UTeach Dallas PBI Course Syllabus
NATS 4341 Sections 001 and 002
Fall 2022 ~ Fridays ~ 10:00 a.m.-12:45 p.m.

CONTACT INFORMATION

Dr. Kate York	**kate.york@utdallas.edu**
Office	972.883.2498
Office Location	FN 3.410A (in the UTeach Workroom)
Student Office Hours	Mondays and Wednesday- 9:30-11:00 a.m. or by appointment (feel free to take advantage of virtual hours!)
Prof. Katie Donaldson	**katie.donaldson@utdallas.edu**
Office	972.883.6427
Office Location	FN 3.308M (in the UTeach suite)
Student Office Hours	Tuesday- 2:00-3:30 p.m. or by appointment (feel free to take advantage of virtual hours!)

***NOTE:** While every attempt will be made to adhere to the syllabus and calendar as written, both are subject to change at professor discretion. Students will be advised of any changes made. All assignments are due by midnight on the due date, unless otherwise noted. Refer to eLearning or the class website for documents and directions for each assignment. Please email/call your professor in a timely, proactive manner, if you have questions or concerns in regards to any assignment.*

CLASSROOM CONDUCT REQUIREMENTS RELATED TO PUBLIC HEALTH MEASURES

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.

CLASS ATTENDANCE

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.

CLASS PARTICIPATION

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.

CLASS MATERIALS

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

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.

PREREQUISITES

Knowing and Learning, Successful completion of Preliminary Portfolio in CI (Resume, Cover letter, Teaching Philosophy, Equity Statement), 2.75 overall GPA, 3.0 GPA in UTeach Dallas courses.

Additional Requirements: Students must use a word processor, e-mail and have access to a web browser. If these requirements cannot be fulfilled, please see instructor.

COURSE RATIONALE

Project-based instruction engages learners in exploring authentic, important, and meaningful questions of real concern to students. Through a dynamic process of investigation and collaboration and using the same processes and technologies that scientists, mathematicians, and engineers use, students work in teams to formulate questions, make predictions, design investigations, collect and analyze data, make products and share ideas. Students learn fundamental science and mathematical concepts and principles that they apply to their daily lives. Project-based instruction promotes equitable and diverse participation and engages students in learning.

COURSE COLLABORATION

The nature of this course relies ***heavily*** on interactive, collaborative student activities, both in and out of class. These activities will be supported and facilitated using a variety of collaborative technology tools. Evaluation of collaboration skills will be assessed on the professionalism rubric.

STUDENT (OFFICE) HOURS

Dr. York will hold student hours on Mondays and Wednesdays from 9:30-11:00 a.m. Professor Donaldson will hold student hours on Tuesdays from 2:00-3:30 p.m. These will be reserved for private and/or team meetings. Please let us know in advance if you need to schedule during this time. Other times are available on an as needed basis. Because everyone's circumstances are different, we will make ourselves available to you on your time, to the greatest extent possible. Note that these hours may vary due to classroom teaching observations.

PROFESSIONALISM/ONLINE CONDUCT

This course may require participation in virtual learning experiences, 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.

TECHNICAL REQUIREMENTS

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.

COURSE DESCRIPTION

PBI has three essential components:

- Theory-driven Perspective: Students learn about how people learn and how project-based instruction may be among our most informed classroom learning environments for bridging the gap between theory and practice.
- Instructional Development: Technological and pedagogical content knowledge are developed as UTeach students work toward the design of project-based units. Competency is continually built as students read about and discuss the principles of PBI; reflect on observations of project-based learning environments in high school settings; and incorporate what they are learning into the design of problem-based lessons and ultimately, an entire project-based unit.
- Field Experience: An intensive field component includes observation of well-implemented project-based instruction in local schools, as well as implementation of problem-based lessons, with area high school students.

PERSPECTIVE

One challenge in implementing project-based curricula is that it requires simultaneous changes in curriculum, instruction and assessment practices – changes that are often foreign to students, as well as practicing teachers. In this course we will develop an approach to designing, implementing and evaluating problem- and project-based curricula and processes for PBI curriculum development that has emerged from collaboration with teachers and researchers. Previous research has identified four common design principles that appear to be especially important: (1) defining learning appropriate goals that lead to deep understanding; (2) providing scaffolds such as beginning with problem-based learning activities before completing a project; using "embedded teaching", "teaching tools" and a set of "contrasting cases"; (3) including multiple opportunities for formative self-assessment; (4) developing social structures that promote participation and revision. We will first discuss these principles individually and then compare them to other design principles suggested by other groups involved with project-based instruction. (paragraph taken from Barron, et al, 1998; co-author is Dr. Anthony Petrosino, UTeach professor at The University of Texas).

REQUIRED COURSE MATERIALS

Text Books:
Capraro, R.M., Capraro, M. M., & Morgran, J. R. (2013). *STEM project-based learning: An integrated science, technology, engineering, and mathematics approach* (2nd ed.). Rotterdam, The Netherlands: Sense Publishers. **Available for check-out through UTeach Dallas** and **online through the UT Dallas Library**.

Krajcik, J. S., & Czerniak, C. M. (2018). *Teaching science in elementary and middle school: A project-based approach,* (5th ed.). New York: Routledge. ISBN-978-0415534055. **Available for check-out through UTeach Dallas; select chapters necessary for the course are available on eLearning**.

Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project based learning: A proven approach to rigorous classroom instruction*. Alexandria, VA: ASCD. ISBN-978-1-4166-2033-4. **Available for check-out through UTeach Dallas** and **online through the UT Dallas Library.**

Lenz, B., & Adams, L. (2020). *This teachable moment: Engaging our kids in the joy of learning*. Retrieved from https://www.pblworks.org/for-families#:~:text=Download%20free%20eBook,and%20capabilities%20within%20your%20household. **Available for a free download at the above link.**

PBLWorks. (2021). *Project based learning handbook for middle & high school.* Novato, California: PBLWorks. ISBN-978-0-9974222-5-2. **Available for check-out through UTeach Dallas; select chapters necessary for the course are available on eLearning**.

Other:
Additional reading selections pertinent to projects or discussions during the course may be provided on eLearning and/or the course website.

COURSE OBJECTIVES AND EVIDENCE OF STUDENT LEARNING AND ENGAGEMENT

Students will	Evidence:
Discuss and critique the merits of project-based instruction in terms of student's cognitive development, equity and motivation.	• In-class and online discussions • A project-based unit that includes a rationale and objectives
Reflect on applications of educational theory as it relates to classroom practice in the area of project-based instruction.	• In-class and online discussions • A project-based unit that includes a rationale and objectives
Distinguish between project-based instruction and other instructional approaches and decide which approach best fits instructional goals based on the benefits and limitations of each.	• In-class and online discussions • A project-based unit that includes benchmark lessons and a lesson sequence that incorporates appropriate instructional approaches
Evaluate the usefulness of technology in achieving learning objectives and select appropriate resources for student use based on the relationship of salient features of the technology to learning objectives.	• Incorporation of instructional technology in a project-based unit • Use of various instructional technologies in class • Classroom presentation utilizing technology tools
Design inquiry methods for secondary students in a project-based setting	• A project-based unit that includes benchmark lessons and a lesson sequence that incorporates appropriate instructional approaches. • Feedback from master and/or mentor teachers as evidence of UTeach students designing a project-based unit
Describe examples of project-based instruction in math or science and analyze those examples in terms of several well-studied, field-tested models for PBI.	• In-class and online discussions • Observations of project-based classrooms
Demonstrate skill in designing laboratory or field-based project-based activities (science certifications).	• Evidence of UTeach students designing laboratory or field-based project activities
Use PBL design principles to develop a one-week project-based unit for secondary math and/or science courses *(*this will be taught in a local classroom*).	• A project-based unit including an entry event/video, entry document, calendar, rationale, objectives, theoretical basis for the project, benchmark lessons, investigations, alternative assessments, strategies for differentiating instruction for students in special populations, related resources and technology tools.
Develop alternative assessments appropriate for project-based instruction.	• Problem-based lessons that include alternative assessments • A project-based unit that includes alternative assessments

Students will	Evidence:
Discuss lab safety and liability issues related to project-based instruction and wet-lab or field environments (Occupational Safety and Health Administration (OSHA) regulations, how to read materials safety data sheets, safe disposal of chemicals, etc.)	• Participation in class discussion on safety and liability issues • A project-based unit that includes safety precautions
Use relevant technology to develop projects (e.g., concept mapping software, video editing software, collaborative apps, etc.).	• Technology-based or developed project elements
Integrate relevant technology into curricular units (e.g., Internet, simulations, data analysis packages, modeling software, etc.).	• A project-based unit that includes lessons that integrate the use of technology (incorporation of technology for use in virtual settings will be emphasized and expected)
Plan instruction that promotes equitable and diverse participation so that all students have an opportunity to learn.	• A project-based unit that includes lesson plans documenting differentiated instruction that supports all learners
Explore strategic partnerships and collaborations, including global, professional, and/or informal education organizations, in order to broaden instructional resource knowledge and strengthen soft skills development.	• Explorations of partnerships and collaborations with global, professional, and/or informal education organizations
Develop soft/professionalism skills	• A project-based unit that includes design, instruction, and assessment of K-12 student soft skills • Partnerships and collaborations with class peers, mentors, and global, professional, and informal education contacts
Practice techniques to elicit student thinking in classroom/field situations	• Exploration and use of techniques such as, but not limited to, facilitating discussion, asking follow-up questions, using multiple representations, etc.

FIELD-BASED OBSERVATION AND TEACHING EXPERIENCES

Off-campus Instruction and Course Activities

(Below is a description of any travel and/or risk-related activity associated with this course.)

Each UTeach Dallas PBI student is required to spend a minimum of **11 hours** observing/teaching in secondary school classes that are structured around the project-based method of teaching for this course. They are to record their observations, answer specific focus questions, and then submit a reflection/commentary document via eLearning. The information gathered in these observations is also used to inform the class discussions of the peer-reviewed literature on project-based instruction. For the Fall 2022 semester, observation/teaching hours will be obtained in the following way:

Mentor Teachers: All PBI students will be assigned a middle or high school mentor teacher. ***A Meet the Mentor time has been scheduled for Tuesday, September 13th, from 5:30am - 7:30 p.m. at UT Dallas.*** This is a **required** meeting; please let Dr. York and Professor Donaldson know if there are issues with this date/time, and they will provide additional guidance.

Classroom Observations: All mentor teacher classroom observations/mentor partner teaches will be conducted in-person at your assigned campus. A **MINIMUM** of eight (8) observation hours will be required for this course. These will need to be pre-scheduled with the mentor teacher. Each observation must be a minimum of one hour and several will require a written reflection. Please note that observations **MUST** be completed prior to the classroom teaching experience in this course.

Classroom Teaching: All UTeach Dallas PBI students will teach a PBI lesson designed for the student in the mentor teacher's classroom. A **MINIMUM** of three (3) teaching hours will be required for this course. These may be recorded and used for the practice portfolio assignments and assessment of teaching skills. Classroom teaching is evaluated and serves as 25% of the course grade.

A Note about Observation/Teaching Hours: The State of Texas requires a minimum of thirty (30) hours of classroom observation/teaching experience prior to clinical teaching. Fifteen (15) of these hours **MUST** be live observation/teaching experiences (not video). If you do not have enough live observation/teaching hours from your previous UTeach courses combined with the minimum of eleven (11) hours in this course, you will need to schedule additional observation time with your mentor **this semester.**

Field Trip to New Tech High @ Coppell: Please note that an **OPTIONAL** PBI Field Trip will be scheduled to New Tech High @ Coppell; attending this field trip will earn a minimum of two (2) hours of observation. The date of the field trip will be announced the first week of class. This date is subject to change; notice will be provided.

What to Expect in Clinical Teaching Info Session: Please note that a **MANDATORY** "What to Expect: Advice from Current CTs" session has been scheduled for Thursday, November 17th, from 5:30-6:30 p.m. This session will provide practical advice from CTs currently "in the field" about what to expect during your student teaching experience.

CERTIFICATION EXAMS

UTeach Dallas students complete certification exams, both content and teaching (PPR) during their last semester before student teaching which generally falls during PBI. Students are encouraged to take practice TExES content and PPR exams, which are provided at no charge by the TDC. To inquire or schedule a practice exam, contact the TDC at 972-883-2730. Content and PPR exams ***must*** be taken prior to clinical teaching. Please let Professor Donaldson know about EACH exam you register to take.

GLOBAL AND INFORMAL EDUCATION EXPERIENCES COMPONENT

Global Collaboration/Digital Citizenship:

In the global society in which we now live, providing students with opportunities to practice digital and global citizenship and to foster global competence, awareness, and appreciation is an important learning outcome. As such, students in this class may engage in global instructional experiences in order to help practice and develop skills that can be transferred into and applied in classrooms and instructional design with their future students. Project-based instruction provides an ideal platform for infusing classroom global experiences on multiple levels, and allows students additional opportunities to engage in and develop critical soft skills. These activities may be embedded in the course projects and discussions, as appropriate (see eLearning/course website).

Informal Education/Additional Professional Development Opportunities:

In addition to the traditional classroom, informal education and outside professional development opportunities and organizations provide additional means of engaging students with content and with real-world applications and interacting with and gaining resources from other teachers and outside agencies. Informal education, for example, includes such resources as parks, museums, other educational organizations/networks, etc., and can be a valuable addition to the classroom. Additionally, professional development opportunities provide important experiences for networking, content development, and for increasing instructional tools. As such, students in this class may engage in such experiences as a function of the course. These activities may be embedded in the course projects and discussions, as appropriate (see eLearning/course website).

ASSIGNMENTS

PROJECT #1: INTRODUCTION TO PBI IMMERSION PROJECT

This is an introduction to PBI through immersion. Students will engage in and complete a small PBI lesson as a way of learning the components and processes of PBI. Project details and assessment criteria will be posted in eLearning and/or the course website.

PROJECT #2: MINI-PBI UNIT DESIGN/TEACH

UTeach Dallas students prepare and teach a PBI unit incorporating secondary STEM content and elements of global and/or informal education. The unit will include components as described within the eLearning/course website. Additional project details and support will be provided in eLearning and/or the course website.

PROJECT #3: 3-5 DAY MINI-PBI LESSON DESIGN/TEACH

UTeach Dallas PBI students prepare a mini-PBI lesson in assigned teams (a minimum of 3 class periods in length) that will be taught in a local secondary STEM classroom. The lesson will be prepared to meet curricular objectives and state and/or national standards for a middle or high school class. The lesson will include components as described in the project details and will be assessed using a rubric (see eLearning and/or the class website). These will be designed in cooperation with the mentor teacher and instruction will be delivered to the mentor's students. Lesson design and lesson implementation (teaching) will both be evaluated. Project details will be posted in eLearning and/or the course website.

FINAL PROJECT

Project details and support will be provided in eLearning and/or the course website.

DISCUSSIONS

In-Class Activities/Discussions Over Reading Assignments: Students will participate in weekly reading assignments; reading participation will be assessed with weekly class warm-ups and the peer-led in class activities/discussion. Refer to the course calendar for topics and dates.

Discussion Leader: UTeach Dallas PBI Students lead in-class activities/discussions that tie together theory from the reading material with their field experiences. Students will sign up individually or in pairs for one (1) turn as a discussion leader for small group discussions of the peer reviewed literature assigned. The roles and responsibilities of the discussion leaders are to:

Prepare a twenty (20) minute max forum on the topic:

1. Leaders will use a research-based, interactive learning activity for the purpose of **EXTENDING** and **DEEPENING** student thinking about the assigned readings and how they compare to their observations in project-based classrooms. An example might be a round robin discussion format, a role play applying principles learned in the readings, or an interactive formative assessment probe over the reading.
2. Leaders must have the participants discuss **APPLYING** the concepts presented in the material, not just rehashing the topics that they have read.

Please contact Dr. York or Professor Donaldson with questions of concerns regarding this activity.

SOFT/ PROFESSIONALISM SKILLS

A central part of Project-Based Instruction is the development of soft/professionalism skills, including, but not limited to *:

- Information, Media, and Technological skills
- Creativity, Critical Thinking, Communication, and Collaboration skills
- Life and Career skills
- Content and 21st Century Themes (global awareness; financial, civic, health, and environmental literacies)

*adapted from the *P21 Framework for 21st Century Learning- A Network of BattelleforKids* (2019)

In addition to learning about these skills and including them in the design of the activities and assignments in the course, it is important UTeach Dallas students practice these skills and grow professionally in their own development of these skills. Therefore, these skills will be assessed formatively in this course periodically throughout the semester, and may include self-evaluations, peer evaluations, and instructor evaluations. Feedback will be provided, along with coaching for growth. Additionally, students will be assessed summatively by the instructional team at the end of the semester. A rubric for these skills will be provided in eLearning. If you have any questions regarding the formative/summative evaluations and the points associated with them for the course, contact a member of the instructional team.

COURSE SEQUENCE

A ***tentative*** semester overview is provided below and in the additional course calendar. Every attempt will be made to adhere to the schedule provided, but the instructor reserves the right to make changes as needed. Announcements about these changes will be made in class and posted in eLearning.

Class	Lesson Focus	Assigned Reading	Assigned Homework	TEA
1	**Focus:** Intro to PBI Model Lesson **Class activities:** PBI model lesson; intro to managing classes with a course website; course overview; development of knows and need to knows; discuss portfolio website; review code of ethics, FTT	Reading: Capraro, et al. Chapters 1 and 5 (all)	* Assigned reading	Demo Lesson: 1.4K Code of Ethics: 4.13-15K
2	**Focus:** Learning Theories and PBI **Class activities:** Students receive MS/HS TEKS for incorporation of standards into lesson plans; student led discussion of reading; fair use; activities regarding the PBI process and aligning to standards (TEKS); Project #1 presentations; Launch Project #2	Reading: Larmer, et al. Chapters 2 and 3 (all), Capraro, et al., Chapters 2, 3 and 7 (all)	* Assigned reading * Project #1 presentations * Launch Project 2 (parts *A* and *B*)	Reading/Discussion: 1.4K, 1.11K
3	**Focus:** Extending PBI: Global Education **Class activities**: Infusing global education, into PBI projects; launch of Project #3	Reading: Tye (all); Mansilla & Jackson (p. 1-75)	* Assigned reading * Project #2A collaborator meeting * Project #2B Week 1 * Mandatory: Mentor Meeting (see calendar)	Global Education Activity: 4.4K Lesson Design Components: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K Meet the Mentor: 4.3K, 4.4K, 4.6K

Class	Lesson Focus	Assigned Reading	Assigned Homework	TEA
4	**Focus:** Collaboration and Classroom Facilitation in PBI **Class activities:** Review mentor meeting; Student led discussion reading; collaborative learning importance and strategies; formative feedback with friends session for assessment mechanisms; classroom management in a PBI setting; discussion; lesson design	Reading: Krajcik and Czerniak Chapter 6 (all; *optional*): Capraro et al, Chapter 11 (all); PBLWorks Chapters 3 and 4 (all)	* Assigned reading * Project #2A design/practice * Project #2B Week 2 * Portfolio website due	Reading/Discussion:2.2K-2.3K, 2.7K Lesson Design Components: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K
5	**Focus:** Informal Science Education/Problem-based Mathematics **Class Activities:** Student led discussion of multiple methods of teaching, including, including citizen science and problem-based learning; lesson teach practice	Reading: Selected readings in eLearning	* Assigned reading * Project #2A design/practice * Project #2B Week 3	Reading/Discussion: 4.4K Lesson Design Components: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K
6	**Focus:** Constructing Meaning (Driving Questions) **Class activities:** student led discussion of reading; virtual lesson teach; importance of driving questions development, learning objectives development, relation to standards, and understanding by design (UBD) framework; relevance of launch events and entry documents; lesson design	Reading: Krajcik and Czerniak Chapter 3 (all); PBLWorks Chapter 2 (all)	* Assigned reading * Project #2A virtual teach *Project #2B Week 4 * Launch Project #3	Reading/Discussion: 1.12K-1.15K Lesson Teach: 1.1S-1.23S; 2.1S-2.21S, 3.1S-3.20S, 4.5S-4.10S, 4.12S-4.14S, 4.16S, 4.17S Driving Question/Learning Objectives Activity: 1.12K-1.15K Standards Activity: 1.7K-1.10K, 1.19K
7	**Focus:** Designing PBI Experiences **Class activities:** Student led discussion of reading; formative feedback with friends session for driving question; components and processes of PBI; lesson design	Reading: PBLWorks Chapters 1 and 7 (all)	* Assigned reading * Project #2A collaborator debrief * Project #2B Week 5 * Project #3 driving question due	Reading/Discussion: 1.4K, 1.10K, 1.23K Components of PBI Activity: 1.4K Lesson Design Overview: 1.12K-1.15K Driving Question/Learning Objectives Activity: 1.12K-1.15K
8	**Focus:** Assessment *For* and *Of* Learning **Class activities:** Student led discussion of reading; importance of student learning assessment; types of assessment; relation to state assessments; teacher responsiveness; creation of rubrics for content, presentation, and 21st century skills; providing feedback; eliciting student thinking; access online rubric applications; formative feedback with friends session for entry document and launch event; Project #3 lesson design	Reading: Capraro, et al., Chapter 12 (all); PBLWorks Chapter 5 (all)	* Assigned reading * Project #3 entry doc and assessment mechanisms due	Reading/Discussion: 1.13K, 1.24K-1.31K Lesson Design Components: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K Entry Doc Creation: 1.24K-1.31K, 3.12K-3.16K Rubric Creation: 1.24K-1.31K, 3.12K-3.16K
9	**Focus:** Equity: Ensuring Learning for ALL in PBI **Class activities:** Student led discussion reading; reflections on observations of PBI classrooms; discuss modifications and accommodations for differentiated instruction in PBI; inclusive instruction; ELL strategies; inclusion of special populations accommodations/ modifications; management; formative feedback with friends session on project calendars and instructional components; Project #3 lesson design	Reading: Capraro et al., Chapters 10 and 13 (all); additional readings in eLearning	* Assigned reading * Project #3 project calendar, workshops, and solo stations for lesson design due	Reading/Discussion: 1.5K-1.6K, 2.1K-2.18;1.3K Inclusive Instruction Activities:1.3K,1.6K, 1.14K, 2.1K, 2.23K Lesson Design Components: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K
10	**Focus:** Engineering Design Applications **Class activities**: Formative feedback with friends session for project components; Project #3 lesson design	None assigned	* Project #3 final submission due	Lesson Design Components: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K Commentary Piece: 4.12K
11	**Focus:** Applying the Learning: Rehearsal **Class activities:** Students will practice teaching a portion of their lesson to their peers during class; Project #3 lesson design	None assigned	* Project #3 lesson rehearsal	Lesson Rehearsal: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K

Class	Lesson Focus	Assigned Reading	Assigned Homework	TEA
12	**Focus:** Teaching Practice/Enactment **Class activities:** Students will discuss and reflect on classroom teaching experience; final project components	None assigned	* Teaching practice in mentor's classroom * Final project components * Mandatory: What to Expect?: Current Advice from ATS (see calendar)	Lesson Design Components: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K Lesson Teach: 1.1S-1.23S; 2.1S-2.21S, 3.1S-3.20S, 4.5S-4.10S, 4.12S-4.14S, 4.16S, 4.17S
13	**Focus:** Teaching Practice/Enactment **Class activities:** Students will discuss and reflect on classroom teaching experience; final project components	None assigned	* Teaching practice in mentor's classroom * Final project components due * Classroom Observation Reflections due * Observation Hours Log due	Lesson Design Components: 1.16K-1.18K, 1.20K-1.21K, 3.1K-3.11K Lesson Teach: 1.1S-1.23S; 2.1S-2.21S, 3.1S-3.20S, 4.5S-4.10S, 4.12S-4.14S, 4.16S, 4.17S
14	**Focus:** Course Wrap/Up; Final Project Designs **Class activities:** Final presentations	None assigned	* Final project presentations due	Presentations: Comprehensive

GRADING

Points Breakdown

The following is the grading breakdown for the class requirements (100 pts. total).

In-Class Reading Activities	10 x 1 pt. = 10
Observation Reflections*	3 x 3 pts.= 9
Project 1	5
Project 2- Part A	10
Project 2- Part B	8
Project 3	20
Teaching Evaluation	25
Discussion Leader	3
Final Project	5
Professionalism Rubric	5
Total	100

Pass/Fail Requirements

The following items must be completed satisfactorily and turned in during this course in order to receive a passing grade.

- Field Experience Log
- Observation Reflections (*although these are graded as assignments in the course, these are required by TEA for certification)

Other Grading Policies

Timeliness of work/assignment submissions, class attendance, classroom citizenship, etc., are components of the soft skills/ professionalism rubric. While not stand-alone grades, the mastery of these skills will be reflected in the soft skills/ professionalism summative grade (10%). The course instructor should be notified in advance of the need to submit an assignment after the due date.

Attendance: Regular class attendance is critical and strongly encouraged due to the collaborative nature of the course. As a courtesy, please email the instructor and your teammates **in advance** if you are unable to attend class. Participation in in-class activities is part of the grade for this course, so attendance is necessary for earning those points.

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+ 67-64= D 63-60= D- Below 60 = F

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the professor.

COMET CREED

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UTEACH DALLAS POLICIES AND PROCEDURES

As a student in this course, you are expected to comply with the Code of Ethics and Standard Practice for Texas Educators and the Fitness to Teach Policy.

UT 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
   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
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:

Contact UTeach Dallas Associate Director, Katie Donaldson, with your complaint at katie.donaldson@utdallas.edu or 972-883-6427.
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 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.

UNIVERSITY POLICIES AND PROCEDURES

Please use the following link to familiarize yourself with the most current university policies and procedures:
https://go.utdallas.edu/syllabus-policies