EST 399 CSU *T*each STEM Apprentice Teaching 1
1 Semester-Hour Credit

Fall 2021

Instructor:	**Dr. Kate O'Hara**	**Section:**	**50/51**
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Office:	**324 Julka Hall**	**Office Hours:**	All office hour consultations are by appointment only and must be confirmed by your instructor before they occur. A Zoom meeting of 30 minutes is assigned for an office
Meeting	**Tuesday - 4:00 – 4:50**		
Room:	**340 Julka Hall (JH)**		

I. 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.

II. 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.

III. Texts

There are no required texts for this course.

IV. Course Goals and Objectives

Knowledge

1. Develop an understanding of the roles and responsibilities of a secondary Math/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 STEM courses. [Inquiry, Contextualism]

Skills

4. Practice a range of instructional and assessment strategies. [Professionalism]
5. Develop, teach and evaluate a sequence of three lessons incorporating appropriate activities and technologies with one group of students. [Professionalism, Inquiry, Contextualism]
6. Critically reflect on classroom norms and practices. [Inquiry, Contextualism, Partnership]
7. Begin to integrate STEM education theory and practice. [Professionalism, Contextualism]
8. Become skilled in the use of a range of physical materials, manipulatives and educational technology appropriate to a modern secondary STEM classroom. [Contextualism, Professionalism]
9. Gain insights into the implications of a teacher's beliefs and practices on students and the learning

V. Dispositions – *Desired behaviors demonstrating this disposition*

Communication Skills

1. Demonstrate appropriate verbal communication.
2. Demonstrate appropriate written communication.
3. Demonstrate a disposition toward inquiry and problem solving.
4. Work collaboratively with parents, colleagues, and professionals.
5. Demonstrate consistently positive attitudes toward learning and teaching.
6. Accept responsibility for decisions and actions.
7. Establish and maintain mutually respectful interactions.

Work Ethic

8. Demonstrate regular attendance.
9. Demonstrate punctuality.
10. Complete work in a timely manner.
11. Demonstrate organizational skills.
12. Observe all pertinent policies and procedures.

Professionalism

13. Demonstrate a commitment to working with children, youth, and their families in developmentally appropriate ways.
14. Demonstrate an awareness of community, state, national, and world contexts that have an impact on the teaching profession and the learning process.
15. Treat university faculty/staff, colleagues, parents, and students fairly, equitably, and respectfully.
16. Accept constructive criticism and adjusts performance accordingly.
17. Express and demonstrate interest in and enthusiasm for teaching and learning.

18. Adapt to new and diverse learning situations.
19. Accept diverse learners and their needs.
20. Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
21. Maintain confidentiality about student records unless disclosure serves a professionally compelling purpose or is required by law.
22. Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information.
23. Respect the points of view of others.
24. Develop and explain professional judgments using research-based theory and practice.
25. Contribute meaningfully and appropriately to discussions by asking questions, giving opinions, and listening to others.
26. Project an appropriate professional appearance in professional settings
27. Project an appropriate professional demeanor in professional settings.
28. Accept leadership opportunities.
29. Understand and practice professional ethical standards.

VI. Course Requirements

1. Field Experience (80 hours)

You are required to complete 80 hours of field work in an assigned classroom, which roughly corresponds to 5.5 hours per week, keeping a consistent schedule each week. Avoid front-loading hours, as the hours must spread throughout fifteen weeks of the semester. There is no exception to this policy, so please do not arrange hours in a different manner with your cooperating instructor. While assisting in the assigned classroom, 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 Math/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 and gradually build up to teaching once a week. Lesson plans must be prepared for every lesson you teach, and all lessons must be planned with your mentor teacher. 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.

COVID-19 STATEMENT The COVID-19 pandemic is still present and serious. It is imperative that you follow the school district's policies for COVID-19 precautions. Students who violate this protocol will need to leave the classroom and may lose their placement. Repeated violations of these health-saving protocols may lead to sanctions under the CSU Student Code of Conduct (3344-83-04 [E] and [Z]) up to and including suspension or expulsion. The CSU community thanks you for your cooperation.

For more information on COVID Policies, please visit the Office of Field Services website.

2. Teaching Assessments Associated with Field Experience

- ***Two Mentor Observations:*** 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. You must complete a lesson plan and send to your supervision along with the completed observation.

- ***Two Supervisor Observations:*** Your university supervisor will also observe you teaching twice, once each half of the term. You will need to arrange for the supervisor to observe. The lesson plan is due to the supervisor 48 hours prior to teaching. The second lesson plan/observation will be uploaded to Taskstream Checkpoint #2 (Supervisor Observation).

- ***One Triad Meeting:*** 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.

3. **Post-Observation Reflections:** After each of your four lessons that were officially observed (two by your mentor and two by your supervisor), you will share the positive and negative outcomes that you experienced teaching this lesson. You will prepare some visual aides so that your peers understand your lesson (worksheets, artifact, assessment) and the lesson plan that you submitted. This is meant to be an informal class discussion between teachers learning to be teachers. (15 minute time limit).

4. **Critical Incident Reflections:** A critical incident is an event you observe or participate in, which causes you to question or think critically about your own practice as a Math/Science teacher. Over the course

of the term we will discuss, look for, and then write about these five topics: Limit one page typed double-spaced.

- Week 3: Classroom Management (your observation of your practicum classroom)
- Week 6: Formative Assessment (when is it being done in your classroom)
- Week 8: Reaching All Students (equity versus equality)
- Week10: Technology in the Classroom (how is technology enhancing your classroom)
- Week 12: Social Foundations (issues from society that have influence on curriculum)

The format for your notes, the classroom discussion, and your reflection will be:

- **Paragraph One:** What happened? Describe the circumstances leading up to the incident, exactly what happened, and why you think it happened that way.
- **Paragraph Two:** The outcome. Describe what happened as a result of the incident and if the outcome was satisfactory from your perspective.
- **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.
- **Paragraph Four:** What would you change?

5. **Best Practices**. During seminar you will be assigned a 10-15 minute time slot to present a "best practice." This could be something you learned from your mentor on teaching, classroom management, technology, gaming, classroom decoration, homework collection, grading…your options are open. Share one new idea that everyone can use in their classroom. (10-15 minute time limit)
6. **Checkpoint Analysis**. The checkpoint self-analysis assignment has three components: the self-assessment summary, the professional growth plan, and an attached key artifact (i.e., the single lesson plan). Directions for this assignment will be provided. The checkpoint analysis must be completed in Taskstream.

VII. Grading Criteria

Assessment Component	Points	Submission Method
80 Field Hours (Timesheet)	100	Supervisor/TaskStream
Mentor Observations (2)	20	Supervisor
Lesson Plans to Mentor (2)	20	Instructor/Blackboard
Supervisor Observations (2)	20	Supervisor
Lesson Plans to Supervisor (2)	20	Instructor/Blackboard
Post-Observation Reflection (2)	20	Peer Assessment
Triad Assessment (1)	25	Supervisor/TaskStream
Critical Incidents Reflections (5)	50	Instructor/Blackboard
Best Practices	20	Peer Assessment
Attendance and Participation in Seminar	25	Instructor
Checkpoint Analysis	50	Supervisor/TaskStream
Total Points	**370**	

Scale for converting graded components to a CSU letter grade. For student teaching, which is graded on a pass/fail basis, candidates must earn the equivalent of a B or better to achieve a passing grade.

Grade	A	A-	B+	B	B-	C	D	F
Score	> 93	90-92	87-89	83-86	80-82	70-79	60-69	>69

VIII. Course Policies

A. Attendance/engagement policy.
Students are expected to be in attendance at every class session (face-to-face or virtual as the schedule dictates) 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.

B. 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.

C. 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.

D. 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.

E. 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 or Ask eLearning.
- Call the 24/7 Blackboard Help Desk at 216-687-5050 and select option #2 for Blackboard Support
- Chat 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.

F. 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).

G. Grade Dispute. Students who feel that they have received an inappropriate grade for any assignment or for the course have the right to challenge that grade. To challenge a grade, students should:

a. First, discuss your concerns with the professor. The issue may be as simple as a grading/recording error that is easily corrected, or it may be resolved satisfactorily upon explanation/review with the instructor.
b. If you are unable to get satisfactory results with the instructor, present your concerns in writing to the Chair of the Department of Teacher Education, Dr. Debbie Jackson, for her review, investigation and moderation of the dispute.