

## SMED 102 – INQUIRY LESSON DESIGN – SYLLABUS



**Fall 2024**

Section 701

CRN 52507

**Instructor:** Ms. Melanie Owens [melanie.owens@wku.edu](mailto:melanie.owens@wku.edu)  
Cell: 270-793-2650

### **Office Location/Hours: KTH 1011**

Office hours: You may reach out to me via email anytime. I will get back with you as soon as reasonable. We can also meet through text message, phone call, or ZOOM. I look forward to working with you this semester, and I will be happy to meet with you to be of assistance as needed.

### **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. In SMED 101, students experienced firsthand the rewards and challenges of teaching inquiry-based lessons (and will continue to do so in SMED 102). This course goes deeper into the actual planning of those lessons. During the semester, students will design inquiry-based lessons, and will then work deliver two (2) such lessons in a class of their choosing. 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.

**Prerequisites:** EDU 250 or SMED 101

### **Required Materials:**

Students should have daily access to a **computer** capable of accessing the web, sending e-mail, using and creating Microsoft Office documents, and working with the class Blackboard site. Students are expected to check Blackboard and e-mail daily.

### **Course Goals & Objectives:**

Upon successful completion of SMED 102, the student will be able to:

- ☐ Demonstrate science and mathematics content knowledge in the design and teaching of middle school lessons aligned with district curriculum.
- ☐ Utilize exemplary sources of inquiry-based mathematics or science lessons.
- ☐ Identify the unique attributes of adolescent students and implement teaching strategies that are effective in the middle school environment.
- ☐ Design and teach inquiry-based lessons using the 5E Instructional Model.
- ☐ Plan for and implement safe classroom practices.
- ☐ Discuss strategies for achieving instructional equity.
- ☐ Use probing questions to elicit feedback on students' acquisition of knowledge.

- ☐ Use pre- and post-assessments aligned to performance objectives to evaluate student learning, to provide instructive feedback to students, and as a basis for revising lesson plans.
- ☐ Reflect on teaching experiences to revise lesson plans.
- ☐ Assess commitment to pursue teaching as a career path.

## ***Course Expectations & Requirements:***

### ***Communication:***

Please check Blackboard often for:

- Lesson materials, assignments, and due dates.
- Important messages.
- Feedback on submitted assignments.

Students are both encouraged and expected to keep open lines of communication with instructor to facilitate any special accommodations that arise when needed.

### ***Attendance:***

There are no scheduled meetings for the Grow Your Own SMED 101 class. All course work will be completed through Blackboard. However, I am available to meet with you (phone, ZOOM, in person) as needed.

### ***Assessment:***

Throughout the semester, students will be expected to:

- ✓ successfully complete various activities & assignments as detailed on Blackboard,
- ✓ intentionally participate “in the field” by observing and assisting in local classrooms.
- ✓ participate in planning and teaching of two student-centered learning experiences. This planning cycle includes: specific observation activities, meetings with mentor teacher and instructor to plan lesson, formal lesson plan, teaching the lesson, and reflection on the cycle.

**Students are encouraged to fully commit to a mental mindset with 100% involvement to succeed in SMED 102.**

Students will be provided a course calendar and assignment schedule (outlining details of each assignment, grading expectations, and points available to be earned). This information is provided in a separate document at the beginning of the semester.

### ***Grading Scale:***

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% or less = F

## **Other Information and WKU Policies:**

### ***SKyTeach Professionalism Policy:***

As pre-service teachers, SKyTeach students are expected to display exemplary levels of professionalism while developing their skills and expertise at WKU; therefore it is required that students follow the "Student Code of Conduct" outlined in the WKU Student Handbook (available at <https://www.wku.edu/studentconduct/student-code-of-conduct.php>) and the "Professional Code of Ethics for Kentucky Educators" (available at [https://www.wku.edu/educatorservices/code\\_of\\_ethics.php](https://www.wku.edu/educatorservices/code_of_ethics.php)), as well as any additional instructions that your instructor may provide. Infractions to the expectations therein may result in consequences including a verbal reminder, a written warning from the course instructor, a course grade reduction, and remediation meeting(s) with the SKyTeach Co-Directors.

**ADA Statement --** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Title IX Statement--** Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

**Plagiarism & Academic Dishonesty--** Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Life for disciplinary sanctions. Academic dishonesty includes fabricating field work information and/or records. Any infractions of this nature WILL result in failing the course and will generate a report to the Educational Professional Standards Board (EPSB).

*Last revised 1/7/2024*

KTPS with INTASC Details/Indicators	
<b>Standard 1. Learner Development:</b> The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	Classroom Observations and Field Teaches
<b>Standard 2. Learning differences:</b> The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Classroom Observations and Field Teaches
<b>Standard 3. Learning environments:</b> The teacher shall work with others to create environments that: support individual and collaborative learning; and encourage positive social interaction, active engagement in learning, and self-motivation.	Classroom Observations and Field Teaches
<b>Standard 4. Content knowledge:</b> The teacher shall understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Introductory course activities including but limited to: Intro to the 5E Model of Lesson Design for Inquiry, Investigation of Bloom's Taxonomy, Analysis of a 5E Lesson Plan, etc.
<b>Standard 5. Application of content:</b> The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Mini-Lesson Plan and Field Teaches
<b>Standard 6. Assessment:</b> The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	Mini-Lesson Plan and Field Teaches
<b>Standard 7. Planning for instruction:</b> The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Mini-Lesson Plan and Field Teaches
<b>Standard 8. Instructional strategies:</b> The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	Mini-Lesson Plan and Field Teaches
<b>Standard 9. Professional learning and ethical practice:</b> The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	Introductory course activities including but not limited to participation in specific student-led professional development mini-sessions
<b>Standard 10. Leadership and collaboration:</b> The teacher shall seek appropriate leadership roles and opportunities to: take responsibility for student learning; collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and advance the profession.	Classroom Observations and Field Teaches

### Student Learning Outcomes (SLO):

School of Teacher Education Student Learning Outcomes								
Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:								
Courses	1. Demonstrate content knowledge in the academic disciplines	2. Apply the foundational principles of learning and teaching	3. Exhibit teaching competence in a clinical environment	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	6. Apply content knowledge, pedagogical skills, and technology to instructional practice	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
<b>SMED 101</b>		I (assess)	I (assess)	I	I	I	I	I
<b>SMED 102</b>		I	I (assess)	R (assess)	I	I (assess)	I	I (assess)
<b>SMED 310</b>	R	D (assess)	R	R	R	R	I	R (assess)
<b>SMED 320</b>	D (assess)	D (assess)	D (assess)	R/D	R (assess)	R	I (assess)	D (assess)
<b>SMED 340</b>	D (assess)	R	D (assess)	R/D	R	R	R	R
<b>SMED 360</b>	D (assess)	R	D (assess)	R/D	R	R	R	R
<b>SMED 470</b>	D (assess)	M (assess)	M (assess)	M/D	R	R	R	M (assess)
<b>SMED 489</b>	M (assess)	M (assess)	M (assess)	M/D	M	M	R	M

I - Initial, R-Reinforced, D-Demonstrated, M-Mastered

### Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s)	KY Teacher Performance Standards/INTASC	Overall Core Program Student Learning Outcomes (number)
<b>Assessments</b>				
Assignment: Lesson Plan for Mini-Teach	Obj. #1-6	NSTA/NCTM	Std. #1, 3, 7	SLO #1, 2
Assignment: Implementation of Lesson Plan in field setting (or peer teach as necessary) □Clinical; 2-5 hours	Obj. #7-8		Std. #1, 2, 3, 4, 5, 6, 7, 8, 9, 10	SLO #2, 3, 4, 5, 6, 8
Assignment: Various in-class learning activities introducing 5E lesson design, Bloom's Taxonomy, learning theory, assessment/questioning, and differentiation	Obj. #1-8		Std. #1, 2, 3, 4, 5, 6	SLO #2, 4, 6, 7
Assignment: Professional Accountability – in-class participation and activities, out-of-class participation and activities.	Obj. #1-8		Std. #9	SLO #8
Assignment: Field Observations and Google Level 1 Educator Certification □Clinical; 25-28 hours	Obj. #7-8	NSTA/NCTM	Std. #9, 10	SLO #2, 8

**ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION  
(EPSB PROGRAM LEVEL REQUIREMENTS)**

**Course required P-12 Classroom Observation or Clinical Experiences and Assessments** – Teacher candidates complete 30 hours of classroom observations and related preparation for SMED 102.

<b>Total Number of Hours: 30</b>	
<b>EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(3)</b>	
a. Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	<b>X</b>
2. English language learners;	<b>X</b>
3. Students with disabilities; and	<b>X</b>
4. Students from the following grade levels:	
• Elementary	<b>X</b>
• Middle School	<b>X</b>
• Secondary	
b. Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
c. Student tutoring	
d. Interaction with families of students;	
e. Attendance at school board and school-based council meetings;	
f. Participation in a school-based professional learning community; and	
g. Opportunities to assist teachers or other school professionals.	<b>X</b>

**Course Assessments Related to Standards:**

<b>EPSB Questions to Address regarding:</b>	<b>Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate</b>
<ul style="list-style-type: none"> <li>• KAS/KECS</li> <li>• KY P-12 Curriculum Framework</li> <li>• P-12 Assessment System to Guide Instruction</li> </ul>	
1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards? How does the candidate demonstrate a deep understanding of a system-wide process for designing curriculum aligned to the KAS at the school or district level?	Not assessed in SMED 102
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.	Initial introduction and modeling provided through the mini-lesson plan and implementation of lesson
3. Describe how candidates use the Kentucky Academic Standards in lesson plans? (To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)	Initial introduction and modeling provided through the mini-lesson plan and implementation of lesson
4. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.	Initial introduction and modeling provided through the mini-lesson plan and implementation of lesson
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	Not assessed in SMED 102
6. How do candidates learn about the state's assessment system for student learning and how that influences their instruction and assessment of their students?	Not assessed in SMED 102



**Course Assessment Serving as Education Preparation Program “Key Assessments” aligned to CAEP Accreditation:**  
 SMED 102 serves as the second of a two-part introduction to science and mathematics majors considering teaching at middle or secondary level. Therefore, initial assessment is formative in nature throughout the course.

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	Lesson Plan Cycle – Lesson Plan and Field Teach
Assessment #2: Other Assessment of Content Knowledge	Lesson Plan Cycle – Conference Meetings, Lesson Plan, and Field Teach
Assessment #3: Assessment of Professional Capabilities	Lesson Plan Cycle – Lesson Plan and Field Teach
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	Lesson Plan Cycle – Field Teach
Assessment #5: Measure of Candidate Assessment Proficiencies	Lesson Plan Cycle – Lesson Plan and Field Teach Course Activities – Questioning and Assessment Presentations
Assessment #6: Candidate ability to diagnose/prescribe for personalized student learning	Lesson Plan Cycle – Observations, Lesson Plan
Assessment #7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	Lesson Plan Cycle – Lesson Plan and Field Teach
Assessment #8: Assessment of Literacy Outcomes	Lesson Plan Cycle – Lesson Plan and Field Teach Course Activities – Strategies Presentations
Assessment #9: Dispositions	Not assessed in SMED 102
Assessment #10: Exit Survey	Not assessed in SMED 102