

## Colonnade Program Course Proposal: Explorations Category

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1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)
  - a. **SMED 102 – Introduction to Inquiry Based Lesson Design\***
  - b. **Social and Behavioral Sciences**

*\*SKyTeach is a replication of the nationally recognized UTeach program from the University of Texas-Austin. The SKyTeach-UTeach memorandum of agreement (MOA) requires that the structure and content of the course sequence follow the UTeach model. The UTeach model replaces the traditional 3 credit hour introduction to education course with a 1 credit-hour SMED 101 followed by a 2 credit-hour SMED 102. The 1+2 credit-hour sequence spreads the extensive field experience component across 2 semesters and is intended to encourage more students to explore teaching as a career option. This format further allows students who are unsuccessful in SMED 101 a way to opt out without committing to a full 3-credit hour course*

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.

**Through interactive group discussions, modeling, cooperative learning tasks, and field-based exercises, students completing SMED 102 will be able to:**

- a. **demonstrate knowledge of pedagogy in science and mathematics P-12 settings.**
- b. **apply learning theory about mathematics and science to design inquiry-based lessons.**
- c. **understand and demonstrate how differentiated teaching strategies meet the needs of diverse science and math learners through inquiry-based lessons.**
- d. **Integrate knowledge of pedagogy in P-12 science and mathematics classrooms through generating inquiry-based lesson plans.**
- e. **Communicate effectively using teaching and management strategies through the implementation of inquiry-based science and mathematics lessons in field settings.**

3. Syllabus statement of learning outcomes for course:

**Upon completion of SMED 102, the student will:**

- **Demonstrate a knowledge base of pedagogy as applied to science and mathematics planning and instruction in P-12 settings.**
- **Practice reflective practitioner techniques through journaling.**
- **Implement a variety of planning and teaching strategies to meet the needs of diverse learners.**

- **Complete a series of field-based experiences which include observation, design for instruction, instruction, management, reflection, and feedback.**
3. Brief description of how the department will assess the course for these learning objectives.

**Similar to SMED 101, SMED 102 is designed around a series of “teaching cycles”. Each cycle has 5 components.**

1. **Observe a mentor teacher in a local classroom**
2. **In consultation with the mentor teacher and course instructor design a lesson.**
3. **Teach the lesson in the mentor teacher’s classroom while being observed by the mentor teacher and course instructor.**
4. **Post-lesson lesson debriefing with mentor teacher and class instructor.**
5. **Write reflection on the lesson.**

**The essential learning outcomes for this course will be assessed using different aspects of the last teaching cycle.**

<b>Essential learning Outcome</b>	<b>Assessment</b>
Demonstrate knowledge of at least one area of the social and behavioral sciences.	Examining how well the student lesson plan uses the “5E” model for lesson design will assess this outcome.
Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.	This outcome will be assessed using the results shared at the post-lesson debriefing.
Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.	Examining how the student lesson plan as taught addresses the needs of different classroom populations will assess this outcome.
Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.	This outcome will be assessed by examining how well the student lesson plan as taught addresses appropriate local, state and national standards.
Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.	This outcome will be assessed using the final lesson reflection.

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5. How many sections of this course will your department offer each semester?

**SKyTeach will offer one to three (1-3) SMED 102 courses each semester.**

6. Please attach sample syllabus for the course.

**SMED 102 -- INQUIRY-BASED LESSON DESIGN**  
**SEMESTER – SECTION/CRN – TIME/DAY -- LOCATION**  
**INSTRUCTOR AND CONTACT INFO**

**Course Description** -- SMED 102 is the second course for students exploring a career in Math and / or Science Education at the Middle Grade or Secondary level. Students will experience firsthand the rewards and challenges of teaching. During weekly sessions, students will design inquiry-based lessons, and will then work in pairs to deliver three (3) such lessons in local middle school classrooms (Grades 6-8). The course instructor (Master Teacher) as well as the Mentor Teachers in these classrooms will work with students throughout the term to improve their teaching abilities and help them determine if a career in Math and / or Science Education would be an appropriate option. Successful completion of SMED 101 with a grade of "C" or higher is a prerequisite for enrollment.

**Course Goals:**

Upon completion of SMED 102, the student will:

- Demonstrate a knowledge base of pedagogy as applied to science and mathematics planning and instruction in P-12 settings.
- Practice reflective practitioner techniques through journaling.
- Implement a variety of planning and teaching strategies to meet the needs of diverse learners.
- Complete a series of field-based experiences which include observation, design for instruction, instruction, management, reflection, and feedback.

**Required Materials** -- There is no textbook for this course; however, students are expected to have daily access to a computer capable of browsing the web, running Microsoft Office applications, and sending e-mail. Students will also need some system for organizing the numerous handouts that will be provided.

**Additional Requirements** -- Students are responsible for their own transportation to area schools for required field experiences, where professional dress (including a SKyTeach shirt on lesson days) is expected. Students should have previously submitted the results of a Criminal Background Check, a Physical Examination, and a TB Skin Test to Teacher Services, and should have also attended a two-hour Teacher Admissions Orientation Session. Any of these requirements which, for whatever reason, have not been previously satisfied must be completed prior to any fieldwork. Finally -- while not requirements of this course *per se* -- students should be aware of the academic requirements for admission to Teacher Education; namely, a minimum 2.75 overall GPA, a minimum 2.75 GPA in all professional education courses (with no grade below a "C"), a minimum 2.75 GPA in the applicable Math / Science major (with no grade below a "C"), and minimum scores (Math = 174, Reading = 176, and Writing = 174) on the Pre-Professional Skills Test (PPST, or Praxis I).

**Contact Information** -- Students should feel free to contact the instructor personally (Office location) or via e-mail (XXX) section of Blackboard, but instructor obligations and field observations will occasionally alter the posted schedule. The "best bet" is always to make an appointment when personal assistance is needed.

**Important Deadlines** -- The last day to drop this course without a grade is XXX, and the last day to drop this course with a grade of "W" is XXX. *Please be advised that there will be no deviation from these university-set deadlines.* Also, please note that XXX is the deadline for paying the balance of registration and late-payment fees. Students failing to meet this deadline are withdrawn from all classes, pending receipt of payment in full. In such cases, students should continue attending class and completing all course requirements, but realize that no credit will be received in the class unless payment is made and enrollment is reinstated.

**Disability Accommodations** -- Students with disabilities who require academic and / or auxiliary accommodations for this course must contact Student Disability Services, located in Room A-200 of the Downing University Center. Their telephone number is (270) 745-5004. Please do not request accommodations directly from the instructor without a letter from Student Disability Services.

**Professionalism** -- As prospective teachers, SMED students are expected to demonstrate professional standards of attendance, punctuality, participation, and responsibility. While not an exhaustive list, the following should always be kept in mind:

- The *WKU Student Handbook* states: "Registration in a course obligates the student to be regular and punctual in class attendance". *Students for whom regular, punctual attendance will be impossible should withdraw from this class immediately.* For absences or tardies to be considered "excused", students must advise the instructor in advance or immediately thereafter of circumstances which the instructor deems to be highly extenuating. Unexcused absences or tardies will result in a reduction to the final grade.
- Students are expected to be actively and respectfully engaged in all class activities. At minimum, this implies that students should follow directions, participate in class discussions, restrict conversations to professional class-related dialogue, and limit technology use to tasks specifically related to class. Lack of active, respectful engagement will be addressed privately when possible, publicly when necessary, and through grade reduction when all else fails.
- Detailed instructions will be provided for each graded submission. While specific requirements will vary from assignment to assignment, they will always include (1) a non-negotiable deadline which will be announced well in advance, (2) the expectation that all written work will conform to the highest standards of proper English, (3) the understanding that work may not be plagiarized, and (4) a plea for students to complete the work soon after it is assigned and to submit it well before the deadline. In the case of electronic submissions, procrastination increases the likelihood that an assignment may be late due to a technological "glitch"...and such "glitches" will never be recognized as an excuse for work not being submitted in a timely manner. Additionally, students should retain (in their "Sent Items") a copy of each original e-mail as proof of submission. Failure to adhere to these guidelines (and others which are provided with the individual assignments) will be addressed through appropriate reductions to the grade.

**Evaluation** -- Course grades will be based on Teaching Cycles, Classwork / Homework, Critical Performances, and Fieldwork. A description of each of these categories follows. Letter grades will be assigned using a standard ten-point scale (90% - 100% = A, 80% - 89% = B, 70% - 79% = C, 60% - 69% = D, and 0% - 59% = F). *Also, in order to receive a course grade of "C" or higher, students must (1) score "3" or higher on each Critical Performance and upload each into the Electronic Portfolio System (EPS) and (2) complete all required Fieldwork.*

**Teaching Cycles (60% Of The Total Grade)** -- As noted earlier, students in this course will be teaching actual lessons to real students as part of three Teaching Cycles. A Teaching Cycle consists of:

- *planning* the lesson (along with your partner, Master Teacher, and Mentor Teacher);
- *practicing* the lesson (with partner and/or Master Teacher, both inside and outside of class);
- *teaching* the lesson (one or more times in your Mentor Teacher's classroom); and
- *reflecting* upon the lesson (individually, focusing upon strengths and growth opportunities).

Details of each Teaching Cycle will be given well in advance of the actual teach date. *In order to receive any points for a particular Teaching Cycle, all components (planning, practicing, teaching, and reflecting) must be completed. Failure to complete even a single component will result in a score of "0" for that Teaching Cycle.* It should be evident that successful completion of each Teaching Cycle will require a certain degree of flexibility and teamwork. Students who find collaboration and compromise difficult will likely be unable to satisfactorily fulfill the requirements of this (or any SMED) course -- or the teaching profession! -- and may wish to re-think enrollment in this class (and choice of this major / career).

**Classwork / Homework (15% Of The Total Grade)** -- Throughout the semester, there will be work which can only be completed in class (hence, the catchy name "Classwork"). This work will take place at random times (beginning, middle, or end) of most (but not all) classes; consequently, only those students who attend each class in its entirety are assured of the opportunity to complete all of the Classwork. Work completed and submitted during class is to be legibly handwritten.

Similarly, there will be work which students are expected to complete outside of class. Homework will be assigned at most class meetings with the majority of assignments intended for independent practice and self-assessment; however, certain assignments (in whole or in part) will be designated as ones to be submitted (either in class or via e-mail) for grading. Students who are absent from class are expected to obtain all homework assignments from Blackboard in order to meet deadlines and be as prepared for the next class as if they had been in attendance.

**Critical Performances (15% Of The Total Grade)** -- In lieu of a final examination, students will complete two Critical Performances: (1) reflecting upon a focused observation conducted prior to teaching the first lesson, and (2) documenting the entire final teaching cycle. In addition

to their roles as a portion of the course grade, these Critical Performances are also a requirement of the School of Teacher Education and the College of Education and Behavioral Sciences, where they are used (among other criteria) to determine eligibility for admission to Student Teaching. *As noted above, students must score "3" or higher on each Critical Performance and upload it into the Electronic Portfolio System (EPS) in order to receive a course grade of "C" or higher.*

**Fieldwork (10% Of The Total Grade)** -- Students will observe within their assigned schools and classrooms (and other approved locations), and will submit written records and analyses of their observations. Details of these observations will be given during the first two weeks of class, but in order to meet requirements of the Educational Professional Standards Board (EPSB), this will involve a total of 30 hours of documented fieldwork (teaching, observing, assisting, etc.) in SMED 102. *As noted above, students must complete all Fieldwork in order to receive a course grade of "C" or higher.*

Students are held to an even higher expectation of professional conduct when visiting the public schools. It is assumed that you have a good concept of what professional behavior should "look like" in a school setting. *Woe be unto you if this assumption proves to be false.* The following are offered as additional guidelines for professionalism:

- Act and behave so that your presence is perceived as an asset to the school you are visiting. Remember that you are a guest, courtesy of the principal, faculty, and staff. Follow all school rules, and be as cooperative and helpful as possible.
- Arrive early (at least 15 minutes prior to your scheduled time). Sign in and out as directed, and wear your SKyTeach name tag at all times. Be especially courteous to the front office staff. Above all, remain flexible as school schedules often change.
- Dress for success in a professional manner. Students will look to you as a role model. Your attire, cosmetics, personal appearance, and other body conditions must not cause disruptions.
- Silence all electronic devices (cell phones, etc.) prior to your visit, and refrain from accessing them during your visit.