

Secondary Teacher Education Preparation 2: Inquiry-Based Lesson Design TNTX 1200.001

Instructor Information

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Drop-in Hours: Tuesdays & Thursdays 12:30pm-2:00pm, or by request

Course Description, Structure, and Objectives

In TNTX 1200, students will get to explore the possibility of teaching as a career and become familiar with the middle school environment through observation and discussion of middle school culture and by teaching three lessons to a middle school class. Students build upon and practice inquiry-based teaching skills that were developed in TNTX 1100, and students become familiar with exemplary science and mathematics curricula for the middle school setting.

TNTX 1200 provides students the opportunity to work with TNT Master Teachers and receive assistance and feedback in preparing lesson plans, learning to use classroom equipment, organizing teaching materials, and practicing instruction.

Classes are held on campus, during an 80-minute class. Working with a partner, students will prepare and present three lessons for a 6th, 7th, or 8th grade science or mathematics class during the semester, depending upon your major. Whenever possible, students will be paired with a teaching partner that closely matches the subject (math or science) you want to teach for their classroom experience. While you are teaching, you will have a TNT Master Teacher observe your lesson presentations and provide feedback.

Topics may include routes to teacher certification in mathematics, computer sciences, or science teaching; various teaching methods designed to meet instructional goals; learner outcomes. Students develop and teach three inquiry-based lessons in the field in a middle school and participate in peer coaching. (See course structure section below regarding structure of field experience.)

By the end of this course, students will successfully be able to:

- Use content knowledge to plan and teach three middle school lessons
- Use exemplary sources of inquiry-based science and mathematics lessons
- Experience teaching adolescents to understand their unique attributes and implement teaching strategies that are effective in the middle school environment
- Design and teach three inquiry-based lesson plans using safe practices and the 5E model
- Design and teach a lesson that incorporates the use of technology
- Use probing questions to elicit feedback on students' acquisition of knowledge
- Use formative assessment to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising a lesson plan
- Provide instructive feedback to peers
- Reflect on teaching experiences to revise lesson plans
- Evaluate commitment to pursue teaching as a career path

Required/Recommended Materials

No textbook is required for this course. Internet access is required. A laptop with a working camera and microphone and a USB thumb drive are strongly recommended for use during teach presentations.

How to Succeed in this Course

I believe that all students can learn through engaging instruction, positive teacher-student relationships, and helpful and prompt feedback, so you can meet your academic goals. My hope is that this class will enlighten your view of teaching and how you can contribute as a teacher of inquiry-based learning. My goal in this course is to provide you the tools to teach successfully in a middle school classroom. Attendance is extremely important, as you are able to experience each class as a “student” and a “teacher.”

My office hours are designated to you. If those specific times don’t work for your schedule, please reach out and we can find a time to chat, either by another time, phone or zoom. Please, always feel free to stop by, as I have an open-door policy and want to hear from you and how I can support. Come visit me! I encourage you to connect with me for support. Additional office hours, in person and virtually, will be offered as the semester concludes. Your success is our goal. Email is always a great way for communication as well. 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.

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>).

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. I encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://deanofstudents.unt.edu/conduct)) (<https://deanofstudents.unt.edu/conduct>)

Assessing Your Work

The final grade in the course is a weighted average of assignments based upon the categories described below. The average for all assignments within a specific category is determined first, then that average is

included in the weighted average for the final grade. The letter grade for the course is determined based upon these numerical values for the final grade:

A = 90 – 100%

B = 80 – 89%

C = 75 – 79%

D = 70 – 74%

F = below 70%

<i>Assignment Category</i>	<i>Points Possible</i>	<i>Percentage of Final Grade</i>
Daily Assignments & Quizzes <ul style="list-style-type: none"> • <i>Syllabus Quiz</i> • <i>5E Quiz</i> • <i>Interview Questions</i> • <i>Class reflections</i> 	<i>100 points each</i>	<i>15%</i>
Required Observation Hours & Reflections – 3 assignments	<i>100 points each</i>	<i>15%</i>
3 Lesson Plan Rough Drafts	<i>100 points each</i>	<i>10%</i>
3 Lesson Plan Final Drafts	<i>100 points each</i>	<i>20%</i>
3 Teach & Practice Teach Reflection Assignments	<i>100 points each</i>	<i>10%</i>
Professionalism <ul style="list-style-type: none"> • <i>Self/Peer Evaluations</i> • <i>Practice Teach and Teach Feedback forms</i> 	<i>100 points</i>	<i>10%</i>
Final Project	<i>100 points</i>	<i>20%</i>

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 attending scheduled study group sessions with me the week before each exam. Forward together!

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
- Not successfully completing **all** teaches and
- Missing more than 2 class sessions without prior email to instructor

Assignments

All assignments are submitted via Canvas. Assignments are due on or before the assignment due date as published in Canvas. Due dates for all assignments are noted in the Course Overview handout (found on Canvas) and are published along with all assignments within Canvas. Instructions for different assignments are found within the assignment itself in Canvas. Rubrics used to grade lesson plans, both rough draft and final draft, are also found within Canvas. Online quizzes are graded by the instructor with some questions automatically scored upon completion of the quiz by the student.

The TNT Early Field Experience Log with the documented hours of observation and teaching hours from Step 1 and Step 2 is required to be uploaded to FolioTek. Failure to upload this assignment to FolioTek, more than one week after the published due date, will result in a grade of zero and could result in the loss of those hours and therefore retaking the course.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Course Requirements/Schedule

Throughout this course, the Course & Field Guide is heavily used to outline class topics, materials, assignments, and weekly to-do items in the field. Please reference the home page in Canvas for a detailed outline. Below is a basic course overview.

<i>Class Week</i>	<i>Week of</i>	<i>Topic</i>
<i>Week 1</i>	<i>Aug 21-25</i>	<i>Day 1: Course Overview Day 2: 5E Lesson Model & *Syllabus Quiz (15%)</i>
<i>Teach 1</i>		
<i>Week 2</i>	<i>Aug 28-Sep 1</i>	<i>Day 3: Inquiry based lesson designed for adolescents using technology Day 4: TEKS & *5E Model Quiz (15%)</i>
<i>Week 3</i>	<i>Sep 4-8</i>	<i>Day 5: Misconceptions Day 6: Learning Targets</i>
SATURDAY	September 9	Mentor Match 8:30 am, EESAT
<i>Week 4</i>	<i>Sep 11-15</i>	<i>Day 7: Attention getters Day 8: Productive Struggle and Growth Mindset & *Interview Questions due (15%)</i>
<i>Teach 2</i>		
<i>Week 5</i>	<i>Sep 18-22</i>	<i>Day 9: Classroom Culture & Community Day 10: *Teach 1 Rough Draft Lesson Plan due to get peer feedback (10%) & *Observation 1 Reflection due (15%)</i>

Week 6	Sep 25-29	Day 11: Classroom Management & Social Contract due Day 12: Clear Directions & *Edited Teach 1 LP Due (20%)
Teach 3		
Week 7	Oct 2-6	Day 13: Defining Effective Feedback Day 14: Types of Feedback Clear Directions & *Teach 1: Practice Teach Reflection Due (10%)
Week 8	Oct 9-13	Day 15: *Teach 2 Rough Draft due to get peer feedback (10%); Day 16: Questioning & *Teach 1 Self/Peer Evaluation due (10%); Teach 1: Teach Reflection due (10%); & Teach 2 Observation 2 Reflection due (15%)
Week 9	Oct 16-20	Day 17: Formative Assessment Techniques & *Teach 2: Edited LP due (20%) Day 18: Instructional Models
Week 10	Oct 23-27	Day 19: Reading Day (NO CLASS) Day 20: Assessment & *Teach 2 Practice Teach Reflection due (10%) & Teach 3 Observation Reflection due (15%);
Week 11	Oct 30-Nov 3	Day 21: Data driven reflection Day 22: *Teach 3 Rough Draft due to get peer feedback (10%);
Week 12	Nov 6-10	Day 23: Launch Final Project Day 24: Final Project Workday & *Edited Teach 3 LP Due (20%) Teach 2 Self/Peer Evaluation due (10%); Teach 2: Teach Reflection due (10%);
Week 13	Nov 13-17	Day 25: Final Project Workday Day 26: Final Project Workday & *Teach 3: Practice Teach Reflection due (10%)
	Nov 20-24	NO CLASS
Week 14	Nov 27-Dec 1	Day 27: Final Project Workday Day 28: Final Project Workday & *Teach 3 Self/Peer Evaluation due (10%); & Teach 3 Teach Reflection due (10%)
Week 15	Dec 4-8	Day 29: Final Project Workday Day 30: *Final Project DUE (20%)
Week 16	Dec 11-15	Final Exams - no class

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 Wednesday, September 6, 2023.**

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.

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).

Academic Integrity

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) [Links to an external site.](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003> [Links to an external site.](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 are not limited to; no credit for an assignment, lower course grade, course failure, etc. Violations will be filed with the Academic Integrity Office.

The use of generative AI in this class, *unless specified in the instructions of an assignment*, will be considered a form of plagiarism, and will be assigned the same penalties.

UNT policies and procedures

You can access these policies in Navigate (Navigate.unt.edu), in Canvas under the Help menu, in EIS, and on the [Student Support Services & Policies](#) page. I encourage students to read and absorb these important processes, you can use a syllabus quiz to check for understanding. A 10-question quiz about current institutional policies and resources is available in Canvas Commons. To access and upload the quiz to your course, follow the [Syllabus Quiz Access](#) directions.

Attendance and Participation

Attendance and punctuality are expected in this course. Daily roll will be taken. Illness-related absences may require a doctor's note. 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.

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 absences = final grade in the course will be lowered by one full letter grade.**
- **4 absences = final grade in the course will be lowered by two full letter grades.**
- **5 absences = F in the course.**

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.

Follow these procedures if you cannot attend class, a practice teaching or Mursion session, an observation of your Mentor Teacher, or a teaching event:

- **Missing class for any reason, including for the observance of a religious holiday, you must:**
 - Contact Dr. Madeley at Janel.Madeley@unt.edu before class.
 - You are responsible for all announcements, assignments and information presented or discussed in class.
- **Missing a practice teaching event or Mursion for any reason, you must:**
 - Contact your partner via phone or email;
 - Contact the Master Teacher assigned to observe you and your partner;
 - Contact Channon Sommers at Channon.Sommers@unt.edu, or call the TNT front desk at 940-565-2265 and leave a message; AND
 - Contact Dr. Madeley at Janel.Madeley@unt.edu.
- **Missing an observation of your Mentor Teacher for any reason, you must:**
 - Contact your teaching partner via phone or email;
 - Contact your Mentor Teacher via email and call the school to leave the mentor teacher a message; AND
 - Contact Dr. Madeley at Janel.Madeley@unt.edu.
 - **Missing a teaching event at your Mentor Teacher's campus for any reason, you must:**
 - Contact your partner via phone or email;
 - Contact your Mentor Teacher ASAP via email and call the school to leave the mentor teacher a message;
 - Contact the assigned Master Teacher assigned to observe your teaching event;
 - Contact Channon Sommers at Channon.Sommers@unt.edu, or call the TNT front desk at 940-565-2265 and leave a message; AND
 - Contact Dr. Madeley at Janel.Madeley@unt.edu and 940.565.2248 and leave a message.

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

1. Contact Dr. Madeley at janel.madeley@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.)

Professionalism

In this course, you will be given the opportunity to experience the professional education community. Therefore, professionalism will be assessed by your instructor and other Master Teacher's in the following ways:

- a. Being on time for class commitments including practice teaches, teach presentations, and our weekly classes;

- b. Dressing professionally and behaving appropriately as a teacher during practice teaches and teach presentations. This includes appropriate cell phone usage.
- c. Being prepared for the three teach presentations and practice teaches. This means you will have your revised lesson plan and all prepared materials with you as needed;
- d. Sharing responsibilities equally and equitably with your teaching partner(s);
- e. Documented electronic communication with your instructor confirming observation dates, teach dates, lesson planning, etc.
- f. Documented electronic submission of your lesson final drafts for each teach to your Master Teacher Observer IN ADVANCE of your teach date.

Instructor Responsibilities and Feedback

As your instructor, I am responsible for helping you grow as a teacher. I provide clear instructions and rubrics for projects and assessments, guide you in development of lessons, and evaluate your progress. I answer your questions about assignments and the field experience. I also identify additional resources that will help you have a successful teaching experience and share these resources with you. I update course content and due dates as needed.

You can expect a response to your emails within one business day of the date it is received by Dr. Madeley. Assignment feedback and/or grades for assignments are usually given within one week from the due date. However, if I see that I will be unable to return your feedback that quickly, I will communicate that to you to let you know when it can be expected. All feedback for assignments, particularly lesson plans, are sent through the particular assignment in Canvas.

Late Work

One of the important qualities of a good teacher and a professional is timeliness. Assignments are due on or before the assignment due date as published in Canvas and/or announced in class. After that date, if the assignment is turned within one week of the published due date, a maximum of a 70% may be earned for the assignment. After one week, no credit may be earned for the late assignment.

Class Participation

Students are expected to come prepared to class. This class is interactive by nature and requires full participation on the part of each student. Preparation for class includes completing reading assignments, being ready to discuss readings, and having all needed materials for the class. Appropriate technology use is expected during scheduled class meetings, whether face-to-face or online.

Class Recordings

Synchronous (live) sessions in this course will not be recorded for students enrolled in this in-person class. If this course becomes a remote course during the semester, class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.