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# EDEE 4890.001 Inquiry into Classroom Practice – Student Teaching Seminar

**Spring 2021 Syllabus**

Class Location: Remote

Instructor: Dr. Teddi Martin

Time of Class: Tues, 5:30 – 8:20 (see calendar for synchronous/asynchronous meeting dates)

Office: Zoom

Office Hours: Hours by appointment via Zoom --- to be arranged with instructor

Email: teddi.martin@unt.edu **\*Please put your course and section number in the subject of any email you send to me**

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 though email 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, Canvas 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!

**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.

**Diversity Goals**

1.     Contemplate the significance of culture and identity in one’s own life & the lives of others;

2.     Consider the diversity and complexity of perspectives that define multiculturalism;

3.     Realize the critical transactions that occur at the intersection of culture/identity;

4.     Acknowledge the significance of creating communities of learners in all classrooms;

5.     Promote and support BIPOC; and

6.     Acknowledge the significance of building awareness of the global community.

**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.

1. Establish reflective practices that support lifelong learning.

**Assignments:**

**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 will be no blank spaces. You will describe the neighborhood, as well as the classroom and school. After the chart is completed, you need to give a brief description of **each** individual student. Once you have completed the students, you will **include a paragraph that provides a summary of your thoughts on the influence of the Contextual Factors on planning and implementing instruction.** (50 points)

***Learning Goals*** --- Your goals are built on the TEKS Standards. They need to be performance based and developed according to the Mager’s format or the ABCD Model. (10 points)

***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. (20 points)

***Reflection*** --- This is will be a 500-to-750 word paper written about the process of looking at the contextual factors, developing learning goals, and choosing assessments to test those goals. **What** did you learn? **So what** does this knowledge matter to you in thinking about student learning? **Now what** will you do with this information with the students you are teaching now? How will you use this information as you move into your first teaching assignment next year? (20 points)

**Developing Teacher Identity through Language– 10%**

During the course of the semester, it is important to think about the complexities of the classroom, how each interaction impacts each student, and how our own identity as a teacher develops by our choices in language. There will be two classroom scenarios presented, and you will respond to each, indicating your response to the student and your rationale for your choices in language.

1. **Classroom Scenario #1** (10 points)
2. **Classroom Scenario #2** (10 points)

**Planning for Success in my Profession –** 40% (16 points each)

The goal of these assignments is to think about who you are as an educator and then present yourself to a variety of audiences. In thinking about the various audiences with whom you will communicate—parents, students, administrators, community leaders, etc., your format needs to appeal to a wide range of audiences and clearly demonstrate who you are as an educator.

In these assignments, you will:

* **5 Beliefs, Principles, and Practices**

Develop your own **beliefs about teaching and learning based on theoretical principles.** You will develop a set of **practices that match your beliefs** (For example, if you believe that student participation is essential, then what practices do you use with students.)

* **A resumé of educational-related experiences;**
* **Letter of introduction to future employer;**
* **Letter of introduction to your future students; and**
* **Two-minute interview (preparing to get the job).**

**Participation and Attendance**

Your attendance and attention during the synchronous meetings are important factors in your learning this semester. **Professionalism** is an important aspect of any job but especially in education. One aspect of professionalism is attending all meetings—actively and in a timely manner. Attendance and participation will be noted for each of 7 synchronous meetings via zoom. Presence is the key to your success.

**Dates of Synchronous Class Meetings**

Tuesday, January 19 and 26

Tuesday, February 9and 23

Tuesday, March 23

Tuesday, April 6

**Dates of Asynchronous Meetings**

Tuesday, January 12

Tuesday, February 2 and 16

Tuesday, March 2 and 9 and 16 and 30

Tuesday, April 13 and 20

**GRADING**

180-200= A

160-179 = B

140-159 = C

0-139 = F

# 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 ten words, the student will identify words beginning with an A.  | Given a list of ten words | Identify  | 8 of 10 words |
| Given a list of ten single digit numerals (0-9), the student will identify each number by its name. | Given a list of ten single digit numerals. | Identify | 8 of 10 |
| Given six single digit addition problems, the student will correctly solve each problem to find the correct sum. | Given six single digit addition problems | Solve by adding | 5 of 6  |

**The ABCD Model**

The **ABCD** model for **writing objectives**. **Objectives** will include 4 distinct components: Audience, Behavior, Condition and Degree. **Objectives** must be both observable and measurable to be effective. Use of words like understand and learn in **writing objectives** are generally not acceptable as they are difficult to measure.

**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*

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 Ed.)*.* NY: Corwin Press.

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

# Glover, M., & Keene, E. O. (2015). The teacher you want to be. Heinemann.

# 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/](https://webmail.unt.edu/OWA/redir.aspx?C=6d316555c91b4ef98f81fe52d7a2cf73&URL=http%3a%2f%2fwww.nbpts.org%2fnbpts%2f)

The Education and Research Network American Education Research Association

Action Research: A Brief Overview

[http://users.andara.com/~jnewman/ARoverview.html](https://webmail.unt.edu/OWA/redir.aspx?C=6d316555c91b4ef98f81fe52d7a2cf73&URL=http%3a%2f%2fusers.andara.com%2f%7ejnewman%2fARoverview.html)

WEB Links To Participatory Action Research Sites

[http://www.goshen.edu/soan/soan96p.htm](https://webmail.unt.edu/OWA/redir.aspx?C=6d316555c91b4ef98f81fe52d7a2cf73&URL=http%3a%2f%2fwww.goshen.edu%2fsoan%2fsoan96p.htm)

**Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

**UNT’s Standard Syllabus Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**Course Safety Procedures (for Laboratory Courses).** Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Department Syllabus Statements**

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.