**EST 399 CSUteach STEM Apprentice Teaching 1**

**1 Semester-Hour Credit**

**Fall 2018**

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| **Instructor:** | **James Kilbane, Ph.D.** |  | **Section:** | **50/51/52/53** |
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| **Office:** | **351 Julka Hall** |  | **Office Hours:** | **1:00-4:00 Monday/Thursday** |
| **Meeting Times:** | **4:00 – 4:50, Tuesday** |  | **Room:** | **340 Julka Hall (JH)** |

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1. **Course Description**

Co-requisite: Enrolled in EUT 315 or EUT 317

Prerequisites: EUT 305 Classroom Interactions or permission from instructor.

This course is designed to support CSUteach pre-service teachers during AT1. Instruction will be supported by supervisors who will focus on planning, instruction and assessing for student learning. Instruction will be delivered through a hybrid process of face-to-face instruction, online asynchronous instruction and distance learning models. Pedagogical knowledge will be reinforced throughout the course.

1. **Course Rationale**

Structured field experience designed to accompany the project-based instruction methods courses EUT 315/317. Prepares CSUteach students for Apprentice Teaching 2, student teaching; stresses the practical application of theory and research to the planning and delivery, and evaluation of instruction. Students explore the various roles of a teacher and begin formulating a personal philosophy for teaching while working 80 hours in a high school classroom under the direction of a highly qualified mentor teacher and university supervisor.

1. **Texts**

There are no required texts for this course.

1. **Course Goals and Objectives**

***During this practicum the student will:***

***Knowledge***

1. Develop an understanding of the roles and responsibilities of a secondary mathematics/science teacher. [Professionalism, Partnership]
2. Develop an appreciation for the importance of the roles of culture, race and gender in mediating classroom and school environments. [Contextualism]
3. Begin to understand the scope and sequence of middle- and high-school mathematics courses. [Inquiry, Contextualism]

***Skills***

1. Practice a range of instructional and assessment strategies. [Professionalism]
2. Develop, teach and evaluate a sequence of five lessons incorporating appropriate activities and technologies with one group of students. [Professionalism, Inquiry, Contextualism]
3. Critically reflect on classroom norms and practices. [Inquiry, Contextualism, Partnership]
4. Begin to integrate mathematics education theory and practice. [Professionalism, Contextualism]
5. Become skilled in the use of a range of physical materials, manipulatives and educational technology appropriate to a modern secondary mathematics classroom. [Contextualism, Professionalism]

***Dispositions***

1. Gain insights into the implications of a teacher’s beliefs and practices on students and the learning environment. [Contextualism]
2. **Instructional Strategies/Activities Related to Technology and Diversity**

 Students are expected to design lessons that incorporate technology and respond to diversity. Supervisors and mentors are expected to oversee lessons plans before they are executed, as well as, discuss outcomes of those lessons. Students have ample time in EST 399 to discuss critical events that occur during their field placement experiences.

1. **Course Requirements**
2. **Field Experience (80 hours)**

You are required to complete 80 hours in the school over the semester, which roughly corresponds to 5.5 hours per week, keeping a consistent schedule each week. While at the school, you should observe at least two different groups of students, and eventually teach one group of students. Your primary responsibility is to learn as much about being a mathematics/science teacher from your mentor teacher as you can, without making yourself a burden on her/him. Initially you should move about the classroom assisting students whenever appropriate. You should only observe for the first few weeks, then gradually build up to teaching multiple lessons per week. All lessons must be planned in conjunction with your mentor teacher, and lesson plans must be prepared for every lesson you teach. These should be made available to the mentor teacher at least 48 hours prior to the lesson, and saved to Google drive for your supervisor to view. While it may be tempting for you and your mentor teacher to involve you in more than this requirement, it is not advisable to overload.

1. **Teaching Assessments**
	* 1. It is required that your mentor teacher observes you teaching on two different occasions. The first should occur in the first seven weeks and the second in the second seven weeks. You mentor teacher will complete a CSU observation form. The completed form should be sent to your university supervisor (via Google drive or email.)
		2. Your university supervisor will also observe you teaching twice, once each half of the term. Arrange the timing for each lesson and discuss the contents of the lesson with your university supervisor well in advance. The lesson plan is due to the supervisor no less than 48 hours prior to teaching. After each of these two lessons, you must submit a post observation follow-up reflection prior to your post observation conference. The second assessment will be uploaded to Taskstream Checkpoint #2 (Supervisor Observation).
		3. A triad meeting at the end of the term is required between you, your university supervisor, and your mentor teacher. It is your responsibility to arrange this meeting and ensure your mentor has the summative assessment form to be filled out in advance. The form will be uploaded to Taskstream Checkpoint #2 (Summative Assessment Triad) by your supervisor. A check-in triad may occur in conjunction with your first supervisor observation.
2. **Submit Checkpoint Self Analysis (CSA) found on Checkpoint #2 in Taskstream**.
3. **Complete online modules via Taskstream**. There are four modules to be completed online: Informational, Professional Development Standards, School Operating Standards and Value Added.
4. **Complete edTPA practice activities**. You will videotape a lesson. For that lesson you will complete an instructional commentary and video clip as per edTPA instructions. For that same lesson you will also analyze student work and complete an assessment commentary. Seminar time at the end of the term will be dedicated to these activities.
5. **Guided Reflections.** You will write about critical incidents that occur in your AT1 classroom and bring your written notes to seminar for discussion. A critical incident is an event you observed or participated in which caused you to question or think critically about your own practice as a teacher. Over the course of the term you will document four incidents. While classroom management and student behavior issues are very important to you, try to focus on issues associated with teaching and learning. The format for your notes is:
	1. **Paragraph One:** What happened? Describe the circumstances leading up to the incident, exactly what happened, and why you think it happened that way.
	2. **Paragraph Two:** The outcome. Describe what happened as a result of the incident and if the outcome was satisfactory from your perspective.
	3. **Paragraph Three:** The implications. Discuss what implications this incident and its outcome has for your future teaching career and how this issue will impact your teaching as you progress as a new teacher of mathematics or science.
	4. **Paragraph Four:** What would you change?
6. **Grading criteria**

**This course is PASS/FAIL**

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| **Assignment** | **To Pass:** | **Submission Method** |
| Mentor Teacher Field Observations (2)  | Complete/Incomplete;Must be completed | Email to Supervisor to Taskstream |
| Supervisor Field Observations (2)  | Observations have evidence of improving practice | Supervisor to Taskstream  |
| Final Triad Assessment | Overall Score of 1.4 or better  | Supervisor to Taskstream |
| Checkpoint Self Analysis | Completed by 11/21 | Done in Taskstream  |
| Online Modules | Complete/IncompleteMust be completed | Done in Taskstream |
| Practice edTPA exercises | Complete/IncompleteMust be completed | Email to Supervisor; Video to Taskstream |

1. **Course Policies**
2. Attendance/engagement policy.

Students are expected to be in attendance at every class session as sessions often involve student interactions to develop understanding. Additionally teacher candidates are expected to be modeling professionalism (as noted in “Dispositions”) with regular attendance. Participation in class is expected and a requirement for a passing grade.

1. Late assignment policy.

Assignments are expected on time. Please speak with your supervisor if there are reasons that you cannot meet an assignment deadline in advance of the deadline. Lesson plans when you teach must be to the mentor teacher 48 hours in advance.

1. Plagiarism/Academic Integrity. The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

 Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

 Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct.

 Procedures of reporting plagiarism are described in the Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or <http://www.csuohio.edu/academic/writingcenter>.

1. Students with Disabilities. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.
2. Technical Help*.* If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. These steps are for seeking help with technical questions only.
* Search the online knowledge bases: [Online Help Portal](http://smartipantz.perceptis.com/csuohio/Content/default2.aspx) or [AskeLearning](http://askelearning.csuohio.edu/kb/).
* Call the 24/7 Blackboard Help Desk at 216-687-5050 and select option #2 for Blackboard Support
* [Chat](https://chat.perceptis.com/c/csuohio/) with a live agent.

For general information or questions about eLearning, students may contact the Center for eLearning via phone (216-687-3960) or email (elearning@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response. The Center for eLearning operates Monday-Friday from 8 AM until 5 PM.

* Visit the Open Computer Lab – JH 118 – during posted hours.
* Issues with Google Drive – contact Jim Kilbane, j.f.kilbane@csuohio.edu
1. Professional Dispositions—initial teaching licensure programs only. One important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions which you received with your acceptance into your program (also available at <https://www.csuohio.edu/cehs/student-list-professional-dispositions> is your guide).
2. Email. Dr. Kilbane generally checks email twice a day during the week and occasionally on the weekends
3. The syllabus provides an accurate proposal to meet the learning needs of this class. It is, however, subject to revision at any time depending on the changing needs of the class.
4. **Bibliography**

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Tomlinson, C.A. and C.C. Edison. (2003). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12.* Alexandria, VA: ASCD

Wiggins,G. and J. McTighe. (2007). *Schooling by design: Mission, action & achievement*. Alexandria, VA: ASCD.

1. **Class Meeting Times**

**CALENDAR OF COURSE ACTIVITIES FALL 2018**

**\*\* SUBJECT TO CHANGE \*\***

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| **Session/ Date** |  **Class Topics** | **Assignments/Activities Due:**  |
| **Week 1****Session: NONE****Tues 28 Aug**  | **NO SESSION****Covered by 23 Aug** **OFS orientation** | **~ Sign student expectations and dispositions documents** **~ Begin field experience****~ Check in with supervisor if field concern** |
| **Week 2****Session: live****Tues 4 Sept** | **Check in with Supervisor****Context for Learning** | **~ Review schedule with supervisor****~ Start Context for Learning, edTPA practice** |
| **Week 3****Session: on-line****Tues 11 Sept** | **OBR Modules**  | **~ Start OBR Modules #1, #2, #3** |
| **Week 4****Session: live****Tues 18 Sept** | **Management/****Motivation**  | **~ Begin teaching at least one class this week****~ Guided Reflection #1 – Classroom Management****~ Complete Context for Learning, edTPA practice** |
| **Week 5Session: live****Tues 25 Sept** | **Intro to edTPA/ Practice edTPA** | **~ First mentor observation completed this week****~ Complete OBR Modules #1, #2, #3** |
| **Week 6Session: live****Tues 2 Oct** | **Data-driven differentiation** | **~ Guided Reflection #2 – Formative Assessment** |
| **Week 7****Holiday****Tues 9 Oct** | **No Session** | **~ First university supervisor observation completed by the end of this week** |
| **Week 8****Session: on-line****Tues 16 Oct** | **Video editing**~ Midterm ~ | **~ Increase teaching experience by co-teaching****~ Use on-line resource to learn to edit video and shorten a video you have; add commentary** |
| **Week 9****Session: live****Tues 23 Oct** | **Assessment****Looking at student work** | **~ Bring artifacts of student work – one class set of assignment with some complexity – preferably from lesson you taught** |
| **Week 10****Session: live****Tues 30 Oct** | **edTPA Task 2 Instruction** | **~ Guided Observation #3 – Use of technology****~ Second mentor observation this week or next** |
| **Week 11****Session: field****Tues 6 Nov** | **Record lesson for edTPA Task 2 practice**   | **~ Second mentor observation this week or last****~ Work on Instruction Commentary**  |
| **Week 12****Session: live****Tues 13 Nov** | **Peer review of videos** | **~ Guided Reflection #3 – Reaching all students****~ Completed Instruction Commentary** |
| **Week 13****Session: live****Tues 20 Nov** | **Bring in practice edTPA student work or assessments** | **~ Second supervisor observation completed this week or next****~ Taskstream checkpoint 2 CSA due** |
| **Week 14****Session: live****Tues 27 Nov** | **edTPA Task 3 Assessment**  | **~ Second supervisor observation by this week****~ Final summative triad meeting held****~ Self-Evaluation for Triad due** |
| **Week 15****Session: live****Tues 4 Dec** | **Practice edTPA due** | **~ Attendance form to university supervisor****~ Plan AT2 with mentor** |
| **Week 16****Session: on-line****Tues 11 Dec** | **Finals** | **~ Ensure all documents for term are in the possession of university supervisor** |