contact your Cooperating Teacher, University Facilitator, and Master Teacher as soon as possible. You should also assume responsibility for sending plans and/or materials to the school if such was your responsibility for that day. Failure to notify the specified individuals may result in the termination of your assignment.

If you will be absent from class on a religious holiday, inform your Cooperating Teacher, University Facilitator, and Master Teacher in advance and provide the necessary lesson plans and materials.

Days that you miss will be made up at the end of the Apprentice Teaching experiences unless your Cooperating Teacher and University Facilitator approve another arrangement.

Absences beyond the allowable number (3) are to be made up. Arrangements for making up absences are to be made in consultation with your Cooperating Teacher and Master Teacher.

If at any time, in the judgment of your Cooperating Teacher and/or Master Teacher, your absences are excessive, your assignment may be terminated.

**Professional Liability**

As an apprentice teacher, you are entitled to the same legal protection accorded to the Cooperating Teacher and the principal in the school where you are assigned. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students. Nor does the protection apply to the operation or use of any personal motor vehicle.

As an apprentice teacher, use good judgment and consult with your Cooperating Teacher and your Master Teacher in planning activities that involve movement of students inside and outside of the classroom and use of hazardous materials.

In light of the potential for sexual harassment litigation, apprentice teachers should take certain precautions. For example, never be alone with a single student in a room with a closed door. Avoid hugging or touching your students.

If you are a student member of NCTM (National Council of Teachers of Mathematics) or NSTA (National Science Teacher’s Association), you have the opportunity to get liability insurance. If you have been approved as a substitute teacher in the district in which you are apprentice teaching, you are protected with liability insurance by the school district.
**Academic Integrity (4.1)**

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 attempt.

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 [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**

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) [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents), 936.468.7249, [dos@sfasu.edu](mailto:dos@sfasu.edu)
- SFA Human Services Counseling Clinic Human Services, Room 202 [www.sfasu.edu/humanservices/139.asp](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.
  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 [www.sfasu.edu/thehub](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)
- joCrisis Text Line: Text HELLO to 741-741