JacksTeach Step 2
JTCH 1102 Section 001
Spring 2024

Name: Brooke Busbee, MS Mathematics/Statistics, Secondary Certification in Mathematics
Department: Mathematics & Statistics
Email: busbeeb@sfasu.edu
Office: Bush Mathematics Bldg. 339
Office Hours: Tuesday: 7:30–8:00am, 12:30–1:30pm
Wednesday: 1:30 – 3:30 pm
Thursday: 7:30–8:00am, 10:45–11:45pm
Available other times by appointment

Name: Stacia Prince, MS Mathematics, Secondary Certification in Mathematics
Department: Mathematics & Statistics
Email: princes@sfasu.edu
Office: Bush Mathematics Bldg. 334
Office Hours: Tuesday: 2:00 – 3:30 pm
Wednesday: 1:30 – 3:30 pm
Thursday: 10:00 – 11:30am
Available other times by appointment

Credit Hours: 1

Class meeting time and place: Wednesday, 3:30-5:20, Bush Math Room 123

Prerequisite: JTCH 1101 or permission of JacksTeach co-director

Course Description: In Step 2, students who want to explore teaching careers become familiar with the middle school setting by observing and discussing the middle school environment, and by teaching lessons to middle school students. Step 2 students, generally team-teaching with a partner, are assigned to either a mathematics or science Mentor Teacher in a local middle school to observe once and then teach three inquiry-based lessons.

Step 2 students build upon and practice inquiry-based lesson design and questioning skills that were developed in Step 1, but shifts the focus to middle school (rather than elementary school) curricula. Step 2 students will experience teaching with technology through several demo lessons, and it is a requirement that all lessons they teach incorporate technology in a way that allows the students to collect and/or analyze data or explore content.

For their final project, Step 2 students analyze and modify one of the lessons they taught, taking into account the results of the assessments, their reflection on how successful the lesson was, and feedback from observers (Mentor Teacher, Instructor, or other).

As a result of the Step 2 experiences, students are able to make a decision as to whether they want to pursue a pathway to teacher certification through the JacksTeach program.

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. Demonstrate science or mathematics content knowledge in the design and teaching of middle school lessons aligned with district curriculum. (PLO 1)

2. Utilize exemplary sources of inquiry-based science and mathematics lessons (PLO 1, 2, 3).

3. Identify the unique attributes of adolescent students and implement teaching strategies that are effective in the middle school environment (PLO 1, 2, 3).

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

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

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

7. Design and teach lessons that incorporate the use of technology (PLO 1, 2, 3).

8. Use probing questions to elicit feedback on students’ acquisition of knowledge (PLO 1, 2, 3, 4).

9. Use pre- and post-assessments aligned to performance objectives to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising lesson plans. (PLO 1, 2, 3, 4)

10. Provide instructive feedback to peers. (PLO 1, 2, 3, 4, 5)

11. Reflect on teaching experiences to revise lesson plans. (PLO 1, 2, 3, 4, 5)

12. Assess commitment to pursue teaching as a career path. (PLO 5).

**A complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found at:**
https://sfasu.edu/docs/jacksteach/jacksteach-standards-alignment-chart.xlsx

Class Syllabus
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 almost every day. If you do not have a working laptop or tablet of some kind, please see the instructor immediately for assistance.

Expectations

Attendance

Attendance to both class and field activities for this class is required. Students may lose up to 5 percentage points for every unexcused absence. You have been provided my email and will need to contact me if you will be missing class.

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 up to 3 percentage points. 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.

Participation

Ten percent of your grade is based on attendance, active participation, and professionalism in all class sessions and field experiences. 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 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 middle 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 your function for a particular lesson is to be the lesson study observer, you must be at the lesson. Your partner is counting on you for feedback and 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) or call/text Ms. Busbee or Mrs. Prince
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 2 STEM activities on the SFA campus or other approved local venue. Visit with the instructor about events not on our calendar that may be appropriate and bring proof of attendance after each event. 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 Nacogdoches area 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 to 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 2, pairs of students will be assigned to a 6th-, 7th-, or 8th-grade science or mathematics class at a middle school in a local school district. Over the course of the semester, pairs will visit this classroom to conduct one observation and to teach three inquiry-based lessons.

The writing and teaching of three lessons is a requirement of Step 2. Regardless of your final average, failure to write and teach all three required lessons will result in a failing grade for the course.

Early in the semester, pairs will meet their Mentor Teacher. Throughout the semester, you will be responsible for communicating with your Mentor Teacher.

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.
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 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 Lesson 1, both students will turn in reflections on the experience. After Lessons 2 and 3, both students will turn in a reflection and the observing student will turn also in a completed observation form.
For your final project, you will revise one of your lesson plans and present your revision to the Step 1 class. Please keep all student work from your lessons to use for revisions that will be data driven!

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 (it is part of your grade). There is a scanner available in the student workroom.
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:
All ASSIGNMENTS must be submitted INDIVIDUALLY via D2L unless advised otherwise. Completed assignments that are emailed unless directed specifically to do so will not be graded.
Please make sure your full name is on every submission.

Technological Proficiency
Step 2 students must be able to:
• Use the course website, Brightspace by D2L, to download documents and upload assignments.
• Create Word and Google Documents.
• Check email daily. (Note: If you choose not to use an official university sanctioned email account, broadcast emails sent through the course website may be blocked by your email program’s junk email filter. You are responsible for adjusting the settings to ensure that you receive emails from your instructor and Mentor Teacher.)
• Use provided data acquisition devices and related probes to deliver middle school math or science lessons.
If you need assistance to meet these requirements, please see an instructor. Help is available.
**Grading**

**Points will be deducted for late and/or incomplete work.**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance, Participation, and Professionalism</strong></td>
<td></td>
</tr>
<tr>
<td>Class participation</td>
<td>2</td>
</tr>
<tr>
<td>Professional behavior in class and during field experiences</td>
<td>8</td>
</tr>
<tr>
<td>2 STEM Specific Social Activities</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Plans</strong></td>
<td></td>
</tr>
<tr>
<td>Draft Lesson Plan (Uploaded to D2L and emailed to your mentor teacher)</td>
<td>30</td>
</tr>
<tr>
<td>Final Lesson Plan (Uploaded to D2L and emailed to your mentor teacher)</td>
<td></td>
</tr>
<tr>
<td>Upload of Student work with Feedback</td>
<td></td>
</tr>
<tr>
<td><strong>Mentor Teacher Feedback</strong></td>
<td>5</td>
</tr>
<tr>
<td>Teaching the lessons, as evidenced by the Mentor Teacher Feedback Form uploaded to D2L.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflections</strong></td>
<td>30</td>
</tr>
<tr>
<td>Four Reflections: Observation Reflection, Lesson 1 Reflection, Lesson 2 Reflection, and Lesson 3 Reflection. Reflection prompts will be posted on the course website. (Remember to post your observation form here for teach 2 or 3 if you are not the lead for that lesson.)</td>
<td></td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>25</td>
</tr>
<tr>
<td>The final project will include a revised version of one lesson plan taught this semester, an analysis of student work, and an essay analyzing your rationale for revising the lesson as you did. Requirements will be outlined in class.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
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 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 semesters 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 promptly may delay your accommodations. 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)
www.sfasu.edu/deanofstudents 936.468.7249
dos@sfasu.edu

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

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

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
936.468.4008
thehub@sfasu.edu