



DEPARTMENT OF TEACHER EDUCATION & ADMINISTRATION
COLLEGE OF EDUCATION UNIVERSITY OF NORTH TEXAS

TEACH NORTH TEXAS

SYLLABUS

Classroom Interactions

EDSE 4000 Fall 2014

Location: MATT 111

Class Dates and Times: Mondays & Wednesdays, 3:00 – 4:20

Instructor

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Office Hours:

Dr. Sherman
Wednesdays 12:00 – 2:00
Thursdays 1:30 – 3:30

Ms. Collier
Mondays 10:00 – 12:00
Tuesdays 10:30 – 12:30

Mr. Hughes
Mondays 10:00 – 12:00
Wednesdays 10:00 – 12:00

Prerequisite: Admission to the Teach North Texas Program, a university grade point average of at least 2.50, successful completion of TNTX 1200/1300 and EDSE 3500.

Catalog Description: Principles of delivering effective instruction in various formats (lecture, lab activity, and collaborative settings). Examination of gender, class, race, and culture in mathematics and science education. Overview of policy related to mathematics and science education.

TK20 Requirement

This course requires an assignment that will be uploaded and graded in the UNT TK20 Assessment System. This will require the one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into Tk20 for instructors to assess. Please go to the following link for directions on how to purchase TK20.

<http://www.coe.unt.edu/tk20>

Electronic Resources:

UNT

- Access to Blackboard Learn required: <https://learn.unt.edu>
UNT Helpdesk
Email: helpdesk@unt.edu
Phone: 940.565.2324
Web Page: <http://helpdesk.unt.edu>
- Library course link for EDSE 4000: <http://guides.library.unt.edu/edse4000>

MATH

- Mathematics TEKS: <http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html> (Note: Select the TEKS appropriate for your field placement)
- National Council of Teachers of Mathematics: www.nctm.org

SCIENCE

- National Science Teachers Association: <http://www.nsta.org>
- Science TEKS: <http://ritter.tea.state.tx.us/rules/tac/chapter112/index.html> (Note: Select the TEKS appropriate for your field placement)

ELL

- English Language Proficiency Standards (Proficiency Level Descriptors): <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

OTHER

- Bloom's Taxonomy: http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
- College and Career Readiness Standards: www.theccb.state.tx.us/collegereadiness/crs.pdf
State of Texas Assessment of Academic Readiness (STAAR): <http://www.tea.state.tx.us/student.assessment/staar/>
- Texas Classroom Teaching Certificate Standards: <http://www.tea.state.tx.us/index2.aspx?id=25769814364> (Scroll down to find standards for secondary level certification and all-level pedagogy and professional responsibilities.)
- Preparation Materials for the Content TExES can be found at <http://www.texas.ets.org/texas/prepMaterials/#Manuals>

COURSE GOALS: You will design and implement instructional activities informed by your own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts (i.e., what students say, do, or create).

An important focus of the course is on building awareness and understanding of equity issues and their effects on learning. You are provided frameworks for thinking about equity issues in the classroom and larger school settings and learn strategies for teaching students of diverse backgrounds equitably. Additionally, the course introduces ways in which curriculum and technology are used in classroom settings to build relationships among teachers and students.

In essence, Classroom Interactions is centered on a close examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding. You will learn how content and pedagogy combine to make effective teaching.

Course Objectives and Evidence of Student Learning		
<i>Students will be able to...</i>	<i>Evidence of Student Learning: (Assignment)</i>	<i>UNT Conceptual Framework, TExES Pedagogy and Professional Responsibility Standards EC-12</i>
discuss and critique the merits of multiple models of teaching (including direct instruction, inquiry teaching, and use of small groups), understand what each model requires of teachers, and evaluate research results on best teaching practices.	<ul style="list-style-type: none"> • Active Participation • Readings/Discussions • Teacher Observation • Analysis of Teach • Video Analysis Project 	<ul style="list-style-type: none"> • Pedagogy • Domain I: Competency 003 • Domain III: Competency 007 • Domain IV: Competency 12 H

<i>Students will be able to...</i>	<i>Evidence of Student Learning: (Assignment)</i>	<i>UNT Conceptual Framework, TExES Pedagogy and Professional Responsibility Standards EC-12</i>
observe and analyze (1) how teachers can set the task, (2) what students understand about the task, and (3) how students' conceptual knowledge can be built using a variety of instructional strategies, based on evidence from student artifacts.	<ul style="list-style-type: none"> • Class Assignment: development of knowledge packages • Teacher observation • Lesson Plan: Knowledge package • Professionalism • Analysis of Teach • Video Analysis Project 	<ul style="list-style-type: none"> • Pedagogy • Domain I: Competency 003 & 004 • Domain II: Competency 005, 006 • Domain III: Competency 007 • Domain IV: Competency 12 G-I
plan and teach, with a small group of peers, multi-day high school mathematics or science lessons on an assigned topic.	<ul style="list-style-type: none"> • Lesson Plans: • Observations and • Lesson Plans: comments by classroom teachers, master teachers, and by the course instructor and teaching assistants. • Pi Day Project 	<ul style="list-style-type: none"> • Content & Pedagogy • Domain I: Competency 002, 003, 004 • Domain II: Competency 005, 006 • Domain III: Competency 007, 008, 010
observe and analyze unedited videotapes of instruction in mathematics and science for evidence of effective instructional strategies and student learning.	<ul style="list-style-type: none"> • Analysis of Teach • Video Analysis Project and presentations 	<ul style="list-style-type: none"> • Content & Pedagogy • Domain I: Competency 002, 004 • Domain IV: Competency 12 G-I
observe and analyze classroom instruction with regard to equitable and diverse instructional approaches that afford all students an opportunity to learn.	<ul style="list-style-type: none"> • Active Participation • Class Assignment: Equity simulation • Teacher Interview & Observation • Lesson Plans: Accommodations to meet the needs of students 	<ul style="list-style-type: none"> • Equity & Diversity • Domain I: Competency 002, 004 • Domain II: Competency 005, 006

<i>Students will be able to...</i>	<i>Evidence of Student Learning: (Assignment)</i>	<i>UNT Conceptual Framework, TExES Pedagogy and Professional Responsibility Standards EC-12</i>
demonstrate familiarity with several relevant teaching technologies (presentation software, computer simulation software, graphical analysis and representation software) and analyze how technology can affect classroom interactions.	<ul style="list-style-type: none"> Active Participation: discussions of the effectiveness of technology Class Assignment TK-20 	<ul style="list-style-type: none"> Pedagogy & Communication Domain I: Competency 003 Domain III: Competency 009 E
prepare a significant portion of their preliminary portfolios and demonstrate beginning competency with the majority of the proficiencies in the Teacher Development Rubric.	<ul style="list-style-type: none"> Store electronically artifacts on TK-20 for the preliminary portfolio 	<ul style="list-style-type: none"> Communication & Professionalism Domain IV: Competency 12 I

Course Requirements:

Assignments:

(A) Class Assignments – Throughout the semester written assignments are given that relate to the topic of the class and support the field experience. [TExES PPR: DI:C002:B,D,E; C003:A,D,E; C004:B DII: C](#)

(B) Course Readings/Journals/Discussions - A significant aspect of this course is to read and engage in the professional literature and research in mathematics and science education. With every reading that is assigned, you will be asked to respond reflectively in your journal. In addition, you will be required to share your thoughts in the classroom. [TExES PPR: DIII: C007:D; C012:H](#)

(C) Professionalism -- This grade is based upon student professionalism in the field as evidenced by section I of your field observation forms. There are 9 criteria in this document which you can find on blackboard. [TExES PPR: C012:I](#)

(D) Teacher Interview/Observations –These field experience assignments provide the opportunity to connect with your mentor and the students in the classroom in relation to the teaching of mathematics and science. [TExES PPR: DI: C003:A,B; C004:J,M DII: C005:C; C006:A](#)

(E) Lesson Plans –You are required to plan and implement lessons within the mathematics or science classes you are assigned using standards-based resources, district curriculum, input from your mentor teacher, and this course instructor. The lessons will include a detailed 5E lesson plan, sample instructional materials, and use of multiple assessment tools. Instruction should reflect approaches supported by this course. **Final Lesson plan is due 48 hours in advance of teach date (excludes Saturday and Sunday).** [TExES PPR: DI:C002:A,B,E,G; C003:A-F,H; C004:A,E-H, L,N DII: C005:A-G; C006:B,C; DIII: C007:A-C; C008: A-F; C010:B,C](#)

(F) Analysis of Teach -- The primary goal of this assignment is for you to demonstrate that you are able to analyze student artifacts in support of contentions about student learning for the first lesson taught. Secondary goals include giving you practice in describing your teaching and results thereof in writing, and having you reflect on the outcomes of your teaching. **This assignment is submitted to TK-20.** [TExES PPR: DI:C002:A; C004:J; DIII: C007:C; C010:E; C012: I](#)

(G) Final exam (Video Analysis paper and presentation) - You are to conduct an analysis of your teaching video for Teach 2 and report your results in a paper. [TExES PPR: DI:C002:A; C004:J; C005C; DIII: C010:E; C012: I](#)

Evaluation and Grading System:

Grades will be based on

Assignment	Points	Grading Scale (points)
A. Class Assignments	12%	90 – 100% = A
B. Course Readings/ Journal/Discussions	10%	80 – 89 % = B
C. Professionalism	10%	70 – 79% = C
D. Teacher Interview/Observations	15%	60 – 69% = D
E. Lesson Plans	15%	0-59% = F
F. Analysis of Teach 1	10%	
G. Final Exam (Video Analysis of Teach 2)	23%	
Total	100%	

Field Experience:

You must complete a minimum of 9 clock hours in your assigned math or science classroom this semester. You will complete 3 observations, 1 single- day teach, and 1 two-day teach. Each time you go to your campus you will spend a minimum of 90 minutes in the classroom. This time is to be documented on your early field experience log. With permission of your mentor, you may complete additional observations. You are not allowed on your campus until you have received word from your field experience coordinator that your background check has cleared.

Attendance:

Attendance and punctuality are expected in this course. Daily roll will be taken and you will be responsible for signing the attendance sheet each class period. Tardies and absences will count toward final grade reduction. **Three tardies = 1 absence; 3 absences = 1 letter grade lowered; 4 absences = 2 letter grades lowered; 5 absences = 3 letter grades lowered; 6 or more absences = failure in the class.** *Excused absences will be considered on a case-by-case basis and in accordance with UNT policy.*

Weekly Overview:

Week	Topics
1	Course Orientation, Math & Science Standards
2	5E Lesson Analysis, Concept Mapping for Planning
3	Lesson Planning: Objectives & Standards, Formative Assessment
4	Classroom Management, Facilitating Cooperative Learning
5	Facilitating Cooperative Learning, Technology in the Classroom
6	Prepare to Teach Lesson 1, Equity & Diversity: English Language Learners
7	ELL Strategies, Questioning Strategies
8	Action Research, Planning Lesson 2
9	Planning and Practicing Lesson 2
10	Nature of Science, Equity & Diversity: Gender Issues
11	Equity & Diversity: Special Populations
12	Equity & Diversity: Culture & Poverty, Video Analysis of Teach 2
13	Video Analysis of Teach 2, Special Populations
14	Video Analysis Project
15	Course Wrap-Up

This course syllabus is intended to be a guide and may be amended at any time by the instructor.



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 Blackboard Learn 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 (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://lrc.unt.edu/labs/unt-writing-lab-home>.

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.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) 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 SETE 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.

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.

TEExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEExES Advising Office (TAO) administers the College of Education TEExES 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 TEExES 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 TEExES 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 940-369-8601 or 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 TEExES) are available at www.texes.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TEExES 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: <http://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.