EDEE 4890

Inquiry into Classroom Practice – Student Teaching Seminar

Course Basics

Instructor: Jeannette L. Ginther, Ed.D.
Class Location: Matthews Hall 109
Time of Class: Tu 5:30-8:20pm
Office: Matthews Hall 204F
Office Hours: M 12:30pm-3:30pm
                Tu 11:00am-2:00pm
**Email:** jeannette.ginther@unt.edu

Prerequisites

Traditional: Successful completion of PDS1 and current placement in a field site for student teaching.

Non-Traditional: Please be open-minded, flexible, reflective, willing to integrate multiple technologies to support your learning, and willing to talk to other students and actively listen, or have a willingness to develop these traits over the semester.

Required Books

Johnston, P. H. (2004). *Choice Words*. Portland, ME: Stenhouse Publishers.

Pink, D. H. (2005). *A whole new mind: Moving from the information age to the conceptual age*. New York: Riverhead Books.

Content   Knowledge   Understanding
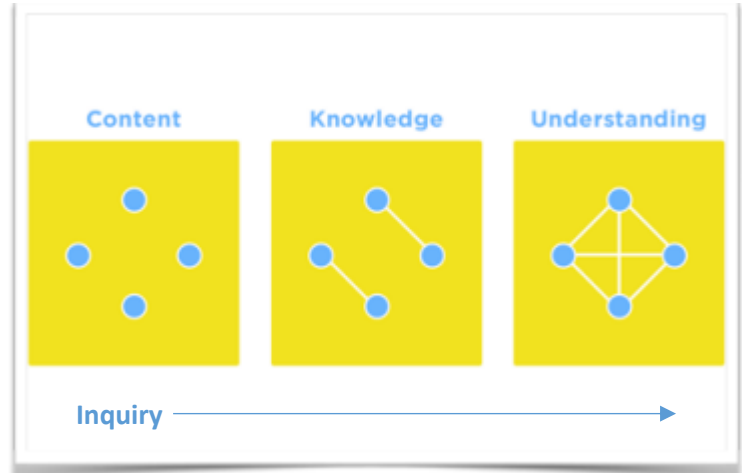
Inquiry

Course Description

Inquiry into Classroom Practice is a required component of the PDS2 experience and is taken concurrently with student teaching. The purpose of this course is to provide future teachers with the opportunity to synthesize their student teaching experience through inquiry into their own practice. Through the seminar, student teachers will strengthen the ability to be a reflective practitioner of: content and curriculum knowledge, pedagogy and assessment knowledge, equity for all learners, encouragement of diversity, professional communication, and engaged professional learning as outlined in the conceptual framework.

Student Learning Outcomes

As 21st Century Teachers the Interns will be able to:

✓ Develop curriculum that demonstrates strong content knowledge and skills as a decision maker who knows how to adjust the environment, content, materials, and activities in order to address the needs of all students.
✓ Exhibit appropriate communication in a variety of settings to a wide array of audiences --- students, peers, mentors, administrators, parents, and other community members.
✓ Demonstrate and model the ability to problem solve through classroom research.
✓ Establish reflective practices that support lifelong learning.

Course Structure and Attendance Policy

This is a hybrid, performance-based, active learning class with limited lecture. Our class will have five (5) face-to-face meetings. You will participate in online/virtual learning experiences via Canvas during the alternate sessions. Due to the limited number of face-to-face sessions, attendance is **mandatory** with the following exceptions:

- ✓ Contagious or severe illness with documentation.
- ✓ Death of immediate family member or friend.
- ✓ Court ordered appearances/jury duty with documentation.
- ✓ Life-threatening emergency with documentation.

An absence from any face-to-face session will result in a **10 point deduction** from your final grade.

Required Assignments

Assignment	Points
Teacher Research Project You will be completing a project in which you design and teach a unit of instruction for your PDS2 students and administer a pre- and post-assessment to measure their learning growth. The timeline for this project is outlined in the course schedule, and you will receive instructor support throughout the semester.	50
Online Learning Experiences On weeks when we do not meet face-to-face, you will participate in an online learning experience via Canvas which may include a short assignment or Discussion Board Post. To earn full credit, you must complete each experience by the designated due date in Canvas.	20
Planning for Success Project The goal of this assignment is to present yourself to a variety of audiences. In this assignment you will develop a resume and letter of introduction for future employers, a philosophy that explains your beliefs, principles, and practices about teaching and learning, classroom expectations, and 2 sample lesson plans (5E and Madeline Hunter). Think about the various audiences with whom you will communicate – parents, students, administrators, community leaders, etc. Your format should appeal to a wide range of audiences and clearly demonstrate who you are as an educator.	15
Short Story/Letter of Advice When you have completed your PDS2 experience, write about an experience you had in a short story format OR a letter of advice to incoming PDS2 students. Guidelines and examples will be provided in Canvas.	15
Total	**100**

UNT Department of Teacher Education and Administration   Fall 2019

Class Schedule and Assignments (Subject to Change as Needed)

Week	Class Preparation/Activities	To Do
Week 1 Aug. 28 Face-to-Face *Cultivating an Environment for Learning*	**In Class:** • Introduction to the Course • Relationship/Community Building • Norms/Course Objectives • Introduction to Teacher Research Project (TRP) **At your student teaching placement:** • Sit down with your mentor/cooperating teacher to review the Teacher Research Project together and prepare a timeline for completing it.	**Student Information Survey:** Please complete in Survey Monkey prior to class on Tuesday, 1/15 **Teacher Research Project:** Component 1 should be completed before the end of the week.
Week 2 Sept. 4 Face-to-Face *Culturally Responsive Education*	**In Canvas:** • Review of TRP Student Examples • Cultural Responsivity in the Classroom **At your student teaching placement:** • With your mentor/cooperating teacher, decide upon a unit of instruction you will teach for your TRP. • Work with your cooperating teacher on TRP Components 2&3 this week.	**Teacher Research Project:** Work on Components 2&3 this week. These should be completed before the end of next week.
Week 3 Sept. 11 Canvas *Designing Engaging Instruction*	**In Canvas:** • Online Learning Experience **At your student teaching placement:** • With your mentor/cooperating teacher, work on TRP Component 4 this week. This involves looking at the Pre-Assessment data and planning at least 5 days of lessons/instruction for your TRP unit.	**Teacher Research Project:** Components 2&3 should be completed before the end of this week. This includes answering the questions at the end of Component 3 in detail. The Pre-Assessment from Component 3 should be administered this week. Lessons for Component 4 should be completed before the end of this week.
Week 4 Sept. 18 Face-to-face *Classroom and Behavior Management*	**In class:** • Discussion about behavioral/management issues • Bring all of your completed TRP Components with you to class on this day! **At your student teaching placement:** • Begin teaching the lessons you designed for Component 4 of your TRP during this week and/or next week.	**Teacher Research Project:** Teach the lessons from Component 4 of your TRP unit this week and/or next week. Collect several samples of student work as well as samples of formative assessments. **SUBMIT: Your working draft of completed TRP Components 1-4 in Canvas by midnight on Sunday, September 22nd.**
Week 5 Sept. 26 Canvas *Meaningful Assessment*	**In Canvas:** • Online Learning Experience **At your student teaching placement:** • Continue teaching the lessons from Component 4 this week if needed. • Administer the Post-Assessment if you finish the unit this week.	**Teacher Research Project:** Continue teaching the lessons from Component 4 if needed. As soon as you finish teaching the lessons, administer the Post-Assessment from Component 3. Collect several samples of student assessments.
Week 6 Oct. 2 Canvas *Data and Assessment Literacy*	**In Canvas:** • Online Learning Experience **At your student teaching placement:** • Finish teaching the lessons from Component 4 and administer the Post-Assessment if you have not already done so. • Discuss the questions from Component 5 with your mentor/cooperating teacher. • Begin working on Component 6 which includes and analysis of Pre- and Post-Assessment data.	**Teacher Research Project:** Complete Component 5 by the end of this week. Begin working on Component 6. This should be done before the end of next week.
Week 7 Oct. 9 Canvas *Reflective Teaching*	**In Canvas:** • Online Learning Experience **At your student teaching placement:** • Work with your mentor/cooperating teacher to design instruction. Teach as much as possible!	**Teacher Research Project:** Begin working on Component 7 this week while the lessons/experiences are fresh in your mind.

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Class Schedule and Assignments (Subject to Change as Needed)

Week	Class Preparation/Activities	To Do
Week 8 Oct. 16 Face-to-face *Formative Feedback*	**In class:** • Guest Speaker TBD • Feedback and Reflective Teaching **At your student teaching placement:** • This week, you will begin your second placement.	**Teacher Research Project:** Complete all components of your TRP this week. Be prepared for submitting your final version on October 27th.
Week 9 **Oct. 23** Canvas *Motivation*	**In Canvas:** • Online Learning Experience **At your student teaching placement:** • Which students in your class are the most motivated to learn? How do you know? Also, observe students who do not demonstrate outward motivation. Talk to them and be prepared to discuss online this week.	**Teacher Research Project:** **SUBMIT: Entire, completed TRP, Components 1-7, in Canvas by midnight on Sunday, October 27th.** ***Special note: If you are doing your TRP during your second placement, you will follow the same guidelines above. The final TRP will be due by midnight on Sunday, December 1st.***
Week 10 Oct. 30 Canvas	**In Canvas:** • Overview of Planning for Success Assignment	**Planning for Success:** Complete your Madeline Hunter and 5E Lesson Plans this week. You can use the same lessons from your TRP for this part of the assignment!
Week 11 Nov. 6 Canvas *Professionalism in Education*	**In Canvas:** • Online Learning Experience **At your student teaching placement:** • Look for examples of teachers who demonstrate professionalism in your school. Also look for non-examples. Be prepared to share and discuss these examples online this week.	**Planning for Success:** Complete your Statement of Philosophy, Beliefs, Principles, and Practices this week.
Week 12 Nov. 13 Face-to-Face *Professional Identity and Communication*	<mark>**LAST CLASS SESSION – ATTENDANCE REQUIRED**</mark> • Guest Speaker TBD **At your student teaching placement:** Look for examples of exemplary professional communication at your school. Also look for non-examples. Be prepared to share and discuss these during this class session.	**Planning for Success:** Complete your Resume and Letter of Introduction this week.
Week 13 Apr. 9 Canvas *Technology Integration*	**In Canvas:** • Online Learning Experience **At your student teaching placement:** • In what ways is technology being integrated in the school where you are teaching? Where does it fall on the PICRAT model? Be prepared to discuss online this week.	**Planning for Success:** Complete your Classroom Rules and Guidelines for Success this week.
Week 14 Nov. 27	**Holiday Week/No Assignments in Canvas**	**Planning for Success:** **SUBMIT: Entire Planning for Success Project in Canvas by midnight on Sunday, December 1st.**
Week 15 Dec. 4 *Paying it Forward*	**In Canvas:** • Post your Short Story/Letter of Advice to the Discussion Board in Canvas. • Read at least 3 of your peers' posts and provide comments and feedback.	**Short Story/Letter of Advice:** Begin working on this assignment. **SUBMIT: Short Story/Letter in the Assignments Section and the Discussion Board Section of Canvas by midnight on Sunday, December 8th.**
Week 16 Dec.12	**Finals Week/No Class Session**	**Please be sure ALL assignments are submitted in Canvas before midnight on Sunday, December 8th!!!!**

University and Department Policy Statements:

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Canvas website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

Teacher Education & Administration
Departmental Policy Statements

UNT Career Connect: All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default .

Disabilities Accommodation: "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

***Attendance:* See the instructor's attendance policy.**

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Foliotek e-Portfolio. Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be 9

required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. *This course may require assignment(s) to be uploaded and graded in Foliotek.* The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. **All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site:** https://coe.unt.edu/educator-preparation-office/foliotek

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

"Ready to Test" Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.