

Classroom Interactions Course Syllabus

Fall 2023

Course Day/Time

Section 001 - M/W –11:30 AM - 12:45 PM

Section 002 - M/W –1:00 PM - 2:15 PM

Professor Contact Information

Dr. Kate York, Instructor Office Phone: 972-883-2498 Email: kate.york@utdallas.edu Office Hours: Mondays and Wednesdays 9:30-11:00 a.m. or by appointment; feel free to take advantage of virtual meetings!	Prof. Denise Gregory, Instructor Office Phone: 972-883-6444 Email: denise.gregory@utdallas.edu Office Hours: Mondays & Wednesdays 10:30 a.m.- noon or by appointment
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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, science, computer science, and/or engineering 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 prerequisites, 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

Students will:	Evidence of Student Learning:
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"> • Observation reflections and classroom activities
plan and teach two high school mathematics, science, computer science, and/or engineering 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"> • Lesson design • Digital video of teaching • Observations and comments by mentor teacher(s) and master teacher(s)
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"> • Discussion board and classroom activities
demonstrate familiarity with several relevant teaching technologies (ex. presentation software, computer simulation software, graphical analysis and representation software) and analyze how technology can affect classroom interactions.	<ul style="list-style-type: none"> • Utilization of technology in lesson design with justification/rationale of how use or non-use contributes and directly supports student learning • Participation in discussions of the effectiveness of technology
create portions of their preliminary portfolios	<ul style="list-style-type: none"> • Reflection project

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 8/21/23</p>	<ul style="list-style-type: none"> • Introductions • Forms, Ethics & FTT Oaths (if needed) • Syllabus Overview • I Am From Poem 	<ul style="list-style-type: none"> • 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. Readings (due for Class #3) <ul style="list-style-type: none"> • Sadker & Koch (2016) • Stereotype Threat • 3 Tips for Culturally Responsive Teaching • Culturally Responsive Teaching: 4 Misconceptions 	<ul style="list-style-type: none"> • Intro/Syllabus 2.11k, 2.19k, 2.22k, 3.2k • Diversity/equity readings & discussion: 1.3-1.5k, 2.1-2.3k, 2.5k, 2.1s- 2.5s, 2.21s • TTS: 2B, 4A
<p>#2 Laying the Foundation for Inclusive Classrooms 8/23/2023</p>	<ul style="list-style-type: none"> • Identity • Inclusive Teaching Practices 	<ul style="list-style-type: none"> Readings (due for Class #3) <ul style="list-style-type: none"> • NGSS case studies #1 and #2 Discussion #1 due today 	<ul style="list-style-type: none"> • Inclusive practices 1.3-1.5k, 1.2s - 1.5s, 2.1-2.5k, 2.17k, 2.23k, 2.1s-2.3s 4.1k, 4.8k • TTS: 2A, 2B, 5A
<p>#3 Inclusive classrooms (con.) 8/28/2023</p>	<ul style="list-style-type: none"> • Inclusive Teaching Practices • Case studies #1, 2, and 5 	<ul style="list-style-type: none"> Readings (due for Class #4) <ul style="list-style-type: none"> • Three Ways to Enhance Tasks for MLL • Hoffman & Zollman (2016) • Dong (2005) Discussion #1 Response – due today 	<p>Strategies for Diverse Learners</p> <ul style="list-style-type: none"> • 1.2k -1.11k, 2.1k - 2.7k, 2.1s - 2.5s, 2.19s-2.21s, 3.2k, 3.3k, 3.5k - 3.7k, 3.10k, 3.3s • TTS: 2A, 2B
<p>#4 Laying the Foundation for Supporting MLLs 8/30/2023</p>	<ul style="list-style-type: none"> • Language Learners - what MLLs need to succeed • ELPS • Case study #4 	<ul style="list-style-type: none"> Formative Assessment #1: Diversity– due 9/1 	<ul style="list-style-type: none"> • Discussion: 1.6k, 1.20k, 1.2s, 3.6s, 3.8s, 3.9s, 3.10s, 3.13s, 3.14s, 3.17s, 3.19s, 3.20s • TTS: 2A, 2B, 2C
<p>#5 Intermediate Approaches to Lesson Design 9/6/2023</p>	<ul style="list-style-type: none"> • Model Lesson • Mentor meeting specifics • Lesson Design Template 	<ul style="list-style-type: none"> • Discussion #2 – due 9/8/23 • Meet Your Mentor/Plan Your Lessons Meeting – 9/9 	<ul style="list-style-type: none"> • LP Design /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-3.14k, 1.1s, 1.2s, 1.4s, 1.6s, 1.20-1.23s, 2.5s, 3.11s, 3.13s • Learning Goals & task selection - 1.3s, 1.6s, 1.9s, 1.12s-1.15s, 1.19 s-1.23s, 2.5s, 3.3k, 3.5k • Mentor 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 • TTS: 1A, 1B, 1C, 1D, 3A

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<p>#6 Lesson Design (con.) 9/11/2023</p>	<ul style="list-style-type: none"> Lab Setup & Safety Differentiating instruction strategies 	<p>Readings (due for Class #7)</p> <ul style="list-style-type: none"> Science: <ul style="list-style-type: none"> Konicek-Moran & Keeley (2015) Math: <ul style="list-style-type: none"> Promoting a Conceptual Understanding of Mathematics CS: <ul style="list-style-type: none"> Rich Tasks in CS (7.2.3) <ul style="list-style-type: none"> Discussion #2 Response- due today Meet Your Mentor/Plan Your Lessons Meeting –(Make up) Context for Learning- due for class #7 	<ul style="list-style-type: none"> Mentor 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 Readings 1.8k-1.10k, 3.6k, 3.8k Readings: 1.1s-1.10s, 1.14-1.16s, 1.19s, 2.9s, 3.8s, 3.9s TTS: 1A, 1B, 1C, 1D, 5A, 5C
<p>#7 Addressing Preconceptions and Misconceptions in Learning 9/13/2023</p>	<ul style="list-style-type: none"> Discuss uncovering student preconceptions and misconceptions and how to positively support learning Video Analysis 	<ul style="list-style-type: none"> Work on lesson package “First Days of School” Video Reflection – due 9/15 	<ul style="list-style-type: none"> Minds of Their Own video: 1.4k, 1.14k, 1.20k Video Analysis 3.15k, 3.16k, 3.4k, 4.18s Discussion: 1.3k, 1.7s-1.9s, 1.14s TTS: 2C, 3B3B First Days- 2.1k,2.2k,2.5k
<p>#8 Central Focus and Standards Analysis 9/18/2023 (flex)</p>	<ul style="list-style-type: none"> Deep dive of the TEKS 	<ul style="list-style-type: none"> Work on lesson package Classroom Observations 	<ul style="list-style-type: none"> Central Focus and Standards 1.8k-1.10k, 3.12k Deep dive: 1.7k - 1.10k, 1.13k-1.14k, 1.19k,1.25-1.27k, 1.30k,1.6s TTS: 1A, 1B, 1C, 1D, 3A, 3B
<p>#9 Learning Goals & Assessment 9/20/2023</p>	<ul style="list-style-type: none"> Assessment practices Analyzing student work 	<ul style="list-style-type: none"> Work on lesson package Classroom Observations Virtual Exchange Synchronous Meeting 	<ul style="list-style-type: none"> 1.25k-1.30k, 1.28s TTS: 1F, 5A, 5C
<p>#10 Lesson Research & Prep 9/25/2023</p>	<ul style="list-style-type: none"> Lesson Design CRI elements 	<ul style="list-style-type: none"> Work on lesson package Classroom Observations VE collaboration week 1 	<ul style="list-style-type: none"> Discussion & Lesson Design 1.2k- 1.6k, 1.21k - 1.27k, 1.1s-1.17s, 1.20s - 1.23s, 2.1k- 2.7k, 2.9k, 2.16k,3.5k,3.7k-3.9k,3.12k-3.16k, 3.6s-3.10s,4.1k TTS: 1A, 1B, 1C, 1D
<p>#11 Lesson Research & Prep (con.) 9/27/2023</p>	<ul style="list-style-type: none"> Lesson Design CRI elements Anticipating & monitoring (5 practices) 	<ul style="list-style-type: none"> Classroom Observation Reflection- #1- due this day 	<ul style="list-style-type: none"> TTS: 1A, 1B, 1C, 1D, 3B

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<p>#12 Eliciting and Interpreting Student Thinking Practice 10/2/2023</p>	<ul style="list-style-type: none"> Eliciting student understanding Video analysis Selecting & Sequencing student solutions 	<p>Readings/Video (due for Class #14)</p> <ul style="list-style-type: none"> Terada (2019) Alber (2015) Simmons (2019) Sears (n.d.) Tomlinson (2012) Swain (2011) https://youtu.be/y_v_G7ub-n0 Initial Lesson Package Due Today! Prepare talk moves & back pocket questions for eliciting & interpreting practice (scenarios) VE collaboration week 2 	<ul style="list-style-type: none"> Lesson Package: 1.25-1.27k, 1.29k, 1.12s, 1.13s, 3.12k, 1.1s-1.10s, 1.14-1.16s, 1.19s, 2.9s, 3.7s - 3.10s, 3.12s, 4.1k Eliciting Student Understanding 1.4k, 1.14k, 1.20k Video Analysis 3.15k, 3.16k, 3.4k Classroom Mgt. Readings 1.11k, 1.12k, 1.24k, 2.3k, 2.5-2.9k, 2.13-2.18k TTS: 1E, 1F, 2C
<p>#13 Eliciting and Interpreting Student Thinking (con.) 10/4/2023</p>	<ul style="list-style-type: none"> Eliciting/interpreting student understanding practice <i>PSTs practice questions</i> 	<p>Readings/Video (due for Class #14)</p> <ul style="list-style-type: none"> Terada (2019) Alber (2015) Simmons (2019) Sears (n.d.) Tomlinson (2012) Swain (2011) https://youtu.be/y_v_G7ub-n0 	<ul style="list-style-type: none"> Lesson Package: 1.25-1.27k, 1.29k, 1.12s, 1.13s, 3.12k, 1.1s-1.10s, 1.14-1.16s, 1.19s, 2.9s, 3.7s - 3.10s, 3.12s, 4.1k Eliciting Student Understanding 1.4k, 1.14k, 1.20k Video Analysis 3.15k, 3.16k, 3.4k Classroom Mgt. Readings 1.11k, 1.12k, 1.24k, 2.3k, 2.5-2.9k, 2.13-2.18k TTS: 1E, 1F, 2C
<p>#14 Classroom Management 10/9/2023 (flex)</p>	<ul style="list-style-type: none"> Discuss the basics of CM, common strategies, resources that are available, and the multiple LTs that apply/help 	<ul style="list-style-type: none"> All final lesson revisions -due today Formative Assessment #2: Classroom Management- due today VE collaboration week 3 	<p>Classroom Mgt. discussion 1.12k, 1.24k, 2.3k, 2.5-2.23k, 2.6s-2.10s, 3.1k, 3.10k, 3.15k, 3.16k, TTS: 4C</p> <ul style="list-style-type: none"> CM Assessment 1.11k, 1.12k, 1.24k, 2.3k, 2.5-2.9k, 2.13-2.18k
<p>#15 Classroom Management (con.) 10/11/2023</p>	<ul style="list-style-type: none"> Discuss the basics of CM, common strategies, resources that are available, and the multiple LTs that apply/help Role Play Scenarios 	<ul style="list-style-type: none"> All final lesson revisions- due today Summative Assessment #1: Classroom Management- due 10/13 	<ul style="list-style-type: none"> CM Assessment 1.11k, 1.12k, 1.24k, 2.3k, 2.5-2.9k, 2.13-2.18k TTS: 4C
<p>#16 Lesson Practice & Prep/Peer Review 10/16/2023</p>	<ul style="list-style-type: none"> Lesson Rehearsal 	<ul style="list-style-type: none"> Prepare for upcoming lesson teach (request materials and supplies) VE collaboration week 4 	<ul style="list-style-type: none"> LP prep/practice 3.3k, 3.14k, 3.1s-3.5s, 3.15s-3.20s TTS: 1A, 1B, 1C, 3B, 3C
<p>#17 Lesson Practice & Prep/Peer Review (cont.) 10/18/2023</p>	<ul style="list-style-type: none"> Lesson Rehearsal 	<ul style="list-style-type: none"> Observation Reflection #2 & 3- due 10/27 	<ul style="list-style-type: none"> LP prep/practice 3.3k, 3.14k, 3.1s-3.5s, 3.15s-3.20s TTS: 1A, 1B, 1C, 3B, 3C

Class	Course Outline	Assignments/Notes	Educator Standards/CR
#18 Lesson Practice & Prep/Peer Review (cont.) 10/23/2023	<ul style="list-style-type: none"> Lesson Rehearsal 	Readings (due for Class #19) <ul style="list-style-type: none"> Fisher & Frey (2016) Kane (2012) Johnson – Rtl: What it is, What it isn't. Baffum, Matos, & Weber (2010) 	<ul style="list-style-type: none"> LP prep/practice 3.3k, 3.14k, 3.1s-3.5s, 3.15s - 3.20s Fisher & Frey 1.3k, 1.4k, 2.3k, 2.22k, 2.23k Kane 1.3k, 1.4k, 2.3k, 2.22k, 2.23k TTS: 1A, 1B, 1C, 1D, 1E, 1F, 2B, 3B, 3C, 4A, 4B, 4C, 4D, 5A, 5D
#19 Accessible Learning for All Students: Interventions, Accommodations & Modifications 10/25/2023	<ul style="list-style-type: none"> Video: Discussion Introduction to making accommodations Implications for teaching: Special Education G/T Autism Dyslexia Rtl Discuss Response to Intervention, and review available strategies & accommodations for each level 	Readings (due for Class #20) <ul style="list-style-type: none"> NGSS case studies # 3,6, and 7 Formative Assessment: Accessible Learning - due 11/1 Virtual Exchange Wrap-up Synchronous Meeting 	<ul style="list-style-type: none"> SpEd/504 1.3k, 1.14k, 2.1k, 2.12k, 2.14k, 2.22k, 2.23k, 4.5k, 4.13k, 4.14k, 4.16k, 4.13s RTI Readings/Assessment 1.2k-1.5k, 1.9k, 1.10k, 1.12k-1.15k, 1.25k-1.27k, 4.3-4.5k TTS: 1A, 1B, 1C, 1D, 1E, 1F, 2B, 3B, 3C, 4A, 4B, 4C, 4D, 5A, 5D
#20 Accessible Learning for All Students (con.) 10/30/2023	<ul style="list-style-type: none"> Introduction to making accommodations Implications for teaching: <ul style="list-style-type: none"> Special Education G/T Autism Dyslexia Rtl Discuss Response to Intervention, and review available strategies & accommodations for each level 	<ul style="list-style-type: none"> Formative Assessment: Rtl- due 11/3 	<ul style="list-style-type: none"> SpEd/504 1.3k, 1.14k, 2.1k, 2.12k, 2.22k, 2.23k, 4.5k, 4.13k, 4.14k, 4.16k, 4.13s RTI 1.2k-1.5k, 1.9k, 1.10k, 1.12k-1.15k, 1.25k-1.27k, 4.3-4.5k Language 1.3k, 1.5k, 1.6k, 1.2s TTS: 1A, 1B, 1C, 1D, 1E, 1F, 2B, 3B, 3C, 4A, 4B, 4C, 4D, 5A, 5D
#21 11/1/2023	<ul style="list-style-type: none"> Biases Introduce the Reflection Project 	<ul style="list-style-type: none"> Summative Assessment #2: Accessible Learning due 11/6 	<ul style="list-style-type: none"> Diversity/Equity/Culturally Responsive Instruction 1.3-1.5k, 2.1-2.3k, 2.5k TTS: 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 5A, 5C, 5D, 6A, 6B
#22 Lesson Teach Debrief 11/6/2023	<ul style="list-style-type: none"> Discussing takeaways from lesson teach and application to the Reflection Project 	Readings (due for Class #23) <ul style="list-style-type: none"> Texas Administrative Code (TAC) Title 19, Part 7, Chapter 247 Educators' Code of Ethics, Sections 1 & 2 No official assignments; work ahead on Work on the Reflection Project 	<ul style="list-style-type: none"> Code of Ethics reading 4.2k-4.5k, 4.7k, 4.13k-4.17k Reflection project - 4.14s, 4.17s, 4.18s, TSS: TTS: 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 5A, 5C, 5D, 6A, 6B, 6D
#23 Content Area Literacy 11/8/2023	<ul style="list-style-type: none"> IRIS Center – Secondary Reading Instruction (Part 1): Teaching Vocabulary & Comprehension in the Content Areas 	Readings (due for Class #24) <ul style="list-style-type: none"> Secondary Reading Instruction Pts 1 and 2 Links: https://iris.peabody.vanderbilt.edu/module/sec-rdng/ https://iris.peabody.vanderbilt.edu/module/sec-rdng2/ Field Experience Log – due this day 	<ul style="list-style-type: none"> Content Area Literacy Competence- TEA Certification Requirement Summative Assessment 1.3k, 1.14k, 2.1k, 2.12k, 2.22k, 2.23k, 4.5k, 4.13k, 4.14k, 4.16k, 4.13s TTS: 1A, 1B, 1C, 1D, 1E, 1F, 2B, 3B, 3C, 4A, 4B, 4C, 4D, 5A, 5D

Class	Course Outline	Assignments/Notes	Educator Standards/CR
#24 Content Area Literacy (cont.) and Mental Health Training 11/13/2023	<ul style="list-style-type: none"> IRIS Center – Secondary Reading Instruction (Part 2): Teaching Vocabulary & Comprehension in the Content Areas 	<ul style="list-style-type: none"> Content Area Literacy Training Assessment – due today Mental Health/Suicide Prevention Training Certificate –due today 	<ul style="list-style-type: none"> Content Area Literacy - 3.3k,1.2s Mental Health- TEA Certification Requirement 4.15s, 4.17s- 4.19s TTS: 3B
#25 Educators' Code of Ethics 11/15/2023	<ul style="list-style-type: none"> Texas Educators' Code of Ethics Teacher professional responsibilities and behavior towards students, colleagues and parents (appropriate relationships, boundaries, communication, etc.) 	<ul style="list-style-type: none"> No official assignments; work ahead on Reflection Project Summative Assessment: Ethics – due 11/17 	<ul style="list-style-type: none"> Code of Ethics discussion 4.2k-4.5k, 4.7k, 4.13k-4.17k, 4.16s,5.5s, 5.6s TSS: 6D
#26 Teacher Certification, T-TESS/T-PESS & Clinical Teaching Overview 11/27/2023	<ul style="list-style-type: none"> Discuss Texas professional educator appraisal systems Clinical Teacher overview & expectations Complete summative assessment Discuss/review Texas teacher certification requirements 	<ul style="list-style-type: none"> Discussion Post #3- due this day The Reflection Project- due today! 	<ul style="list-style-type: none"> Ethics Assessment 4.2k-4.7k, 4.11k-4.17k, 4.15k, 4.5s-4.11s T-TESS/T-PESS discussion 1.7k, 1.19k, 1.30k, 4.9k-4.13k, 4.18k TSS: 6D
#27 Reflections and Lingering Questions 11/29/2023	<ul style="list-style-type: none"> Course reflections Discussion on student lingering questions 	<ul style="list-style-type: none"> Prepare for semester conference- will be taken next week 	
#28 Course Wrap-Up 12/4/2023	<ul style="list-style-type: none"> Final pieces (mentor notes, evaluations) 	<ul style="list-style-type: none"> Prepare for semester conference 	
#29 Final Class 12/6/2023	<ul style="list-style-type: none"> Semester Conference 	All outstanding assignments/required documents must be submitted by today!	TTS: 6A, 6B

Grading Protocol

Activity	Component Points
Lesson Plan Package (Must be approved by me BEFORE you send it to your mentor teacher, and must be approved by mentor teacher BEFORE you teach and before you rehearse)	10
Lesson Rehearsal	5
Observation Reflections 4 @ 5 points each (this includes the First Days of School observation)	20 (note that these are also required TEA pieces)/Pass/Fail**
Field Experience Log	Pass/Fail**
Mental Health and Suicide Prevention Training	Pass/Fail***
Content Area Literacy Training	5
Summative Assessments 3 @ 5 points each	15
Discussion Board Post/Responses 3 @ 2 points each	6
Formative Assessments 4 @ 4 points each	16
Lesson Teach	20
Course Attendance, Participation, and Professionalism	10
Reflection Project	20
Semester Conference	10
Total	137

****You must complete all TEA-required assignments in a satisfactorily and timely manner in order to 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: **There is a small fee (~\$36.00) associated with this training that you are responsible for paying.**

See Kognito website for more information.

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/or revised lesson plans within 2 days of the original due date may result in lesson cancellation. A student may not successfully complete the course if the lesson is canceled.**

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 two (2) 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 the completion of an assignment.

A Note about Attendance

As a student enrolled in a professional program leading to certification, regular class attendance and participation is an expectation of the course. Students who fail to participate in class regularly are inviting scholastic difficulty. Your participation is important not only for your own learning but also for the learning of others. Sharing your ideas and questions is critical to our learning. All absences must be communicated to the instructor. Attendance and participation is worth 10 points of your course grade. Excessive absences may lead to a deduction in your grade.

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 2022 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 both 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 University Information](#)

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 that are in effect at that time during the Spring 2022 semester.

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. **For this class, please refer to the "Professionalism" rubric.**

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](#). **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

Dr. York will hold student hours on Mondays and Wednesdays from 9:00-11:30 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

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

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

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

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

(§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)

Generative AI

Cheating includes using unauthorized materials to complete an assignment (UTD Student Code of Conduct - source). AI-generated content including writing, tables, code, analysis, or images should not be presented as your own work. TurnItIn or other methods may be used to detect the use of AI. Under UTD rules about due process, referrals may be made to the Office of Community Standards and Conduct. Inappropriate use of AI may result in penalties, including a 0 on an assignment.

UTeach DALLAS COMPLAINTS PROCEDURES

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 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 <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.

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