

# Classroom Interactions Course Syllabus Fall 2021

## Course Day/Time

Section 001 - M/W –11:30 AM - 12:50 PM

Section 002 - M/W –1:00 PM - 2:20 PM

## Professor Contact Information

<p>Dr. Kate York, Instructor Office Phone: 972-883-2498 Email: <a href="mailto:kate.york@utdallas.edu">kate.york@utdallas.edu</a> Office Hours: Mondays and Wednesdays 9:30-11:00 a.m. or by appointment; feel free to take advantage of virtual meetings!</p>	<p>Prof. Denise Gregory, Instructor Office Phone: 972-883-6444 Email: <a href="mailto:denise.gregory@utdallas.edu">denise.gregory@utdallas.edu</a> Office Hours: Please inquire</p>
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## Course Description

Welcome to Classroom Interactions (CI)! This course continues the process of preparing you to teach science and mathematics in secondary settings by providing opportunities to examine and analyze how theories explored in other courses are experienced in instructional settings. Classroom Interactions is centered on a close examination of the interplay between teachers, students, and content, and how such interaction enables students to develop deep conceptual understanding. You will learn how content and pedagogy combine to enhance effective teaching. You will design and implement instructional activities informed by your own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts (i.e., what students say, do, or create). You will build an awareness of equity issues and their effects on learning, create frameworks for identifying equity issues in the classroom and larger school settings, and learn strategies for teaching students of diverse backgrounds equitably.

**Course pre-requisites, co-requisites, and/or other restrictions:** students should 1) have an interest in exploring teaching as a career and 2) successfully completed Steps 1 & 2 and Knowing and Learning.

## Student Learning Outcomes

<b>Students will:</b>	<b>Evidence of Student Learning:</b>
discuss and critique the merits of multiple models of teaching	<ul style="list-style-type: none"> <li>• Discussion board and classroom activities</li> </ul>
observe and analyze (1) how teachers can set the task, (2) what students understand about the task, and (3) how students' conceptual knowledge can be built using a variety of instructional strategies	<ul style="list-style-type: none"> <li>• Observation reflections</li> <li>• edTPA Practice Project</li> </ul>
plan and teach two high school mathematics or science lessons (for one class period on back-to-back days or for the same class on consecutive days) on an assigned topic	<ul style="list-style-type: none"> <li>• Lesson design</li> <li>• edTPA Practice Project</li> <li>• Digital video of teaching</li> <li>• Observations and comments by mentor teacher(s) and master teacher(s)</li> </ul>
observe and analyze classroom instruction with regard to equitable and diverse instructional approaches that afford all students an opportunity to learn	<ul style="list-style-type: none"> <li>• Discussion board and classroom activities</li> <li>• edTPA Practice Project</li> </ul>
demonstrate familiarity with several relevant teaching technologies (presentation software, computer simulation software, graphical analysis and representation software) and analyze how technology can affect classroom interactions.	<ul style="list-style-type: none"> <li>• Utilization or non-utilization of technology in lesson design with justification/rationale of how use or non-use contributes and directly supports student learning</li> <li>• Participation in discussions of the effectiveness of technology</li> </ul>
create portions of their preliminary portfolios	<ul style="list-style-type: none"> <li>• Resume and cover letter creation</li> </ul>

# Class Meeting Outline

**Note: All assignments are due by 11:59 pm and will be submitted in eLearning, unless otherwise indicated. Please see the separate concise calendar for due dates; calendar and due dates are subject to change at instructor's discretion.**

Class	Course Outline	Assignments/Notes	Educator Standards/CR
<p>#1 Introduction to CI 8/23/21</p>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Forms, Ethics &amp; FTT Oaths (if needed)</li> <li>• Syllabus Overview</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All TEA-required items must be satisfactorily completed in a timely manner in order to receive credit in this course. See Page 3 for a detailed list with due dates.</b></li> <li>• Read: Ben Zeev et al. (2005)</li> <li>• Read: Rutgers (2016)</li> <li>• Read: Sadker &amp; Koch (2016)</li> <li>• Read: Sadker (2000)</li> <li>• Resource: Fiarman (2016)</li> <li>• Resource: Ford (2016)</li> <li>• Resource: LaSalle &amp; Johnson (2016)</li> <li>• Resource: Seven Signs of Inequity (2016)</li> <li>• Resource: Suitts (2016)</li> <li>• Resource: Wormeli (2016)</li> <li>• Discussion #1 Due – due 8/27</li> </ul>	<ul style="list-style-type: none"> <li>• Intro/Syllabus 2.11k, 2.19k, 2.22k, 3.2k</li> <li>• Inclusive practice 1.3-1.5k, 2.1-2.3k, 2.5k</li> </ul>
<p>#2 Inclusive Practice 8/25/21</p>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Inclusive practices in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Fisher &amp; Frey (2016)</li> <li>• Read Kane (2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Fisher &amp; Frey 1.3k, 1.4k, 2.3k, 2.22k, 2.23k</li> <li>• Kane 1.3k, 1.4k, 2.3k, 2.22k, 2.23k</li> </ul>
<p>#3 Special Populations: Interventions, Accommodations &amp; Modifications 8/30/21</p>	<ul style="list-style-type: none"> <li>• Video: Fisher and Frey</li> <li>• Introduction to making accommodations</li> <li>• Implications for teaching:               <ul style="list-style-type: none"> <li>○ Special Education</li> <li>○ G/T</li> <li>○ Autism</li> <li>○ Dyslexia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Formative Assessment #1: Diversity – due 8/31</li> <li>• Discussion #1 Due Response – due 8/31</li> <li>• Read: Johnson – Rtl: What it is, What it isn't.</li> <li>• Read: Baffum, Matos, &amp; Weber (2010)</li> </ul>	<ul style="list-style-type: none"> <li>• SPED/Accommodations 1.3k, 1.14k, 2.1k, 2.12k, 2.22k, 2.23k, 4.5k, 4.13k, 4.14k, 4.16k, 4.13s</li> <li>• RTI Readings/Assessment 1.2k-1.5k, 1.9k, 1.10k, 1.12k-1.15k, 1.25k-1.27k, 4.3-4.5k</li> <li>• Diversity &amp; Equity Readings/Assessment 1.3k-1.5k, 1.11k, 2.1k-2.3k</li> </ul>
<p>#4 Special Populations, ELL, and Rtl (con.) 9/1/21</p>	<ul style="list-style-type: none"> <li>• Discuss Special Populations</li> <li>• Language Learners</li> <li>• Discuss Response to Intervention, and review available strategies &amp; accommodations for each level</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Burkett (2008) – Discovery Learning</li> <li>• Resource: Wiggins &amp; McTighe (1998)</li> <li>• Resource: Lawson (2002)</li> <li>• Resource: Rowe (1986)</li> <li>• Resource: Manouchehri &amp; Lapp (2003)</li> <li>• Resource: Johnson, Johnson &amp; Holubec (1994)</li> </ul>	<ul style="list-style-type: none"> <li>• SPED/Accommodations 1.3k, 1.14k, 2.1k, 2.12k, 2.22k, 2.23k, 4.5k, 4.13k, 4.14k, 4.16k, 4.13s</li> <li>• RTI 1.2k-1.5k, 1.9k, 1.10k, 1.12k-1.15k, 1.25k-1.27k, 4.3-4.5k</li> <li>• Burkett 1.4k, 1.11k, 1.20k, 3.8k,</li> <li>• Wiggins/McTighe 1.11k-1.15k</li> <li>• Lawson 1.11k, 1.21k, 2.3k</li> <li>• Rowe 1.11k, 2.3k</li> <li>• Manouchehri/Lapp 1.11k, 1.20k, 3.1k-3.4k, 3.6k</li> <li>• Johnson... 1.11k, 2.2k, 2.7k, 3.9k</li> </ul>

Class	Course Outline	Assignments/Notes	Educator Standards/CR
#5 Lesson Format & Assessment  9/8/21	<ul style="list-style-type: none"> <li>5-E Lesson Format Review</li> <li>TEKS/ELPS Review</li> <li>Bloom's Taxonomy Review</li> <li>Writing Measurable Objectives w/Power Verbs Review</li> <li>Pre- and post-assessments/formative assessments/STAAR discussion</li> <li>What is Inquiry-Based Instruction? Review</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Reading: Konicek-Moran &amp; Keeley (2015)</a></li> <li><a href="#">Promoting a Conceptual Understanding of Mathematics</a></li> <li><b>Formative Assessment #2: Special Populations</b> – due 9/10</li> </ul>	<ul style="list-style-type: none"> <li>LP Writing /Planning 1.5-1.7k, 1.12k, 1.13k, 1.16k, 1.17k, 1.19k, 1.22k, 1.24-1.27k, 1.30k, 2.2k, 2.8k, 2.21k, 3.5k, 3.11k, 3.12k, 1.1s, 1.2s, 1.4s, 1.6s, 1.20-1.23s, 2.5s, 3.11s, 3.13s</li> <li>Reading 1.8k-1.10k, 3.6k, 3.8k</li> </ul>
#6 Concept Map/Model Lesson  9/13/21	<ul style="list-style-type: none"> <li>Concept Maps</li> <li>Model Lesson</li> </ul>	<ul style="list-style-type: none"> <li><b>Formative Assessment #3: Rtl-</b> due 9/14</li> </ul>	<ul style="list-style-type: none"> <li>KP/Concept Map 1.8k-1.10k, 3.12k</li> <li>RTI 1.2k-1.5k, 1.9k, 1.10k, 1.12k-1.15k, 1.25k-1.27k, 4.3-4.5k</li> </ul>
#7 Lesson Packet 9/15/21	<ul style="list-style-type: none"> <li>Video: Fisher and Frey</li> <li>LP – Early Planning Guide</li> </ul>	<ul style="list-style-type: none"> <li><b>Meet Your Mentor/Plan Your Lessons Meeting – 9/18</b></li> <li><b>Summative Assessment #1: Special Populations-</b> due 9/17</li> </ul>	<ul style="list-style-type: none"> <li>LP 1st – 1.23k, 1.25-1.27k, 3.12k, 1.1s-1.10s, 1.14-1.16s, 1.19s, 2.9s, 3.8s, 3.9s, 3.12s</li> <li>SPEd/Accommodations 1.3k, 1.14k, 2.1k, 2.12k, 2.22k, 2.23k, 4.5k, 4.13k, 4.14k, 4.16k, 4.13s</li> <li>Meeting 2.6k, 2.10k, 2.13k-2.14k, 2.16k-2.18k, 2.20k, 2.14s-2.19s, 4.4k, 4.7s-4.10s, 4.12s</li> </ul>
#8 Collaborative/ Cooperative Learning  9/20/21	<ul style="list-style-type: none"> <li>Collaborative/Cooperative Learning</li> <li>Work on writing LPs</li> </ul>	<ul style="list-style-type: none"> <li><b>Meet Your Mentor/Plan Your Lessons Meeting – 9/21 (if necessary)</b></li> </ul>	<ul style="list-style-type: none"> <li>Meeting 2.6k, 2.10k, 2.13k-2.14k, 2.16k-2.18k, 2.20k, 2.14s-2.19s, 4.4k, 4.7s-4.10s, 4.12s</li> <li>Collaborative learning 2.3k, 2.5k, 2.6k, 2.7k, 2.9k, 2.13k</li> </ul>
#9 Lesson Research & Prep (a)  9/22/21	<ul style="list-style-type: none"> <li>Work on researching &amp; writing upcoming lesson</li> </ul>	<ul style="list-style-type: none"> <li><b>“First Days of School” Video Reflection</b> – due 9/22</li> <li><b>Read: Swain (2016)</b></li> </ul>	<ul style="list-style-type: none"> <li>LP 1st – 1.23k, 1.25-1.27k, 3.12k, 1.1s-1.10s, 1.14-1.16s, 1.19s, 2.9s, 3.8s, 3.9s, 3.12s</li> <li>Swain 1.2k-1.4k, 1.12k, 1.14k, 2.1k-2.6k</li> </ul>
#10 Differentiated Instruction  9/27/21	<ul style="list-style-type: none"> <li>Discuss DI implications &amp; classroom applications</li> </ul>	<ul style="list-style-type: none"> <li>EPG due in class</li> </ul>	<ul style="list-style-type: none"> <li>DI 1.1k-1.6k, 1.11k, 1.12k-1.18k, 1.20k, 2.1k-2.7k, 2.13k-2.17k, 2.23k, 3.5k-3.11k, 3.14k</li> </ul>
#11 Eliciting and Interpreting Student Thinking  9/29/21	<ul style="list-style-type: none"> <li>Eliciting student understanding</li> <li>Video analysis</li> </ul>	<ul style="list-style-type: none"> <li>Work on Lesson Package Initial Attempt</li> <li><b>Classroom Observation Reflection- #1-</b> due 9/29</li> <li><b>Discussion #2-</b> due 10/1</li> </ul>	<ul style="list-style-type: none"> <li>Eliciting Student Understanding 1.4k, 1.14k, 1.20k</li> <li>Video Analysis 3.15k, 3.16k, 3.4k, 4.18s</li> <li>LP 1st – 1.23k, 1.25-1.27k, 3.12k, 1.1s-1.10s, 1.14-1.16s, 1.19s, 2.9s, 3.8s, 3.9s, 3.12s</li> </ul>

Class	Course Outline	Assignments/Notes	Educator Standards/CR
#12 <b>Eliciting and Interpreting Student Thinking (con.)</b>  10/4/21	<ul style="list-style-type: none"> <li>Eliciting student understanding</li> <li>Video analysis</li> </ul>	<ul style="list-style-type: none"> <li><b>Lesson Package Initial Attempt- Due this day</b></li> <li><b>Discussion Post #2 Peer Responses-</b> due 10/5</li> </ul>	<ul style="list-style-type: none"> <li>Eliciting Student Understanding 1.4k, 1.14k, 1.20k</li> <li>Video Analysis 3.15k, 3.16k, 3.4k, 4.18s</li> </ul>
#13 <b>Introduction to edTPA Practice Project Overview</b>  10/6/21	<ul style="list-style-type: none"> <li>Intro to edTPA Tasks</li> <li>Student lesson artifacts</li> <li>Implications for future LPs/Revisions <ul style="list-style-type: none"> <li>What worked?</li> <li>What didn't work?</li> <li>Why?</li> </ul> </li> <li>Lesson video tutorial (if needed)</li> </ul>	<ul style="list-style-type: none"> <li><b>Read: Nelson (2012)</b></li> <li><b>Read: O'Neill (n.d)</b></li> <li><b>Read: Sears (n.d.)</b></li> <li><b>Read: Tomlinson (2012)</b></li> <li>Resource: Anderson (2012)</li> <li>Resource: Bates (2015)</li> <li>Resource: Benn (2018)</li> <li>Resource: Damani (2011)</li> <li>Resource: Ferlazzo (2012)</li> <li>Resource: Goodwin &amp; Miller (2012)</li> <li>Resource: Rappaport &amp; Minahan (2012)</li> <li>Resource: Riegert &amp; Recht (2012)</li> <li>Resource: Swain (2011)</li> <li>Resource: Silver (2013)</li> <li>Resource: Various (2012)</li> <li><b>Formative Assessment #4: Classroom Management</b> – due 10/8</li> </ul>	<ul style="list-style-type: none"> <li>FP 1.7k, 1.11k, 1.12k, 1.15k, 1.16k, 1.24k, 3.15k, 4.12k, 2.2s, 2.3s, 2.7s, 3.5-3.9s, 3.13s, 3.14s, 3.18-3.20s, 1.20s, 3.13s, 4.14s</li> <li>Classroom Mgt. Readings/Assessment 1.1k, 1.12k, 1.24k, 2.3k, 2.5-2.9k, 2.13-2.18k</li> <li>CM Assessment 1.11k, 1.12k, 1.24k, 2.3k, 2.5-2.9k, 2.13-2.18k</li> <li>LP 1<sup>st</sup> – 1.23k, 1.25-1.27k, 3.12k, 1.1s-1.10s, 1.14-1.16s, 1.19s, 2.9s, 3.8s, 3.9s, 3.12s</li> </ul>
#14 <b>Classroom Management</b>  10/11/21	<ul style="list-style-type: none"> <li>Discuss the basics of CM, common strategies, resources that are available, and the multiple LTs that apply/help</li> </ul>	<ul style="list-style-type: none"> <li><b>Lesson Package Final Attempt</b> – due 10/11</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Mgt. discussion 1.12k, 1.24k, 2.3k, 2.5-2.23k, 3.1k, 3.10k, 3.15k, 3.16k</li> <li>LP 2<sup>nd</sup> – 1.29k, 2.9k, 1.12s, 1.13s, 2.9s, 3.7s</li> </ul>
#15 <b>Lesson Practice &amp; Prep/Peer Review</b>  10/13/21	<ul style="list-style-type: none"> <li>Work on finishing &amp; practicing upcoming lesson</li> </ul>	<ul style="list-style-type: none"> <li><b>Assessment #2: Classroom Management-</b> due before Class #16</li> </ul>	<ul style="list-style-type: none"> <li>CM Assessment 1.11k, 1.12k, 1.24k, 2.3k, 2.5-2.9k, 2.13-2.18k</li> <li>LP prep/practice 3.3k, 3.14k</li> </ul>
#16 <b>Lesson Support Day (w/a)</b>  10/18/21	<ul style="list-style-type: none"> <li>Work on finishing &amp; practicing upcoming lesson</li> </ul>	<ul style="list-style-type: none"> <li><b>Classroom Observation Reflections #2 and #3-</b> due 10/18</li> </ul>	<ul style="list-style-type: none"> <li>LP prep/practice 3.3k, 3.14k</li> </ul>
#17 <b>Social Emotional Learning</b>  10/20/21	<ul style="list-style-type: none"> <li>Discuss SEL implications &amp; classroom applications</li> </ul>	<ul style="list-style-type: none"> <li><b>Read: Dong (2005)</b></li> <li>Resource: Kemp (2011)</li> <li><b>Discussion Post #3-</b> due 10/22</li> </ul>	<ul style="list-style-type: none"> <li>SEL 1.1k-1.6k, 1.11k, 2.1k-2.7k, 2.13k-2.17k, 2.23k</li> <li>Dong 1.6k, 3.2k</li> <li>Kemp 1.3k-1.6k</li> </ul>
#18 <b>Learning in a Second Language</b>  10/25/21	<ul style="list-style-type: none"> <li>What do ELLs need to have/see/hear to succeed?</li> </ul>	<ul style="list-style-type: none"> <li><b>Discussion Post #3 Responses-</b> due 10/26</li> </ul>	<ul style="list-style-type: none"> <li>Language 1.3k, 1.5k, 1.6k, 1.2s</li> </ul>

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#19 <b>Impacts of Educational Disparity</b> 10/27/21	<ul style="list-style-type: none"> <li>Discuss educational &amp; societal disparities</li> <li>Implications for K-12 education</li> </ul>	<ul style="list-style-type: none"> <li>No official assignments; can work ahead on edTPA Practice Project (if teach is completed) or future assignments</li> </ul>	<ul style="list-style-type: none"> <li>Diversity/Equity 1.3-1.5k, 2.1-2.3k, 2.5k</li> </ul>
#20 <b>Addressing Preconceptions and Misconceptions in Learning</b> 11/1/21	<ul style="list-style-type: none"> <li>Discuss uncovering student preconceptions and misconceptions and how to positively support learning</li> <li>Video Analysis</li> </ul>	<ul style="list-style-type: none"> <li><b>Resume and Cover Letter-</b> due 11/1</li> </ul>	<ul style="list-style-type: none"> <li>Video Analysis 3.15k, 3.16k, 3.4k, 4.18s</li> <li>Misconceptions 1.8s LP prep/practice 3.3k, 3.14k</li> </ul>
#21 <b>Lesson Teach Debrief</b> 11/3/21	<ul style="list-style-type: none"> <li>Discussing takeaways from lesson teach and application to Final Project</li> </ul>	<ul style="list-style-type: none"> <li>No official assignments; can work ahead on edTPA Practice Project</li> </ul>	<ul style="list-style-type: none"> <li>LP practice 3.3k, 3.14k</li> </ul>
#22 <b>Content Area Literacy, Cont.</b> 11/08/21	<ul style="list-style-type: none"> <li>IRIS Center – Secondary Reading Instruction (Part 1): Teaching Vocabulary &amp; Comprehension in the Content Areas</li> </ul>	<ul style="list-style-type: none"> <li><b>Field Experience Log</b> – due 11/8</li> <li><b>Mentor Teacher Lesson Conference Reflection-</b> due 11/8</li> <li><b>Sec Reading Instruction Pts 1 and 2 Links:</b> <a href="https://iris.peabody.vanderbilt.edu/module/sec-rdng/">https://iris.peabody.vanderbilt.edu/module/sec-rdng/</a> <a href="https://iris.peabody.vanderbilt.edu/module/sec-rdng2/">https://iris.peabody.vanderbilt.edu/module/sec-rdng2/</a></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
#23 <b>Content Area Literacy, Cont. and Mental Health Training (a)</b> 11/10/21	<ul style="list-style-type: none"> <li>IRIS Center – Secondary Reading Instruction (Part 2): Teaching Vocabulary &amp; Comprehension in the Content Areas</li> </ul>	<ul style="list-style-type: none"> <li><b>Content Area Literacy Training Assessment</b> – due 11/10</li> <li><b>Mental Health/Suicide Prevention Training Certificate</b> – due 11/10</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health 2.1s, 2.19s, 2.21s, 3.5s, 3.6s, 4.17s, 4.18s, 4.19s</li> </ul>
#24 <b>Teacher Certification</b> 11/15/21	<ul style="list-style-type: none"> <li>Discuss/review Texas teacher certification requirements</li> </ul>	<ul style="list-style-type: none"> <li><b>Read: Texas Administrative Code (TAC) Title 19, Part 7, Chapter 247 Educators' Code of Ethics, Sections 1 &amp; 2</b></li> <li><a href="http://info.sos.state.tx.us/pls/pub/readtac\$ext.ViewTAC?tac_view=4&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=Y">http://info.sos.state.tx.us/pls/pub/readtac\$ext.ViewTAC?tac_view=4&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=Y</a></li> </ul>	<ul style="list-style-type: none"> <li>Code of Ethics reading 4.2k-4.5k, 4.7k, 4.13k-4.17k</li> </ul>
#25 <b>Educators' Code of Ethics</b> 11/17/21	<ul style="list-style-type: none"> <li>Work on edTPA Practice Project</li> <li>Texas Educators' Code of Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Resource: Wolter (2016)</li> <li><b>Summative Assessment #3: Ethics</b> – due 11/17</li> <li><b>edTPA Practice Project-</b> due 11/19</li> <li><b>Discussion Post #4-</b> due 11/19</li> </ul>	<ul style="list-style-type: none"> <li>Ethics Assessment 4.2k-4.5k, 4.7k, 4.13k-4.17k, 4.6s-4.11s</li> <li>Code of Ethics discussion 4.2k-4.5k, 4.7k, 4.13k-4.17k, 5.5s, 5.6s</li> </ul>
#26 <b>T-TESS &amp; Clinical Teaching Overview</b> 11/29/21	<ul style="list-style-type: none"> <li>Discuss Texas professional educator appraisal systems</li> <li>Apprentice Teacher overview &amp; expectations</li> <li>Texas Educators' Code of Ethics</li> </ul>	<ul style="list-style-type: none"> <li><b>Discussion Post #4 Response to Peers-</b> due 11/30</li> </ul>	<ul style="list-style-type: none"> <li>T-TESS discussion 1.7k, 1.19k, 1.30k, 4.9k-4.13k, 4.18k</li> </ul>
#27 <b>Reflections and Lingering Questions</b> 12/1/21	<ul style="list-style-type: none"> <li>Course reflections</li> <li>Discussion on student lingering questions</li> </ul>	<ul style="list-style-type: none"> <li><b>Prepare for final exam-</b> will be taken next class</li> </ul>	

Class	Course Outline	Assignments/Notes	Educator Standards/CR
#29 Final Exam 12/6/21	Final Exam and course wrap up		

## Grading Protocol

Activity	Component Percentages
Mentor Meeting	2
Initial Lesson Plan	10
Revised Lesson Plan (Must be approved by me BEFORE you send it to your mentor teacher, and must be approved by mentor teacher BEFORE you teach)	5
Observation Reflections 4 @ 5 points each	20 (note that these are also required TEA pieces)/Pass/Fail**
edTPA Practice Project	15
Field Experience Log	Pass/Fail**
Portfolio Requirements (Cover Letter, Resume)	5
Mental Health and Suicide Prevention Training	Pass/Fail***
Content Area Literacy Training	5
Summative Assessments 3 @ 5 points each	15
Discussion Board Post/Responses 4 @ 2 points each	8
Formative Reading Assessments 4 @ 4 points each	16
Mentor Post-Lesson Feedback and Reflection	10
Professionalism and Participation	10
Final Exam (Comprehensive)	10
<b>Total</b>	<b>131</b>

**\*\*You must complete all TEA-required assignments in a satisfactorily and timely manner in order receive credit in this course.**

**\*\*\*TEA Required Mental Health/Suicide Prevention Certification: Kognito**

HS: "At-Risk for HS Educators" – 1 Hour, or MS: "At-Risk for MS Educators" – 1 Hour

Certification Fee: See Kognito website for info.

Link to training: <https://store.kognito.com/>

As of January 1, 2017, the State of Texas requires all pre-certified, teachers-in-training to complete an approved mental health/suicide prevention training course. This training must be completed & certificate submitted by the due date in order to receive credit for this course. (See calendar for due date.)

§228.30(b)-5, 10-13, §228.30(c)(3), §228.35(b)(1); 2.1s, 2.19s, 2.21s, 3.5s, 3.6s, 4.17s, 4.18s, 4.19s

**Grading Scale & Range Descriptions: A = Excellent; B = Good; C = Fair; D = Poor; F = Failure**

100-98 = A+	97-94 = A	93-90 = A-	89-88 = B+	87-84 = B	83-80 = B-
79-78 = C+	77-74 = C	73-70 = C-	69-68 = D+	67-64 = D	63-60 = D-
59-0 = F					

**No extra credit will be assigned.**

**A Note about Lesson Plans**

Initial and revised attempts will be reviewed by the instructor, evaluated, and returned for further refinements. Revised lesson submissions will be shared with your mentor teacher for review. A virtual lesson conference with your mentor will be required. **Failure to submit initial and revised lesson plans within 7 days of the original due date may result in lesson cancellation. A student may not successfully complete the course if the lesson is cancelled.**

**A Note about Late Assignments**

All assignments are due by 11:59 p.m. on the dates assigned and will be submitted in eLearning, unless otherwise indicated. Assignments are expected to be completed on time. Late assignments will receive an initial grade of "0"; no credit will be awarded after seven (7) days past due. However, please let me know in

advance if there are special circumstances that I need to be made aware of/take into consideration regarding completion of an assignment.

# Field Observation and Teaching Requirements

## Field Experience Policies (§228.35(d)(1), (§228.35(d))

**Note: You must complete at least 9 clock hours of field experience (Active Observations + Teaching = 8 clock hours; First Days of School Video Observation = 1 clock hour) in order to receive credit for Classroom Interactions. Additionally, all observations and teaching experiences for Fall 2021 will be conducted IN PERSON on an assigned campus with your assigned mentor teacher.**

1. You will teach two science, mathematics, or computer science lessons in a local secondary school. You may teach the same period of the day on two consecutive days **OR** two back-to-back periods on the same day (at the instructor's discretion).
2. You will observe your mentor teacher's class multiple times during the semester. At least 3 hours **MUST** be in the class period in which you are scheduled to teach. You must complete at least eight (8) clock hours of field experience (observations + teaching), and one (1) hour of video observation ("First Days of School"), for a total of 9 clock hours. You will complete three (3) observation reflections from your observations in your mentor's classroom, in addition to one (1) observation reflection from the "First Days of School" video. You will need to complete the Field Log each time you go out to your mentor's classroom. These will need to be signed by your mentor teacher and yourself.
3. Written lesson plan packages will be emailed to me and your mentor teacher before you teach the lesson.
  - Practice every aspect of your lesson before you teach it.
  - Bring everything you need to teach the lesson with you.
  - If possible, arrive at least 15 minutes before your scheduled teaching time.
  - Use your students' names. This is an easy and effective classroom management technique. Your mentor teacher should provide you with a seating chart with student names.
4. Your mentor teacher will give you written feedback at the end of the lesson. You are responsible for getting that form from your mentor teacher before you leave. You will also schedule a time to discuss this feedback with your mentor. This may be conducted virtually or in person.
5. You will be required to submit and pass a background check for the district/campus to which you are assigned. For security reasons, all schools require that you sign in at the front office of the school each time you visit. Be sure to wear your name badge that identifies you as a UTeach Dallas student.
6. If you reschedule a lesson, you must inform your instructor in writing before the original date. (email preferred and be sure to cc me)
7. If an emergency arises and you have to miss your scheduled teaching day, notify your mentor teacher and your instructor as soon as you know you will have to miss class.
8. As a representative of UTeach Dallas and a visiting teacher in a local school district, you are expected to be professional when participating in your field experiences for this class.
  - You are expected to observe all school district rules, policies, and procedures.
  - Dress appropriately and professionally when going into schools. Follow the UTeach Dallas dress code which can be found in the course documents on eLearning.
9. Report immediately to the instructor and/or team member any problems or concerns you have, including communication difficulties or the need for additional supplies.

# Additional Important Information

## **CLASSROOM CONDUCT REQUIREMENTS RELATED TO PUBLIC HEALTH MEASURES**

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UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2021 semester.

## **CLASS ATTENDANCE**

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The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes. **For this class, please refer to the "Professionalism" rubric.**

## **CLASS PARTICIPATION**

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Regular class participation is expected in this course. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#). **For this class, please refer to the "Professionalism" rubric.**

## **CLASS MATERIALS**

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The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

## **CLASS RECORDINGS**

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Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

## **STUDENT (OFFICE) HOURS**

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Dr. York will hold student hours on Tuesdays from 10:00-11:30 a.m. Please let me know in advance if you need to schedule during this time. Also, feel free to take advantage of virtual student hours- just email me to schedule a time, if that's more convenient for you! Other times are available on an as needed basis.

## **PROFESSIONALISM/ONLINE CONDUCT**

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This course may require participation in virtual learning experiences (for example, discussion boards), which require the same, if not a higher, level of professional interaction as is expected in face-to-face environments. Interaction is expected to be respectful and appropriate. As a reminder, students in this course are held to the UTD Student Code of Conduct, the University and UTeach Dallas Fitness to Teach policy, and the Texas Educator Code of Ethics. Additionally, **professional conduct is evaluated at the end of the semester using the "Professionalism" rubric.**

## **HEALTH AND WELLNESS**

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Take care of yourself. Do your best to maintain a healthy lifestyle this semester. All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, you are strongly encouraged to seek support. Both the [Student Health Center](#) in SSB 4.70 (972-883-2747) and the [Student Counseling Center](#) in SSB 4.600 (972-883-2575) are here to help.

If you or anyone you know are in crisis and need to speak to a mental health professional, call UTD Talk at 972-883-8255. If anyone you know is in crisis and are not affiliated with UT Dallas, you may call the 24-hour National Suicide Prevention Lifeline at 800-273-TALK (8255).

## **TECHNICAL REQUIREMENTS**

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In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage.

### *Course Access and Navigation*

This course can be accessed using your UT Dallas NetID account on the eLearning website. Please see the course access and navigation section of the Getting Started with eLearning webpage for more information. To become familiar with the eLearning tool, please see the Student eLearning Tutorials webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The eLearning Support Center includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

### *Communication*

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the Student eLearning Tutorials webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

### *Server Unavailability or Other Technical Difficulties*

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact

the online eLearning Help Desk. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

## **UT DALLAS SYLLABUS POLICIES AND PROCEDURES**

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The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

## **UT DALLAS PRACTICING TEACHER COMPLIANCE POLICIES**

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(§228.30(b)(2), (§228.50)) As a student in this course, you are expected to comply with: Texas Administrative Code (TAC), Title 19, Part 7, Chapter 247, Rule §247.2 – Code of Ethics and Standard Practices for Texas Educators

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2) and the UT Dallas Fitness to Teach Policy (see course home page – eLearning)

## **UTeach DALLAS COMPLAINTS PROCEDURES**

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You have the right to raise a concern or lodge a complaint and to seek redress in areas where you feel that the program did not fulfill requirements for certification or for actions that you feel are wrong.

To raise a concern or file a complaint:

1. Contact UTeach Dallas Associate Director, Katie Donaldson, with your complaint at [kate.donaldson@utdallas.edu](mailto:kate.donaldson@utdallas.edu) or 972-883-6427.
2. If your concern is not resolved to your satisfaction and you want to speak with someone else, contact UTeach Dallas Co-Director, Dr. Mary Urquhart, at [urquhart@utdallas.edu](mailto:urquhart@utdallas.edu) or 972-883-6485 to schedule an appointment.

**All conferences are confidential.**

The University of Texas at Dallas Student Complaint Resources page is also a resource and may be found at <http://catalog.utdallas.edu/2013/undergraduate/resources/student-complaints>

You also have the right to file a complaint about UTeach Dallas directly to the Texas Education Agency (TEA) at [www.tea.texas.gov](http://www.tea.texas.gov).

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***Note: The descriptions and timelines contained in this syllabus are subject to change at the discretion of the instructor.***