TNTX 1200.002- Secondary Teacher Education Preparation II: Inquiry-Based Lesson Design

SYLLABUS FALL 2017

Section 1200.001 **T/R** **2:00 – 3:20 PM** **LIFE 111A**

Instructor:
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Office Hours: Wednesdays 2:30-4:00,
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or by appointment

Other important TNT contact information:

TNT Main Office: **Curry Hall 323 940-565-2265** **Materials Room: Curry Hall 308**	**Nancy Terry (materials):** **Curry Hall 323 940-565-2267** **Nancy.Terry@unt.edu**
Jennifer McDonald- Program Advisor **Curry Hall 323 940-565-3890** **Jennifer.Mcdonald@unt.edu**	**Materials Room** **Curry Hall 308**

Course Description:
Topics may include routes to teacher certification in mathematics, computer sciences, and science teaching; various teaching methods designed to meet instructional goals; learner outcomes. Students develop and teach three inquiry-based lessons in the field in a middle school and participate in peer coaching.

Succeed at UNT	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 (4) Be prepared (2) Find support (5) Get involved (3) Get advised (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.

Beliefs about Learning
Learning is an ongoing endeavor by both students and instructors that requires an open mind to new ideas and requires a reflective spirit to check for and correct mistakes. Learning is an active process that involves investigation and inquiry on the part of the learner and demands retention of information to bridge knowledge gaps so that correct understanding is achieved.

Course Prerequisite(s)

- Successful completion of TNTX 1100
- An interest in exploring teaching as a career

Required Supplies

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

Course Requirements

Students must be able to:

- travel off campus six (6) times during the middle school day to observe and teach lessons,
- have a 2-hour block of time available during school hours to teach three lessons to middle school students during the semester,
- create and use Microsoft® Word, Excel, and PowerPoint files, and
- check Blackboard announcements and UNT email daily.

What happens in TNTX 1200?

In TNTX 1200, students explore the possibility of teaching as a career and become familiar with the middle school environment through observation and discussion of middle school culture and by teaching three lessons to a middle school class. Students build upon and practice inquiry-based lesson design skills that were developed in TNTX 1100, and students become familiar with exemplary science and mathematics curricula for the middle school setting.

TNTX 1200 class sessions provide students the opportunity to work with TNT Master Teachers and receive assistance in preparing lesson plans, learning to use classroom equipment, organizing teaching materials, and practicing instruction.

Students attend 160 minutes of class (two 80-minute classes) on the UNT campus each week. Working with a partner, students will present three lessons in a 6th, 7th, or 8th grade science or mathematics classroom during the semester. Whenever possible, students will be paired with a teaching partner for their classroom experience. While you are teaching, the classroom mentor teacher provides feedback on the quality of instruction. You will also have a TNT Master Teacher observe your lessons and provide feedback.

By the end of the TNTX 1200 experience, students generally are able to make a decision as to whether they want to pursue a pathway to teacher certification through the TNT program.

Texas Teacher Pedagogy and Professional Responsibilities Standards: EC-Grade 12 (PPR)

Four domains are addressed by the PPR standards in Texas:

I. Designing instruction and assessment to promote student learning
II. Creating a positive, productive classroom environment
III. Implementing effective, responsive instruction and assessment
IV. Fulfilling professional roles and responsibilities

The following competencies are the focus for development in TNTX 1200:

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assignments that are responsive to differences among students and that promote all students' learning.
Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that his safe and productive.
Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.
Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.
Competency 010: The teacher monitors student performance and achievement; provides students with timely high-quality feedback; and responds flexibly to promote learning for all students.
Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

These competencies are subdivided into measurable standards that are matched to the objectives for the course as described below. See the source below for further details:

Source: Texas Education Agency. (n.d.) *Pedagogy and Professional Responsibilities Standards (EC- Grade 12). Retrieved January 9, 2017, from* *http://tea.texas.gov/WorkArea/DownloadAsset.aspx?is=2147484798*

Course Objectives

Course Objectives and Evidence of Student Learning		
Students will be able to…	***PPR Standards (EC-12)***	***Evidence of Student Learning:***
Utilize mathematics and science content knowledge correctly to plan and teach middle school lessons aligned with district curriculum.	7A, 8C	• content accuracy throughout each lesson plan – no errors • complete and correct academic vocabulary list for each lesson plan • short paragraph accurately summarizing content taught in each lesson plan

Course Objectives and Evidence of Student Learning		
Students will be able to…	***PPR Standards (EC-12)***	***Evidence of Student Learning:***
Create and use a concept map as a foundation for sequencing and scaffolding lessons	3F, 4I	• Concept map built for lesson plan • Correct sequencing of content in lesson plan
Understand the significance of the Texas Essential Knowledge and Skills (TEKS) and utilize the TEKS to select activities for inquiry-based lessons taught in a middle school classroom.	3A, 3B, 3F, 8C	• Incorporation of both content and process/scientific inquiry standards from the TEKS into the lesson plan. • Alignment of learning objectives to the TEKS • Alignment of assessment questions to the TEKS • Activities selected and implemented help student master the TEKS for the lesson.
Evaluate learning objectives for quality, revise learning objectives based on criteria for quality, and increase expectation level of learning objectives based on Bloom's taxonomy.	3B	• Identification of qualities of well-written learning objectives • Classifying objectives as being well-written or poorly written. • Revised learning objectives in lesson plan that reflect quality standards and increased expectation level.
Using vetted lesson plans, write and teach a 5E lesson with seamless transitions.	4E-G, 5D, 5E, 6E, 8F, 8G	• sources cited accurately in each lesson plan • activities well-suited for lesson objectives and topic and implemented correctly in the middle school classroom
Use age-appropriate, high-yield instructional strategies that meet the needs of middle school students, including cooperative learning strategies	3G, 4M, 6B, 6C	• mentor teacher's practices incorporated into lesson plan (journaling, notes organization, etc.) • mentor teacher's practices and policies followed while teaching • cooperative learning strategies utilized in at least one lesson
Use appropriate technological tools that is content-evident when teaching science and/or math lessons to middle school students.	3F, 3G, 3H, 12A, 12B, 12F	• at least one lesson incorporating technology tools (probeware, Desmos, virtual simulations, etc.) used by students during lesson activities

Course Objectives and Evidence of Student Learning		
Students will be able to…	***PPR Standards (EC-12)***	***Evidence of Student Learning:***
Identify the unique attributes of adolescent students and implement teaching strategies that are effective in the middle school environment.	3G, 4B, 4E, 4M, 5A, 6I	• effective instructional strategies chosen and included in lesson plans • effective instructional strategies implemented well with middle school students as observed by the mentor teachers and master teacher
Write and use assessments of learning objectives to determine student achievement of concepts/skills taught in lesson	3B, 3C, 10A, 10B	• classify formative assessments as being low/middle/or high level expectations • performance objectives and corresponding assessments included in each lesson plan • Assessment questions measure student learning of each objective and standards from the TEKS
Write questions for lesson plans that assess content learning, are sequential, and scaffold understanding (low→high), and use questions during lessons to formatively assess learning	7B, 8E	• extensive examples of possible questions and expected responses listed for each activity in each lesson plan • written feedback for every lesson from the mentor teacher, indicating the effective use of questioning strategies
Identify misconceptions about science and/or math content when planning lessons and during teaching, and correct misconceptions during teaching	4E, 4I, 7A, 7B, 10C	• written list of misconceptions with correct science/math concept in lesson plan • written feedback for every lesson from the mentor teacher and TNT observer indicating effective correction of misconceptions.
Discuss strategies for achieving instructional equity and adapt teaching strategies to meet the needs of diverse students.	2A, 2B, 3G, 4E, 4M, 5B, 9H	• student essays produced after observation • use of word wall to clearly identify and visually define academic vocabulary in each lesson. • Define equity, special education, and classification of students that receive special education • Identify laws for special education • Utilize accommodations for students of diverse needs in the mentor teacher's classroom.
Demonstrate proficiency in professional communication and professional behaviors both in class and in the middle school.	7A, 7C, 7D, 9D, 9E, 12A, 12B, 12G	• timely and clear communication with instructor, mentor teacher, and peers • professional dress and decorum in middle school • effective and proper use of technology

Course Objectives and Evidence of Student Learning		
Students will be able to…	***PPR Standards (EC-12)***	***Evidence of Student Learning:***
Use effective classroom management techniques in the middle school classroom, including attention-getting signals, wait time, teacher voice, and proximity management, to promote student learning in the classroom.	5B, 5E, 5G, 6A, 6H-J	• student essays produced after observation • clear descriptions of positive student behavior during each activity in the lesson plan • following teacher's classroom management practices • written feedback from the mentor teacher and TNT observer indicating that classroom management techniques are utilized correctly and positively impacting student learning
Incorporate physical and emotional safety into lessons taught in the middle school classroom to promote student achievement and to manage the classroom environment effectively	5F, 5G, 6A-C, 6H-J	• written safety expectations in lesson plan for lab activities • clear statement of safety expectations and behavioral expectations before activities during teaching (labs, cooperative learning, etc.) • following teacher's expectations for behavior
Use assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising lesson plans.	3C, 8D, 8E, 10C	• analysis of the of assessment results to evaluate student learning • assessments with written comments for instructive feedback for lesson plans • use of assessment results to revise one lesson plan
Provide instructive feedback to peers.	12G, 12I	• written feedback provided to peers who present their lessons during class
Reflect on teaching experiences to revise lesson plans.	12G, 12I	• student reflection essays produced after teaching experiences • one revised lesson plan submitted as a final project • essay providing rationale for revisions to the lesson plan

Course Schedule (Tentative)

Class	Week of	Topic
Week 1:	August 29	Mathematical and Science Inquiry/Technology and Inquiry
Week 2:	September 5	Standards & Learning Objectives/Content for Inquiry
Week 3:	September 12	Understanding Adolescents/Writing a Lesson Plan
Week 4:	September 19	Planning and Writing Lesson 1
Week 5:	September 26	Preparing to Teach Lesson 1
Week 6:	October 3	Concept Maps for Planning Lessons
Week 7:	October 10	Writing Lesson 2/Assessments
Week 8:	October 17	Assessments/Cooperative Learning Strategies
Week 9:	October 23	Preparing to Teach Lesson 2
Week 10:	October 31	Planning and Writing Lesson 3
Week 11:	November 7	Preparing to Teach Lesson 3
Week 12:	November 14	Equity, Diversity, Special Needs Students and the Law
Week 13:	November 21	Using Data for Lesson Revision
Week 14:	November 28	Essential Features of Classroom Inquiry/Final Project
Week 15:	December 4	Final Project presentations/Course Assessment
Week 16:	December 11	Finals Week

Grading and Assignments

Assignment Category	Percentage of Overall Grade
Quizzes & Daily Assignments	15
Observations	10
Lesson Plan Rough Drafts	10
Lesson Plan Final Drafts	20
Teach Reflections	10
Professionalism	15
Final Project	20
Attendance (*Overall grade lowered based on attendance policy below*)	0

Things that can seriously impact grades and are often over-looked: absences, class behavior, inappropriate use of technology, tardiness, poor participation, missing assignment deadlines, neglecting small assignments.

Grading Scale for TNTX 1200

90 – 100% = A
80 – 89% = B
75 – 79% = C
70 – 74% = D
below 70% = F

COURSE EXPECTATIONS

1. **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. Anyone who comes to class more than 15 minutes late will be counted absent for the day.**

A UTeach Course

In order for an absence to be 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 any other cases are at the discretion of the instructor.

2. **Assignments/Grading Policy**
   - All assignments are due at 11:59 PM on the due date. NO LATE WORK WLL BE ACCEPTED!
   - Unless specifically noted, all assignments will be submitted via BlackBoard.

3. **Professionalism**: In this course, you will be given the opportunity to experience the professional education community. Therefore, professionalism will be assessed by your instructor and mentor teacher in the following ways:
   a. Being on time for class commitments including the three observations at your middle school campus, the three teaches at the middle school campus and our weekly classes;
   b. Dressing professionally and behaving appropriately as a teacher while on campus. You will be expected to follow campus policies regarding checking into the office, dress code, etc. This includes appropriate cell phone usage.
   c. Being prepared for the three classroom teaches and practice teaches. This mean you will have your revised lesson plan, name tents and materials with you as needed;
   d. Sharing responsibilities equally with your teaching partner(s);
   e. Documented electronic communication with your mentor teacher confirming observation dates, teach dates, lesson planning, etc. YOUR TNTX INSTRUCTOR MUST BE COPIED ON ANY EMAILS TO YOUR MENTOR TEACHER.
   f. Documented electronic submission of your lesson rough drafts and final drafts for each teach to your mentor teacher ***in advance*** of your teach date.

Communication with Instructor, mentor teacher, and classmates

1. UNT email is the preferred form of communication. Please do not email within BlackBoard. You may email me at **Kristin.Sherman@unt.edu** .
2. 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.
3. You need to check Bb ***every day*** for emails and/or announcements.
4. Attend a scheduled meeting to meet your mentor teacher on **Saturday, September 16, 2017** 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.
5. Report any problems you have immediately to your instructor. Almost all problems can be solved if handled when they arise.
6. 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.
7. If you fail to show up to teach a planned lesson without adequate notice, you will lose the assigned points on the reflection, as well as professional points. It is up to the discretion of the instructor and the mentor teacher to decide if you will be allowed to reschedule.
8. 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.
9. Use your **UNT e-mail** for communication with the course instructor. Do NOT use BlackBoard email. Instructors will respond to student emails within 1 working day (24 hours). Working days do not include weekends or holidays. Your instructor will be prompt in responding. **ALL** assignments will be submitted via Blackboard by the designated due date.

10. **How to Submit Assignments:** In order to ensure proper credit, **ALL** assignments must be turned in through Blackboard.
11. Students are encouraged to develop communication networks with other class members via electronic communication vehicles such as UNT e-mail or Google Docs. 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.
12. 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 email subject box so your question will have priority over other emails.**
13. Check BlackBoard daily for class information and updates.

Field Experience

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, September 16** 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. Have a method for getting to your assigned campus during the school day. If you cannot get transportation to and from your assigned campus, find a ride and talk to me about the issue!
3. Remember that we are guests in the mentor teacher's classroom. Be quiet and courteous when observing. Dress professionally and BE ON TIME!
4. Complete and submit written lessons plans to both your instructor and your mentor teacher, and practice them in class according to the announced schedule. All lessons must be practiced and approved by a master teacher before you will be allowed to go out to the classroom to teach. Failure to submit a final draft on time will result in cancellation of the teach.
5. Handouts needed to teach your lesson should be made in the TNT office. DO NOT WAIT UNTIL THE LAST MINUTE and do not make copies in the campus computer labs. Waiting until the last minute or forgetfulness on your part does not constitute an emergency for a TNT staff or faculty member. Other teaching materials will be checked out from the student interns in the TNT main office.
6. When visiting a campus, be prepared and arrive at least 30 minutes before your scheduled teaching time. Be sure to allow adequate time to set up any technology and troubleshoot any problems that might arise.
7. Learn and use the name of your students. Name tents or name tags are required for each lesson.
8. Lessons MUST BE APPROVED BY BOTH YOUR INSTRUCTOR AND YOUR MENTOR TEACHER before you will be allowed to teach a lesson. 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. If teaching a lesson has to be delayed because final instructor approval has not been granted, the lesson plan will be given no more than half credit**.** Assignments are due by midnight (defined as between 11:59 p.m. and 12:00 midnight) on the due date.
9. Students who fail to show up for a planned lesson at a school will lose credit for the lesson and the lesson reflection, as well as professionalism points. Successful completion of all field requirements is required to pass this course. I am here to help, please let me know how!! I will touch base with you every class, so please be honest!
10. Materials Management: Any materials that are borrowed from Teach North Texas to teach a lesson must be returned within 24 hours of teaching the lesson. Materials that are not considered to be

consumable must be returned in good condition to the materials room in Curry Hall. Email Nancy.Terry@unt.edu to reserve teaching materials at least 3 business days in advance of your teach.

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 will be there.

University Policies

Dropping the Course: Refer to http://catalog.unt.edu/content.php?catoid=17&navoid=1737#fall_2017 for complete information regarding deadlines regarding dropping courses.

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.
- From October 7- November 22, 2017, instructors may drop students from the course with a grade of WF for non-attendance.

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 . Persistent misbehavior of any kind will result serious consideration for removal from the TNT program by a committee composed of the instructor, a director of the program, the program advisor, and another TNT faculty member.

UNT Policy on Scholastic Dishonesty

Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

The UNT code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. There are six categories of academic dishonesty as defined in UNT policies: 1) cheating; 2) plagiarism; 3) forgery; 4) fabrication; 5) facilitating academic dishonesty; and 6) sabotage of another student's work.

Cheating includes, but is not limited to (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the

acquisition without permission, of tests or academic material belonging to a faculty or staff member of the university.

Plagiarism includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the dean of Students for appropriate disciplinary action.

The complete text of the **Student Standards of Academic Integrity** may be accessed at https://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

Americans with Disabilities Act:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable 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 a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, see the Office of Disability Accommodation website at *http://www.unt.edu/oda*. You may also contact them by phone at *940.565.4323*.

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