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SYLLABUS FOR

EDUC 485B: Mathematics and Science Methods in Elementary School

Instructor Information:	
Instructor Name	Joi Patterson, PhD
Email:	jpatterson@ccsj.edu
Other Contact :	Text 219-644-9077 or 219-939-9690
Hours Available:	**By appointment only**

Instructor Background:

Joi F. Patterson, Ph.D.

Now serving as the President/Superintendent of Charter School of the Dunes, located in Gary, Indiana, Dr. Joi Patterson is tasked with turning the school around for academic and financial success. As a Parent Accountability Specialist, Dr. Patterson's focus is working with parents and helping them develop as key instruments in their child's success.

Dr. Joi has long served the region. Prior to coming to the charter school, she was the Vice President of Academic Affairs / Chief Operating Officer for Calumet College of St. Joseph, were she is now an emeritus professor. In addition to being a college professor, Dr. Joi also serves as an accreditation examiner; member of several national, state and local education associations; social justice community leader; grant writer and parent advocate.

Originally thinking that she wanted to become a nurse, Dr. Joi received a Bachelor's degree in Biology and Chemistry (Sam Houston State University, 1989). Soon after receiving her degree, Dr. Joi worked as a Research Microscopist while pursing a Master of Science degree in Environmental Biology (Governors State University, 1993). Still longing to be in a service related field, Dr. Joi pursued a Doctor of Philosophy in Education (Walden University, 1996) and later a Master of Arts in Education Administration (Chicago State University, 1998) along with a teaching license from DePaul University (1998). Dr. Patterson received formal training as a higher education administrator from Harvard University (2010).

Dr. Joi's professional education career began as a teacher to her own two children, and later as consultant for parents who home-schooled their children. Dr. Joi officially joined the education profession as a bilingual science teacher in the Chicago Public Schools, where she later became an assistant principal. That experience led her to Arizona, where she was principal at a K-12 school and instructor at a local community college. Returning to Midwest in 2001 to support her parents who were pastoring a church in Northwest Indiana, Dr. Joi continued her career in higher education and to advocate for parents and at-risk students.

Dr. Joi's continuous involvement in the K-18 community through scholarship and professional development keeps her connected to current trends and challenges that local and national schools encounter. This direct interaction with community leaders, local schools and universities allows her to bring experience and knowledge to students and faculty.

Joi is proud to use these wonderful opportunities and talents in curriculum development, professional development, grant writing, teaching, leadership and scholarly activities to have an impact on our nation's college attainment.

Course Information:

Course Time:	M-R: October 19 – November 5, 2015
Classroom:	Charter School of the Dunes, 7300 Melton Rd, Gary, IN 46403
Prerequisites:	MAT 500, 516, 518
Textbooks:	None

Course Description:

Candidates know, understand and practice the use of central concepts in math and science and structure it in such a way to create meaningful learning experiences that develop students' appreciation and competence in math and science.

Candidates use the major concepts and procedures that define number and operating, algebra, geometry, measurement and data analysis and probability in order to foster student learning and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.

Candidates use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age appropriate inquiry lesson to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

Candidates use a variety of resources including technology and collaborate with HQT to promote learning in math and science. Candidates use Bloom's taxonomy to implement Indiana Academic Standards. Candidates use a variety teaching strategies that promote the development of critical thinking, problem solving and performance skills.

Experiential Learning Opportunities

Clinical experiences required.

- Daily Team Teaching w/ Highly Qualified Teacher @ Charter School of the Dunes
  - Observation
  - Math lesson
  - Science lesson
  - Day-to-day classroom activities
- Field Trip
  - MSI, Educator Day – Saturday, October 10th
  - REGISTER NOW

Prerequisites:
Introduction to Teaching, Foundations of Education, Education Psychology, Child Development, Technology in Education, Curriculum Development and Measurement and Evaluation

Textbooks: None

Resources:

- Indiana Core 40, Indiana Roundtable;
- Indiana Science Standards for Teachers,
- Indiana Math Standards for Teachers; Indiana Academic Standards;
- Nemirovsky, Ricardo and Rosebery, Ann; Everyday Matters in Science and Mathematics.
- Singapore Math Sample Teacher Kit
- Saxon Math Sample Teacher Edition
- Everyday Math Sample Teacher Edition
- Merrillville Planetarium http://www.mcpstars.org/
- IMAX Theater http://www.gqti.com/IMAX/nowplaying/showing.aspx?theaterid=1484
- TalTree Arboretum http://www.taltree.org/
- InTASC: Model Core Teaching Standards: A Resource for State Dialogue

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COURSE OBJECTIVES	ACEI	IDOE	NBPTS	InTASC
The Teacher Candidate Will….				
• Develop and implement lesson plans aligned to Indiana Academic Standards and Core Standards for Mathematics, the Common Core State Standards for Mathematics, and the ability to apply and utilize state and national standards and resources in mathematics	**2.3**	**4.9**	**2**	**1,4,7**
• Develop and implement lesson plans aligned to the Indiana Academic Standards for Science and the ability to apply and utilize state and national standards and resources in science	**2.2**	**5.9**	**2**	**1,4,7**
• Teach developmentally appropriate math lesson using developmentally appropriate manipulatives	**1.0**		**1**	**1,8**
• Plan and deliver evidence-based mathematics instruction that fosters students' understanding and mastery of concepts and skills related to mathematics/science and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills	**2.2, 2.3**	**4.9, 5.9**	**2**	**2,3,4,7,8**

• Align multiple intelligence to learning styles to teaching methods • Develop lesson plans for science and math using a variety of instructional strategies that focus on meeting the needs of different learning styles				
• Experience and practice a variety of methods for teaching math and science • Utilize Learning Centers to motivate and differentiate learning • Plan and implement instruction based on knowledge of students	**3.3**		**2**	**3,8**
• Critically examine how to increase math and science performance • Develop and implement techniques for motivating students and creating an organized classroom conducive of learning	**3.4**		**3**	**6,7,8**
• Collaborate, reflect and share thoughts and ideas via Blackboard • Utilize smart board, power points, document digital projector and other technologies to communicate and teach lessons	**2.1**		**2**	**7,8,9**
• Develop and implement unit for math and science aligned to Blooms Taxonomy • Develop Lesson Plans for Integrated Math and Science – Using an innovative approach – i.e. technology, visual aides …	**2.1 – 2.5; 3.1**		**4**	**4,7**
• Develop and administer classroom assessments to students • Develop lesson based on feedback from assessment • Become aware of school-wide assessments for math and science • Develop a variety of informal, formative and summative assessments • Develop strategies and skills for effectively assessing students' understanding and mastery of essential mathematics/science concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures	**4.0**	**4.10, 5.10**	**3, 4**	**2,6**
• Observe HQT of math and science to gain an understanding of central concepts, tools of inquiry, and the structures of disciplines he or she teaches to create learning experiences that make these aspects of the subject matter meaningful to students • Reflect on how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners • Display a disposition that is appropriate for a teacher	**5.1**		**4, 5**	**9,10**

• Team teach with HQT • Observe and discuss teaching methods w HQT				
• Reflect on resources such as field trips and guest speakers that are available in the community. Align Indiana Academic Standards to developmentally appropriate field trips • Develop developmentally appropriate science/math field trips aligned to Indiana Academic Standards • Participate and present developmentally appropriate field trips for math and science aligned to state standards	**5.2**		**5**	**9,10**

October			
M	**T**	**W**	**R**
19 7:30 -8:30 Room 226 Overview of Schedule	**20** 8:00 – 10:00 Room 226 Review of Syllabus and Expectations	**21** 8:00 – 10:00 Room 226 Learning Styles Instructional Strategies Lesson Planning & Standards	**22** 8:00 – 10:00 Clinical Experience
8:30 – Noon Clinical Experience	10:00 – Noon Clinical Experience	10:00 – Noon Clinical Experience	Room 226 Math Group Planning & Teaching Thematic Units
26 Clinical 7:30 – 10:00 Room 226 10:00 – Noon Teach Individual Math Lesson Skills Chart	**27** Clinical 7:30 – 3:00	**28** Clinical Experience 7:30 – 3:00	**29** Clinical Experience 7:30 – 3:00
2	**3** Room 226 8:00 – 10:00 Teach Individual Science Lesson Review of Project Differentiated Instruction 10:00 – Noon Clinical Experience	**4** Clinical Experience	**5** Room 226 Present Science Projects

Class Assignment/Assessment:

Assignment/Project Due Date		Due	Points Aligned to Rubric	
Group Math Bloom Unit Plan	Teach Lesson			
Science Thematic Unit	Teach Lesson			
Individual Math Unit Plan	Teach Lesson			
Individual Science Unit Plan	Teach Lesson			
Class field Trips	Attendance & Reflect		25ea	25ea
Clinical Experience (24 hours of math and science clinical) • Observation • Math Lesson Plan • Reflection • Evaluation • Pre & Post Evaluation • Sample of student's work • Observation • Science Lesson Plan • Reflection • Evaluation • Pre and Post Evaluation • Sample of student's work			25 32 25 25 25 25 25 32 25 25 25 25	
Disposition/ • Participation • Professionalism • Communication • Attendance • Preparation • Attire			50	
Blackboard Journals: • Each Day of Clinical Experience			25	

Grading Scale:
A: 902-812 B: 811- 721 C: 720 – 631 D: 630 - 541
A: 90 – 100%; B: 80 – 89%; C: 70 – 79%; D: 60 – 69%

Note: Instructional components of this course must be met with 80% accuracy

ASSIGNMENT DESCRIPTIONS

Group Math Bloom Unit Plan	
Description Lesson Plan (Rubric) 32 Points Team Teaching (Assessment Book) 32 points	The entire class will collaborate to develop a 6 day math unit plan. Each person/group will be divided according to the 6 levels of Bloom's Taxonomy to create a mini lesson plan on each level of Bloom's Taxonomy. Unit plan should be aligned to Indian Academic/Common Core Standards. **Each person/group will teach a 15 minute lesson from the unit above** **Submit: 15 minute lesson plan**
Thematic Science Unit Plan	
Description Lesson Plan (Rubric) 32 Points Team Teaching (Assessment Book) 32 points	The entire class will collaborate to develop a 6 day science thematic unit plan. Each person/group will be divided according to content to create a mini lesson plan on each level of Bloom's Taxonomy. Unit plan should be aligned to Indian Academic/Common Core Standards. **Each person/group will teach a 15 minute lesson from the unit above** **Submit: 15 minute lesson plan**
Individual Math Unit Plan	
Unit Plan 32 points (lesson plan rubric) Teaching 36 points (Assessment Book)	Develop a math unit plan for select grade and standard(s). Unit should cover all levels of Bloom's taxonomy (5-10 days). One of the days within the unit plan should be designed at upper level as a 15 minute lesson. *Use math kit as a resource (can add additional resources,* ***but must use math kit)*** **Teach a 15 minute lesson from one of the days at the upper cognitive level of your unit plan using math kit** **Submit: 5-10 day math unit plan prior to instruction** **Professionalism will be assessed (attire, preparedness, disposition)**
Individual Science Unit Plan	
Unit Plan 32 points (lesson plan rubric) Teaching 44 points (Assessment Book)	Develop a science unit plan for select grade and standard(s). Unit should cover all levels of Bloom's taxonomy (5-10 days). • One day within the unit plan should be designed as a 15 minute lesson. • One day should be representative of field trip • One day should be representative of a rubric (synthesis level) making learning visible • One day should be representative of a summative assessment (evaluation level) **Submit as One document: 5-10 day Unit plan, Pacing Guide (Gantt chart), Field Trip Request, Rubric, Summative Assessment, and tangible product of rubric prior to instruction** **See Separate Rubric** **Teach a 15 minute lesson from one of the days at upper cognitive level of your unit plan** **Note: INTASC 9, 10**
Science Project	
200 points	See Separate Rubric

Field Trip	
Artifact 25 points	**Field Trip Reflection** Complete a field trip reflection form for each field trip 1. MSI 2. Merrillville Planetarium 3. Hammond Environmental Center
Clinical Experience	
Description	**Clinical Experience** Clinical experience will consist of five days working with a HQT to be completed. One day will focus on observation and preparation. Two days will focus on teaching at least one math lesson and one science lesson.
Observation 25 points (obs form)	**Observation (2)** Full day of planning and observation of HQT modeling instructional strategies and classroom management techniques.
	Teaching (2) Teach at least one math and one science lesson aligned to state standards
Math 32 points Science 32 points (lesson plan rubric)	**Lesson Plans (2)** Develop lesson plans for each lesson that you teach according to CCSJ format and include any resources (handouts)
Evaluation 25points (evaluation form)	**Evaluation (2)** The participating HQT should observe and evaluate the teacher candidate on the evaluation forms provided and return them in a sealed envelope.
2 Reflections 25points x2 (reflection form)	**Reflections (2)** Reflect on the experience using the reflection template as your guide.
Sample 25points	**Sample of Student's work** (2) Submit two artifacts of student work 1 science related and 1 math related
Pre/Post 25 Points	**Pre/Post Evaluation (2)** Assess students ability before and after instruction and record results for math and science on separate Pre Post forms
Black Board	
Description	Daily journal on clinical experience (4 days) Via Journal entry in BB
Disposition	**50**
	Teacher Candidates are expected to: • be on time and attend every class and every field/clinical experience. • to make up any day that is missed. • to fully participate during class and take part in discussions. • purchase and bring math kit at specified time. • to dress professionally and behave professionally for each field/clinical activity. • Each teacher candidate is expected to be prepared and take initiative. All copies are to be prepared the day prior to needing the materials.

Mathematics and Science in Elementary Education
Final Project

Objective:
This culminating project will allow you to use a variety of skills learned through the Education Program Curriculum: curriculum alignment, lesson planning, assessment, rubric, field trip planning, learning styles, methodology, instructional strategies, content standards, management strategies, state standards and more.

In the **'Spirit of Science'** your final project should be displayed like a science project. Please prepare your project according to the following guidelines listed to display your knowledge, disposition and performance in this course.

Guidelines:

1. Complete project on a three-panel science board.
2. Project board should be professional, attractive and relative to its subject and developmental level
3. Each section of the project board should be one page in length
4. Each section of the project board should be labeled accordingly
    a. Title
    b. Gantt Chart
    c. Unit plan
    d. Rubric
    e. Field trip
    f. Field trip resources
    g. Artifact
    h. Learning Styles
    i. Methodology
    j. Cognitive Domain
    k. Skills chart
5. Develop a Gantt chart which is representative of the unit plan and field trip
6. Create a 6-day (or more) unit plan within your content area from the knowledge level to the evaluation level where a project/product will be the outcome aligned to behavior objective.
7. Design a 3-4 point scale rubric by which the student's project/product using quantitative and qualitative categories.
8. Plan a realistic field trip that coincides with unit plan aligned to state and developmental standards.
9. List and explain learning style(s) being addressed for this assignment, provide rational for addressing that specific learning style by aligning methodology and cognitive levels to learning styles.
10. List and explain the methodology that you would be using to teach each lesson. Explain the purpose of the methodology by aligning methods to cognitive levels.
11. List and explain the cognitive domain being throughout the unit. Describe the components of this domain, and how unit is aligned.
12. Create skills chart of key concepts/overview for the unit that would assist the student in retaining or recalling the information at a later date to use as a building block for future skills.
13. Include at least 6 trade books that are reflective of the content and developmental level of your project

Student Name: _____ Date: _____
Project Name: _____

Rubric

3 = Master Practitioner **2 = Proficient Practitioner** **1= Initial Practitioner**

Task		3	2	1
Lesson Plan				
Format				
Lesson plan is typed, neat and organized. All sections are clearly labeled. The following components are included: Teacher's name, Grade, Date, State Standard, Behavior objective, Learning objective, Instructional strategies, Materials and Homework.				
Notes:				
Behavior Objective				
Behavior objective is realistic and age appropriate. The behavior object drives all the lessons on this particular topic and therefore is broadly stated. The objective clearly states what, how and why you want the individual to be able to do as a result of the total learning experience. The objective also has a buy in for the student in that it clearly states how the student will benefit from the experience.				
Notes:				
Learning Objective				
The learning objective is reflective on one class period. It should be realistic and age appropriate. The objective clearly states what you want the student to be able to do as a result of that day's lesson.				
Notes:				
State Standard				
The state standard should be written in three-part: grade, standard and performance objective – in the form of numbers and summary. The state standards should coincide with the behavior and learning objective.				
Notes:				
Subtotal	**/12**			
Task		**3**	**2**	**1**
Instructional Strategies				
Overview of instructional methods and what the students will do to meet learning objective				
Notes:				
Homework				
Homework is provided and homework type and amount is age appropriate. Homework is an extension from what was taught in the class and used as reinforcement.				

Notes:				
Materials				
All materials used for the day's lesson is listed. A variety of resources are used.				
Notes:				
Assessment				
How students will be assessed for each day of the unit. Use a variety of assessment tools. Examples: Informal – verbal or visual; Formative – homework, worksheet, quiz, ; Summative – test, project, rubric				
Notes:				
Rubric				
Content				
Rubric should be age appropriate and student friendly, fair and consistent. Rubric should be challenging and provide clear guidelines by which the student can be successfully. Rubric should include qualitative and quantitative categories.				
Format				
A list of guidelines and 3 or 4-point system. In a hierarchy system use creative terms to go along with point system representing concept being learned i.e. great, good, ……..				
Notes:				
Gantt Chart				
Create and align Gantt chart to the content standards based and balanced on 180 – 190 school days. Include key that is representative of days in and out of school and field trip.				
Notes:				
Subtotal		**/24**		
Task		**3**	**2**	**1**
Field Trip				
Contents				
Plan a realistic field trip. Complete a field trip request and permission form with all field completely filled according to guidelines of chaperones and date.				
Notes:				
Validity				
Field trip is relevant to subject being taught and is aligned to Gantt chart. Field trip is aligned with math and science state standards				
Appropriate				
Field trip provides realistic, hands-on opportunity for the student to be able to further accomplish goals towards the behavior objective. Trip is realistic, age appropriate and meaningful.				

Notes:				
Learning Style				
Description				
Describe the learning style(s) being addressed throughout the unit plan. List the learning style(s) and a description of the learning style and how they align to the methodology.				
Notes:				
Rationale				
Provide reason for addressing this particular learning style.				
Notes:				
Methodology				
Description				
Describe the methodology that was used unit plan (direct instruction, experiential or cooperative learning). Remember if you are using hands-on, it is not a stand-alone method.				
Rationale				
Instructional strategies should align with the chosen methodology. Briefly discuss your reason for using this particular method and alignment to cognitive domain.				
Notes:				
Subtotal	**/21**			
Task		**3**	**2**	**1**
Cognitive Domain				
Description				
Describe the cognitive domain level that is being address for each day's lesson. Align to Instructional strategies				
Task/Vocabulary				
Instructional strategies and the verbs used within it should be reflective of the level that you have chosen.				
Notes:				
Skills Chart				
Content				
Skills chart includes overview/highlights of helpful facts that the student can refer back to for reinforcement. Skills chart should be student centered and motivational. Use 3 – 6 pages to display major concept being taught. Align to state standards (must be included on each page of chart)				
Notes:				
Project Board				
Content				
Includes the following: title of project Gantt chart, unit plan, rubric, field trip request/permission, learning style, methodology, cognitive domain, and skills chart.				
Notes:				
Overall Appearance				

Professionalism				
This represents your ability to develop an age appropriate, professional, motivational bulletin board that is aligned to the unit being taught. Lots of "Curb Appeal"				
Notes:				
Subtotal		**/15**		
Task		**3**	**2**	**1**
Knowledge, Disposition and Performance				
ACEI #1:				
Development, Learning and Motivation				
ACEI #2				
Knowledge of Curriculum				
ACEI #3				
Instruction				
ACEI #4				
Assessment				
ACEI #5				
Professional / Community				
Subtotal		**/15**		

Total Score **/ 87**

Attendance Policy:
Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Education Department's accelerated classes are intense and rigorous and demand student presence and participation. Therefore, if a student is absent from one ***Cohort*** class the student will receive an FW.

Format for Written Assignments:
The professional Education and Psychology communities have adopted the standards delineated in the Publication Manual of the American Psychological Association. The current work is the Fourth Edition, 1994, available in the bookstore and the library. Plagiarism is a serious unprofessional practice. Please consult the CCSJ Student Handbook as well as the APA Publication Manual for a) a description of plagiarism and b) how to avoid it.

Student Success Center:
The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473-4287 or stop by room 413.

The Supplemental Instruction (SI) Program is an academic support program designed to increase student performance and retention. The SI Program provides peer-assisted study sessions to aid students in academic courses that often prove challenging. Weekly study sessions are led by a supplemental instructor, a "peer facilitator" who helps students master course content and practice effective study skills. In SI sessions, students are provided with an opportunity to review lecture notes, clarify difficult concepts, discuss ideas, and study for tests in group settings. SI sessions are for students who need or want supplemental instruction in courses in which SI support is provided. Students may attend as many sessions as they deem helpful. For more information regarding the SI Program, contact the Academic Support Programs Office at 219 473-4352.

Statement of Plagiarism:
If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines:
Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy:
After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the

withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

Disability Services:

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary *aid (e.g., additional time for tests, note taking assistance, special testing arrangements, etc.)*. It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: http://www.ccsj.edu/alerts/index.html.

School Closing Information:

CCSJ Alerts: An emergency communications system that transmits messages via text, email, and voice platforms. Please sign-up for this important service at any time on the College's website. This can be done at: http://www.ccsj.edu/alerts/index.html.

Internet: http://www.ccsj.edu

http://www.EmergencyClosings.com
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

Radio:

WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

TV Channels:

2, 5, 7, 9, 32

Association for Childhood Education International
Elementary Education Standards and Supporting Explanation
2007

DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

2.2 Science—Candidates know, understands, and uses fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

INSTRUCTION

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

National Board for Professional Teaching Standards NBPTS:

Proposition 1: Teachers are Committed to Students and Their Learning	**Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. NBCTs understand how students develop and learn. They respect the cultural and family differences students bring to their classroom. They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships. NBCTs are also concerned with the development of character and civic responsibility.	NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.** NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
Proposition 5: Teachers are Members of Learning Communities. NBCTs collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. They know how to work collaboratively with parents to engage them productively in the work of the school.	

See Separate InTASC