Instructor(s):  Office:  E-mail addresses:
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The SKyTeach office is located off the lobby of Thompson Complex Central Wing. SKyTeach Coordinator Karen Long may be reached at (270) 745-3900.

Office Hours: Instructor obligations and field observations frequently alter posted schedule. Contact the individual instructor to confirm schedule and make an appointment when assistance is needed.

Course Description: Step 1 is the first course for students exploring a career in math and/or science education at the middle or secondary levels. Students will experience first-hand the rewards and challenges of teaching. During weekly sessions students will learn to design and lead inquiry-based lessons in science and/or math. Students will also work in pairs to deliver three lessons in local classrooms (Grades 4-6). The course instructor as well as the mentor teachers in these classrooms will work with students throughout the term to improve their teaching abilities and help the students determine if a career in math/science education would be a successful option.

Prerequisites: There are no prerequisite courses required for SMED 101.

Textbooks: There are no required textbooks for SMED 101.

Course Requirements:

- Students must have daily access to a computer capable of browsing the web, sending e-mail, and creating Word documents.
- Students are responsible for their own transportation to area schools for required field experiences.
- Students are required to pay for a criminal background check necessary to be in the local schools for observation and teaching. The cost is $20.00 (money order payable to Kentucky State Treasurer).

If any student has a financial hardship associated with these expectations, please see instructor at the beginning of the semester.

Grades: Step 1 assignments have a cumulative point value of 100 points.
Technology Proficiency Assignment ................................................................. 4 points
Quick Teach ........................................................................................................ 8 points
Quick Teach Reflection ..................................................................................... 5 points
Observation 1 Reflection .................................................................................. 5 points
Teach 1 ................................................................................................................ 14 points
Teach 1 Reflection .............................................................................................. 5 points
Observation 2 Reflection .................................................................................. 5 points
Learning Styles Reflection ............................................................................... 4 points
Teach 2 ................................................................................................................ 14 points
Teach 2 Reflection .............................................................................................. 5 points
Special Needs Reflection ................................................................................... 4 points
Improving Instruction Final Project ................................................................. 15 points
Participation Grade ............................................................................................ 12 points

TOTAL:  100 points

Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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Late and Missed Work: Late assignments reduce a student's grade by one point per day.

Work Format: The specific format for different assignments will be discussed in class. In general all work must be word processed and in an acceptable format. All assignments must include first and last name, course name, and date. Staple multiple page hard copy assignments. Substandard work will be penalized.

Field Experiences: Students are required to complete two observations and teach three lessons (with a partner) in a local elementary school. Further information about field experiences is contained in a separate document.

Attendance and Participation Policy: Class participation is vital. Step 1 participants teach real students actual lessons in area classrooms. Therefore, Step 1 participants are required to maintain professional standards of preparation and attendance. 12 points are assigned to attendance and participation. Three points are deducted for each absence from a scheduled class or field experience. Tardiness to class or insufficient involvement/participation during a lesson is a one to three point deduction.

Exceptions to the attendance deduction require documentation with an Extenuating Circumstance Absence Appeal submitted to the instructor at least one week in advance of the absence. Additionally, an office visit with the instructor may be required. See appeal document for further requirements.

Temporary Withdrawal: Occasionally a student is temporarily withdrawn from class for financial or other reasons. The student should continue attending class and contact the instructor.
E-Mail: E-mail is an extremely convenient way for teacher and student to communicate. Students should use their WKU e-mail addresses when communicating with instructors and mentor teachers. E-mails should use the subject line to state (1) student name, (2) course, and (3) topic of e-mail. For example,

[SUBJECT LINE]: John Doe - Step 1 Monday 1:00 - question about lesson 1

Remember the limitations of e-mail. Questions requiring more than a sentence or two (such as “what was covered in class today?” or “how do I write a 5E lesson plan?”) are beyond the scope of e-mail. The same would be true of most special requests. In those cases please schedule an office appointment or make a phone call.

Cheating and Academic Dishonesty: Cheating and academic dishonesty are unacceptable. If detected any student work involved will be assigned a grade of “F” which can result in failing the course. Student work may be checked using plagiarism detection software.

Independent Work: Plagiarism is representing work taken from another source or student as your own. For more information on what defines plagiarism, refer to the academic information section in the front of the current undergraduate catalog. Plagiarized work will be assigned a grade of “F” which can result in failing the course.

Cell Phones, Computers and other Electronic Devices: Turn off all cell phones, pagers and other electronic devices during class. Limit computer use to specifically class related tasks such as note taking. See the instructor in advance for special situations.

Special Needs Accommodation: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.
<table>
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<tr>
<th>Week of:</th>
<th>Overview:</th>
<th>Assignments:</th>
<th>Due date:</th>
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| January 25 | *instructor and student introductions  
*review course expectations  
*inquiry lesson demonstration  
(balance sticks)  
*introduction to the 5E lesson  
*orientation to facility/resources  
*determine teaching teams  
*review technology assignment  
*reminder of background check and UTeach entrant survey | Technology Proficiency Assignment (4 pts) | Noon Friday January 29 |
| February 1 | *complete background check  
*discuss the meaning of inquiry-based teaching and components of a 5E lesson plan  
*quick teach demonstration and logistics  
*team assignments | | |
| February 8 | *practice Quick Teach components  
*prepare materials for Quick Teach  
*complete check-out for Quick Teach  
*observation 1 assignment | Quick Teach Check-Out | |
| February 15 | *all students completing Quick Teach in the field – no class meeting | Quick Teach (8 pts)  
Quick Teach Reflection (5 pts) | QT Reflection due within 48 hours of Quick Teach |
| February 22 | *debrief quick teach  
*discuss classroom management strategies  
*discuss formative vs. summative assessment  
*review observation 1 assignment | Observation 1 Reflection (5 pts) | Observation 1 Reflection due within 48 hours of observation |
| March 1 | *model Lesson 1 components  
*develop lesson plan draft | 1. Lesson Plan 1 draft  
2. Team to meet with master teacher for assistance as needed | Lesson Plan 1 draft due on or before March 5 |
| March 8 | **SPRING** BREAK | | |
| March 15 | *cooperative learning role play activity  
*discuss cooperative learning strategies for the math/science classroom  
*practice Teach 1 components  
*prepare materials for Teach 1  
*complete check-out for Teach 1 | All teaching teams must complete Teach 1 check-out at least **two days prior** to scheduled teach date  
(Lesson plan, check-out, and Teach 1 combine for 14 pts) | Lesson Plan 1 final due prior to check-out |
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<tr>
<td>March 22</td>
<td><strong>Teach Week – Full Teach 1</strong> *all students completing Teach 1 in the field – no class meeting (Teach 1 between 3/22-3/26)</td>
<td>Teach 1 Reflection (5 pts)</td>
<td>Teach 1 Reflection due within 48 hours of Teach 1</td>
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| March 29         | **Preparing to Teach – Full Teach 2** *model Lesson 2 components* *develop lesson plan draft* *review observation 2 assignment* | 1. Lesson Plan 2 draft  
2. Team to meet with master teacher for assistance as needed  
3. Complete learning styles inventory online before next class; submit results  
   Observation 2 Reflection (5 pts) | Lesson Plan 2 draft due by Friday, April 2  
Observation 2 Reflection due within 48 hours of observation |
| April 5          | **Diversity of Learning** *utilize learning style inventory; use class results to compare* *discuss the instructional implications of diverse learning styles* *introduce Thoughtful Ed strategies* *practice Teach 2 components* *prepare materials for Teach 2* *complete check-out for Teach 2* | Learning Styles Reflection (4 pts)  
All teaching teams must complete Teach 2 check-out at least two days prior to scheduled teach date (Lesson plan, check-out, and Teach 1 combine for 14 pts) | LT Reflection due-Noon, Wednesday, April 7  
Lesson Plan 2 final due prior to check-out |
| April 12         | **Teach Week – Full Teach 2** *all students completing Teach 2 in the field – no class meeting (Teach 2 between 4/12-4/16) | Teach 2 Reflection (5 pts)                                                   | Teach 2 Reflection due within 48 hours of Teach 2                           |
| April 19         | **Special Needs Students** *special needs students – role play activities* *discuss implications for teachers* | Special Needs Reflection (4 pts)                                             | Noon Wednesday April 21                                                   |
| April 26         | **Final Project** *Part 1 – Improving Instruction* | *Improving Instruction* final project (15 pts)                              | Noon Friday April 30                                                      |
| May 3            | **Final Project** *Part 2 – Improving Instruction* | *Improving Instruction* final project presentations/debrief                 |                                                                           |
| May 10           | **FINALS WEEK**                                                           |                                                                              |                                                                           |