

# TNTX1100 – Secondary Teacher Education Preparation – STEP 1

## Fall 2022

### Instructor Information

**Name:** Mr. Casey Harl

**Pronouns:** he, him, his

**Office Location:** Hickory Hall 272

**Phone Number:** 940-565-3516 – It is best to contact me via email unless we have already set up a time to have a phone conference.

**Office Hours:**

**Wednesday 11:00-12:30 – In-Person and/or via Zoom**

**Thursday 2:00-3:30 – In-Person and/or via Zoom**

**Other times - Available by appointment**

**Office Hours Zoom Link:**

<https://unt.zoom.us/j/7544137136>

**Email:** [casey.harl@unt.edu](mailto:casey.harl@unt.edu)

### Fall 2022 Sections:

**TNTX1100 – 001 – Section 1 – Tuesday 12:30-1:50**

**In Person – Hickory Hall Room 274**

**TNTX1100 – 003 – Section 3 – Wednesday 9:30-10:50**

**In Person – Hickory Hall Room 274**

**TNTX1100 – 002 – Section 2 – Thursday 12:30-1:15**

**In Person – Hickory Hall Room 274**

### Course Description, Structure, and Objectives

#### Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

## Course Description

Introduction to mathematics, computer sciences and science teaching as a career. Discussions include standards-based lesson design and various teaching and behavior management strategies. Fieldwork consists of planning and teaching three inquiry-based lessons to students in grades 3–5 in local elementary schools.

This semester we will be working together to establish some foundational education framework for you to build on as you continue through the TNT program. TNTX1100 is an exploratory course to help you determine if teaching is something you want to do as a professional career. All the TNT Master Teachers and staff are here to help you be successful as you investigate your calling in to teaching and transition to college life. If we can help you, please let us know, and we will do everything in our power to provide you with the resources and opportunities to achieve your dream.

This course will provide students with:

- an opportunity to explore teaching in science, mathematics, or computer science as a career.
- early field experiences in teaching.
- an introduction to the theory and practice that is necessary to design and deliver excellent instruction.

TNTX1100 will meet once a week for 80 minutes.

## Course Structure

The course will be conducted in a face to face format. The Classroom instruction will be held in Hickory Hall, room 274. The Field Experience portion will be held in Hickory Hall (for practice teaches) and in an elementary (Grades 3-5) classroom in one of our local partner districts.

The Classroom instruction will be held at the time you signed up for. These classes will be interactive and they will include a significant amount of discussion among your classmates.

## Course Objectives

The following table lists of objectives for TNTX1100 as well as the evidence of student learning.

| <b><i>Students will be able to...</i></b>   | <b><i>Evidence of Student Learning</i></b>   |
|---|--|
| <b><i>utilize science or mathematics content knowledge to plan and teach three middle or upper elementary grade lessons</i></b> | <ul style="list-style-type: none"><li>• <i>implement content accuracy throughout each lesson plan</i></li><li>• <i>reflect upon observations by the mentor teacher and the master teacher or another assigned observer</i></li></ul> |
| <b><i>utilize exemplary sources of inquiry-based science or math lessons</i></b>  | <ul style="list-style-type: none"><li>• <i>participate in model lesson demonstrations in class</i></li></ul>   |
| <b><i>recognize state standards for each lesson plan</i></b>  | <ul style="list-style-type: none"><li>• <i>identify grade level TEKS for each lesson taught</i></li></ul>  |

| <b><i>Students will be able to...</i></b>   | <b><i>Evidence of Student Learning</i></b>  |
|---|---|
| <b><i>locate and identify where and how to find standards--Texas Essential Knowledge and Skills (TEKS).</i></b>   |   |
| <b><i>describe at least two differences between a constructivist and traditional classroom. Student will also be able to describe constructivism in their own words.</i></b>                            | <ul style="list-style-type: none"> <li>• <i>Describe in their interactive notebook.</i></li> </ul>  |
| <b><i>identify performance objectives for each lesson and assess objectives to determine measurability</i></b><br><br><b><i>define what an educational objective is in an interactive notebook.</i></b> | <ul style="list-style-type: none"> <li>• <i>compare and contrast objectives for alignment with TEKS and measurability</i></li> </ul>  |
| <b><i>teach three inquiry-based lessons using the 5E model</i></b>  | <ul style="list-style-type: none"> <li>• <i>implement three inquiry-based lesson plans</i></li> <li>• <i>reflect upon the written feedback by the mentor teacher and TNT observer for three inquiry-based lessons</i></li> </ul>  |
| <b><i>use probing questions to elicit feedback to determine students' acquisition of knowledge</i></b>  | <ul style="list-style-type: none"> <li>• <i>identify question levels using Bloom's Taxonomy</i></li> </ul>  |
| <b><i>discuss strategies for achieving instructional equity</i></b>   | <ul style="list-style-type: none"> <li>• <i>discuss, model, and utilize proven techniques for equity in classroom participation</i></li> <li>• <i>explain what equity in the classroom is and what it is not</i></li> </ul>   |
| <b><i>demonstrate proficiency in the use of technology for productivity purposes</i></b>  | <ul style="list-style-type: none"> <li>• <i>communicate electronically with instructor and mentor</i></li> <li>• <i>post to Canvas</i></li> <li>• <i>integrate technology in lesson implementation (as available)</i></li> <li>• <i>May include participating in and leading one inquiry based computer science lesson</i></li> </ul> |

| <i>Students will be able to...</i>  | <i>Evidence of Student Learning</i>   |
|---|---|
| <i>implement safe classroom practices</i>   | <ul style="list-style-type: none"> <li>• <i>review safety practices before beginning each lesson plan</i></li> <li>• <i>reflect upon observations by the mentor teacher and TNT observer</i></li> </ul> |
| <i>assess commitment to pursue teaching as a career.</i>  | <ul style="list-style-type: none"> <li>• <i>participate in a class discussion on intentions to pursue teaching as a career</i></li> </ul>   |
| <i>correctly list the 6 levels of Blooms taxonomy in order from lowest to highest and classify questions.</i> | <ul style="list-style-type: none"> <li>• <i>Complete final exam or project.</i></li> </ul>  |
| <i>identify the individual stages of the 5E lesson plan</i>   | <ul style="list-style-type: none"> <li>• <i>Complete final exam or project.</i></li> </ul>  |

## Communication Expectations

This course meets in-person, which means you are expected to arrive in person for all classes either before class begins or on time. As personal concerns or questions arise, contact Mr. Harl using the UNT email system.

- ***UNT email is the preferred form of communication.*** Please do not email within Canvas. It is my intent to reply to all emails within 24 hours. If you don't hear back from me by that time, please feel free to send me a reminder.
- **Attendance** - If you are going to be absent from class, please send an email to your instructor **before class begins**. Attendance DOES count in TNTX1100. The attendance policy is explained in detail later in the syllabus.
- **Emergencies** - *If you have an emergency related to your scheduled practice teach or actual teach, please email your instructor immediately! Also, call the TNT office at 940-565-2265 to notify the office staff so that accommodations can be made and we can reschedule the time.*
- **Announcements** - There will be weekly (at least) Canvas announcements that will summarize expectations for the following week and contain key information. Please pay attention to these announcements and if you aren't receiving them on a weekly basis, please let me know so that we can get the problem solved together.
- **Canvas** - All class handouts, PowerPoint slides, assignments, and information will be available in Canvas after the Thursday class period.
- **Online Communication Tips** - The following link [Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) provides some excellent online communication guidelines recommended by UNT. They cover general electronic communications, use of email, and Discussion Board communications. In general:
  1. Be professional
  2. Be proactive
  3. Be respectful
  4. Be kind

- **Mentor Teacher communications - All communications with your mentor teacher should be via UNT email and you should copy your instructor on all communications as well.**

## Teaching Philosophy

There are three primary tenets to my Teaching Philosophy. I will strive to demonstrate and model these beliefs both inside and outside of the classroom. These are:

- 1) **All students can Excel** - Every student can learn and flourish given the appropriate opportunities, support, accommodations, and encouragement.
- 2) **Active Learning** - Students learn best by promoting inquiry and curiosity as well as actively being part of the learning process. I view my role primarily as a facilitator. We will spend a significant portion of our class time “doing and discussing” rather than “reading and listening.”
- 3) **Relationships** – A former mentor of mine in the corporate world shared a piece of advice with me when I first became a manager. After 15 years in the corporate workforce, including 8 years in management, and 15 years in education, I have found it to be true in the boardroom, the classroom, and in life. His advice to me was:

**"People don't care what you know until they know that you care."**

Relationships are a key enabler for effective student learning. Active listening is foundational to better relationships. ***All voices are important!*** I want to hear my students’ voices, thoughts, and opinions. In order to facilitate this, we will utilize the following pedagogy tools in class:

- **Equity sticks** – We will use popsicle sticks to give every student a chance to participate in class.
- **Various feedback mechanisms** – Students will be given several options to ask questions or seek feedback. Some of these may include anonymous feedback for your teaching partner, email, small group discussions, shared files, and discussion groups in Canvas.
- **“Open door”/Zoom policy** – I will have 3 scheduled office hours a week and additional office hours available by appointment. I have an open door/Zoom policy whereby you can come in and talk to me and I will listen to you without judging. I will actively listen to what you say.

**I expect every student in my classes to pass the class and grow to become the best teacher you can be.** The process is long and difficult, and teaching is even more so, but nothing worthwhile ever comes easily. I am here to help you realize your dream of touching and molding future generations of children. I care about this deeply, and I will do as much as I possibly can to help you achieve your dream.

## Required/Recommended Materials

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and [faculty member to include other required equipment or software such as a webcam, microphone, Adobe Photoshop, etc.]. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (<https://online.unt.edu/learn>).

## Materials

There is no textbook required for the course. Readings, handouts, and slides will be made available during the semester. However, the student will need access to the following (at a minimum):

- Reliable internet service for access to Canvas and various other technology sites.
- Various other small materials as needed during the semester (e.g. markers, pencils, paper, etc.)
- Supplementary materials and/or readings (will be made available in Canvas)

## Minimum Technology Requirements

The following is the minimum list of technology requirements for the course.

- Computer
- Reliable internet access
- Printer (recommended, but not required. Students can print at various places around campus.)
- Video camera
- Speakers
- Microphone
- Plug-ins
- [Canvas Technical Requirements \(https://clear.unt.edu/supported-technologies/canvas/requirements\)](https://clear.unt.edu/supported-technologies/canvas/requirements)
- create documents in Microsoft® Word, PowerPoint and Excel.
- check e-mail and the Canvas course web site daily.
- attach Microsoft® Word documents to e-mail messages.
- Familiarity with Google programs (Docs, Sheets, Slides, etc.)

## Computer Skills & Digital Literacy

Over the course of the f course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using FolioTek (For Windows PC's the recommended browsers are Chrome or Firefox. For Apple/Mac users, Firefox is the best browser to use.)
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs
- Google Suite (Docs, Sheets, Slides, etc.)
- Comfort with collaboration software (e.g. Google Docs or Microsoft Teams)

## Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** [UIT Student Help Desk site \(http://www.unt.edu/helpdesk/index.htm\)](http://www.unt.edu/helpdesk/index.htm)

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm

- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

## How to Succeed in this Course

Share your availability with students (office hours, communication preferences, etc.) in a way that communicates the value of connecting outside of class and normalizes success through goals and challenges. Share what success means to you. Include common feedback you receive from students when they utilize office hours and other academic resources.

## ADA accommodation statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Students can connect with the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) to begin the registering process (<https://studentaffairs.unt.edu/office-disability-access>). This should be done once each semester.

## Communication practices

Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.

Proactive communication with me and your mentor teacher is critical and it is also an essential component of being an effective teacher. If you are struggling or having difficulties, please reach out to me as soon as possible so that we can get the them resolved and get you back on the path to success.

## Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

## Course Requirements/Schedule

Below you will find the Course Schedule, Grading, and, Professionalism, Attendance, Late Work, and Communication Expectations.

## Course Prerequisites or Other Restrictions

There are no academic prerequisites for TNTX1100. However, the following are encouraged or required:

- An interest in exploring teaching as a career.
- Students must be able to travel to Hickory Hall on campus a minimum of three times during the semester to conduct practice teaches outside of class time.
- Students must be able to travel a minimum of 6 times to an elementary classroom in the North Texas area.

## Course Schedule

Best practice is to clearly indicate both points and percentages if you are using both in the course. Here is a table example below:

| <b><i>Class Scheduled</i></b>                | <b><i>Topics Covered:</i></b>   |
|--|---|
| <b><i>Week 1 – Aug. 29 - Sept. 2</i></b>     | <i>Course Orientation, Forms, Teaching Availability and Interactive Notebooks</i>   |
| <b><i>Week 2 – Sept. 5-9</i></b>             | <i>Exploring Inquiry Driven Learning: Why and How, Meet your Mentor, Professionalism, and Effective Teaching</i>                    |
| <b><i>Saturday Sept. 10<sup>th</sup></i></b> | <b><i>Mentor Match is a Mandatory Saturday morning meeting where you will meet your mentor teacher and teaching partner(s).</i></b> |
| <b><i>Week 3 – Sept. 12-16</i></b>           | <i>Topics: Model Teach 1 and Debrief</i>  |
| <b><i>Week 4 – Sept. 19-23</i></b>           | <i>Topics: Field Experience Overview and Begin Inquiry Based Learning and 5E's</i>  |
| <b><i>Week 5 – Sept. 26-30</i></b>           | <i>Topics: Inquiry and the 5E's, Begin Developing an Effective Teacher's Voice</i>  |
| <b><i>Week 6 – Oct. 3-7</i></b>              | <i>Topics: Teacher Voice and Social Contracts.</i>  |
| <b><i>Week 7 – Oct. 10-14</i></b>            | <i>Topics: Model Teach 2 and Debrief, Connecting the 5Es, Timing Plan</i>   |
| <b><i>Week 8 – Oct. 17-21</i></b>            | <i>Topics: Traditional vs Constructivist classrooms</i>   |
|  |   |
| <b><i>Week 9. – Oct. 24-28</i></b>           | <i>Topics: Exploring the Power and Purpose of Questions</i>   |
| <b><i>Week 10 – Oct. 31 – Nov. 4</i></b>     | <i>Topics: Model Teach 3 and Debrief Teach 3</i>  |
| <b><i>Week 11 – Nov. 7-11</i></b>            | <i>Topics: Finish Purposes of Questions and Wait Time</i>   |
| <b><i>Week 12 – Nov. 14-18</i></b>           | <i>Topics: Introduction to Bloom's Taxonomy</i>   |
| <b><i>Week 13 – Nov. 21-23</i></b>           | <b><i>No classes. Thanksgiving Break</i></b>  |



| <b><i>Class Scheduled</i></b>                         | <b><i>Topics Covered:</i></b>   |
|---|---|
| <b><i>Week 14 – Nov. 28 - Dec. 2</i></b>              | <i>Topics: Finish Blooms Taxonomy</i>                                       |
| <b><i>Week 15 – Dec. 5-8</i></b>                      | <i>Topics: Standards and Objectives – Education Timeline and Milestones</i> |
| <b><i>Dec 9</i></b>                                   | <i>No classes – Reading Day</i>   |
| <b><i>Final Exam Week<br/>Week 16: Dec. 12-16</i></b> | <i>NO TNTX 1100 classes</i>   |

## Course Requirements

The following is a summary of the assignments and activities in this course. These assignments are a guide and may be modified based on needs and assessments throughout the semester.

| <b><i>Assignment</i></b>   | <b><i>Points Possible</i></b> |
|--|-------------------------------|
| <b><i>Attendance – See Attendance policy elsewhere in the syllabus</i></b> | <b><i>10</i></b>              |
| <b><i>Syllabus Quiz</i></b>  | <b><i>6</i></b>               |
| <b><i>Professionalism – 5 points for each teach.</i></b>                   | <b><i>15</i></b>              |
| <b><i>Miscellaneous Assignments and Discussion posts</i></b>               | <b><i>~15-20</i></b>          |
| <b><i>Observation Reflections</i></b>                                      | <b><i>12</i></b>              |
| <b><i>Practice Teach 1<br/>(to be completed prior to teach)</i></b>        | <b><i>5</i></b>               |
| <b><i>Practice Teach 2<br/>(to be completed prior to teach)</i></b>        | <b><i>5</i></b>               |
| <b><i>Practice Teach 3<br/>(to be completed prior to teach)</i></b>        | <b><i>5</i></b>               |
| <b><i>Teach 1 Reflection</i></b>   | <b><i>5</i></b>               |
| <b><i>Teach 2 Reflection</i></b>   | <b><i>5</i></b>               |
| <b><i>Teach 3 Reflection</i></b>   | <b><i>5</i></b>               |
| <b><i>Blooms Taxonomy Classification of Questions</i></b>                  | <b><i>5</i></b>               |
| <b><i>Develop 6 Blooms questions for Lesson</i></b>                        | <b><i>10</i></b>              |
| <b><i>Interactive Notebook</i></b>   | <b><i>10</i></b>              |
| <b><i>Field Experience Log</i></b>   | <b><i>5</i></b>               |
| <b><i>5E Final Evaluation/Project</i></b>                                  | <b><i>10</i></b>              |
| <b><i>Total Points</i></b>   | <b><i>~118-123</i></b>        |

## Grading/ Assessing Your Work

The grading scale will be assigned on percentage of total points accrued. The scale is listed below.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60%

Grades are based on mastery of the content. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others. Explore [Navigate’s Study Buddy](https://navigate.unt.edu) (<https://navigate.unt.edu>) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center. Focus on areas where you are struggling in this course by working with your classroom peers or teach partners or with me.

## Field Experience Overview

TNT believes that students learn to teach by teaching. To provide you with the support you need to develop your love for teaching and your ability to have successful teaching experiences, the following describes our Field Experience in STEP 1.

The Field Experience will consist of:

- **Model Teaches (Three)** – Three times during the semester, you will experience an exemplar elementary science lesson as a student.
- **Practice Teaches (At least 3)** – You and your partner(s) will schedule and conduct a practice teach with a TNT Master Teacher.
- **Observations (At least 3)** – You will travel to your mentor teacher’s classroom a minimum of three times over the semester to complete an observation of their classroom.
- **Actual Teaches (Three)** – Upon successfully completing an Observation and a Practice teach, you will be approved to lead the lesson in an elementary classroom.

A total of 6 hours of Field Experience will be required over the course of the semester.

All required materials for each teach will be provided to you by TNT.

## Attendance and Participation

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.039_StudAttandAuthAbsence.Pub2_.19.pdf) ([https://policy.unt.edu/sites/default/files/06.039\\_StudAttandAuthAbsence.Pub2\\_.19.pdf](https://policy.unt.edu/sites/default/files/06.039_StudAttandAuthAbsence.Pub2_.19.pdf)). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

Because this course involves collaboration, participation is essential to learning. Our activities require you to be actively engaged in discussions and group work. I understand tardiness and absences may occur. If you are late

to class, please drop me an email to let me know the circumstances. If you must miss class, please let me know prior to your absence.

You are preparing for a profession in which your daily presence is imperative to the success of your students and your attendance in this class represents that commitment. This course is designed and organized to be highly collaborative and experiential. Therefore, your attendance and participation are essential to your learning. It is not possible to be enriched by discussions and collaborations if you are not present or prepared for class.

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Attendance and punctuality are expected in this course. Daily roll will be taken and included in your final grade.

**Missing more than two class periods without instructor notification and approval may result in a failing grade for the course.**

Illness-related absences may require a doctor's note.

Whether you have poor attendance and/or you don't attend the full class time, your grade will be adversely affected. Students missing more than 10 minutes of a class will be counted as absent. Below is the attendance policy.

- **3 tardies = 1 absence. This means arriving to class late *and/or* leaving class early.**
- **3 or more absences may result in an F in the course.**

If you cannot attend class **for any reason, including for the observance of a religious holy day**, please:

1. Contact me at casey.harl@unt.edu **before** class.
2. Use your resources to access all announcements, assignments and information presented or discussed in class, amid your absence. (Keep in mind that illness-related absences may require a doctor's note.)

## Class Participation

Active class participation is expected. Equity tools and cooperative learning strategies will be modeled and utilized to help facilitate student participation.

## COURSE POLICIES

### Student Field Experience Policy

The three lessons you will teach in the elementary setting this semester have been written. You are required to complete a practice teach that has been approved by the coach assigned prior to teaching it before K-12 students. Passing the practice teach as determined by the coach is required before you may teach the lesson on an elementary campus. If you do not pass the practice teach, you will be scheduled for an additional practice teach to demonstrate knowledge of the lesson and familiarity with the teaching model (5E). It is highly likely you will have to cancel and then reschedule the teaching event using the electronic system for scheduling the

field experience if you come to a practice teach unprepared and unfamiliar with the lesson. Finally, students who receive consistent evaluations below expectations will meet with the Co-Directors to determine how to proceed in the course.

**If an Observation, Practice Teach, or Actual Teach must be rescheduled, it must be approved by the course instructor.**

**If possible, these activities should be cancelled more than 24 hours in advance.**

## Field Experience Credit for Texas Education Association

Every student seeking certification to teach in Texas is required to document 30 hours of classroom observations and/or teaching time prior to being placed in a classroom as a student teacher (usually in the final semester of college). Throughout the TNT courses, you will achieve the required 30 hours. In TNTX1100, you will receive 6 hours credit towards this 30-hour requirement.

You will be required to keep a log of your observation and actual teach times and dates and get them signed by your mentor teacher. Documentation of successful completion of these components requires your instructor's approval and successfully uploading the signed field experience log into the Foliotek document management tool. More details on this requirement will be given in class.

## Professionalism

In this course, you are given the opportunity to acclimate in the professional education community. Therefore, professionalism will be assessed in the following ways.

- a. **Be on Time** - Being on time for class commitments, including all practice and actual teaches and our weekly classes;
  - i. Arriving at Curry Hall at least 10 minutes prior to your scheduled Practice Teaching time.
  - ii. Arriving at your mentor teacher's classroom a minimum of 20 minutes prior to your scheduled time for observations and Actual Teaches.
- b. **Be Prepared** - Being prepared for the three actual teaches and practice teaches. This means you will have all required notes and materials;
- c. **Professional and Timely Communication** - Documenting electronic communication with your TNT personnel and your instructor confirming teach dates, and any changes that may crop up over the semester.
- d. **Dress Appropriately** - Dress appropriately and professionally when conducting all Actual Teaches. If any student needs professional clothing, please contact your instructor as soon as possible, and we can connect you with resources provided by UNT.
- e. **Self/Peer Evaluations** - Completing a self/peer evaluation form after each lesson taught.

## Student Late Work Policy

Assignments are due on or before the assignment due date as published in Canvas. After that date, if the assignment is turned in within a week of the published due date, a maximum of 70% may be received for the late assignment. After one week, no credit will be given for the late assignment.

## Foliotek

Certain key assignments related to accreditation are required to be uploaded to FolioTek. Failure to upload an assignment to FolioTek, more than one week after the published due date, will result in a grade of zero. Additionally, failure to upload a key assignment more than one week after the published due date but within two weeks of the published due date, will receive no credit and result in failure of the course.

## Scenarios Prompting Unsuccessful Course Completion

**Unless a student withdraws from the course in accordance with UNT deadlines, the following actions will result in failure of the course:**

- Not completing required district background check by the Wednesday following Mentor Match
- Missing an arranged teaching date without prior approval or notification of mentor teacher and instructor.
- Not successfully completing *all* teaches and
- Missing more than 2 class sessions without prior email to instructor. Please see attendance policy elsewhere in the syllabus.

## TNT Background Check Policy

Along with Teach North Texas, our school district partners establish deadlines for completion of background checks that permit teacher education candidates to conduct observations and teaching events in public schools. For this reason, each student must provide evidence of a completed background check by February 2, 2022.

Students who do not successfully complete the background check will be unable to complete mandatory course requirements and will receive a grade of “F” in the course unless the student drops or withdraws from the course according to UNT deadlines.

Students that drop or withdraw from classes may become ineligible for financial aid.

Fall 2022 Mentor Match will be Saturday, September 10<sup>th</sup>.

Texas House Bill 1508 requires Educator Preparation Programs to notify all applicants and enrollees that a felony conviction may make you ineligible for certification upon program completion. The law requires that this information be provided without regard to whether the person has been convicted of a criminal offense. You may review current TEA criminal background checks guidelines, and also, you have the right to request a criminal history evaluation letter from TEA, at [https://tea.texas.gov/Texas\\_Educators/Investigations](https://tea.texas.gov/Texas_Educators/Investigations). It is possible that some school districts will not permit individuals with misdemeanor or felony convictions to complete fieldwork on their campuses. The University of North Texas shall not be held liable should you be ineligible for certification because of a criminal offense.

## Syllabus Change Policy

Any syllabus changes will be explained during class and a new copy will be published in Canvas.

## UNT POLICIES

### Eagle Alert

Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the [Emergency Notifications and Procedures Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf) ([https://policy.unt.edu/sites/default/files/06.049\\_Standard%20Syllabus%20Policy%20Statements\\_supplement.pdf](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf)).

### Academic Integrity Policy

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. For example, students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>).

Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Our standard for academic integrity is a preponderance of evidence, a standard of review in the student appeal process that evaluates whether allegations are more likely to be true than not true. Consequences may include but not limited to; no credit for an assignment, lower course grade, course failure, etc. Violations will be filed with the Academic Integrity Office. See link below for link to full Academic Integrity Policy.

### Other UNT Policies

The official UNT policies for the following are contained in this link, [Student Support Services & Policies](#). You will be help responsible for these policies and procedures and well, so please take the time to review them as well.

- Prohibition of Discrimination, Harassment, and Retaliation
- Academic Integrity Policy – Full Description of the policy
- ADA policy
- Retention of Student records
- Course safety procedures (for Laboratory Courses) – This course does not contain a lab, but you should familiarize yourself with this policy as it will apply to your science courses.

The following topics, policies, and procedures are also contained in this link:

- Student Expectations and Preferences
- Student Wellness and Academic Records
- Communication