EDEE 4890 Inquiry into Classroom Practice – Student Teaching Seminar
Spring 2020 Syllabus

Class Location: NWISD; Grapevine-Colleyville
Instructor: Dr. Teddi Martin
Time of Class: Tuesday, 3:30-6:20, various dates (see calendar)
Office: Matthews Hall 204
Office Hours: Online by appt. or after class
Email: teddi.martin@unt.edu **<u>*Please put your course and section number in the subject of any email you send to me</u>**

Prerequisite: Successful completion of PDS I and current placement in a field site for student teaching.

Course Description: Inquiry into Classroom Practice is a required component of the PDS II experience and is taken concurrently with student teaching. The purpose of this course is to provide Interns with the opportunity to synthesize their student teaching experience through inquiry into their own teaching. Through the seminar interns will strengthen the ability to be a reflective practitioner of: content and curriculum knowledge, pedagogy and assessment knowledge, equity for all learners, encouragement of diversity, professional communication, and engaged professional learning as outlined in the conceptual framework.

Communication

The official manner of communication outside of class meetings and office hours will be by email to teddi.martin@unt.edu (NOT through Canvas). When sending emails, please attend to the following:
1. Put EDEE 4890 in the subject line of the email (It may not catch my attention otherwise).
2. Clearly elaborate your question or concern. Be diligent about planning ahead with regard to your questions concerning assignments. If you wait until the last minute to ask your question, it may not get answered in time for you to do anything.
3. Include your full name at the close of your message

Please note: Before you send an email, please make sure you have used due diligence to answer your question yourself. Refer first to assignment instructions, assignment rubrics provided, Blackboard announcements, and your syllabus. ☺
Emails may not be responded to after 5:00 pm on weeknights or at all on the weekends. Please plan ahead!

Required Text:

Johnston, P. H. (2004). *Choice Words*. Portland, ME: Stenhouse Publishers.

Goals:
1. Develop a research mindset that supports critical inquiry.
2. Support Interns as they inquire into their own teaching in order to bolster their reflective practices and enhance professional growth.
3. Enhance on-going collegial interactions that model professional learning communities.
4. Promote passion for teaching and learning through an engaging classroom.
5. Gain in-depth experience with identifying and responding to student strengths and needs.

Outcomes:
As 21st Century Teachers the Interns will be able to:
1. Develop curriculum that demonstrates strong content knowledge and skills as a decision maker who knows how to adjust the environment, content, materials, and activities in order to address the needs of all students.
2. Exhibit appropriate communication in a variety of settings to a wide array of audiences --- students, peers, mentors, administrators, parents, and other community members.
3. Demonstrate and model the ability to problem solve through classroom research.
4. Establish reflective practices that support lifelong learning.

Assignments:
Planning for Success in my Profession – 30%
The goal of this assignment is to present yourself to a variety of audiences. In this assignment you will develop **a resume and letter of introduction for future employers, introduction to your future students, your beliefs, principles, and practices about teaching and learning, classroom expectations, and sample lessons**. **Use technology to share your work --** to share with your future employee, colleagues, parents, and students. Think about the various audiences with whom you will communicate – parents, students, administrators, community leaders, etc. So your format should appeal to a wide range of audiences and clearly demonstrate who you are as an educator.

Teacher Research Project – 50%
You will receive specific instructions to complete this project. Some general expectations include:

  Contextual Factors --- All sections of the chart need to have information. There should be no blank spaces. After the chart is completed, you should give a brief description of each individual student. Once you have completed the students, you should include a paragraph that provides a summary of your thoughts on the influence of the Contextual Factors on planning and implementing instruction.

  Learning Goals --- Your goals are built on the TEKS Standards. They should be developed according to the Mager's format.

  Assessment Plan --- Be sure to use a variety of assessments. Think about the ways that different assessments address the different needs of the students. Keep your Contextual Factors in mind. "Observe" is **not** an assessment. If you are going to observe, then you will need to be specific about the criteria that you are looking for – create a checklist of some kind. You need to include examples of your assessments.

  Design for Instruction --- This section should begin with the scores from the pre-test. The scores should inform your knowledge of the strengths and needs of the students. The pre-test is **not a** day of instruction in the unit. When you respond to the questions in this section, remember that you need to use the scores to help you provide the support for the claims that you are making about the students' abilities. Use the data to help you support your statements. Your unit of instruction needs to include 4 lesson plans. This means 4 separate plans --- not one plan over 4 days. Some lessons may last more than one day --- but you still need 4 separate plans.

Instructional Decision Making --- Be thorough with your explanation about changes that you made. Use your lesson plan reflections to help provide a thorough explanation of the changes. Read your work carefully to ensure that you are answering the question.

Analysis of Student Learning --- Remember that this section starts by graphing your results from assessments. Use the Excel graphmaker to track the grades and be sure that you do the graphs for all of the assessments and for the subgroups. You need to include examples of the students' assessments. When you address the students who did not attain mastery, be sure to be specific about the type of intervention that is provided. It is more than Reteach. Be specific discussing why you think that the assessments are valid.

Reflection --- For each of these questions, you need to be specific. Tell what you learned and how you knew you learned it. With regard to how you will develop as a teacher, remember that you should identify organizations, professional development, materials that you can use. What actions can you take? How can you continue to improve your teaching skills?

Participation – 20%
You will be asked to share and provide feedback to your classmates both in person and online. Your attendance **in-person** and your **online** activity are an important factor in your learning this semester. Being a contributing member of the class is important to the rest of us, as well as your grade. Your ability to reflect on your own/your classmates' experiences will greatly impact your ability to grow as a teacher.

GRADING
90-100= A
80-89 = B
70-79 = C
0-69 = F

Bibliography

Ballenca, J., & Brandt. R. (Eds.) (2010). *21st century skills: Rethinking how students learn (Leading Edge).* Bloomington, IN: Solution Tree Press.

Cochran-Smith, M., & Lytle, S. (2009). *Inquiry as stance: Practitioner research in the next generation (Practitioners inquiry).* NY: Teachers College Press.

Darling-Hammond, Linda (2010). Constructing 21st-Century Teacher Education. In V. Hill-Lewis & C.W. Lewis. *Transforming Teacher Education* (pp. 223-247). Sterling, VA: Stylus Publishing.

Fichtman- Dana, N. L., & Yendel-Hoppey, D. (Eds.) (2008). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry* (2nd Ed.)*.* NY: Corwin Press.

Fullan, M. (2012). *Change leader: Learning to do what matters most.* San Francisco, CA: Jossey-Bass.

Hill-Jackson, V., & Lewis, C. W. (Eds.) (2010). *Transforming teacher education: What went wrong with teacher training, and how we can fix it.* Sterling, VA: Stylus Publishing.

Kinchloe, J. L. (2012). *Teachers as researchers: Qualitative inquiry as a path to empowerment.* NY: Routledge.

Lieberman, A., & Miller, L. (Eds.) (2008). *Teachers in professional communities: Improving teaching and learning.* NY: Teachers College Press.

Pelton, R. (2010). *Action Research for Teacher Candidates: Using Classroom Data to*

Enhance Instruction. NY: Rowman & Littlefield Education. Silverman, Rita, et. al. Case Studies for Teacher Problem Solving, 2nd ed. NY: McGraw Hill, 1996.

Wong, H.K. & Wong, R.T. (1998). *The first days of school: how to be an effective teacher.* Mountain View, California: Harry K. Wong Publications Inc.

Internet sites and sources:
Texas Education Agency: Action Research
http://www.tea.state.tx.us/news_release.aspx?id=2147493577&menu_id=692

National Board for Professional Teaching Standards
http://www.nbpts.org/nbpts/

The Education and Research Network American Education Research Association

Action Research: A Brief Overview
http://users.andara.com/~jnewman/ARoverview.html

WEB Links To Participatory Action Research Sites
http://www.goshen.edu/soan/soan96p.htm

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to

assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

Teacher Education & Administration
Departmental Policy Statements

UNT Career Connect: All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default .

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." Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and

electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

Attendance: See the instructor's attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

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

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a

certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

"Ready to Test" Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

Objectives Written According to Mager's Format

Mager's behavioral objectives have three parts:
1. An observable behavior
2. The conditions under which the behavior will occur
3. Criteria for acceptable performance

Examples of objectives written according to Mager's format are listed in the following table:

Objective	Condition	Performance	Criteria
Given a list of sentences, the student will identify the adjective in each sentence.	Given a list of sentences	Identify	Each
Given 10 problems involving subtraction with regrouping, the student will correctly solve 7.	Given 10 problems	Solve	7 of 10
Given a ruler and compass, the student will construct the bisector of an angle to within 1°	Given a ruler and a compass	Construct	Within 1°

5E GUIDELINE

ENGAGE

Pique students' interest and get them personally involved in the lesson while pre-assessing prior understanding. Students are introduced to the instructional task during the ENGAGE stage. They make connections between past and present learning experiences and think about what they'll learn during the upcoming activities. Energy4me activities are designed to ENGAGE students. Through activities and experiments, the lesson plans stimulate students' curiosity and encourage them to ask their own questions. These should be active not passive (students watching a video).

EXPLORATION

Get students involved in the topic so they can develop their own understanding. EXPLORATION experiences provide students activities that help them identify and improve upon current concepts (i.e., misconceptions), processes and skills. Learners have hands-on fun in lab activities that help them use prior knowledge to generate new ideas, explore questions and possibilities, and design and conduct a preliminary investigation. The teacher acts as a facilitator, providing materials and guiding the students' focus.

EXPLAIN

Provide students with an opportunity to communicate what they have learned and figure out what it means. During the EXPLAIN stage, students begin to communicate what they have learned by demonstrating their conceptual understanding, process skills or behaviors. Students share ideas with each other and with their teacher, who provides an explanation of the curriculum that is meant to guide them toward a deeper understanding. These segments introduce vocabulary in context and correct or redirect misconceptions.

ELABORATION

Allow students to use their new knowledge and continue to develop a deeper and broader understanding. During the ELABORATION stage, students expand on the concepts they have learned, make connections to other related concepts and apply their understandings to the world around them through additional activities. Teachers challenge and extend students' conceptual understanding and skills.

EVALUATE*

Assess how much learning has taken place. The EVALUATION phase helps students and teachers assess how much learning and understanding has taken place. It allows teachers to evaluate student progress toward achieving the educational objectives.

*Like checking for understanding, assessment can occur at any point during the instructional process but evaluation means that you are making a point to **document** student learning. We cannot just say observe --- what will you be observing and how will you document this learning?

Madeleine Hunter Explanation

Objectives
Before the lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. What, specifically, should the student be able to do, understand, care about as a result of the teaching. informal. Bloom's Taxonomy of Educational Objectives which is shown below, gives an idea of the terms used in an instructional objective. See Robert Mager [library catalog] on behavioral objectives if writing specificity is required.

Standards
The teacher needs to know what standards of performance are to be expected and when pupils will be held accountable for what is expected. The pupils should be informed about the standards of performance. Standards: an explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.

Anticipatory Set
Anticipatory set or Set Induction: sometimes called a "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. To put students into a receptive frame of mind.

- to focus student attention on the lesson.
- to create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called "advance organizers").
- to extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.

Teaching: Input and Modeling
The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

Once the material has been presented, the teacher models what needs to be done. For example, if you are conducting an experiment --- do it, If you are learning how to write a narrative, write a narrative and talk aloud as you write.

Teaching: Checking for Understanding
Determination of whether students have "got it" before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins.

Questioning strategies: asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer. Bloom's Taxonomy of Educational Objectives provides a structure for questioning that is hierarchical and cumulative. It provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation.

This is ongoing and throughout the lesson. You do not spend long periods of time on this but rather, you work through the lesson and observe, notice, and question throughout.

Guided Practice
An opportunity to do an example of the information **WITH** the students. **THIS IS NOT STAND AND WATCH THE STUDENTS DO IT.**

During the lesson --- you do this with the students.
If you are working on Narrative writing, write a narrative together. If you are learning double digit multiplication, do several problems with the students' assistance.

Closure
Those actions or statements by a teacher that are designed to bring a lessor presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure. Closure is used:

- to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
- to help organize student learning,
- to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
- to reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval. Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

Independent Practice – On Your Own
Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project