EDEE/EDME 4890
INQUIRY INTO CLASSROOM PRACTICE – STUDENT TEACHING SEMINAR   Fall 2021

Instructor Dr. Jeannette L. Ginther	**Pronouns** **She/Her/Hers**
Office Location MH 204F	**Office Hours** In Person or Zoom by Appointment
Contact Information jeannette.ginther@unt.edu	**Final Exam** N/A

PREREQUISITE
Successful completion of PDS I and current placement in a field site for student teaching.

COURSE DESCRIPTION
Inquiry into Classroom Practice is a required component of the PDS II experience and is taken concurrently with student teaching. The purpose of this course is to provide Interns with the opportunity to synthesize their student teaching experience through inquiry into their own teaching. Through the seminar, interns 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.

COMMUNICATION
Communication with the instructor is critical for success in this course, especially as you navigate through your Teacher Research Project (TRP). Please contact me via UNT Email (jeannette.ginther@unt.edu) or via Canvas Inbox message. Please consider that messages sent on weekends and/or after 4:00pm on weekdays may not receive a reply until the next weekday.

GOALS
1. Develop a research mindset that supports critical inquiry.
2. Support Interns as they inquire into their own teaching in order to bolster their reflective practices and enhance professional growth.
3. Enhance on-going collegial interactions that model professional learning communities.
4. Promote passion for teaching and learning through an engaging classroom.
5. Gain in-depth experience with identifying and responding to student strengths and needs.

OUTCOMES
As 21st Century Teachers the Interns will be able to:
1. 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.
2. Exhibit appropriate communication in a variety of settings to a wide array of audiences --- students, peers, mentors, administrators, parents, and other community members.
3. Demonstrate and model the ability to problem solve through classroom research.
4. Establish reflective practices that support lifelong learning.

ASSIGNMENTS

Online Learning Experiences and Participation – 20%
You will be asked to share and provide feedback to your classmates both **in-person** and **online**. Your attendance in-person and your online activity are an important factor in your learning this semester. Being a contributing member of the class is important to the rest of us, as well as your grade. Your ability to reflect on your own/your classmates' experiences will greatly impact your ability to grow as a teacher.

Teacher Research Project – 50%
You will receive specific instructions to complete this project. Some general expectations include:
 __Contextual Factors__ --- All sections of the chart need to have information. There should be no blank spaces. After the chart is completed, you should give a brief description of each individual student. Once you have completed the students, you should include a paragraph that provides a summary of your thoughts on the influence of the Contextual Factors on planning and implementing instruction.
 __Learning Goals__ --- Your goals are built on the TEKS Standards. They should be developed according to the Mager's format.
 __Assessment Plan__ --- Be sure to use a variety of assessments. Think about the ways that different assessments address the different needs of the students. Keep your Contextual Factors in mind. "Observe" is **not** an assessment. If you are going to observe, then you will need to be specific about the criteria that you are looking for – create a checklist of some kind. You need to include examples of your assessments.
 __Design for Instruction__ --- This section should begin with the scores from the pre-test. The scores should inform your knowledge of the strengths and needs of the students. The pre-test is **not a** day of instruction in the unit. When you respond to the questions in this section, remember that you need to use the scores to help you provide the support for the claims that you are making about the students' abilities. Use the data to help you support your statements. Your unit of instruction needs to include 4 lesson plans. This means 4 separate plans --- not one plan over 4 days. Some lessons may last more than one day --- but you still need 4 separate plans.
 __Instructional Decision Making__ --- Be thorough with your explanation about changes that you made. Use your lesson plan reflections to help provide a thorough explanation of the changes. Read your work carefully to ensure that you are answering the question.
 __Analysis of Student Learning__ --- Remember that this section starts by graphing your results from assessments. Use the Excel graphmaker to track the grades and be sure that you do the graphs for all of the assessments and for the subgroups. You need to include examples of the students' assessments. When you address the students who did not attain mastery, be sure to be specific about the type of intervention that is provided. It is more than Reteach. Be specific discussing why you think that the assessments are valid.
 __Reflection__ --- For each of these questions, you need to be specific. Tell what you learned and how you knew you learned it. With regard to how you will develop as a teacher, remember that you should identify organizations, professional development, materials that you can use. What actions can you take? How can you continue to improve your teaching skills?

Planning for Success – 30%
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, introduction to your future students, your beliefs, principles, and practices about teaching and learning, your classroom expectations for your students, and sample lessons. Create a website to share with your future employee, colleagues, parents, and students. Think about the various audiences with whom you will communicate – parents, students, administrators, community leaders, etc. So your format should appeal to a wide range of audiences and clearly demonstrate who you are as an educator.

COURSE SCHEDULE (Subject to change as needed)

Week	Date	Class Meetings and Due Dates
1	**August 24**	**In-Person Class Meeting @6:00pm in Wooten Hall Rm 116**
2	August 31	Topic: Writing a Learning Objective and Determining Assessment Evidence
3	**September 7**	**In-Person Class Meeting @6:00pm in Wooten Hall Rm 116** Topic: Creating Positive Learning Environments
4	September 14	Topic: Planning For Instruction
5	September 21	Topic: Student Behavior and Classroom Organization *Week 5 Online Learning Experience due on Sunday, September 26th by midnight* *TRP Mid-Point Check due on Sunday, September 26th by midnight*
6	**September 28**	**In-Person Class Meeting @6:00pm in Wooten Hall Rm 116** Topic: Meeting the Needs of Diverse Learners
7	October 5	Work Week! No Assignments Due! Please work on TRP during this time.
8	October 12	Topic: Strategies for Virtual/Remote Learning *Week 8 Online Learning Experience due on Sunday, October 17th by midnight*
9	**October 19**	**In-Person Class Meeting @6:00pm in Wooten Hall Rm 116** Topic: Student Engagement and Motivation *Teacher Research Project (TRP) Due on Sunday, October 24th by midnight*
10	October 26	Topic: Professional Identity (Reading in Canvas)
11	November 2	Topic: Planning for Success Project (Intro and Guidelines in Canvas)
12	November 9	Work Week! No Assignments Due! Please work on your Planning for Success project during this time.
13	**November 16**	**In-Person Class Meeting @6:00pm in Wooten Hall Rm 116** Topic: Professionalism in K-12 Education *Planning for Success Project due Sunday, November 21st by midnight*
14	November 23	Topic: Paying it Forward *Week 14 Paying it Forward due on Sunday, November 28th by midnight*
15	**November 30**	**In-Person Class Meeting @6:00pm in Wooten Hall Rm 116** Topic: Tying it All Together
16	December 7	Finals Week – No Class Meetings

GRADING

90-100= A

80-89 = B

70-79 = C

0-69 = F

ATTENDANCE

Students are expected to attend 6 in-person class meetings and to abide by the attendance policy established for the course which allows one (1) absence from an in-person meeting. It is important that you communicate with the professor prior to being absent, so you and the professor can mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

EDUCATOR STANDARDS ADDRESSED IN THIS COURSE
The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards
Standards required for all Texas beginning teachers fall into the following 6 broad categories:
Standard 1--Instructional Planning and Delivery
Standard 2--Knowledge of Students and Student Learning
Standard 3--Content Knowledge and Expertise
Standard 4--Learning Environment
Standard 5--Data-Driven Practice
Standard 6--Professional Practices and Responsibilities

BIBLIOGRAPHY
Ballenca, J., & Brandt. R. (Eds.) (2010). *21st century skills: Rethinking how students learn (Leading Edge).* Bloomington, IN: Solution Tree Press.

Cochran-Smith, M., & Lytle, S. (2009). *Inquiry as stance: Practitioner research in the next generation (Practitioners inquiry).* NY: Teachers College Press.
Cochran-Smith, M., & Lytle, S. (1993). *Inside outside: Teacher research and knowledge.* NY: Teachers College Press.
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Fullan, M. (2012). *Change leader: Learning to do what matters most.* San Francisco, CA: Jossey-Bass.
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Hill-Jackson, V., & Lewis, C. W. (Eds.) (2010). *Transforming teacher education: What went wrong with teacher training, and how we can fix it.* Sterling, VA: Stylus Publishing.
Kinchloe, J. L. (2012). *Teachers as researchers: Qualitative inquiry as a path to empowerment.* NY: Routledge.
Lieberman, A., & Miller, L. (Eds.) (2008). *Teachers in professional communities: Improving teaching and learning.* NY: Teachers College Press.
November, A. (2010).*Empowering students with technology* (2nd ed.). Thousand Oaks, CA; Corwin.
Pelton, R. (2010). *Action Research for Teacher Candidates: Using Classroom Data to Enhance Instruction.* NY: Rowman & Littlefield Education. Silverman, Rita, et. al. Case Studies for Teacher Problem Solving, 2nd ed. NY: McGraw Hill, 1996.
Wong, H.K. & Wong, R.T. (1998). *The first days of school: how to be an effective teacher.* Mountain View, California: Harry K. Wong Publications Inc.
Zemelman, S., Daniels, H., & Hyde, A. (2005) *Best practice: Today's standards for teaching and learning in America's schools (3rd Ed.).* Portsmouth, NH: Heinemann.

Internet sites and sources:

Texas Education Agency: Action Research

http://www.tea.state.tx.us/news_release.aspx?id=2147493577&menu_id=692

National Board for Professional Teaching Standards

http://www.nbpts.org/nbpts/

The Education and Research Network American Education Research Association

Action Research: A Brief Overview

http://users.andara.com/~jnewman/ARoverview.html

WEB Links To Participatory Action Research Sites

http://www.goshen.edu/soan/soan96p.htm

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act.* We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

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 are submitted to Canvas. Assignments posted after the deadline will be considered late and points will be deducted from the final grade. The amount of points may vary depending on the assignment. Late exam submissions will lose one point per minute late. Late assignments may lose up to 10 points per day. **Remember that lateness with assignments impacts your participation.**

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.**

Written Assignments: All assignments within this course will utilize APA (6th Ed.) formatting guidelines.

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

UNT'S COURSE POLICIES

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance. 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. If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Materials for Remote Instruction. Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

UNT'S STANDARD SYLLABUS STATEMENTS

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment

at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

DEPARTMENT SYLLABUS STATEMENTS

Foliotek ePortfolio (where applicable). 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 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

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

TEACHER EDUCATION & ADMINISTRATION DEPARTMENTAL POLICY STATEMENTS

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."

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 Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. **During Face-to-face classes laptops may be used for notetaking and class participation. Being on email/twitter/facebook/internet during class is unacceptable.**

SPOT: The 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.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools Announcements regarding TK20 will also be posted on this website.

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) Take control; (4) Be prepared; (5) Get involved; and (6) Be persistent. 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.

Objectives Written According to Mager's Format

Mager's behavioral objectives have three parts:
1. An observable behavior
2. The conditions under which the behavior will occur
3. Criteria for acceptable performance

Examples of objectives written according to Mager's format are listed in the following table:

Objective	Condition	Performance	Criteria
Given a list of sentences, the student will identify the adjective in each sentence.	Given a list of sentences	Identify	Each
Given 10 problems involving subtraction with regrouping, the student will correctly solve 7.	Given 10 problems	Solve	7 of 10
Given a ruler and compass, the student will construct the bisector of an angle to within 1°	Given a ruler and a compass	Construct	Within 1°

5E Lesson Plan GUIDELINES

ENGAGE

Pique students' interest and get them personally involved in the lesson while pre-assessing prior understanding. SEP Students are introduced to the instructional task during the ENGAGE stage. They make connections between past and present learning experiences and think about what they'll learn during the upcoming activities. Energy4me activities are designed to ENGAGE students. Through activities and experiments, the lesson plans stimulate students' curiosity and encourage them to ask their own questions. These should be active not passive (students watching a video).

EXPLORATION

Get students involved in the topic so they can develop their own understanding. EXPLORATION experiences provide students activities that help them identify and improve upon current concepts (i.e., misconceptions), processes and skills. Learners have hands-on fun in lab activities that help them use prior knowledge to generate new ideas, explore questions and possibilities, and design and conduct a preliminary investigation. The teacher acts as a facilitator, providing materials and guiding the students' focus.

EXPLAIN

Provide students with an opportunity to communicate what they have learned and figure out what it means. During the EXPLAIN stage, students begin to communicate what they have learned by demonstrating their conceptual understanding, process skills or behaviors. Students share ideas with each other and with their teacher, who provides an explanation of the curriculum that is meant to guide them toward a deeper understanding. These segments introduce vocabulary in context and correct or redirect misconceptions.

ELABORATION

Allow students to use their new knowledge and continue to develop a deeper and broader understanding. SEP During the ELABORATION stage, students expand on the concepts they have learned, make connections to other related concepts and apply their understandings to the world around them through additional activities. Teachers challenge and extend students' conceptual understanding and skills.

EVALUATE*

Assess how much learning has taken place. SEP The EVALUATION phase helps students and teachers assess how much learning and understanding has taken place. It allows teachers to evaluate student progress toward achieving the educational objectives.

*Like checking for understanding, assessment can occur at any point during the instructional process but evaluation means that you are making a point to **document** student learning.   We cannot just say observe --- what will you be observing and how will you document this learning?

UNT Lesson Plan Template (5 E)

Pre-service Teacher:	Grade(s):	School/Mentor Teacher (if applicable):
Subject area(s):	Unit Topic/Theme:	Lesson Title:
Relevant TEKS:	Relevant ELPS:	Relevant TX CCRS:

Lesson Objective(s)/Performance Outcomes

Assessment (Description/Criteria)

Materials and Resources

Management of the Instructional Environment

Technology Integration

Diversity and Equity (Accommodations, Modifications, Adaptations)

Activities/Procedures (5E) Each of these items should be specific for the lesson.
Consider it a script for what you will say and do during the lesson. *Remember that checking for understanding happens throughout the lesson.

Engage (must be active)

Explore

Explain

Elaborate

Evaluate

Reflections and Documentation/Evidence of Lesson Effectiveness
Be sure that this is specific.

What happened during the lesson? (Brief summary --- help the reader know how you were able to follow your lesson plan.)

What parts of the lesson led to engagement and student learning?

In thinking about your first two responses --- So What does it mean about your planning? So What does it mean about student learning? So What does it mean about your learning to teach?

Now What did you learn from teaching this lesson that can apply to other lessons? How will you apply what you learned from teaching this lesson to your teaching of future lessons?

Madeleine Hunter Lesson Plan Guielines

Objectives
Before the lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. What, specifically, should the student be able to do, understand, care about as a result of the teaching. informal. Bloom's Taxonomy of Educational Objectives which is shown below, gives an idea of the terms used in an instructional objective. See Robert Mager [library catalog] on behavioral objectives if writing specificity is required.

Standards
The teacher needs to know what standards of performance are to be expected and when pupils will be held accountable for what is expected. The pupils should be informed about the standards of performance. Standards: an explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.

Anticipatory Set
Anticipatory set or Set Induction: sometimes called a "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. To put students into a receptive frame of mind.

- to focus student attention on the lesson.
- to create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called "advance organizers").
- to extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.

Teaching: Input and Modeling
The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.
    Once the material has been presented, the teacher models what needs to be done. For example, if you are conducting an experiment --- do it, If you are learning how to write a narrative, write a narrative and talk aloud as you write.

Teaching: Checking for Understanding
Determination of whether students have "got it" before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins.

Questioning strategies: asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer. Bloom's Taxonomy of Educational Objectives provides a structure for questioning that is hierarchical and cumulative. It provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation.

This is ongoing and throughout the lesson. You do not spend long periods of time on this but rather, you work through the lesson and observe, notice, and question throughout.

Guided Practice
An opportunity to do an example of the information **WITH** the students. **THIS IS NOT STAND AND WATCH THE STUDENTS DO IT.**

During the lesson --- you do this with the students.
If you are working on Narrative writing, write a narrative together. If you are learning double digit multiplication, do several problems with the students' assistance.

Closure
Those actions or statements by a teacher that are designed to bring a lessor presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure. Closure is used:

- to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
- to help organize student learning,
- to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
- to reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval. Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

Independent Practice – On Your Own
Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project

UNT Lesson Plan Template (Madeline Hunter)

Pre-service Teacher:	Grade(s):	School/Mentor Teacher (if applicable):
Subject area(s):	Unit Topic/Theme:	Lesson Title:
Relevant TEKS:	Relevant ELPS:	Relevant TX CCRS:

Lesson Objective(s)/Performance Outcomes
Assessment (Description/Criteria)
Materials and Resources
Management of the Instructional Environment
Technology Integration
Diversity and Equity (Accommodations, Modifications, Adaptations)
Activities/Procedures (Madeline Hunter) Each of these items should be specific for the lesson.   **Consider it a script for what you will say and do during the lesson. *Remember that checking for understanding happens throughout the lesson.**   **Anticipatory Set**   **Input/Modeling**   **Guided Practice**   **Independent Practice**   **Closure**
Reflections and Documentation/Evidence of Lesson Effectiveness   **Be sure that this is specific.**

What happened during the lesson? (Brief summary --- help the reader know how you were able to follow your lesson plan.)

What parts of the lesson led to engagement and student learning?

In thinking about your first two responses --- **So What** does it mean about your planning? **So What** does it mean about student learning? **So What** does it mean about your learning to teach?

Now What did you learn from teaching this lesson that can apply to other lessons? How will you apply what you learned from teaching this lesson to your teaching of future lessons?

UNT Lesson Plan Rubric

Criteria	Performance Indicators				
	The candidate:				
	Unacceptable Or Not Included	Emerging	Proficient	Exemplary	Score
	0	1	2	3	
Identification of relevant TEKS	Does not identify and integrate any relevant TEKS.	Identifies and integrates TEKS, with most being minimally or not relevant to the content/skills taught in the lesson.	Identifies and integrates TEKS, with most being relevant to the content/skills taught in the lesson.	Identifies and integrates TEKS, with all being relevant to the content/skills taught in the lesson.	
Identification of relevant ELPS	Does not identify and integrate any relevant ELPS.	Identifies and integrates ELPS, with most being minimally or not relevant to the language requirements of the lesson.	Identifies and integrates ELPS, with most being relevant to the language requirements of the lesson.	Identifies and integrates relevant ELPS, with all being relevant to the language requirements of the lesson.	
Identification of relevant Texas CCRS	Does not identify and integrate any CCRS.	Identifies and integrates CCRS, with most being minimally or not relevant to the content/skills/dispositions taught in the lesson.	Identifies and integrates CCRS, with most being relevant to the content/skills/dispositions taught in the lesson.	Identifies and integrates CCRS, with most being relevant to the content/skills/dispositions taught in the lesson.	

| Statement of lesson objectives in the form of performance-based student outcomes | Does not state lesson objectives in the form of performance-based student outcomes; or states lesson objectives without 3 or more of the following: a) are aligned to the lesson activity and assessment, b) include observable, measurable learner behaviors, c) include performance-level or criteria for success. d) include performance conditions, e) use process words related to Bloom's Taxonomy in describing student performances, and f) are developmentally appropriate. | States lesson objectives in the form of performance-based student outcomes that are missing two of the following: a) are aligned to the lesson activities and assessments, b) include observable, measurable learner behaviors, c) include performance-level or criteria for success, and d) include performance conditions, e) use process words related to Bloom's Taxonomy in describing student performances, and f) are developmentally appropriate. | States lesson objectives in the form of performance-based student outcomes that are missing one of the following: a) are aligned to the lesson activity and assessment, b) include observable, measurable learner behaviors, c) include performance-level or criteria for success. d) include performance conditions, e) use process words related to Bloom's Taxonomy in describing student performances, and f) are developmentally appropriate. | States lesson objectives in the form of performance-based student outcomes that: a) are aligned to the lesson activities and assessments, b) include observable, measurable learner behaviors, c) include performance-level or criteria for success, d) include performance conditions, e) use process words related to Bloom's Taxonomy in describing student performances, and f) are developmentally appropriate. | |

Assessment Description and Procedures	Assessment statements are not aligned with the lesson objectives or are absent.	Some learning objectives are assessed. Student performance outcomes and assessment criteria exist, but the approach taken does not communicate these to students.	Most learning objectives of the lesson are clearly assessed. The teacher clearly communicates the student performance outcome and assessment criteria to the students, but does not provide a rubric or listing of specific criteria.	All learning objectives of the lesson are clearly assessed. The teacher clearly communicates the assessment criteria to the students through the use of an assessment rubric or listing of specific criteria.	
Description of Lesson Procedures/Activities	Provides lesson procedures/activities that are missing 3 or more of a, b, c, and d; or does not include procedures/activities at all	Provides lesson procedures/activities that are missing two of the following: a) align with the lesson objectives and assessments ,b) use short, declarative statements to describe what the teacher and or students are doing step-by-step, c) provide pertinent details (e.g., concrete examples, sample guided discussion questions, and other ancillary information)	Provides lesson procedures/activities that are missing one of the following: a) align with the lesson objectives and assessments, b) use short, declarative statements to describe what the teacher and/or students are doing step-by-step, c) provide pertinent details (e.g., concrete examples, sample guided discussion questions, and other ancillary	Provides lesson procedures/activities that fully: a) align with the lesson objectives and assessments, b) use short, declarative statements to describe what the teacher and/or students are doing step-by-step, c) provide pertinent details (e.g., concrete examples, sample guided discussion questions, sample student responses/answers, and other ancillary information) necessary to	

		necessary to complete the lesson, and d) follow a particular model (Madeline Hunter, 5-E, SIOP, etc.),.	information) necessary to complete the lesson, and d) follow a particular model (Madeline Hunter,5-E, SIOP, etc.)	complete the lesson, and (d) follow a particular model (Madeline Hunter, 5-E, SIOP, etc.).	
Identification and Integration of Relevant Materials and Resources	Does not identify and/or describe preparations for any materials or resources relevant to or necessary for the lesson.	Minimally identifies and describes preparations for some of the materials and resources relevant to or necessary for the lesson.	Identifies and describes pre-preparations for most of the materials and resources relevant to or necessary for the lesson.	Fully identifies and describes preparations for all the materials and resources relevant to and necessary for the lesson.	
Integration of Technology	Instructional design does not include technology or rationale for the exclusion of technology.	Technology is used without due regard to learning outcomes (i.e. it is just an add-on to fulfill the requirement).	Technology is integrated into the lesson with due regard to learning outcomes, or an instructionally sound rationale is given for the exclusion of technology.	Technology is integrated throughout instruction and makes a meaningful contribution to learning (i.e. it has a purpose or is needed), or an instructionally sound rationale is given for the exclusion of technology.	
Diversity and Equity	Does not incorporate accommodations or adaptations	Minimally incorporates accommodations or adaptations	Mostly incorporates accommodations or adaptations	Fully incorporates accommodations or adaptations to address equity	

	to address equity through cultural responsiveness and attention to learners' race, gender, sexual orientation, language, culture, disability, and/or socio-economic status.	to address equity through cultural responsiveness and attention to learners' race, gender, sexual orientation, language, culture, disability, and/or socio-economic status.	to address equity through cultural responsiveness and attention to learners' race, gender, sexual orientation, language, culture, disability, and/or socio-economic status.	through cultural responsiveness and attention to learners' race, gender, sexual orientation, language, culture, disability, and/or socio-economic status.	
Plan for Management of the Instructional Environment	Does not design an instructional environment/ management plan; or designs an instructional environment/ management plan that fails to engage, motivate, and inspire learners; or the design/plan includes one or more major violations or 3 or more minor violations of sound organizational and/or safety practices.	Designs an instructional environment and management plan that minimally engages, motivates, and inspires learners and that minimally reflects sound organizational and safety practices without major violations and with no more than 2 minor violations.	Designs an instructional environment and management plan that mostly engages, motivates, and inspires learners and that mostly reflects sound organizational and safety practices with without major violations and with no more than one minor violation.	Designs an appropriate instructional environment and management plan that fully engages, motivates, and inspires learners and that fully reflects sound organizational and safety practices.	
Clarity and Correctness in the Written Communication of Ideas	Writes a lesson plan that is totally unclear and/or that contains so many major spelling, grammar and/or punctuation errors that the plan is highly	Writes a lesson plan that is somewhat unclear and/or has many major spelling, grammar, and/or punctuation errors that	Writes a lesson plan that is clear, but it has a few minor spelling, grammar, and/or punctuation errors.	Writes a lesson plan that is clear and free of spelling, grammar, and punctuation errors.	

	difficult to read and comprehend.	interfere with clarity.			
Reflection on lesson implementation	Not Included	Includes a brief description of lesson, briefly describes student learning, and briefly indicates what was learned about teaching.	Describes what happened during lesson, somewhat addresses student learning and engagement, somewhat discusses planning, student learning, and what it means about learning to teach?	Thoroughly describes what happened during lesson, fully addresses student learning and engagement, comprehensively discusses planning, student learning, and what it means about learning to teach, and how their new understanding impacts their teaching in the future.	