

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

Dr. Teddi Martin

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Office Hours: before/after class, other times
by appointment

Spring, 2016

Wednesday, 5:30 – 8:20

COURSE SYLLABUS

EDRE 4890: 3 Hours. INQUIRY INTO CLASSROOM PRACTICE – Student Teaching Seminar

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.

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 skill 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.

Reflections —We will participate in professional reflection with our peers and in writing.

The reflective cycle includes:

What--- briefly tell what happened.

So what --- what did you learn --- about the students, the lesson, the content, etc.

Now what --- consider what you might do next time because of what you learned. Be explicit about future use. It is not enough to say *everything was great, I would not make any changes!*

Assignments:**Language of Teaching/Learning (100 points)**

Choice Words by Peter Johnston helps us take a closer look at the ways that communication happens in the classroom. Johnston elaborates on Vygotsky's thoughts about language and mental functions. Vygotsky wrote about language moving from the interpsychological to the intrapsychological. More simply put, the conversations and words that we share with others soon become words and ideas that we think about inside our heads. Think about the times you might have thought --- *I sound like my mother/father. Or I can already hear my teacher's reaction when I tell her that the dog ate my homework.* We will use Johnston's book as a springboard for discussions on Blackboard Learn. Our discussions will help us build deeper knowledge about classroom talk, as well as make us aware of the talk occurring in our mentor's classroom. (4 online posts and responses to group)

Planning for Success in my Profession 100 points. 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, a philosophy that explains your beliefs, principles, and practices about teaching and learning, classroom expectations, and sample lessons. You may create a website, a portfolio, newsletter, documentary, or other appropriate format. 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.

Lesson Plans – 200 points (50 points per lesson plan). Using the Madeline Hunter and 5 E lesson design format, develop and implement 4 lessons related to your TRP. Please do two of each kind. The lessons should demonstrate that you: understand the apprenticeship model of teaching/learning, know the content and supporting TEKS, allow for ways to differentiate and adapt during the lesson, and reflect on the outcomes as a inquirer.

Teacher Research Project – 100 points.

Provide Contextual Factors and Define Instructional Problem

Identify possible solutions and then determine which solution you will use and why. (Because you are addressing instructional goals, you will want to consider the assessment plan.)

Describe the intervention/action that you will implement.

Collect classroom data (this may be papers, tests, observations, lesson plans, etc.)

Analysis of Student Learning and Reflection

GRADING

450– 500 = A

300 – 349 = D

400– 449 = B

300 – 0 = F

350 –399 = C

Building a Theoretical Frame for Teaching

Belief

An acceptance that a statement is true or that something exists or something one accepts as true or real; a firmly held opinion or conviction

All Children Can Learn

Teaching must be engaging

High expectations are necessary in all classrooms

Principle

A basic idea or rule that explains or controls how something happens or works (Based on Theory)

Apprenticeship in the classroom supports learning

Community building supports learning

Assignments that are meaningful to students matter

Practice

Action taken to help you apply something that you learned or want others to learn

During class instruction teaching occurs through a graduate release model (MH or 5E).

Students participate in activities that support learning about each other

When children write, they write for others to hear, read, --- opportunities to share

Bibliography

- Ballenka, 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.
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- 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.
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- Fullan, M. (2012). *Change leader: Learning to do what matters most*. San Francisco, CA: Jossey-Bass.
- Goswami, D., Lewis, C., Rutherford, & Waff, D. (2009). *On teacher inquiry: Approaches to language and literacy*. NY: Teachers College Press.
- Hargreaves, A., & Shirley, D. (2009). *The fourth way: The inspiring future for education change*. Thousand Oaks, CA: Corwin Press.
- 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.

Pitton, D.E. (1998). *Stories of student teaching: A case approach to the student teaching experience*. Upper Saddle River, New Jersey: Prentice-Hall, Inc.

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.

Zemelman, S., Daniels, H., & Hyde, A. (2005) *Best practice: Today's standards for teaching and learning in America's schools (3rd Ed.)*. Portsmouth, NH: Heinemann.

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/>

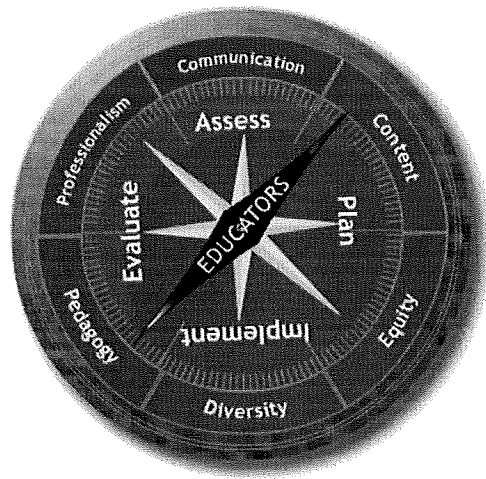
The Education and Research Network American Education Research Association

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: The instructor will let you know how to turn in the assignments.

Discussion Board assignments will have dates/times.

Lesson Plans will be loaded to assignments on Blackboard – dates noted on calendar.

Action Research Projects will be submitted by the last night of class. We will discuss format.

Weebly sites will be shared the last night of class.

Grading and Grade Reporting: Grading rubrics for 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.

Written Assignments: All assignments within this course will utilize APA (6th Ed.) formatting guidelines.. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://lrc.unt.edu/labs/unt-writing-lab-home>

Teacher Education & Administration

Departmental Policy Statements

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

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

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student Affairs-Academic Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student%20Affairs-Academic%20Integrity.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: Due to the format of the class be prepared to attend all face-to-face sessions and online trainings and respond to as directed on the discussion board. If you need to miss some aspect of the

class, you are expected to contact the instructor. Failure to contact the instructor may have negative consequences to your grade.

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 Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Laptops should only be used if it is part of the instructor. In other words, be actively engaged in class.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) 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 SETE 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/texas-advising-office/texas-exams> If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.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) Take control; (4) Be prepared; (5) Get involved; and (6) Be persistent. 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.

ALLEN Schedule and assignments

Week/Date	Topic	Expectations	Activities in class	Weekly Work
8/31 Face-to-Face	How do teachers set conditions for a learning ecology?	Self-Study to Set Goals – as we work in class think about how these ideas relate to you as a teacher.	Introductions CDE and What, So what, Now what Syllabus Discussion TRP What actions do effective teachers promote in their classrooms? Philosophy Building/Simple Rules Learning Landscape/Contextual factors	This week you should be acclimating yourself to your current placement. As you do this, it will be helpful to consider the TRP's Contextual Factors section. Complete the Contextual Factors section of TRP --- be sure to be thorough so each column is addressed After completing the chart --- bring to class on 9/20.
9/7 Online	What factors about me make a difference as I become a teacher?	Think about how your personal factors impact the way you work in the classroom. Think about how your current student teaching placement is a match or a mismatch to your ideal situation.		Post "Who Am I" to discussion board and respond to at least 3 other posts. Initial post should be made by Tuesday 9/5; follow up posts should be made by Saturday 9/10
9/14 Online	How does teacher language support the learning ecology of a classroom? How does teacher language support students as they become more certain about classroom routines and expectations?	Read – Chapter 2 in <i>Choice Words</i> – Noticing and Naming What patterns are you noticing --- e.g.-- patterns about students attitude, students ability to do work, etc. or patterns of teacher language that that does or does not support student growth.		Reflection – On Blackboard -- Give an example of a pattern that you or your mentor notices. Tell what the pattern is and the situations that brought this pattern to attention. In your reflection tell how naming the pattern helped/hindered the situation. Did naming the pattern make it more or less uncertain for you and/or the mentor to address? Post this Reflection to Blackboard by _____

				Before coming to class next week, you should talk to your mentor about a unit that you will teach.
9/21 Face-to-face	<p>Building Content that Matters</p> <p>How do teachers set conditions for learning?</p> <p>Does setting conditions make learning more or less certain?</p>	<p>Learning Goals</p> <p>Assessment plan ideas</p> <p>Lesson Cycle</p>	<p>Quickwrite – Write about an “unexpected” situation that happened in your classroom. Tell how you or your mentor dealt with the uncertainty of this event.</p> <p>Discuss – Goals and Assessment Plans</p> <p>Growth vs Fixed Mindset</p> <p>Building Lessons that make a difference – 5E and Madeline Hunter</p> <p>Dealing with Uncertainty by Planning strategically.</p>	Post your Learning Goals and Assessment Plan to BB by 10/9.
9/28 Online	<p>How do we support students as they build their identity as the person that they are becoming?</p> <p>How does diversity support/hinder the development of student identity?</p>	<p>Read Chapter 3 in <i>Choice Words</i></p> <p>What identities are you seeing students take on?</p> <p>Are these identities always positive?</p> <p>How do teachers support the growth of positive identities?</p> <p>How do teachers help students overcome negative identities?</p>		Reflection- Identify 3-5 different kinds of Identities that your students are developing. (Remember that Identity is not always positive --- for example, he is a troublemaker, instigator --- so try to identify positives ones. Reflect on how you and your mentor are supporting these positive identities in the students.
10/5 Online	Work on your Design for Instruction			

10/12 Face-to- Face	Peer Response What can my peers do to support my development as a teacher who plans engaging lessons for students?	How does my lesson design support the idea of certainty as it relates to student learning?	<p>Quickwrite – Explain how you develop a unit of study that you are certain will meet the needs of all students.</p> <p>T-chart --- lesson implementation What does a teacher do to promote student engagement during lessons? What prevents a teacher from promoting student engagement during a lesson? Share ideas for keeping students on task.</p> <p>What helps us remember? – Activities that build understanding of lesson design.</p> <p>Reflection—You and your students.</p>	Post Design for Instruction on BB by 10/15.
10/19 Online	Working towards Independence in an Uncertain Environment	Read Chapter 4 in <i>Choice Words</i> How does Agency help students become more strategic?	Noticing agency at work in the classroom.	Reflection ---On Blackboard - Identify a student in your classroom who is using agency to support his/her learning. What specifically is the student doing and what results do you notice.
10/26 Face-to- Face	Professional Communication	How does my instructional decision-making demonstrate support my communication with my students? What do my professional interactions with parents, administrators, and other public audiences demonstrate about my professional knowledge?	<p>Review --- Lesson plans, implementation, and reflection</p> <p>Resume/Letter of Introduction</p>	

11/2 Online	Growing in Flexibility	Read Chapter 5 in <i>Choice Words</i> How are you developing as a flexible educator who is able to support generative knowledge and experiences in order to transfer learning from one situation to a different situation?		On Blackboard – Identify a time in your lesson implementation when you were flexible. Why did you make the decision to be flexible? What was the result of your flexibility? If you did the lesson again, how would you plan differently?
11/9 Face-to-Face	Student Impact How uncertain/certain are you now about your teaching?	How do assessments provide a foundation for setting conditions for teaching and learning	Analysis of student learning Determining strengths and needs and where to go from here. Building your Theoretical Frame	
11/16 Online				4 lesson plans due on Blackboard. (these are the ones you are using for the TRP)
11/23 Online				Complete your TRP
11/30 Face-to-Face	How can I communicate to others that I am knowledgeable about teaching?			Share your TRP
12/7 Online	Final prep of TRP on TK20			
12/14 Online	TRP on TK20 for cadre coordinator			