

## Step 1: Inquiry Approaches to Teaching

### Course Syllabus

## TNTX 1100 (Step 1) - Fall 2016

## Course Syllabus

Instructors	
<b>TNTX 1100.001 T 11:00 – 12:20 AM</b> <b>TNTX 1100.003 F 9:30 – 10:50 AM</b>	<b>TNTX 1100.002 W 3:00 – 4:20 PM</b> <b>TNTX 1100.004 Th 4:30 – 5:50 PM</b>
Mrs. Teresa Hawkins Email: <a href="mailto:Teresa.Hawkins@unt.edu">Teresa.Hawkins@unt.edu</a> Office Phone: 940-565-3328 Office: Wooten Hall 336 Office Hours: <b>Mondays 11:00 AM – 1:00 PM, Tuesdays 2:00 PM – 3:00 PM, or by appointment</b>	Dr. Kris Sherman – TNT Master Teacher Email: <a href="mailto:Kristin.Sherman@unt.edu">Kristin.Sherman@unt.edu</a> Office Phone: 940-565-2248 Office: Wooten Hall 343 Office Hours: <b>Wednesdays 12:00 PM–1:00 PM, Thursdays 12:30 PM–2:30 PM, or by appointment</b>

### Communication:

- UNT email is the preferred form of communication. Please do not email within BlackBoard.
- If you are going to be absent from class, please send an email to your instructor before class begins. Attendance DOES count in all TNT courses.
- If you have an emergency related to your campus teach, call or email your instructor ASAP! Also call the TNT office at 940-565-2265 to notify the office staff.

### TNT FAQs:

- *Where is the Teach North Texas main office?*
  - The TNT main office is in Wooten 337. All TNT offices are in Wooten Hall on the third floor. The phone number is 940-565-2265.
- *Where is the TNT Student Lab?*
  - The student lab (aka workroom) is in Wooten 311. The lab phone number is 940-565-4240.
- *Who is my program advisor?*
  - The TNT program advisor is Jennifer McDonald. Her office is in Wooten 338. She can be reached at [Jennifer.Mcdonald@unt.edu](mailto:Jennifer.Mcdonald@unt.edu) or at 940-565-3890.
- *Where do I get teaching materials?*
  - The TNT Field Experience Coordinator. Her office is in Wooten 333. She can be reached at [Nancy.Terry@unt.edu](mailto:Nancy.Terry@unt.edu) or at 940-565-2267.
- *How can I access BlackBoard?*
  - Go to <https://learn.unt.edu> All assignments for this course will be submitted via BlackBoard unless otherwise instructed.

<b>TNT Office 940-565-2265</b>	<b>Nancy Terry Office: 940-565-2267</b>
<b>Taxi: Executive Taxi: 940-591-1152</b>	<b>AA Shuttle &amp; Taxi: 940-566-2744</b>

**Course Prerequisite:**

- An interest in exploring teaching as a career.

**Course Requirements:**

Students must be able to:

- travel off campus 5 times during the semester to observe and teach lessons at an area elementary school.
- create documents in Microsoft® Word, PowerPoint and Excel.
- check e-mail and the Blackboard course web site daily.
- attach Microsoft® Word documents to e-mail messages.

***If assistance is needed to meet these requirements, please see your instructor. Help is available upon request. If you have problems with Blackboard, contact the Student Help Desk within UNT's e-campus website.***

**Course Description/Overview:**

This course will provide students with:

- an opportunity to explore teaching in science, mathematics, or computer science as a career.
- early field experiences in teaching.
- an introduction to the theory and practice that is necessary to design and deliver excellent instruction.

To obtain first-hand experience with planning and implementing inquiry-based curriculum, students will teach science or math lessons in elementary classrooms in area school districts. TNTX 1100 will meet once weekly for 80 minutes. Working with a partner, students will present three lessons in a third, fourth, or fifth grade classroom during the semester. Each pair of students will have a mentor teacher who will work with them to improve their teaching abilities as the semester progresses. The mentor teacher will remain in the classroom at all times and provide immediate feedback on the quality of the instruction. Students will be observed during at least one lesson and will receive feedback from a TNT master teacher or adjunct faculty member.



UNT endeavors to offer students a high-quality education and to provide a supportive environment to help you learn and grow. As faculty members, we are 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.

UNT Academic Calendar at a Glance for Fall 2016	
DATE	EVENT
August 29, 2016	First day of class. Add/drop period begins.
September 13, 2016	Beginning this date, a student who wishes to drop a course must first receive written consent of the instructor.
October 7, 2016	<ul style="list-style-type: none"> <li>Last day to drop a course or withdraw from the semester with a grade of W for the courses that the student is not passing. After this date, a grade of WF may be recorded.</li> <li>Last day for student to receive automatic grade of W for non-attendance.</li> <li>Last day for change in pass/no pass status.</li> </ul>
October 8, 2016	Beginning this date, instructors may drop students with a grade of WF for nonattendance.
November 23, 2016	Last day to withdraw from the semester. Process must be completed by 5 p.m. in the Dean of Students Office
December 7-8, 2016	Pre-Finals Days
December 8, 2016	Last class day
December 9, 2016	Reading Day (no classes)
December 10-16, 2016	Final Exams

## Course Objectives and Expectations

<i>I will be able to...</i>	<i>Evidence of Student Learning:</i>
utilize science or mathematics content knowledge to plan and teach three middle or upper elementary grade lessons.	<ul style="list-style-type: none"> <li>a paragraph in each lesson plan that provides background information on the concepts presented</li> <li>content accuracy throughout each lesson plan</li> <li>observations by the mentor teacher and the master teacher or another assigned observer.</li> </ul>
utilize exemplary sources of inquiry-based science or math lessons.	<ul style="list-style-type: none"> <li>participation in model lesson demonstrations presented in class</li> </ul>
construct the major concept of each lesson plan	<ul style="list-style-type: none"> <li>work collaboratively with a partner to construct the broad conceptual understanding for each lesson taught</li> </ul>
Identify appropriate standards for each lesson plan	<ul style="list-style-type: none"> <li>grade level appropriate process and content TEKS are identified for each lesson taught</li> </ul>
write performance objectives for each lesson that are measureable through assessments	<ul style="list-style-type: none"> <li>performance objectives included in each lesson plan are measureable and align with the appropriate TEKS</li> </ul>
teach three inquiry-based lessons using the 5E model.	<ul style="list-style-type: none"> <li>three inquiry-based 5E lesson plans</li> <li>written feedback by the mentor teacher for three inquiry-based lessons</li> <li>written feedback by a master teacher or another assigned observer for at least one inquiry-based lesson</li> </ul>

<i><b>I will be able to...</b></i>	<i><b>Evidence of Student Learning:</b></i>
Write and ask probing questions to formatively assess student learning	<ul style="list-style-type: none"> <li>• participation in class discussions on questioning strategies</li> <li>• extensive examples of possible questions and expected responses (both verbal and behavioral) listed in each lesson plan</li> <li>• written feedback for every lesson from the mentor teacher</li> </ul>
Explain the concept of instructional equity.	<ul style="list-style-type: none"> <li>• participation in class discussions</li> </ul>
demonstrate proficiency in the use of technology for productivity purposes.	<ul style="list-style-type: none"> <li>• electronic communication with instructor via email</li> <li>• postings to Blackboard</li> <li>• effective use of PowerPoint and Microsoft Word</li> </ul>
implement safe classroom practices.	<ul style="list-style-type: none"> <li>• Safety expectations described to students during lessons</li> <li>• observations by the mentor teacher and assigned observer of awareness and management of potential safety issues</li> </ul>
assess commitment to pursue teaching as a career.	<ul style="list-style-type: none"> <li>• participation in a class discussion on intentions to pursue teaching as a career</li> </ul>

### Grading and Assignments

<b>ASSIGNMENTS</b>	<b>POINTS</b>	<b>Due Dates</b>
<b>Professionalism</b>	15	End of semester
<b>Introduction to TNT</b>	5	September 11, 2016
<b>Observation 1 Reflection</b>	5	October 9, 2016
<b>Observation 2 Reflection</b>	5	October 23, 2016
<b>Observation 3 Reflection</b>	Extra Credit	November 27, 2016
<b>Practice Teach 1</b> (to be completed prior to teach)	5	24 hours before Teach 1
<b>Practice Teach 2</b> (to be completed prior to teach)	5	24 hours before Teach 2
<b>Practice Teach 3</b> (to be completed prior to teach)	5	24 hours before Teach 3
<b>Lesson Plan 2 Completion</b> (to be posted on BlackBoard <b>and</b> emailed to mentor teacher)	5	October 16, 2016
<b>Lesson Plan 3 Completion</b> (to be posted on BlackBoard <b>and</b> emailed to mentor teacher)	5	November 6, 2016
<b>Teach 1 Reflection</b>	5	October 15, 2016

Teach 2 Reflection	5	November 5, 2016
Teach 3 Reflection	5	November 19, 2016
Interactive Journal	10	Class time during week of Nov. 28 – Dec. 2
5E Assessment	15	Class time during week of December 5-8
<b>TOTAL</b>	<b>100</b>	

*All assignments are due by 11:59 p.m. on the day of the assignment (one minute prior to midnight). NO assignments will be accepted after that time.*

### Grading Scale:

90 -- 100 = A  
80 -- 89 = B

75 -- 79 = C  
70 -- 74 = D  
Below 70 = F

### Weekly Outline

Class	Topic
Week 1 August 30-Sept 2	Topic: Course Orientation/Background checks
Week 2 September 6 - 9	Topic: Engaging in a 5E Lesson & Handy Dandy Notebooks
<b>Mentor Match Meeting → Saturday, September 10<sup>th</sup>, Environment Science Building Lobby @ 8:30 am</b>	
Week 3 September 13-16	Topic: Exploring Lesson 1 as a Learner
Week 4 September 20-23	Topic: Elaborating on Inquiry-Based Learning—Lesson 1
Week 5 September 27-30	Topic: Exploring the foundation and framework of a lesson: Standards & Objectives
Week 6 October 4-7	Topic: Exploring Lesson 2 as a Learner
Week 7 October 11-14	Topic: Explaining Measurable Objectives & Elaborating on Lesson 2
Week 8 October 18-21	Topic: Reflection, Responsibility, & Respect: Developing a Teacher's Voice & Managing Inappropriate Behavior
Week 9 October 25-28	Topic: Exploring Lesson 3 as a Learner & Exploring the Power of QUESTIONS
Week 10 November 1-4	Topic: Elaborating on Lesson 3 and the Power of Blooming Questions
Week 11 November 8-11	Topic: WAIT! Let's Reflect on that!
Week 12 November 15-18	Topic: Introduction to Assessment
Week 13 November 22-25	Topic: <i>Online assignment:</i> Making Meaning of Inquiry
Week 14 Nov 29 – Dec 2	Topic: Celebrating Successful Teaching & Reviewing the 5E's
Week 15 December 6-9	Topic: Looking back & looking forward: Final and Evaluations

## Policies:

1. **Dropping the Course:** Refer to [http://catalog.unt.edu/content.php?catoid=15&navoid=1230#Dropping\\_Courses](http://catalog.unt.edu/content.php?catoid=15&navoid=1230#Dropping_Courses) for information regarding deadlines regarding dropping courses.
2. **Administrative Drop from the Program:** Students may be automatically dropped from the course with a “W” without reimbursement 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.
3. **Attendance:** You are expected to attend each and every class session. Missing classes and missing scheduled practice teach appointments will result in a deduction from your overall points in the class. **Unexcused absences will result in a loss of 2 points for each absence. Missing model lessons without written notification will result in a loss of 5 points for the day.**

In order for an absence to be considered “excused” you must:

- Contact the instructor via email **on or before** the class day with an explanation. Reasons must be aligned with university policy, and other cases are at the discretion of the instructor.
- Make arrangements to get any handouts that were distributed.
- Contact your teaching partner to coordinate the next lesson.

*Note:* You will be working in groups to prepare lessons. Missing class means you will miss the opportunity to work with your partner and to prepare to teach your lesson. Your students deserve your best effort.

**In class** you will: 1) observe and learn from model lessons, readings and other resources; 2) Sign up for a practice teach with a master teacher.

**Outside of class** you will: 1) plan and practice your lessons with your partner and practice with a TNT representative; 2) get feedback from the TNT representative and other members of the class regarding your lesson in order to make revisions.

Because the course meets only once per week and there are no textbooks, most topics and activities are covered only during class sessions. Missing class means you will miss required information and experiences.

The workload for each lesson will be shared with a partner. 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!

4. **Professionalism:** In this course, you are given the opportunity to experience the professional education community. Therefore, professionalism will be assessed in the following ways.
  - a. Being on time for class commitments including the three teaches at the elementary campus, the practice teaches, and our weekly classes;

- b. Dressing professionally and behaving appropriately as a teacher. This includes appropriate cell phone usage.
- c. Being prepared for the three classroom teaches and practice teaches. This mean you will have on hand your revised lesson plan, name tents and materials;
- d. Sharing responsibilities equally with your teaching partner;
- e. Documented electronic communication with your mentor teacher confirming observation dates, teach dates, and any changes that may crop up over the semester.\*
- f. Documented electronic submission of your revised lesson plan for each teach to your mentor teacher in advance of your teach date.\*



\*\*\*\*\***TNT instructors should be copied in ALL communication with mentor teachers and partners.**\*\*\*\*\*

- 5. **Submitting Assignments:** In order to receive credit, **ALL ASSIGNMENTS ARE SUBMITTED THROUGH BLACKBOARD.** If you have difficulties with BlackBoard, contact their help desk immediately at 940-369-7394.
- 6. **Late Assignments:** Assignments are considered late if they are submitted AFTER 11:59 p.m. on the due date. **No late work will be accepted.**

#### **Communication with Instructor, mentor teacher, and classmates:**

- 1. Use UNT e-mail or telephone for communication with the instructor. Instructors will respond to student e-mails within 1 working day (24 hours). Working days do not include weekends or holidays.
- 2. Students are encouraged to develop communication networks with other class members via electronic communication vehicles such as Blackboard's e-mail, bulletin board, and/or chat. 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.
- 3. **Materials Management: Any and all materials which will be needed to teach your lesson must be requested no later than 24 hours prior to your teach. Materials must be returned within 48 hours from the checkout time.** It is your responsibility to go to pick up your materials in the TNT Materials Distribution Center before your teach.

#### **Field Experience:**

- 1. You and a teaching partner will **teach THREE hands-on science/mathematics lessons** in a local elementary school. You will **observe your mentor teacher's class TWICE** during the semester.
- 2. Written lesson plans will be given to you. You will also **send each lesson plan as an e-mail attachment to your mentor teacher at the elementary school** before you teach the lesson at least one week prior to your teach.
  - Practice every aspect of your lesson before you teach it.
  - Decide exactly how you and your partner will share the teaching responsibilities and divide the lesson between you.



- Arrive at least 30 minutes before your scheduled teaching time.
  - Ensure that all materials are collected and classroom space is clean after your lesson.
  - Learn and use the names of your students. Use name tents or name plates so you can call students by their names throughout the lesson. This is an easy and effective classroom management technique.
3. For security reasons, all schools require that you sign in at the front office of the school each day that you visit. Be sure to wear your visitor badge that identifies you as a Teach North Texas (TNT) student. **You will not be allowed on your assigned campus until your background check has cleared.**

**NOTICE:** If a lesson needs to be rescheduled, you must inform your instructor via email in **advance**. **You may not reschedule a teaching date without the permission of a Master Teacher.** Doing so will result in the loss of significant professionalism points.

4. You will **reflect on each observation and teach** by answering reflection questions in the Discussion Board on BlackBoard. You will come to class prepared to discuss those reflections. There is a different reflection guide for each of the five reflections.
5. **If an 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. Your partner should teach the lesson alone, if necessary. Do not miss your teaching assignment due to a transportation problem. Seek help: Any of the Master Teachers can help you, even if you do not know them!**
6. As a representative of TNT and a visiting teacher in a school district, you are expected to:
- Observe all school district rules, policies, and procedures.
  - Dress appropriately and professionally when going to schools. Follow the teacher dress code. The dress code can be found under Course Documents on Blackboard.
7. Report **immediately** to the instructor and/or appropriate team members any problems you have, including the need for additional supplies.

### **COPY and MATERIALS REQUEST**

1. **Materials Request:** All materials will be reserved in class. Your instructor will have more information and instructions for you when it is time to request materials for teaches.
  2. **Copy request guidelines:**
    - Students may only request copies of documents for Teach North Texas related work.
    - Always proofread your document before requesting copies!
    - Copies may only be in black and white.
    - To request copies for Teaches:
      - Please submit at least 24 hours before the copies need to be picked up
      - Complete a copy request form and give to the student at the front desk. Either email the student assistant on duty with the document to be printed, or attach a copy of the document to the request form.
    - **Use [tntprint@unt.edu](mailto:tntprint@unt.edu) as the email address to attach documents to be printed.**
- To request other copies:



- Students may request one copy of any TNT related assignment they may be working on while in the TNT Student Lab.
- Email the student assistant on duty with the document to be printed.
- Use [tntprint@unt.edu](mailto:tntprint@unt.edu) as the email address to attach documents to be printed.

**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](http://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).

**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, reflections, 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 (6<sup>th</sup> Ed.) formatting guidelines. All assignment will be uploaded to BlackBoard in the designated “Assignments” section. The UNT Writing Lab (Sage Hall, room 152 or Willis Library, room 123) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://writinglab.unt.edu>.

**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](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>

**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 Personal Technology:** Students should not use personal technology, especially cell phones, when they are in class unless the devices are being used for learning activities associated with the course.

**SPOT:** The SPOT is a brief online survey that will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. As instructors, we are very interested in the feedback we get from students, as we work to continually improve our teaching.

**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.

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

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