

Course Syllabus

TNTX 1300 – SPRING 2015

TEACH NORTH TEXAS

Course Information and Class Location

Section 001

Tuesdays & Thursdays 2:00 p.m - 3:20 p.m.

LIFE A111

Instructor:

Dr. Kris Sherman, Master Teacher

Office: Wooten Hall 347

Office phone: 940-565-2248

Cell phone: **936-707-1837**

Email: Kristin.Sherman@unt.edu

Office Hours: Tuesdays 3:30 – 5:00 p.m., Wednesdays 1:00 – 2:00 p.m., Thursdays 3:30 – 5:00, or by appointment

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student.

Here's how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. You are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

All TNT offices are located on the third floor of Wooten Hall. The main office is Wooten Hall, room 337. The student lab/workroom is Wooten Hall, room 311.

Program Advisor, Jennifer McDonald (Jennifer.McDonald@unt.edu), is in Wooten Hall, room 338.

Materials Manager, Azia May (azia.may@unt.edu), is in Wooten Hall, room 333.

Course Prerequisite(s)

- Be classified as a junior or senior
- An interest in exploring teaching as a career

Required Supplies

USB flash drive (1GB or more storage capacity, recommended)

Blackboard Web site: <https://learn.unt.edu>

Course Requirements

Students must be able to:

- Travel off campus during the school day (8:00 a.m. – 4:00 p.m.) to observe and teach lessons
- Check the Blackboard course web site daily.
- Check UNT email daily
- Create Microsoft® Word documents and Excel spreadsheets
- Attach Microsoft® Word documents and other files to e-mail messages and assignments

If assistance is needed to meet these requirements, please see your instructor. Help is available upon request.

Course Description/Overview

This course will provide students with...

- an opportunity to explore mathematics or science teaching as a career.
- early field experiences in teaching at the middle school level.
- an introduction to inquiry-based instructional techniques.

What happens in this course?

To obtain first-hand experience with planning and implementing inquiry-based curriculum, students teach math or science lessons in middle school classrooms in one of the area school districts. Students attend 80 minutes of class on campus twice a week, where they learn to design and deliver excellent inquiry-based lessons.

Students who want to explore a teaching career will become familiar with the middle school environment by observing and discussing middle school culture and by teaching several lessons to a middle school class. They build upon and practice inquiry-based lesson design skills that are developed in class and also become familiar with exemplary science curricula for the middle school setting. As a result of three classroom teaching experiences, students generally are able to make a decision as to whether they want to pursue a pathway to teacher certification through the TNT program.

Students will work with a partner and present three lessons in a sixth, seventh, or eighth grade classroom during the semester. There will also be three classroom observations. Students will be assigned to a classroom that has been selected both for the diversity of the student body and for the quality of the classroom teacher. Each team of students will be assigned a classroom teacher mentor and a TNT instructor who will work with them to improve their teaching abilities as the semester progresses. The classroom teacher remains in the classroom at all times and provides immediate feedback on the quality of the instruction. A TNT instructor or staff member will observe and provide feedback on the quality of instruction for at least two of the three lessons.

In-class instruction will provide students the opportunity to work with instructors and teaching assistants to: (1) learn how to write a strong inquiry-based lesson; (2) learn to use technology equipment appropriate to the middle school classroom; (3) develop and organize teaching materials, and (4) practice classroom instruction.

Course Schedule

Class	Topic
Week 1:	Course orientation & the 5E teaching model
Week 2:	Mathematic and scientific inquiry, writing measureable objectives, concept mapping for planning
Week 3:	Writing the first 5E lesson plan
Week 4:	Revising Lesson 1 & preparing to teach Lesson 1
Week 5:	Questioning strategies & understanding adolescents
Week 6:	Cooperative learning strategies & writing clear directions
Week 7:	Reviewing strategies, technology use in the classroom, & assessment strategies
Week 8:	Pre-/post-assessments & revising Lesson 2
Week 9:	Preparing to teach Lesson 2 & introduction to final project
Week 10:	Diverse learning styles & student equity and diversity
Week 11:	Special needs students and the law & reading and vocabulary strategies
Week 12:	Using the internet for instruction & preparing to teach Lesson 3
Week 13:	Technology and inquiry & focus on explanation
Week 14:	Using data for lesson revision & essential features of classroom inquiry
Week 15:	Preparation for final project & final project presentations

Course Objectives

Course Objectives and Evidence of Student Learning	
<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
utilize mathematics and science content knowledge to design and teach middle school lessons aligned with district curriculum.	<ul style="list-style-type: none"> one paragraph in each of three lesson plans that provides background information on the concepts presented content accuracy throughout each lesson plan content knowledge observed by the mentor teacher and the master teacher
utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> participation in model lesson demonstrations presented in class sources cited accurately in each lesson plan
build a concept map of key concepts, skills, and vocabulary for a lesson to aid in the lesson planning process.	<ul style="list-style-type: none"> selection of key concepts, skills, and vocabulary that address prior and current knowledge needed for student success after teaching a lesson. building a concept map showing connections with connection phrases between concepts for a lesson topic
identify the unique attributes of adolescent students and implement teaching strategies that are effective in the middle school environment.	<ul style="list-style-type: none"> participation in a class session that addresses the unique attributes of adolescents one paragraph in each of three lesson plan that indicates why the instructional strategies are effective for adolescents effective instructional strategies observed by the mentor teachers and master teacher
design and teach inquiry-based lesson plans using safe practices and the 5E Instructional Model.	<ul style="list-style-type: none"> three inquiry-based lesson plans using the 5E template that include safety recommendations written feedback by the mentor teacher for three inquiry-based lessons taught in a middle school written feedback by the master teacher for at least one inquiry-based lesson taught in a middle school
write performance objectives and assessments of those objectives for each lesson	<ul style="list-style-type: none"> performance objectives and corresponding assessments included in each lesson plan
discuss strategies for achieving instructional equity and adapt teaching strategies to meet the needs of diverse students, including English Language Learners (ELL) students.	<ul style="list-style-type: none"> participation in class discussions evidence of literacy and vocabulary development and varied instructional strategies in lessons.

Course Objectives and Evidence of Student Learning	
<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
demonstrate proficiency in the use of technology for productivity purposes	<ul style="list-style-type: none"> • electronic communication with instructor • postings to Blackboard • technology lessons • effective use of PowerPoint, Excel, and Microsoft Word
design and teach lessons that incorporate the use of technology.	<ul style="list-style-type: none"> • participation in technology activities during class • a minimum of one lesson plan that incorporates the use of technology • written feedback from the mentor teacher indicating that a minimum of one lesson incorporated the use of technology
use probing questions to elicit feedback on students' acquisition of knowledge.	<ul style="list-style-type: none"> • participation in class discussions on questioning strategies • extensive examples of possible questions and expected responses listed in each lesson plan • written feedback for every lesson from the mentor teacher, indicating the effective use of questioning strategies
use pre- and post-assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising lesson plans.	<ul style="list-style-type: none"> • analysis of the use of pre- and post-assessments to evaluate student learning • pre- and post-assessments with written comments for instructive feedback for lesson plans • use of pre- and post-assessments to revise one lesson plan
provide instructive feedback to peers.	<ul style="list-style-type: none"> • written feedback provided to peers who present their lessons during class
reflect on teaching experiences to revise lesson plans.	<ul style="list-style-type: none"> • student essays produced after observation and teaching experiences • one revised lesson plan submitted as a final project • essay providing rationale for revisions to the lesson plan
assess commitment to pursue teaching as a career path.	<ul style="list-style-type: none"> • survey indicating intention to pursue teaching as a career path

COURSE EXPECTATIONS

Attendance and Professionalism

1. During class, you will: (1) plan and practice your lessons with your partner; 2) get feedback from the instructor and other members of the class regarding your lesson; and 3) observe and learn from demonstration lessons, readings and other resources. Because the course meets twice per week and there are no textbooks, most topics and activities are covered only during class sessions. Missing class means that you will miss required information and experiences. If you miss a class, it is your responsibility to communicate with your partner about how to coordinate the next lesson. Don't leave your partner guessing about how and when you will get together!
2. 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. Tardiness and absences will count toward final grade reduction. **Three tardies = 1 absence; 3 absences = one letter grade lowered, 4 absences = two letter grades lowered, 5 absences = three letter grades lowered, 6 or more absences = failure in the class.**
3. **Professionalism:** You are in training to become a professional, so you need to act like one. Many times in this class, other people will depend on you for a variety of matters. It is expected that you not let these people down. Behaviors that are considered unprofessional include (but are not limited to): irresponsibility as discussed above, unprofessional communication with a professional, failure to communicate changes in teaching schedule to TNT, excessive tardiness or laziness that affects your partner, unprofessional dress, rudeness, inappropriate use (and abuse) of cell phones and/or laptop computers, or any other behaviors that might reflect poorly on TNT/UNT. The UNT student code of conduct applies to classroom activities and all TNT related activities.
4. **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 <http://deanofstudents.unt.edu>.

Assignments

1. All assignments will be submitted via Blackboard by the designated due date. Assignments are generally due by midnight (defined as between 11:59 p.m. and 12:00 midnight). Check BlackBoard daily for updates to assignment due dates/times.
2. **Late Assignments Policy:** Assignments must be submitted on the date indicated on the course outline and in this syllabus. ***Late work will not be accepted.***
3. Students should consider the communication parameters with regard to assignment due dates. Please be aware that instructors may not be able to respond to last minute requests for assignment clarification, and students may encounter unforeseen problems with their Internet provider, software, or hardware. **If you have a question, please be sure to write "Question" in the subject box so your question will have priority over assignments to be graded.**

Communication with instructor, mentor teacher, and classmates

1. Use your **UNT e-mail** (name@my.unt.edu) for communication with the course instructor, TA, and your mentor teacher. The instructor must be cc'd on all communication with your mentor teacher.
2. Instructors will respond to student e-mails within 2 working days (48 hours). Working days do not include weekends or holidays. Your instructor will more than likely be more prompt in responding and would possibly respond on weekends and holidays.
3. Report any problems you have immediately to your instructor. Almost all problems can be solved. Don't let them fester.
4. Students are encouraged to develop communication networks with other class members via electronic communication vehicles such as Blackboard's messages, UNT e-mail, calling, or texting. The use of University-based electronic media is governed by University policy. Violation of University policy will result in loss of privileges and significant loss of points in this class.
5. Check the course Web site daily for class information and updates.

Field Experience Expectations

You will be assigned to a 6th, 7th or 8th grade math or science class at a local middle school. You will be expected to:

1. Attend a scheduled meeting to meet your mentor teacher on **Saturday, January 31st** to set your observation dates and three teaching dates, and to plan the topics for teaching. Failure to attend this meeting will count as an absence in the class.
2. Report any problems you have immediately to your instructor. Almost all problems can be solved. Don't let them fester.
3. Remember that we are guests in the mentor teacher's classroom. Be quiet and courteous when observing. Model good manners in front of students, especially with regards to electronic devices.
4. Use a structured approach to record observations of your middle school classroom.
5. Complete and submit written lessons plans to both your instructor and your mentor teacher, and practice them in class according to the announced schedule.
6. Collect samples of student work and provide instructive feedback as evidence that they meet the stated objectives of a lesson.
7. Submit essays that respond to specific questions for reflection on the observation and teaching experiences within 24 hours after you observe or teach a lesson. As a final product, you will revise a lesson to improve it, basing changes on personal reflection, analysis of students' work, and feedback from mentor teachers and TNT instructors.
8. You are required to submit lesson plans to your mentor teacher via email **at least one week before teaching the lesson**. Be sure to copy your TNT instructor and your partner when you e-mail the lesson plan to your mentor teacher. The TNT instructor must give final approval for each lesson no less than four days before you teach it. Otherwise, the lesson must be rescheduled for a later date.
9. Any and all materials, including copies of handouts/worksheets, which will be needed to teach your lesson, must be approved by your instructor and ordered through the webcheckout system for your class no later than one week prior to teaching your lesson. Copies of handouts and worksheets may be ordered no later than 24 hours prior to teaching your lesson. If an emergency comes up (such as your teacher changes their mind on what to teach the day you are there), please contact the master teacher **ASAP** so that we can help you get ready. Waiting until the last minute or forgetfulness on your part does not constitute an emergency.

TNTX 1300: Secondary Teacher Education Preparation I & II: Inquiry-Based Lessons

10. If the instructor or your mentor teacher determines that you are not prepared to teach as scheduled, you will be required to reschedule the lesson. Points will be deducted, and you may have to write a new lesson to fit the teacher's schedule.
11. Be well prepared and arrive at least 45 minutes before your scheduled teaching time. Arrive one hour before a technology lesson or a lesson requiring a lab experiment to troubleshoot and set up equipment.
12. Learn and use the name of your students. Use nametags or name plates so that you can call students by their names throughout your lesson.
13. Observe all school district rules, policies, and procedures. Sign in at the front office of the school each time you visit. Dress professionally. Check district guidelines for teachers' dress code.
14. If you experience a serious emergency and you must miss your scheduled teaching day, notify your partner, your mentor teacher, and your TNT instructor *as soon as possible*. Your partner will teach the lesson alone if necessary. Do not miss your teaching assignment due to a transportation problem. Seek help by calling a cab, taking a bus, or calling your instructor. **ONLY AN EXTREME EMERGENCY CONSTITUTES A VALID REASON FOR MISSING A TEACH!!** The mentor teacher and a classroom full of students are depending on you to be there when you say you'll be there.
15. If you fail to show up to teach a planned lesson without adequate notice, you could be administratively dropped from the course. It is at the discretion of the instructor and the mentor teacher to decide if you will be allowed to reschedule.

If a true emergency arises and you have to miss your scheduled teaching day, notify your partner, your mentor teacher, and your instructor as soon as you know. Keep these phone numbers with you. Your partner should teach the lesson alone if necessary. Do not miss your teaching assignment due to a transportation problem. Seek help!

TNT Office	940-565-2265	
Dr. Sherman	940-565-2248	936-707-1837 (cell)
Executive Taxi	940-591-1152	
AA Shuttle & Taxi	940-566-2744	

Assignments/Grading Policy *Specific dates are meaning by midnight of that date. No late work is accepted.*

ASSIGNMENT	DUE DATE	GRADING RULE	POINTS POSSIBLE
Syllabus Scavenger Hunt	1/22/15	Completion	3
AEIS Data Scavenger Hunt	1/30/15	Completion	3
Reading Reflections (5)	1/28/15, 2/9/15, 2/16/15, 2/18/15, 3/1/15	Completion – 3 points each	15
Teacher Resources from the Internet	4/26/15	Completion	3
Observation Reflection	1 st – 2/22/15 2 nd – 3/29/15 3 rd – 4/19/15	Completion – 4 points each	12
Concept Maps for Lesson Plans (4)	2/3/15, 2/5/15, 3/5/15, 3/31/15	Completion – 3 points each	9
Lesson Plan Rough Draft	1 st – 2/8/15 2 nd – 3/8/15 3 rd – 4/5/15	3 points each	9
Lesson Plan Final Draft	1 st – 2/15/15 2 nd – 3/22/15 3 rd – 4/12/15	Complete plans showing revisions made – 5 points each	15
Teaching Lessons	Depends on teaching schedule	3 points per teach	9
Teaching Reflections	1 st – 3/8/15 2 nd – 4/12/15 3 rd – 5/2/15	4 points per reflection	12
Final Project & Presentation	5/6/15 – 5/7/15	Rubric	25
Total Possible Points			115 points

Grading Scale for TNTX 1300

90% – 100% = A

75% – 79% = C

Below 70% = F

80% – 89% = B

70% – 74% = D

Policies

Dropping the Course: Refer to <http://registrar.unt.edu/registration/registration-guides-by-semester#dates> for information regarding deadlines regarding dropping courses.

Administrative Drop from the Program: Students may be automatically dropped from the course with a “W” for the following reasons:

- Missing an arranged teaching date without contacting the mentor teacher and instructor
- Missing more than 2 class sessions without contacting the instructor and supporting documentation to excuse the absences

Americans with Disabilities Act: The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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 Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

Academic Dishonesty: Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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 <http://deanofstudents.unt.edu>.

Student Evaluation of Teaching

Student feedback is important and an essential part of participation of this course. The Student Evaluation of Teaching (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

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