



Step 1: Inquiry Approaches to Teaching

Fall 2016

Instructor (Mathematics)	Instructor (Science)	Instructor (Science)
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Class Location: UTeach House, 946 W. Clinton Drive (UTCH) 575-3280 Sheri Vaughan, Assistant Director

Note: there is **NO STUDENT PARKING** at the UTeach house, except for temporary pick up and drop off of teaching materials – violators may be towed!

Blackboard Website: learn.uark.edu

UTeach website: teach.uark.edu

Blackboard works best when using Mozilla Firefox browser and Chrome. Blackboard Support says it does not work as well on Safari and Internet Explorer. Blackboard Support (575-6804) is very helpful. You can call or go by their office in Gibson Annex, and they are available in the evening.

Course Prerequisite: An interest in exploring teaching math or science

Course Description/Overview

This course will provide students with:

- An opportunity to explore teaching in science or mathematics as a career
- Experiences in teaching in middle schools classrooms
- An introduction to the theory and practice that is necessary to design and deliver excellent instruction

Students will attend class on campus each week, where they will learn to design and deliver inquiry-based science/mathematics lessons. Students, working in pairs, will observe a mentor teacher twice in a local middle school classroom, then present lessons in that classroom three times during the semester. The mentor teacher will remain in the classroom at all times, providing immediate and ongoing feedback to improve instruction as the semester progresses. Considering travel time to and from the school, a minimum of a 2-hour block of time is needed for each visit. Field practicum assignments are based on the schedules and transportation needs of the students, and schedules of mentors.

Students are expected to do the following:

- Attend all classes
- Keep a folder of all course handouts and lesson plans
- Check university e-mail daily (we only meet once a week, and often need to communicate in between classes.)
- Work responsibly with a partner (Attendance is important so that your partner does not work alone.)
- Clean up and return materials after each class activity and practicum lesson.
- Always conduct yourself in a professional manner, following Guidelines of Professionalism and the Tenets of Scholar-Practitioner
- Become proficient in instructional technology that aids in the delivery of their lessons.
- Complete all assignments as listed in this syllabus.
- Check your grades on Blackboard



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Assignments/Grading Policy

Assignment/Activity	Points Possible
Participation and attendance (3 point deduction for each absence)	15
Blackboard Quizzes: Syllabus (2) and Professionalism (2)	4
Reflections submitted on Blackboard	
Observation 1 Reflection (3)	18
Observation 2 Reflection (3)	
Lesson 1 Reflection (4)	
Lesson 2 Reflection (4)	
Lesson 3 Reflection (4)	
Lesson 1 (<i>progress documented on check-off sheet</i>)	
Lesson 2 (<i>progress documented on check-off sheet</i>)	11
Lesson 3 (<i>progress documented on check-off sheet</i>)	11
5 Article readings: "Read, reflect, and reply" (3 points each)	15
Final presentation (finals week) –must attend full 2 hours	12
Professionalism (readiness for class, communication, cooperation, collaboration, proper dress and behavior in schools...)	3
Total Points Possible	100

Participation Grade:

Students will earn 15% of their grade for class participation. Full participation points require arriving to each class session on time and staying until the session ends. **If you are absent, 3 points will be deducted from your participation points.** The class meets only once per week, and there are no textbooks. Missing class means you will miss essential information and experiences (lesson planning, practice time, partner accountability, model lessons, etc.), and you will inconvenience your partner and miss the opportunity to plan your lessons together in class. However, because absences are sometimes unavoidable, in the event you must be absent, please do the following:

- Contact the instructor via email
- Contact your teaching partner to coordinate any lesson planning

Blackboard Online Quizzes

During weeks 1 & 2, access Blackboard and take the designated quizzes. You will find them located in the Content Folder on Blackboard. The quizzes are meant to encourage you to be familiar with these important documents (syllabus and professionalism standards) and to help you get acclimated to Blackboard.

Reflections

The 2 Observation Reflection and 3 Lesson Reflection assignments are found in the Content Folder on Blackboard. Following each classroom observation or teaching session, you will respond to questions and submit a typed reflection on Blackboard by the end of the week. Always best to write your reflections as soon as possible while the experience is fresh in your mind.

Lesson Plans (11 points per lesson)

Write your lessons using a 5E Lesson Template, and follow the Lesson Check-off Sheet for a series of approvals, emailing your lesson plan as indicated to your instructor and to your mentor, etc. Choose one partner per lesson to be in charge of emailing and communicating recommended changes to the other partner. Always copy your instructor on emails to your mentor. After you have taught your lesson, you will hand in the lesson check-off sheet along with your mentor's feedback form.

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5 Article Readings: “Read, Reflect, and Reply”

During the week of assigned readings, on the Blackboard Discussion Board, students will 1) **read** specified articles, which are posted on Blackboard; 2) write a 2 paragraph **reflection** based on the main idea of the reading and your personal perspective (experiences, opinions, thoughts...) about the topic, and 3) each student will **reply** to one other person’s post. Detailed directions are on Blackboard.

Final Presentation (Final Exam Period):

Each student team will showcase a part of one of their 3 lessons.

Professionalism:

It is important that emerging professionals always be aware of how they conduct themselves as professionals in a public arena. Professionalism consists of many attributes including being prepared for class, communicating clearly and respectfully, working hard to cooperate and get along with others even when you have a difference of opinion, sharing work responsibilities equitably when working within a group dynamic, and adhering to all the professional guidelines. The instructor will award professionalism points based on observations during class, in the field, feedback from the mentor, partner collaboration.

Cell Phones - As an aspect of professionalism and a mindset that your full attention should be directed toward the class, **all cell phones should be put away during class time.** If you feel you must take a phone call or text, please quietly excuse yourself from the classroom to do so – those should only be emergency situations.

Grading Scale

90 -- 100	=	A
80 -- 89	=	B
70 -- 79	=	C
60 -- 69	=	D
Below 60	=	F

Late Work

The instructors reserve the right to not accept assignments that are turned in late without permission, or to reduce the grade when turned in late. Please communicate any issues you have with your instructors.

Practicum (“field experience”)

1. You will observe your mentor teacher’s class twice during the first part of the semester.
2. You and a teaching partner will teach three hands-on science/mathematics lessons in a local elementary school. Class time is scheduled for you to prepare these lessons, and you will be given the resources for the topic that your mentor has requested you teach.
3. Written lesson plans will be turned in and revised prior to teaching the lesson. You must practice all lessons before going out to teach. You will also send each lesson plan as an e-mail attachment to your mentor teacher at the school before you teach the lesson. Please “copy” your instructor on all emails with your mentor, and “copy” your partner when emailing your instructor or mentor about the lesson you are mutually planning.
4. For security reasons, all schools require that you sign in at the front office of the school each day that you visit and wear a visitor badge – most schools scan your driver’s license the first time you come.
5. Dress appropriately and professionally when going to schools. Your cell phone should remain off while you are in the school.
6. Your mentor teacher will give you written feedback at the end of each lesson taught. You are responsible for providing a “hard copy” of the feedback form to your mentor teacher before you start to teach your lesson (extra copies are usually kept in your bin folder). You are responsible for getting that form from your mentor teacher before you leave the class, or confirm that the teacher will email it to you.

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7. If you need to reschedule a lesson with your mentor, you must email your instructor of the change.
8. If an emergency arises and you have to miss your scheduled teaching day, notify your partner and the mentor teacher immediately. Remember that your mentor teacher will unlikely have time to check a cell phone during the day, nor an email, so if you do not reach your mentor right away, call the school directly and ask that a message gets delivered to your mentor immediately. Also call/text your instructor's cell, and if she is not available, notify Sheri at the UAteach house number 575-3280. If one of you can't teach that day, your partner should teach the lesson alone if the mentor requests, but it is preferable to re-schedule the lesson. Make sure both partners have a copy of the lesson plan, and be sure to carry your contact sheet with necessary phone numbers: mentor teacher (if the mentor offers), school, instructor, and partner. One of the Step 1 instructors, or a teaching assistant, will come to the school to observe one of your lessons in order to provide more feedback.

Special Notes

- The UAteach program is dedicated to increasing the number of quality math and science teachers. For Fall 2016, as an incentive for students to 'try out' math and science teaching, Step 1 tuition is refunded to **math or science majors** who receive a C or higher in the course. The refund is deposited to your student account.
- **Inclement weather:** Sign up for the university's RazALERT Emergency Notification System on your UAConnect account. However, your field placement school may close even when the University has not closed, particularly rural districts. Check school websites for closing information, or call the school. **The expectation is that you will use sound judgment concerning your safety – do not drive if you feel uncomfortable!**
- **Center for Educational Access:** please let your instructor know if you need accommodations!

Academic Honesty and Integrity

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy,' which may be located at <http://provost.uark.edu/245.php> Students with questions about how these policies apply to a particular course or assignment must immediately contact their instructor. Students who violate university rules on academic honesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

Four Tenets of a Scholar-Practitioner in Teaching

All candidates pursuing teaching licensure in conjunction with the College of Education and Health Professions are expected to consider and apply the principles of the conceptual framework known as *Scholar-Practitioners*, throughout their program of studies. The scholar-practitioner reflects a professional who is **knowledgeable** about subject matter and pedagogy; **skillful** in teaching and managing classrooms and schools; **supportive** and caring about students, families, school staff and the community, diversity; and constantly inquiring to improve themselves as a **professional** to increase the success of students, schools and the community.