

NATS 1141: UTeach Dallas Step 1 Course Course Syllabus for Fall 2022

Contact Information:

Amin Lalani, Instructor Section 001 (O) 972-883-6451 amin.lalani@utdallas.edu Office: FN 3.308P	Pam Kirkland, Instructor Section 003 & 004 (O) 972-883-4318 (C) 972-839-7001 pam.kirkland@utdallas.edu Office: FN 3.308D	Denise Gregory, Instructor Section 006 (O) 972-883-6444 denise.gregory@utdallas.edu Office: 3.308L	Emily Hennessy, Instructor Sections 00 & 002 (O) 972-883-4008 ehennessy@utdallas.edu Office: FN 3.218B	Dr. Kim Distin – Materials Manager (O) 972-883-6415 (C) 214-458-8061 kimd@utdallas.edu Office: FN 3.308Q
---	--	---	--	---

No Course Pre-requisites or Co-requisites are required

STEP 1 students must be able to:

- Have access to Microsoft 365
- Access to OneDrive
- Use and submit assignments with Microsoft Office Products including, but not limited to Word, PP and Excel.
- Check UTD email daily
- Check eLearning weekly
- Have a 2-hour window of non-class time to travel to and from a local school between 7:30 a.m. and 3:30 p.m. on one or more weekdays
- Rename and upload files correctly to eLearning

Course Description

This course will provide students with the opportunity to: obtain first-hand experience with planning and implementing inquiry-based lessons, students will teach science/mathematics lessons in elementary classrooms in the local school districts. Students working in teams will present two lessons, one provided by the instructor and the second created by the Cooperative Learning student team to a fourth, fifth or sixth grade classroom during the semester. These classrooms are selected both for the diversity of the student body and for the quality of the classroom (mentor) teacher. Each student teaching team will have a mentor teacher who will work with them to improve their teaching abilities as the semester progresses. The mentor teacher will remain in the classroom at all times, be responsible for classroom behavior, and provide immediate feedback on the quality of the instruction to facilitate improvements.

Student Learning Objectives/Outcomes

Students will be able to:	Evidence of Student Learning:
Utilize science or mathematics content knowledge to plan and teach two Science or Math 5E model inquiry-based lesson plans to upper elementary grade students.	<ul style="list-style-type: none"> • a paragraph in each lesson plan that provides background information on the • concepts presented • content accuracy throughout each lesson plan • observations by the mentor teacher and/or the master teacher
Utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> • Identify sources cited in each lesson plan
Write performance objectives and assessments of those objectives for each lesson.	<ul style="list-style-type: none"> • performance objectives and corresponding assessments included in each lesson plan
Address the importance of building a relationship with students through addressing Social Emotional (SE) and Cooperative Learning (CL)	<ul style="list-style-type: none"> • participate in discussions on reading material, and rehearsal applying conversation skills. • identify and practice SE skills of active listening, team work, respect for others.

	<ul style="list-style-type: none"> identify and practice the skills associated with Cooperative Learning and actively participate in a CL team.
Present differentiated instructional to address the needs of diverse student populations in a classroom to assist in achieving instructional equity.	<ul style="list-style-type: none"> participation in class discussions and activities

Assignments & Academic Calendar

Class	Activities	Assignments and Field Experiences	Educator Standards / CR
1	Course - Introduction Activities: Welcome to Step 1	<ul style="list-style-type: none"> <u>Safety Quiz</u> <u>Technology Proficiency</u> Required forms: Talent Release, Indemnification, and FTT	Intro/Syllabus 2.11K, 2.19K, 3.2k Safety Quiz 2.21K Ethics, FTT Oaths 2.15K; 2.21S; 4.13-4.15K; 4.16S
2	Introduction to Social Emotional and Academic Learning	<ul style="list-style-type: none"> Introduction to SEL Skills- Active Listening, Empathy, Teamwork, Self-Reflection, CASEL.org <u>Active Listening Discussion Board</u> 	SEL 2.1K; 2.1S; 2.2S; 2.3K 1.3K-1.6K, 1.12K, 2.1K-2.3K; 3.5K 3.6K; 3.10K; 4.13K; 4.14K
3	Introduction to Cooperative Learning	<ul style="list-style-type: none"> <u>Background Check</u> Mentor Meeting (Saturday) Resources on Cooperative Learning Johnson & Johnson Kagan Activities: Introduction to cooperative learning; challenges and benefits; breakout discussion groups, social emotional skills	Creating an Environment of Respect and Rapport Cooperative Learning 2.1K, 2.3K, 2.3s; 2.7K; 4.5S; 4.6S SEL 2.1K; 2.1S; 2.2S; 2.3K 1.3K-1.6K, 1.12K, 2.1K-2.3K; 3.5K 3.6K; 3.10K; 4.13K; 4.14K
4	Introduction: Conversation Skills- Building Relationships with Students	<ul style="list-style-type: none"> Mentor Meeting (Tuesday) Resources for conversation: <ul style="list-style-type: none"> ➤ Edutopia.com ➤ https://www.rclfirst.com/ ➤ Activities: Conversation Starters/Active Listening Strategies 	Creating an Environment of Respect and Rapport 2.2K; 2.2S; Communication 3.2K; 3.2S ; 3.3K; 3.3S 5E Video and Questions- 1.19K; 1.21K; 1.26K; 1.28K TEKS Video and Questions- 1.7K; 1.12K-1.15K; 1.19K; 1.21K; 1.26K

5	Conversation Skills Part 2	<p>Conversation Active Listening with students Rehearsal</p> <ul style="list-style-type: none"> • <u>5E Lesson Plan Quiz</u> • <u>TEKS & Objectives Quiz</u> • <u>Observation 1 week</u> • <u>Observation Reflection</u> 	<p>Creating an Environment of Respect and Rapport 2.2K; 2.2S; Communication 3.1K; 3.1S; 3.4K; 3.4S Obs1 Reflection 2.1K-2.11K 2.13K-2.18K, 3.15K;3.16K; 4.3K; 4.4K; 4.12K, 4.8S, 4.14S</p>
6	TEKS, Objectives, and Academic Language	<ul style="list-style-type: none"> • <u>Observation 2 week</u> • <u>Observation 2 Self Reflection</u> • <u>LP1 Quiz</u> 	<p>Resources; Content and Pedagogy Assessment; - 1.4K; 1.8K; 1.10K; 1.12K; 1.16K; 1.18K; 1.20K; 1.22K; 1.23K; 1.25K-1.30K; 2.4K 2.5K, 2.7K 2.9K, 2.10K, 3.1K, 3.4K, 3.6-3.9K, 3.1S Assessment: 1.25K-1.30K</p>
7	Introduction to 5E Lesson Plans /Lesson 1 Demo Prepare for Observation 1	<ul style="list-style-type: none"> • Practice LP1 with Cooperative Learning Team • Order Supplies for LP1 • <u>Assessment Video and Questions</u> 	<p>Resources; Content and Pedagogy Assessment; LP1 Demo- 1.4K; 1.8K; 1.10K; 1.12K; 1.16K; 1.18K; 1.20K; 1.22K; 1.23K; 1.25K-1.30K; 2.4K 2.5K, 2.7K 2.9K, 2.10K, 3.1K, 3.4K, 3.6-3.9K, 3.1S 5E Model Discussion- 1.19K; 1.21K; 1.26K; 1.28K Inquiry Discussion- 1.3K; 2.3K;, 3.1K-3.4K; 3.11K; 3.12K</p>
8	Preparing to Teach Lesson Plan 1 Formative & Summative Assessments	<ul style="list-style-type: none"> • Practice LP1- in front of peers • Peer Feedback • <u>Send email to Mentor Teacher with LP1 package</u> • Compare/Contrast Formative and Summative Assessments • Assessment Activity 	<p>§228.30(b)-4, 11, 13 LP1 Prep/Practice 3.3K; 3.14K; Grouping Discussion 2.3K;, 2.5K-2.10K; Prof. Communication Discussion 4.3K; 4.4K Social Emotional Skills 2.23k, 2.20s Observation 2 Self Reflection 1.8s-1.11s, 1.19s-1.23s, 3.13k- 3.15, 4.10k, 4.14s</p>
9	Preparing Initial Lesson Plan 2	<ul style="list-style-type: none"> • <u>Teach Lesson 1</u> • <u>Submit Mentor Teacher Feedback form- OneDrive</u> • <u>LP1 Self Reflection</u> • <u>Create and Submit Initial Lesson Package - LP2</u> 	<p>Teach LP1 1.7K; 1.6s; 1.8K; 1.7s; 1.8s; 1.11K; 1.11s; 1.12K; 1.13K; 1.15K LP1 Reflection 1.8s-1.11s, 1.19s-1.23s, 3.15s-3.17s, 4.10k, 4.14s</p>

			Assessments: 1.25K-1.30K; 1.24-1.28s; Feedback to Teachers: 3.12K-3.16K;
10	Final Lesson Plan Package Completed	<ul style="list-style-type: none"> • <u>Revise Initial Lesson Package and Submit-LP2- Submit Final Lesson Package</u> • <u>Order Supplies</u> • <u>Turn in Copy Request for Handouts</u> 	LP2 Lesson Package: 1.1K-1.6K; 1.1s-1.5s; 1.7K-1.11K; 1.6s-1.11s; 1.12K-1.14K; 1.12s-1.15s; 1.16K-1.17K; 1.16s-1.17s; 1.19K-1.20K; 1.21K; 1.23K; 1.19s-1.23K; : 1.25K-1.30K; 1.24-1.28s
11	Cooperative Learning Teams LP2 Lesson Practice and Feedback	<ul style="list-style-type: none"> • Practice Presenting Engage, Explore, Explain and Evaluate as a CL Team • Peer Feedback • <u>Email approved lesson package LP2 to Mentor Teacher</u> • <u>Observation 3</u> • <u>Observation 3 Reflection</u> 	Model Lesson 1.4k, 1.8k, 1.10k, 1.12k, 1.16k-1.18k, 1.20k, 1.22k, 1.23k, 2.4k, 2.5k, 2.7k, 2.9k, 2.10k, 3.1k, 3.4k, 3.6-3.9k, 3.1s Prof. Communication Discussion 4.3K; 4.4K Social Emotional Skills 2.23k, 2.20s Providing Feedback to Students 3.12K-3.16; 3.15s-3.20s
12	Introduction to Diversity Differentiated Instruction in the Classroom/ Digital Educational Resources Pair Share	<ul style="list-style-type: none"> • Introduction to appreciating diversity and recognizing the importance of differentiated instruction • Diversity Activity • <u>Teach LP2</u> • <u>LP2 Self Reflection</u> 	Tech in the Classroom Discussion 1.17k, 1.28k Digital Educational Resources Search 1.17k, 1.2k-1.5k, 1.20k, 3.5k, 3.7k, 3.8k Mind Map LP2 Reflection 1.8s-1.11s, 1.19s-1.23s, 3.13k-3.15, 4.10k, 4.14s
13	Wrap Up Differentiation Digital Resources	<ul style="list-style-type: none"> • Wrap-up on Differentiation • Creating a Digital Resource Library for differentiating lesson • <u>Completed Field Logs due</u> 	Lesson Reflection Presentations 1.7K; 1.8K, 3.1K; 3.1s; 4.13K; 4.5S; 4.8S LP2 Reflection 1.8s-1.11s, 1.19s-1.23s, 3.13k-3.15, 4.10k, 4.14s
14	Brainstorming/ Work on completing the Final Project: Mind Map –	<ul style="list-style-type: none"> • Lesson Presentation- Preparation- Individual submission • <u>Mind Map submitted</u> 	§228.30(b)-4, 9, 13, 14 Lesson Reflection Presentations 1.8s-1.11s, 1.19s-1.23s, 3.13k-3.15, 4.8s, 4.10k, 4.14s
15	Mind Map Presentations Return all supplies	<ul style="list-style-type: none"> • Mind Map Presentations- each student presents • Final Inventory • Course evaluations 	§228.30(b)-4, 9, 13, 14 Lesson Reflection Presentations 1.8s-1.11s, 1.19s-1.23s, 3.13k-3.15, 4.8s, 4.10k, 4.14s

Grading Policy: Assignments required for course completion are listed and attached to the course calendar.

Please note:

If all parts of the LP2 Final Package are NOT completed on time, there will be point deductions for each day late up to 1 week. After 1 week past the due date, the assignment may not be accepted, and the lesson may be cancelled. Field experience and in-class rehearsal is part of the final package.

Please Note: Assignments that are not titled as directed by your instructor will NOT be graded.

Professionalism Rubric: Used by each instructor to ensure all students are demonstrating the professionalism expected and required to represent the UTeach Dallas program and will include a student's Productivity, Accountability, Professional Communication and Responsibility demonstrated throughout the semester.

Attendance: Points May be Deducted for Absences

Due to the class being organized in a Cooperative Learning arrangement virtually or in-person, missing class (virtual or in-person) not only impacts an individual student, but also the Lesson Writing and Presenting Cooperative Learning Team the absent student is assigned.

- **Contact the instructor via email on or before the class time with an explanation for missing class**
- **If not able to attend during a teaching date and time assigned:** 1. Contact your teaching partner 2. Contact your course instructor and 3. Contact the mentor teacher before the teaching time.

Field Experience Policies

- You will teach with your Cooperative Learning Team partner(s) two hands-on science/mathematics lessons in a local elementary school.
- The lessons will be chosen from nationally acclaimed modules including: *Full Option Science Systems (FOSS)*; *Great Explorations in Math and Science (GEMS)*; *Biological Survey and Curriculum Studies (BSCS)*; *National Geographic Society (NGS)*; and *Science and Technology for Children (STC)*.
- The modules have been developed for different grade levels with support from the National Science Foundation.
- Each student team will be assigned the second lesson topic to create all parts of a 5E formatted lesson, presentation tool, student handout, and answer key to present to a mentor teacher's elementary school classroom. The topic will be from one of the nationally recognized curricula (listed above)
- You will visit your mentor teacher's class 5 times in a semester. You will observe your mentor teacher's class 3 times and present 2 lessons during the semester.

Grading Policy: Assignments required for course completion are listed on the last page and attached to the course calendar.

Grading Scale: 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+

UT Dallas Syllabus Policies and Procedures

Please familiarize yourself with the UT Dallas policies and procedures as

<https://go.utdallas.edu/syllabus-policies>

Campus Carry Policy

<https://cpb-us-e2.wpmucdn.com/sites.utdallas.edu/dist/e/1154/files/2021/03/UT-Dallas-Campus-Carry-Policy.pdf>

UTeach Dallas Practicing Teacher Compliance Policies (§228.30(b)(2), (§228.50))

As a student in this course, you are expected to comply with:

1. Texas Administrative Code (TAC), Title 19, Part 7, Chapter 247, Rule §247.2 – Code of Ethics and Standard Practices for Texas Educators
2. UT Dallas Fitness to Teach Policy (see course home page – eLearning)

UTeach Dallas Complaints Procedure

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 katie.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 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 <https://catalog.utdallas.edu/2020/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.

School/ District Procedures and Policies:

- **For security reasons, all schools require a background check** for each UTeach Dallas Step 1 student and 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.
- **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.
- **Follow the UTeach Dallas dress code**, which can be found in the course documents on eLearning. **Dress appropriately and professionally** when going into schools.
- **Leave all personal communications devices off and out of sight.**

Classroom Safety and COVID-19 To help preserve the University's in-person learning environment, UT Dallas recommends the following:

Adhere to the University's [CDC Updated Guidelines](#) issued on July 30, 2021. All Comets are strongly encouraged to wear face coverings indoors regardless of vaccination status. Please note this represents a change in the [campus guidance](#) issued on May 20, 2021.

See more, including policies for vaccination information and rules about absence due to Covid. The information contained in the following link lists the University's COVID-19 resources for students and instructors of record as well as the other standard syllabus policies for the university.

Assignment (*see calendar for all due dates)	Points
Technology Proficiency Assignment	5
Science Safety Quiz	5
SEL Discussion Board	2.5
Nearpod Activity	2.5
5E Video & Questions	5
TEKS Video & Questions	5
Assessment Video & Questions	5
Lesson Plan 1 Quiz	5
Lesson Plan 1 in-class rehearsal and field experience	6
Lesson Plan 2 Initial Plan (Written lesson draft)	6
Lesson Plan 2 Final Package (Final edited written lesson plus field experience and in-class rehearsal)	10
Observation Reflections 1-3	15
Teach Reflections 1-2	10
Final Presentation	10
Professionalism Rubric (Including Weekly Participation)	8
Field Experience Log	Cr/NCR
Total Points Possible	100 pts