

# TEACH NORTH TEXAS

## TNTX 1200.002- Secondary Teacher Education Preparation II: Inquiry-Based Lesson Design (2 credit hours)

Spring 2017

T/R 3:30 – 4:50 PM

LIFE 111A

**Instructor:**

Dr. Kris Sherman, Senior Lecturer/Master Teacher

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Office Hours: M/W 3:30 – 5:00 p.m.  
or by appointment
**Other important TNT contact information:**

<b>TNT Main Office:</b> <b>Wooten Hall 337</b> <b>940-565-2265</b>	<b>Nancy Terry (materials):</b> <b>Wooten Hall 333</b> <b>940-565-2267</b> <a href="mailto:Nancy.Terry@unt.edu">Nancy.Terry@unt.edu</a>
<b>Jennifer McDonald- Program Advisor</b> <b>Wooten Hall 338</b> <b>940-565-3890</b> <a href="mailto:Jennifer.Mcdonald@unt.edu">Jennifer.Mcdonald@unt.edu</a>	<b>TNT Student Workroom</b> <b>Wooten Hall 311</b>

**Course Description:**

TNTX 1200 is an exploratory course that allows students to look at a possible career in teaching mathematics, science or computer education. Discussions include standards-based, inquiry lesson design and various teaching and behavior management strategies. Topics may include routes to teacher certification, various teaching methods designed to meet instructional goals and student-centered instruction. Students develop and teach three inquiry-based lessons in their content area in a middle school setting and participate in peer coaching.

	<p>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.</p> <p><b>Here's how to succeed at UNT:</b></p> <table> <tr> <td>(1) Show up</td><td>(4) Be prepared</td></tr> <tr> <td>(2) Find support</td><td>(5) Get involved</td></tr> <tr> <td>(3) Get advised</td><td>(6) Stay focused</td></tr> </table> <p>You are encouraged to access the following website:  <a href="https://success.unt.edu">https://success.unt.edu</a>. The site contains multiple student resource links and short videos with student messages.</p>	(1) Show up	(4) Be prepared	(2) Find support	(5) Get involved	(3) Get advised	(6) Stay focused
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**Beliefs About Learning**

Learning is an ongoing endeavor by both students and instructors that requires an open mind to new ideas and 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)
- Composition book for interactive notebook

**Course Requirements**

Students must be able to:

- travel off campus six (6) times during the 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 Microsoft® Word and Microsoft PowerPoint documents
- check Blackboard announcements and UNT email daily.

**What happens in TNTX 1200?**

In TNTX 1200, students who want to explore the possibility of teaching as a career become familiar with the middle school environment by observing and discussing 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 instructors and receive assistance in preparing lesson plans, learning to use classroom equipment, organizing teaching materials, and practicing instruction.

Students attend 160 minutes of class (2 80-minute classes) on the UNT campus each week. Working with a partner, students will present three lessons in a 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> 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.

**Course Schedule (Tentative)**

<b>Class</b>	<b>Week of</b>	<b>Topic</b>
Week 1:	January 17	Mathematical and Science Inquiry/Technology and Inquiry
Week 2:	January 23	The 5E Lesson Model/Writing a 5E Lesson
Week 3:	January 30	Learning Objectives and Questioning for Lesson 1
Week 4:	February 6	Writing Lesson 1/Understanding Adolescents
Week 5:	February 13	Preparing to Teach Lesson 1
Week 6:	February 20	Concept Maps for Planning Lessons
Week 7:	February 27	Writing Lesson 2/Assessments
Week 8:	March 6	Assessments/Preparing to Teach Lesson 2
Week 9:	March 20	Preparing to Teach Lesson 2/Cooperative Learning Strategies
Week 10:	March 27	Equity, Diversity, Special Needs Students, and the Law
Week 11:	April 3	Planning and Writing Lesson 3
Week 12:	April 10	Preparing to Teach Lesson 3
Week 13:	April 17	Using Data for Lesson Revision/Technology in the Classroom
Week 14:	April 24	Essential Features of Classroom Inquiry/Final Project
Week 15:	May 1	Final Project presentations/Course Assessment
Week 16:	May 8	Finals Week

**Course Objectives**

<b>Course Objectives and Evidence of Student Learning</b>	
<b><i>Students will be able to...</i></b>	<b><i>Evidence of Student Learning:</i></b>
Utilize mathematics and science content knowledge to design and teach middle school lessons aligned with district curriculum.	<ul style="list-style-type: none"> <li>• content accuracy throughout each lesson plan</li> <li>• content knowledge observed by the mentor teacher and the master teacher</li> </ul>
Utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> <li>• participation in model lesson demonstrations presented in class</li> <li>• sources cited accurately in each lesson plan</li> </ul>
Determine personality and learning styles using survey instruments such as the Myers-Briggs Psychological Type Inventory and Gardner's multiple intelligences and discuss the implications for teaching and learning.	<ul style="list-style-type: none"> <li>• completion and analysis of survey instruments</li> </ul>

Course Objectives and Evidence of Student Learning	
<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
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"> <li>effective instructional strategies observed by the mentor teachers and master teacher</li> </ul>
Design and teach inquiry-based lesson plans using safe practices and the 5E instructional model.	<ul style="list-style-type: none"> <li>three inquiry-based lesson plans using the 5E template that include safety recommendations</li> <li>written feedback by the mentor teacher for three inquiry-based lessons taught in a middle school</li> <li>written feedback by the master teacher for at least one inquiry-based lesson taught in a middle school</li> </ul>
Write performance objectives and assessments of those objectives for each lesson	<ul style="list-style-type: none"> <li>performance objectives and corresponding assessments included in each lesson plan</li> </ul>
Discuss strategies for achieving instructional equity and adapt teaching strategies to meet the needs of diverse students.	<ul style="list-style-type: none"> <li>evidence of literacy and vocabulary development and varied instructional strategies in lessons.</li> </ul>
Demonstrate proficiency in the use of technology for productivity purposes	<ul style="list-style-type: none"> <li>electronic communication with instructor</li> <li>postings to Blackboard</li> <li>use of technology components in lessons</li> <li>effective use of PowerPoint, Excel, and Microsoft Word</li> </ul>
Design and teach lessons that incorporate the use of technology.	<ul style="list-style-type: none"> <li>at least one lesson plan that incorporates the use of technology</li> <li>written feedback from the mentor teacher indicating that a minimum of one lesson has incorporated the use of technology</li> </ul>
Use questioning to elicit feedback on students' acquisition of knowledge.	<ul style="list-style-type: none"> <li>extensive examples of possible questions and expected responses listed in each lesson plan</li> <li>written feedback for every lesson from the mentor teacher, indicating the effective use of questioning strategies</li> </ul>

Course Objectives and Evidence of Student Learning	
<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
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"> <li>analysis of the use of pre- and post-assessments to evaluate student learning</li> <li>pre- and post-assessments with written comments for instructive feedback for lesson plans</li> <li>use of pre- and post-assessments to revise one lesson plan</li> </ul>
Provide instructive feedback to peers.	<ul style="list-style-type: none"> <li>written feedback provided to peers who present their lessons during class</li> </ul>
Reflect on teaching experiences to revise lesson plans.	<ul style="list-style-type: none"> <li>student essays produced after observation and teaching experiences</li> <li>one revised lesson plan submitted as a final project</li> <li>essay providing rationale for revisions to the lesson plan</li> </ul>

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

The following PPR standards are addressed as part of the course curriculum for TNTX 1200

<b>Standard I:</b> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.	1.1k, 1.2k, 1.4k, 1.1s, 1.3s, 1.4s, 1.7k, 1.9k, 1.12k, 1.13k, 1.6s, 1.12s, 1.13s, 1.16k, 1.19k, 1.21k, 1.22k, 1.16s, 1.19s, 1.20s, 1.22k, 1.25k, 1.26k, 1.30k, 1.24s, 1.28s
<b>Standard II:</b> The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.	2.2k, 2.4k, 2.5k, 2.1s, 2.6k, 2.7k, 2.8k, 2.10k, 2.7s, 2.21s
<b>Standard III:</b> The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.	3.1k, 3.4k, 3.1s, 3.2s, 3.6k, 3.7k, 3.7s, 3.10s, 3.12k, 3.19s
<b>Standard IV:</b> The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.	4.8s

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>

**Grading and Assignments**

ASSIGNMENTS	POINTS	DUE DATES
Syllabus Scavenger Hunt	2	1/19/17
Information About Your Campus	2	1/27/17
Learning Style Survey and Discussion Post	3	2/26/17
Readings:		
• The Art of Questioning	2	3/6/17
• From Frustrating Forgetfulness to Fabulous Forethought	2	2/8/17
• Equity in the Classroom	2	3/30/17
Lesson 1 Rough Draft	3	2/12/17
Lesson 2 Rough Draft	3	3/5/17
Lesson 3 Rough Draft	3	4/9/17
Lesson 2 Concept Map	2	2/26/17
Lesson 3 Concept Map	2	4/2/17
Lesson 1 Final Draft	5	2/19/17
Lesson 2 Final Draft	5	3/26/17
Lesson 3 Final Draft	5	4/16/17
Observation 1 Reflection	3	2/19/17
Observation 2 Reflection	3	3/26/17
Observation 3 Reflection	3	4/16/17
Teach 1 Reflection	3	3/5/17
Teach 2 Reflection	3	4/2/17
Teach 3 Reflection	3	4/30/17
Professionalism (determined by mentor teacher feedback)	15 (5/lesson)	End of semester
Quizzes (4 at 2 pts each)	8	Throughout semester
Final Project	10	5/1/17
<b>Course Assessment</b>	10	5/4/17
<b>Total points for semester</b> (Grade calculated as a percentage of total points.)	<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 for TNTX 1200**

90 – 100% = A

75 – 79% = C

below 70% = F

80 – 89% = B

70 – 74% = D

## 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.**

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.
- 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](mailto: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, January 30, 2016** 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 at least half of the assigned points on the assignment, 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 Blackboard's 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 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> 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 28** 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. Remember that we are guests in the mentor teacher's classroom. Be quiet and courteous when observing. Dress professionally and BE ON TIME!
3. 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.
4. 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.
5. 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.
6. Learn and use the name of your students. Name tents or name tags are required for each lesson.
7. 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.
8. 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!

9. **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 Wooten Hall. Email [Nancy.Terry@unt.edu](mailto: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.

Important Field Experience Dates		
January 28, 2017	Mandatory Mentor Match Meeting (Environmental Science Building)	
February 6-17, 2017	Observation 1 Window	
February 20- March 3, 2017	Lesson 1 Teach Window	
February 27-March 24, 2017	Observation 2 Window – must be completed after first teach and prior to second teach	
March 20-31, 2017	Lesson 2 Teach Window	
April 3-14, 2017	Observation 3 Window	
April 17-28, 2017	Teach 3 Window	

### University Policies

**Dropping the Course:** Refer to <http://essc.unt.edu/registrar/schedule/spring/withdraw.html> 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 February 27- April 22, 2016, 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](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](tel:940.565.4323).

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