TEACHING MATH, SCIENCE, AND SOCIAL STUDIES IN ELEMENTARY SCHOOL

EDUCATION 354

Fall 2009

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School of Education

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Texts:

I. SPRING ARBOR CONCEPT

Spring Arbor University and the School of Education are communities of learners distinguished by our:

Life-long involvement in the study and application of the liberal arts,
total commitment to Jesus Christ as our perspective for learning, and
critical participation in the contemporary world.

II. COURSE DESCRIPTION

This course presents a practical learning laboratory for the inclusion of current math, science and social studies concepts in classroom curriculum preparation and teaching. The Spring Arbor Concept, Michigan Curriculum Framework, and Michigan teaching and learning standards are used as important guides. A significant part of this course is accomplished in a site-based setting during which students apply content knowledge in supervised settings under the direction of certified teachers.
III. COURSE GOALS

The goals for this course are based on the conceptual framework of the effective teaching model of the Teacher Education Department of Spring Arbor University.

A. Content Knowledge

1. Each student will identify appropriate content (scope and sequence) of math, science, and social studies for the grade K-8.

2. Each student will demonstrate appropriate use of Michigan Curriculum Framework and benchmarks in each of the three curriculum areas: math, science, and social studies.

3. Each student will be able to select, prepare and evaluate teaching/student materials appropriate for K-8th grades in the discipline areas studied.

4. The Spring Arbor University lesson plan template will be understood and utilized in this class.

B. Management and Organization

1. Each student will use class information and school district curriculum goals to compare with the Michigan Curriculum Framework and (GLCE’s) for the teaching of math, science, and social studies.

2. Each student will consider the impact that the assessment has on classroom organization and management.
3. Each student will consider various classroom management and organization plans for delivery of student instruction.

C. Pedagogy

1. Each student will plan and implement learning activities consistent with the developmental needs of children in the classroom in the content areas of math, science, and social studies.

2. Each student will plan and implement activities related to real world issues, designed to foster social, interpersonal and communication skills in the classroom in the content areas of math, science, and social studies.

3. Each student will incorporate the use of technology into planned activities as appropriate.

4. Each student will model the professional and reflective practices of developing collaborative teachers.

D. Collaboration with Stakeholder’s

1. Each student will recognize the importance of the stakeholder’s interaction in the learning and development of children.

2. Each student will understand that learning necessitates the cooperation and support of all important persons in a child’s life.

E. Diversity

1. Each student will plan and implement student activities using various questioning techniques.

2. Each student will plan and implement student activities appropriate for different learning styles, cultural backgrounds, and multiple intelligences in relation to the field assignment.

3. Each student will develop activities appropriate for special needs children especially in relation to the field assignment.

F. Assessment

1. Each student will practice and select techniques (including technology) for the assessment of math, science, and social studies activities.

2. Each student will develop assessment instruments and rubrics geared to the objectives of lesson plans and will include formative and summative evaluation as appropriate.

3. Each student will maintain a reflective journal of field experiences.
Connections between Edu 354 Methods for teaching math, science and Social Studies and Michigan Elementary Standards for certification

The seminal artifacts for this course are lesson plans, use of smart board, Standards base unit, site base (middle school) experience, actual teaching experience with lesson plan, assessment, rubric experience grading actual given assessments, providing written feedback, and reflection on the learning from this experience pedagogical dispositions are used to evaluate student progress. These are filled out by the cooperating teacher and the professor. This course requires weekly reflection to document student growth.

Edu 354 connects with the Michigan Department of Education Certification Standards for Elementary Education in the following ways:

<table>
<thead>
<tr>
<th>Elementary Education Standard</th>
<th>Planned/enacted Curriculum</th>
<th>Learned curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Candidates’ instructional practices will demonstrate their knowledge of students, community, learning theory, subject matter, curricular goals, instructional methods, and instructional resources (including technology);</td>
<td>This is emphasized, reinforced and applied</td>
<td>Students demonstrate their learning via lesson plans and use of Smart board</td>
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<tr>
<td>2.2 Candidates’ instructional practices will demonstrate their knowledge of integration of the MCF and GLCE and other relevant state and national policy initiatives (e.g. Universal Design for Learning, Positive Behavior Supports) into instruction;</td>
<td>This is reinforced and applied</td>
<td>Students demonstrate their learning via standard based unit plan</td>
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<tr>
<td>2.3 Candidates’ instructional practices will demonstrate their knowledge of developmentally appropriate cross-curricular instructional and classroom management strategies to promote learning, and create instructional opportunities that are differentiated appropriately for diverse learners, second language learners, and collaboratively implement individualized education programs for students with disabilities and related legal requirements of IDEIA; and</td>
<td>This is reinforced and applied</td>
<td>Students demonstrate their learning via standard based unit plan</td>
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<tr>
<td>2.4 Candidates’ instructional practices will demonstrate their knowledge of an applied understanding of classroom management strategies which support individual and group motivation and behavior among students at the K-8 grade level to generate active engagement in learning, self motivation, and positive social interaction, and to create supportive and dynamic learning environments.</td>
<td>This is reinforced and applied</td>
<td>Students demonstrate their learning via site-based reflection</td>
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<tr>
<td>3.1 The connections among concepts, procedures, and applications from multiple content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues;</td>
<td>This is reinforced</td>
<td>Students demonstrate their learning via standard based unit plan</td>
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<tr>
<td>3.2 Candidates’ instructional practices will demonstrate their knowledge of an applied understanding of effective verbal, nonverbal, and media communication techniques to demonstrate active inquiry, collaboration, and supportive interaction in the elementary classroom;</td>
<td>This is reinforced</td>
<td>Students demonstrate their learning via Math/Science family night</td>
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<tr>
<td>3.3 Candidates’ instructional practices will demonstrate their knowledge of a variety of instructional strategies, such as direct instruction, collaborative groups, and cooperative learning to achieve effective learning for all students, including the appropriate use of technology and assistive technology</td>
<td>This is reinforced and applied</td>
<td>Students demonstrate their learning via lesson plans and standard based unit plan</td>
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<tr>
<td>3.4 Candidates’ instructional practices will demonstrate their knowledge of a variety of</td>
<td>This is reinforced and applied</td>
<td>Students demonstrate their learning via site-based lesson presentation</td>
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<td><strong>Elementary Education Standard</strong></td>
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<td>3.5 Candidates’ instructional practices will demonstrate their knowledge of assessing student learning in all content areas through formal and informal means, which can include student reflection, on-going coaching and feedback, the use of rubrics, portfolios, exhibitions, tests and performances, and teaching students how to monitor their own progress toward learning targets.</td>
<td>This is emphasized and applied</td>
<td>Students demonstrate their learning via lesson plan (rubric, assessment, and reflection)</td>
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<td>4.1 The characteristics, uses, advantages and limitations of different types of assessment related to individual content areas and instructional objectives (e.g., criterion and norm-referenced, formative and summative, motor performance and physical fitness, portfolio and authentic assessments):</td>
<td>This is emphasized</td>
<td>Students demonstrate their learning via lesson plan (assessment, rubric and reflection)</td>
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<tr>
<td>4.3 Assessment as an integral and recursive part of instruction meant to provide feedback to learners on instructional targets and to guide student reflection;</td>
<td>This is reinforced and applied</td>
<td>Students demonstrate their learning via standard based unit plan</td>
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<td>4.4 How to interpret, use, and communicate the performance data of learners and how it effects instructional decisions;</td>
<td>This is emphasized</td>
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<td>4.5 Technology as it facilitates assessment linked to instructional outcomes and provides evidence to teachers, students, and guardians of achievement across multiple</td>
<td>This is emphasized and reinforced</td>
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<td>5.1 Demonstrate an understanding of how to serve as an effective model of English for developing listening, speaking, viewing, reading, and writing skills;</td>
<td>This is reinforced and applied</td>
<td>Students demonstrate their learning via technology reflections, site-based lesson, thematic unit and pedagogical dispositions</td>
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<td>5.2 Candidates will demonstrate an understanding of how to focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts;</td>
<td>This is emphasized, reinforced and applied</td>
<td>Students demonstrate their learning via on-site and final reflections, lesson plans, standard based unit</td>
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<td>5.4.2 Candidates will demonstrate knowledge of and critically analyze the ethical/professional codes of conduct in education including the Michigan Code of Ethics</td>
<td>This is emphasized and applied</td>
<td>Students demonstrate their learning via pedagogical dispositions</td>
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<td>5.5 Candidates will evaluate continually the effects of their professional decisions and actions on students, parents, and other professionals in the learning community;</td>
<td>This is introduced and emphasize</td>
<td>Students demonstrate their learning via weekly reflection</td>
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<td>5.6 Candidates will demonstrate an understanding of how to use reflective practices which are essential for designing, monitoring, and adapting their instruction as a means for gauging their own professional growth;</td>
<td>This is reinforced and applied</td>
<td>Students demonstrate their learning via reflections on teaching</td>
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<td>5.7 candidates will plan for ongoing enrichment and seek feedback regarding the effectiveness of instructional choices, practices, and professional opportunities to improve their teaching in all content areas;</td>
<td>This is emphasized and applied</td>
<td>Students demonstrate their learning via lesson plan with rubric, student papers and reflection</td>
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<td>5.8 develop a draft individual professional development plan, and an awareness of the resources available for support in implementing the plan;</td>
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<td>5.9 candidates will explain and demonstrate the importance of soliciting, establishing, and maintain a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children;</td>
<td>This is introduced</td>
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<td>5.10 Identify appropriate agencies and other resources in the larger community to support students’ learning and well-being and know what professional responsibilities are appropriate for the teacher</td>
<td>This is introduced</td>
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<td>5.11 Identify personnel, articulate their roles in the K-12 school system, and explain how collaboration will advance student learning.</td>
<td>This is introduced and applied</td>
<td>Students demonstrate their learning via collaboration in creating standard based units</td>
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<td>6.1 A range of structured grade-level field experiences, including early, middle, and upper elementary grades, connected to methods and content courses, which are part of the elementary certificate program, to assure that candidates are prepared for any assignment authorized by the certificate;</td>
<td>This is reinforced and applied</td>
<td>Students demonstrate their learning via required field hours in public school</td>
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IV. COURSE REQUIREMENTS

1. **Attendance** - Responsible attendance is crucial and is integrated into the final grade. Absences must be pre-approved by the professor before they are excused. More than one absence will result in lowering the grade for this class. Tardies will also lower the grade for this class. Absences during the site-based portion of class are emergencies only.

   In case of site-based school cancellations, we will meet during the schedule time on campus. The student is responsible for checking the television or radio for possible school delays or snow days.

2. **Lesson plans** - Each student will write lesson plans, teach, provide assess with rubric, provide written feedback and reflect upon the experience with a minimum of two (2) lessons in the site-based classroom. Lessons should be appropriate to the classroom teacher’s curriculum. It is the student’s responsibility to arrange a topic and a time for these lessons with the classroom teacher. The classroom teacher must approve your lesson plans and assessment prior to your teaching. The site-based experience must be successfully completed to pass EDU 354.

   Within one week after the lessons are taught, a final written copy of the lesson must be submitted. This plan should include: 1) a sample of student work; 2) objective based lesson plan; 3) assessment piece with rubric; graded with written feedback 4) reflection upon the experience.

3. **In-class activities/group work** - Students learn best in interactive situations. Class sessions will be designed to encourage student contribution and participation. Assignments will be made when appropriate to reinforce class learning. Michigan Curriculum Benchmarks will be utilized to create a Standards Driven Unit.

4. **Due dates for assignments** - All individual reports on group assignments are due as assigned and expected to be typed and grammatically correct. (All late work will be lowered by one letter grade). No work will be accepted later than one class period past the due date. The Standard Based Unit must be submitted at the beginning of class on the due date.

5. **Reflective journal** - An entry is to be made following each site-based class period. The format for each reflective is listed below. Blackboard will be the vehicle we use for posting reflections. You will be able to read each other’s postings. No one outside our class will have access to the site.

   **Content** – Explain what subject is being taught and which benchmarks are covered. What teaching and learning standards were used?

   **Method** – Describe how the lesson is being taught and assessed (direct instruction, cooperative groups, pairs activities, independent practice etc.

   **Management** – How is the teacher working with the students to make sure they are
all engaged? What does the teacher do if a child is disruptive or off-task? How is the room set up? What responsibilities do the children have in the room, or for the lesson?

**Reflection** – What worked? What might not have worked? What would you Change? How did the students respond? Do you think this might Work for you. If not, why not? What role did you play in the lesson? Do you think learning was taking place? How?

At the conclusion of the site-based experience, a summative reflection (1-2 typed page) will be required.

6. **For Methods and Site Visitation (From Important Notes to All Education Students)** - Being placed into a site-based classroom during an EDU course is contingent upon successful completion of all preparatory assignments prior to the placement. Throughout the semester, failure to meet these deadlines and/or successfully complete all assignments may result in the loss of the site-based placement. In addition, the student must complete all site-based expectations and assignments in order to pass the course.

   In the event that a student does not successfully complete the preparatory work or fails to successfully complete course expectations prior to site-based placement, the student may be given the choice to immediately withdraw from this course or receive a "U" at the end of the semester. In the event that a student displays unsatisfactory performance during their site-based placement, the student may lose their site-based placement and receive a "U" at the end of the semester.

   **Unsatisfactory site-based performance may include, but is not limited to, the following unprofessional behaviors:** tardiness, absenteeism, lack of preparation, inappropriate and/or unprofessional communication with mentor and instructor, lack of content or pedagogical knowledge, skills and/or refusal to teach at mentor or teacher's request.

7. **Michigan curriculum framework standards driven unit** - The unit will be worked on in cooperative learning groups during class. The unit serves as a foundation for the final examination. Items included in the final adhere to Michigan Learning and Teaching Standards.

8. **Final exam** - We will meet during the scheduled final examination time.

   The instructor reserves the right to make adjustments in requirements as needed.
V. Evaluation and Grading:

All work must be checked carefully for spelling and content before turning in.

1. Attendance: As stated earlier, responsible attendance is crucial and is integrated into the final grade. Two (2) absences will result in lowering the letter grade, and three (3) absences will result in a grade of “U”.

   a. 2 Lesson plans taught at site-base in a Middle School Classroom. All components as stated in syllabus. 100 points each.
   b. 1 Science, 1 Math, 1 Social Studies 1 Standard Based Unit lesson planned independently and taught to the class. 25 points each.
   c. Rational for each lesson. This is due each Thursday after the teaching experience in class. Follow reflective journal entry form and use blue book for reflections. 25 points each.

3. Site Based Classroom Participation: You will be required to participate in a Middle School Classroom for a minimum of 20 hours. Pass/Fail with disposition.

4. Site-Base Daily Reflective Journal: This will not need to be typed. This should be your thoughts and reflections after your site based classroom and teaching experiences. The blue book and form will be used for these reflections. Your reflections are due Friday by 12:00p.m. each week after your site-base experience. 50 points per week.

5. 1 to 2 page typed summative reflection of your Reflection Journal. What were your overall thoughts about these 20 hours of classroom and teaching experience? What mistakes did you see (or make), what went really well, what did you learn, etc? I am looking for a thoughtful thorough reflection of this experience. 100 points

6. Students should be prepared to discuss topics presented in class, and actively participate in student and teacher presented activities. This is a student driven class and all students are expected to be active participants. Points given in this area are subjective, but intended to encourage students to be professional. Points will be deducted for inappropriate classroom behavior, i.e. excessive talking during presentations, engaging in activities other than what is being presented in class, using cell phones, being consistently unprepared for class, etc. If you have any questions regarding these points, please see instructor. 100 points.

7. Standard Based Unit. Students will work in small groups to create a publishable teaching unit based on Michigan Authentic Teaching and Assessment Standards. 200 points.
IMPORTANT NOTE TO ALL EDUCATION STUDENTS
(Main Campus and Off-Site Locations)

As a teacher education candidate, you are responsible for being aware of the following information and acting in a timely manner.

Michigan Basic Skills Test (MBST)
You must pass all 3 sections of the MBST before being accepted in the School of Education (SOE) and also before being allowed to register for any education classes at the 300 level or above. There are limitations to the number of times you may attempt to pass the tests. Check the SOE Student Handbook for clarification. Plan ahead, because these tests are offered only in January, April, July, October, and November, and scores take approximately 4-5 weeks to be officially reported. NOTE: SAU must receive official verification of these tests scores. Therefore, be sure to note SAU as the receiving institution when registering for the MBST. Students preparing for the tests should avail themselves of student materials and study sessions in SAU’s Academic Student Connections – open only during the traditional academic year (for main campus students). Students at the off-site locations are advised to use the study materials available on the website (www.mttc.nesinc.com) and to check the partner school’s library to find out whether study materials are available.

SOE Orientation
If you do not take EDU 140, you must attend an SOE Orientation before acceptance into the SOE. Orientations are offered in fall and spring on the main campus and one time per year at each off-site location. Students at the Gaylord, Lansing, and Petoskey sites should check with the TESA (Teacher Education Student Advisor) at the site for Orientation dates and should attend the site location Orientation session.

SOE Application
After successful completion of EDU 140 and the Professional Skills Lab, a student will be invited to apply to the School of Education. If you do not take EDU 140, and have transferred in EDU 200 or 202, please make an appointment with the Certification Officer, Julie Zeller at juliez@arbor.edu to receive all of the relevant information about the application process. Off-site students should make an appointment with the TESA for this information.

Student Teaching Application
**Main Campus students:** You must declare your intent to student teach two semesters in advance of the semester you expect your student teaching will take place. Student Teaching Intent forms are available at the front desk in the School of Education. **ALL** prospective student teachers are required to attend a student teaching information meeting two semesters in advance of the planned student teaching experience. Student teaching information meetings are held in the months of April and November and specific meeting dates will be posted via the SAU announcement and SAU List serve. Students who fail to attend these meetings forfeit the opportunity to have their applications accepted. If you desire to student teach overseas you must begin the application process one year in advance of the student teaching experience and should contact Professor John Williams (johnw@arbor.edu). Students considering student teaching outside the state of Michigan, but within the U.S., should contact Dale Linton (dlinton@arbor.edu) one year in advance of their planned student teaching experience.

**Students at off-site locations:** You must formally apply to student teach VERY EARLY in the semester prior to the intended teaching. You are required to attend a student teaching information meeting at least one semester prior to the planned student teaching semester. See the Director of Student Teaching at your site for specifics. Students who fail to attend these meetings forfeit the opportunity to have their applications accepted. For overseas student teaching, applications are due
at least one year in advance of the student teaching experience. Interested students should contact John Williams (johnw@arbor.edu). Students considering student teaching outside the state of Michigan, but within the U.S., should contact the Director of Student Teaching at your site for specifics. Make contact with the Placement Director VERY EARLY.

Main Campus and Site Students: Students are reminded that they are expected to be fully aware of all program and student teaching requirements and deadlines, as detailed in the SAU catalog and the SOE Undergraduate Student Handbook. Failure to complete the program requirements and deadlines may result in the student teaching placement being delayed and/or cancelled. For spring student teaching the deadline is September 15 and for fall student teaching the deadline is February 1. If you are hoping to student teach in any other time frame, you must formally petition in writing at least 6 months in advance. Additional information regarding the student teaching experience and application can be found at: http://campus.arbor.edu:8880/education/faq/student_teaching/stapp.htm

Field Participation
One of the requirements for an approval to student teach is completion and proper documentation (on a standardized form available through the SOE) of at least 120 Field Participation hours. To assist you, a number of classes have required hours built in. If you have already met the minimum 120-hour requirement and you are in a class with required hours, these hours are not waived as a requirement for the class.

Liability Insurance
Due to field participation, it is strongly recommended that each education student join one of the education organizations that provide liability insurance to students. Stop by the SOE to pick up information on organizations, which provide liability coverage to students, such as the Student Michigan Education Association (800-292-1934 of www.mea.org). Students at off-site locations may inquire about these forms through the TESA (Teacher Education Student Advisor) at the site.

Dispositions
- Becoming an effective teacher requires many behaviors, skills, and dispositions. Both the Michigan Department of Education (MDE) and the National Council for the Accreditation of Teacher Education (NCATE) require that teacher education institutions assess behaviors, skills, and dispositions of their teacher education candidates. Students will be assessed throughout their time at SAU in all education classes. Certain classes will intentionally assess every student in the course either with pedagogical and/or professional dispositions. In these particular courses, a copy of the disposition assessment will be attached to the syllabus. If the sample copy of the disposition is missing, it will be the responsibility of the student to obtain a copy from the SOE.

- Student dispositions will be assessed in other education classes as the need arises. In addition, the faculty of the various content areas will be assessing for dispositions that the particular department deems important.

- Dispositions will be taken into consideration when the student’s application for SOE admission and application for student teaching approval are being reviewed. Poor ratings in dispositions may result in various actions including, but not limited to, denial of admission, removal from the teacher education program, probation in the program, and so forth. Check the SOE Undergraduate Student Handbook for specifics.
• Students who are assessed as having unacceptable dispositions will be counseled and given a remediation action plan and a time frame within which improvement must be made.

• If the student fails to cooperate in the creation of an acceptable action plan, fails to follow through on an action plan for improvement, or fails to improve, a student may be denied entry into or dropped from the School of Education program, denied acceptance into or dropped from student teaching, or be given special guidelines or conditions for the student teaching semester.

First Aid/CPR Certification
The Michigan Department of Education requires that each individual has a valid CPR (Child and Adult) card and First Aid card at the point of recommendation for certification by Spring Arbor University. The Michigan Department of Education has stated that this training is only acceptable if completed through one of their approved providers: American Red Cross; American Heart Association; American Safety and Health Institute; Emergency Care and Safety institute; NSC Affiliate – Safety Council for Southeast Michigan; Medic First Aid. If the training is not completed through Spring Arbor University’s student teaching seminar course, the cards must be signed by the instructor of the course and the actual cards provided to the Certification Officer (Julie Zeller) on main campus or the Teacher Education Student Advisor (TESA) at the student’s site. The cards will then be returned to the individual. Copies will not be accepted. If you have any questions about this requirement, contact Julie Zeller, Certification Officer by e-mail at juliez@arbor.edu.

Policy for the Return of Student Final Papers/Projects
For a final exam or paper, a student must attach a self-addressed envelope addressed either to their campus box or their U.S. Mail address (with proper postage…in most cases two first class stamps). For a bulky project, the student should clearly mark their name, class number, and class title on the outside of the project so it is easily seen. These projects will be kept for only four weeks from the last day of the term, and then will be discarded. For main campus, the projects will either be held in the professor’s office area or at the front desk in the School of Education Office. For off-site locations, check with the instructor and the TESA for instructions on picking up work after the course has been completed.

Permission to use Student Work
The faculty and staff of the School of Education often have a need to obtain and show examples of student work (without names) from education courses. In some cases, we would show student work to accrediting bodies or advisory councils in order to keep the SAU education programs in good standing. In other cases, we would show examples of student work to other students or to prospective students to help them understand what would be required of them in a particular course. In still other cases, faculty may wish to include student work as part of a University merit proposal for promotion and tenure. If you are *not* willing to allow the School to show your work to others, please inform the instructor of the course in writing or by email.

Academic Integrity
The University catalog addresses SAU’s policy on the “Integrity of Scholarship and Grades” and “Academic Integrity”. Please refer to that policy in its entirety, found in the current catalog. The School of Education wishes to highlight some of the ideas and ideals articulated in the policy. Using our common commitment to Jesus Christ as the perspective for learning, members of the School of Education acknowledge that truthfulness is essential in our dealings with one another.

Specifically within the academic areas, “there shall be no cheating, misrepresentation or plagiarism (borrowing ideas, images, facts, stylistic phrasing or quoted material without credit) on
assignments, tests, lectures, handouts or other written materials.” Violations of this policy by a student may carry disciplinary consequences such as zero on the assignment and/or failure of the course and/or suspension from the University.

Incidents of cheating or plagiarism should be reported immediately to the appropriate professor, department chair, dean, or other University employee. Students are encouraged to report in writing. Confidentiality will be honored unless specific written permission to disclose sources is obtained. No one will be disciplined solely on the testimony of one report without further substantiation.

Anyone not clear about what constitutes plagiarism should review the notes from the ENG 104 or 304 course and confer with the course professor. If ENG 104 or 304 or its equivalent was not taken at SAU, consult the Academic Student Connections Faculty or the English Department Faculty.

SAU Academic Integrity Policy Approved
http://campus.arbor.edu/academic/SAU_ai_policy_approved.doc

Use of Technology in the Classroom

Policies outlining technology use (laptops, cell phones, Blackberries, etc.) during class time are established by the professor. The use of technology during the class time is for the facilitation of learning as determined by the professor. Therefore, the professor has the right to suspend classroom use of laptops and other technology at any time.

Disclosure of Criminal Record

In many Spring Arbor University EDU or SED courses, students are required to complete classroom field participation hours in P-12 schools. It is every student’s responsibility to complete and submit a Conviction Disclosure form (regarding misdemeanor or felony convictions) prior to entering P-12 schools for classroom observations or on-site work of any kind.

- The Conviction Disclosure form is required through participation in SAU’s EDU 140 or the School of Education Orientation Session. Completion of this form will be met during this class.
- Students who do not take EDU 140 or have not yet attended a School of Education Orientation Session need to be aware that it is the student’s responsibility to complete and submit the Conviction Disclosure form prior to taking part in any on-site P-12 classroom observation experiences.

If the student plans to participate in observation experiences prior to completing this form in EDU 140 or an SOE Orientation Session, it is the student’s responsibility to acquire the Conviction Disclosure form from the School of Education front desk (or from the TESA at off-site locations). The completed form must be submitted to the School of Education front desk or the TESA at off-site locations before beginning work toward any field participation hours.

For Methods and Site Visitation

Being placed into a site-based classroom during an EDU course is contingent upon successful completion of all preparatory assignments prior to the placement. Throughout the
semester, failure to meet these deadlines and/or successfully complete all assignments may result in the loss of the site-based placement. In addition, the student must complete all site-based expectations and assignments in order to pass the course.

In the event that a student does not successfully complete the preparatory work or fails to successfully complete course expectations prior to site-based placement, the student may be given the choice to immediately withdraw from this course or receive a "U" at the end of the semester. In the event that a student displays unsatisfactory performance during their site-based placement, the student may lose their site-based placement and receive a "U" at the end of the semester.

*Unsatisfactory site-based performance may include, but is not limited to, the following unprofessional behaviors: tardiness, absenteeism, lack of preparation, inappropriate and/or unprofessional communication with mentor and instructor, lack of content or pedagogical knowledge, skills and/or refusal to teach at mentor or teacher's request.*

**Americans with Disabilities Act (ADA)**

The Academic Student Connections staff is responsible for working with eligible students both on campus and at the various SAU sites in determining the academic accommodations as outlined by the ADA and Section #504 legislation. It is Spring Arbor University’s intention to be non-discriminatory and attempt to remove as many barriers as possible. If a student with proper professional documentation requests accommodations at Spring Arbor University, Academic Student Connections personnel will inform professors prior to or as early as possible in a semester of the requested accommodations.
<table>
<thead>
<tr>
<th>Date</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>September 10</td>
<td>Class overview</td>
<td>September 17 Teach science lesson</td>
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<td>Lesson plan guide</td>
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<td>Michigan benchmarks – GLCE’s</td>
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<td></td>
<td>Read through p. 133 in Social Studies text in preparation for Sept. 29</td>
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<td>September 15</td>
<td>Teaching and learning standards</td>
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<td>Prepare a lesson using a science kit</td>
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<td>Bring Science GLCE to class</td>
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<td>September 22</td>
<td>Inquiry as a teaching strategy</td>
<td>September 24 Teach lesson using math kit</td>
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<td>Bring a rock to class w/ written description</td>
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<td></td>
<td>Introduce Math kit</td>
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<td>Bring math kit to class Sept. 29</td>
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<td>September 29</td>
<td>Share pedals around the rose</td>
<td>October 1 Letter to site base teacher assignment</td>
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<td></td>
<td>Introduce Social Studies Alive</td>
<td>Teach Social Studies Alive lesson</td>
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<td>October 6</td>
<td>Bring Social Studies GLCE to class</td>
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<td><em>Site base letter due</em></td>
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<td>Introduce Standard Based Unit</td>
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<td>Prepare to share interactive technology website used in your SBU</td>
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<td>First site base</td>
<td>November 5 Site base</td>
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<td>November 24</td>
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<td>December 1</td>
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<td>December 8</td>
<td>Last site base</td>
<td>December 10</td>
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<td>December 15</td>
<td>Last Class&lt;br&gt;What have I learned about standard based units?&lt;br&gt;How will I use manipulative in my classroom and&lt;br&gt;My best lesson plan, why?&lt;br&gt;Inquiry teaching is?</td>
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Spring Arbor University School of Education
Lesson Plan Template

Title:

Subject:

Grade Level:     Time Allotted:

Materials Required:

Michigan Curriculum framework: Benchmark and/or G.L.C.E (write out)

Objective(s): A portion of a GLCE or HSCE stated in terms of Bloom’s taxonomy (level/verb) –
*The student will {Bloom’s taxonomy verb}...{level of Bloom’s taxonomy learning}*

Purpose:

Instructional Procedure: What information do students need to accomplish the objective?

1. **Anticipatory Set:**
   a. To focus or “grab” student attention – narrative, novelty
   b. To provide brief review of previous related lessons (systematic)
   c. To develop readiness for learning that follows
   d. Be sure to include behavioral expectations

2. **State Purpose and Objective of Lesson:**
   a. Tell the students **what** you want them to learn (direct)
   b. Tell them **why** it’s important to them (explicit)

3. **Instructional Input:**
   a. Describe what the teacher will do – TTW
   b. Describe what the student will do – TSW

4. **Modeling:**
   a. Showing an example as you explain
   b. “Watch while I do this problem and I’ll tell you what I’m thinking as I work.”

5. **Guided Practice:**
   a. Instruct students to complete a practice problem individually or with a buddy
   b. **Must** be monitored by teacher to make sure they are not practicing errors (white board response)

Differentiated Consideration
Alternate plans for students who:
1) Finish quickly, or
2) Struggle to complete assessments.
6. **Closure:**
   a. Let the students summarize what they have learned. (“Tell me”, “Show me”, Signal responses, choral responses, “ticket out the door.”)
   b. Reinforce the objectives

**Independent Practice:** (How will students demonstrate learning?)
   When the students can perform without major errors, discomfort or confusion, then they are ready to develop fluency by practicing without the availability of the teacher (within centers, ex.)
   - Homework (not assigned unless the above is true).
   - Student is then accountable for the knowledge
   - Share with families
   - What proof do you have the students have arrived?

**Assessment:** Throughout the entire lesson, how do you assess that they have learned the objective?
   What happens if they have not? If they have?

**Teacher Reflection:**
   - What proof do I have that the students accomplished the objective?
   - What will I do for the students that didn’t?
   - What will I do for the students that did?
   - What went well?
   - What would I change if/when I teach this again?

   Note: Please follow this format, but type and complete on a separate paper or papers.