Course Syllabus Spring 2024

Course Information **NATS 1143: UTeach Step 2 – Math and Science**
FN3.410 -UTeach Dallas Center

Professor Contact Information:

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Course Pre-requisites, Co-requisites, and/or Other Restrictions

- Successful completion of STEP 1
- An interest in exploring teaching

Course Instructional Mode is IN PERSON: The instructor delivers the instruction in the classroom. Students are expected to attend. Participation is part of the grade in the course. **Since this interactive pre-service education course models this best practice for teaching K-12 students, the preservice teachers in the classroom will be expected to be active participants in the learning.**

For complete university policies on participation, attendance, and all other matters, please see:
UT Dallas Syllabus Policies and Procedures
https://go.utdallas.edu/syllabus-policies

Class Participation

Regular class participation is expected. 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 also 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 Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access any recorded lectures. Unless the Office of Student AccessAbility https://studentaccess.utdallas.edu 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 Recordings may not be published,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. Any recordings will be available to all students registered for this class as they are intended 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. 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.

Course Platform: UTeach Dallas uses both Blackboard Collaborate located on eLearning or Microsoft TEAMS for virtual communication and virtual meetings/office hours. A link will be sent to the student through email or placed on Elearning with any meeting information.

STEP 2 students must be able to:

- Create Microsoft Word documents
- Have a device and internet connectivity to participate in virtual classroom activities through Blackboard Collaborate or TEAMS.
- Be able to use Blackboard Collaborate or other electronic means to present lesson content virtually using best practices for instruction and virtual communication
- Check UTD email **daily**
- Create Zipped Folders containing all lesson plan Word documents, PowerPoint, etc.
- Be able to upload zipped folders and other documents to eLearning and send them through email.
- Be able to use a PowerPoint Template to create a digital notebook (in class instruction will be provided for this)
- Students should be able to use OneDrive or Box to store and update class documents.
- Check eLearning course website **daily**
- Keep a signed log of online video observations times, face to face observations, and teaching events to submit at the end of semester. Digital signatures may be necessary. Instruction will be provided on creating a digital signature.
- **Type and submit all assignments and discussion board activities to eLearning** (unless stated otherwise by his/her professor)
- Get on a computer/phone/tablet and watch videos related to course.
- Clear school district background check for classroom visit if applicable

If assistance is needed to meet these requirements, please see an instructor. Help is available!

Course Schedule

Class	Topic
Week 1:	Course Orientation, Digital Notebooking, & Inquiry National Standards
Week 2:	Inquiry Model Lesson/Technology Standards
Week 3:	Debrief Model Lesson & Data Driven Decisions
Week 4:	Eliciting and Interpreting Student Response, Part I; Intro to MS TEKS, SWBAT Objectives, Begin LP 1
Week 5:	Retention/ Intro to ELPS/ Approve EPG/Write lesson I
Week 6:	Eliciting and Interpreting Student Response part II, Revise LP1
Week 7:	Adolescent Brains Part I & Clear Directions/Write LP2 EPG
Week 8:	Write LP2 Lesson
Week 9:	Adolescent Brains Part II and Revise LP 2
Week 10:	Intro to Final Project/ Practice LP 2/ Thank you notes
Week 11:	Lesson Cycle/Project Work Time/Reflect on LP2/Obs2
Week 12:	Reading in the Content Area
Week 13:	Essential Features of Inquiry
Week 14:	Direct Teach Model Lesson for Math or Science & M-Equation Editor/ Data check for Final Project, Field logs due
Week 15:	Final Project Presentations/ Notebooks and Project Due

Course Description

This course will provide students with…

- an opportunity to explore STEM teaching as a career,
- early experiences in teaching at the middle school level, and
- an introduction to inquiry-based instructional techniques.

Students who want to explore teaching careers become familiar with the middle school environment by observing and discussing middle school culture and by teaching several lessons to a middle school class. These lessons build upon and practice inquiry-based lesson design skills that were developed in Step 1 and also help the preservice teacher become familiar with exemplary science/mathematics curricula for the middle school setting. As a result of the Step 2 experiences, students generally are able to decide as to whether they want to pursue a pathway to teacher certification through the UTeach Dallas program.

To obtain first-hand experience with planning and implementing inquiry-based curriculum, students prepare to teach science/mathematics lessons in middle school classrooms in the local school district. Students attend approximately one and a half (1.5) hours of class on campus each week, where they learn to design and deliver excellent inquiry-based lessons. The students create lessons appropriate for a sixth, seventh, or eighth grade classroom during the semester. These classrooms are selected both for the diversity of the student body and for the quality of the classroom teacher. Each team of students has a district classroom teacher and a UTeach Dallas instructor who will work with them to improve their teaching abilities as the semester progresses. The classroom teacher gives guidance to the lesson and provides feedback on the quality of the instruction tools they create. The UTeach Dallas instructor observes and provides feedback on the quality of instruction as well.

The class sessions provide students the opportunity to work with instructors and local teachers in preparing to use equipment to teach lessons, organizing teaching materials, and practicing instruction.

Student Learning Objectives/Outcomes

Course Objectives and Evidence of Student Learning	
Students will be able to…	***Evidence of Student Learning:***
utilize science/mathematics content knowledge to design and teach middle school lessons aligned with district curriculum.	• one paragraph in each lesson plan that provides background information on the concepts presented • content accuracy throughout each TEKS based lesson plan • content knowledge observed by the mentor teacher and the master teacher
utilize exemplary sources of inquiry-based science lessons.	• participation in model lesson demonstrations presented in class • sources cited in each lesson plan
identify the unique attributes of adolescent students and implement teaching strategies that are effective in the middle school environment.	• participation in a class session that addresses the unique attributes of adolescents • one paragraph in each of three lesson plan that indicates why the instructional strategies are effective for adolescents • effective instructional strategies observed by the mentor teachers and master teacher
design and teach inquiry-based lesson plans using safe practices and the 5E Instructional Model.	• three inquiry-based lesson plans using the 5E template that include safety recommendations • written feedback by the mentor teacher for three inquiry-based lessons taught in a middle school • written feedback by the master teacher for at least one inquiry-based lesson taught in a middle school
discuss strategies for achieving instructional equity.	• participation in class discussions about the importance of having high expectations for and eliciting responses from ALL students • video observation of exemplars with discussion board post
design and teach lessons that incorporate the use of technology, including the use of technology appropriate for inquiry learning in a virtual classroom setting.	• participation in and reflection on technology activities during class • a minimum of one lesson plan that incorporates the use of technology • written feedback from the mentor teacher indicating that a minimum of one lesson incorporated the use of technology • final project reflection on revising student created lesson for virtual teaching.
use probing questions to elicit feedback on students' acquisition of knowledge.	• participation in class discussions on questioning strategies • extensive examples of possible questions and expected responses listed in each lesson plan • written feedback for every lesson from the mentor teacher, indicating the effective use of questioning strategies • creation of an interactive notebook in class that models inquiry-based instruction and formative assessment • evaluation and reflection of student information gleaned from both formative and summative assessment in final project.
use pre- and post-assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising lesson plans.	• analysis of the use of pre- and post-assessments to evaluate student learning, practicing written feedback to students • pre- and post-assessments with written comments for instructive feedback for lesson plans • use of pre- and post-assessments to revise one lesson plan
provide instructive feedback to peers.	• written feedback provided to peers who present their lessons during class • participation in practice-based learning groups in preparation for lessons in the field

Course Objectives and Evidence of Student Learning	
Students will be able to…	***Evidence of Student Learning:***
reflect on teaching experiences to revise lesson plans.	• student essays produced after observation and teaching experiences • one revised lesson plan submitted as a final project • essay providing rationale for revisions to or the creating of the lesson plan.
assess commitment to pursue teaching as a career path.	• survey indicating intention to pursue teaching as a career path

Required Textbooks and Materials **NA**

Suggested Course Materials **NA**

Assignments & Academic Calendar (*All assignments are due by 11:59 PM on the due date)*

Class	Overview	Field Experiences, Assignments	
#1 **Course Orientation, Notebook, & Inquiry** 1/18	• Set up teaching teams • Introductions • Review Step 2 Syllabus • Sign Fitness to Teach (if missing) • Set up digital interactive notebooks • Math/Sci TEKS to justify Notebooking • Discuss mentor teacher meeting • Discuss National Math/Science Standards TECH: Electronic classroom management systems/ seating charts, discussion board on elearning, Digital notebook set up	**Watch a short, flipped video on 5E lesson planning and answer the questions within eLearning;** **Watch a short, flipped video on TEKS/SWBAT and 5E Review: answer the questions within eLearning.**	• Intro/Syllabus PPR:2.11k, 2.19k, 3.2k • Ethics, FTT Oaths PPR:2.15k, 2.21s, 4.13-4.15k, 4.16k • **DIGITAL LEARNING -** Interactive notebooking PPR: 1.1-1.4k, 1.6k, 1.7k, 1.16k,1.20-1.22k, 1.24k1.25k, 1.27k, 2.2k, 2.3K,2.6k, 3.7-3.8k, 3.12-3.14K, 1.1-1.4s, 1.11s, 1.16s, 1.17s, 1.20s, 1.24s-1.29s, 2.6s, 2.10s, 3.1s, 3.4s, 3.9s, 3.13s, 3.14-TTS: 1A,1B,1E1,F, 3A,B 5A,5B,5C Inquiry Based Lesson Design PPR: 1.11K, 1.20k, 2.3K, TTS TTS – 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 5A • 5E Video/Quiz/ TEKS/SWBAT Quiz PPR: 1.19k, 1.21k, 1.26k, 1.28k TTS 1B • ISTE 2.4b, 2.4c, 2.6b, 2.7b
#2 **Inquiry Tech Model Lesson** 1/25	• Field assignments • Overview of Step 2 Science and Mathematics Resources • Demo Lesson for Middle school Math or Science • Review 5E Lesson Plan Template • Discuss adaptation of labs to 5E lessons • Preview evaluation forms used by mentor teacher • TECH: Virtual Physics Phet Demo	**Discussion 1 Eliciting Student Responses: Video clip response. Post & reply to eLearning discussion board** **Email Mentor to introduce your team and**	• LP Demo PPR:1.4k, 1.8k, 1.10,-1.12k, 1.16k-1.18-, 1.23k, 1.25-1.28k, 2.4k, 2.5k, 2.7-2.10k, 2.19k,2.21k,3.1k, 3.4k, 3.6-3.9k, 3.1s TTS: 1A-F, 3A-C, 4C, 4D, 5A-D • Online Eliciting Student Response Clip Discussion PPR: 1.3-1.5k, 1.2-1.5s, 1.20k, 2.1k-2.3k, 2.1s-2.5s, 2.1k-2.5k, 2.23k, 2.19-2.21s • TTS:4A, 4C

Class	Overview	Field Experiences, Assignments	
	• TECH: Using class discussion board as a reflection platform to elicit student response. • TECH: Using digital interactive notebook in a virtual setting	**gather TEKS for first lesson by <u>next week.</u>**	• DIGITAL LEARNING: Using simulations in virtual learning: Phet and Desmos. ISTE 2.4b, 2.4c, 2.6a, 2.6d,
Meet your Mentor Teacher Meeting – <u>Saturday, Feb 3rd at 10:00 am</u> or Makeup meeting, <u>Tuesday, Feb 6th @ 5:30 pm.</u> Topics/TEKS will be finalized for each lesson. Discussion with your mentor about what it is like to teach middle school.			• Meeting PPR: 2.6k, 2.10k, 2.13k-2.14k, 2.16k-2.18k, 2.20k, 2.14s-2.19s, 4.4k, 4.6-4.10s, 4.12s
#3 **Debrief Model Lesson & Data Driven Decisions** 2/1	• Discussion board video clips: What would you do? • TECH: How to translate an interactive hands-on activity to a virtual environment using google with discussion groups. • TECH: Using online discuss to read and discuss formative assessment strategies.	**Questioning Discussion board post due next week.** **Reflection #1: Video Observation is due at the end of this week!**	• Questioning online discussion PPR: 1.17k, 1.20k,1.24k, 1.25-1.29k, 3.8k, TTS:4A, 4C • LP Demo PPR: 1.4k, 1.8k, 1.10,-1.12k, 1.16k-1.18-, 1.23k, 1.25-1.28k, 2.4k, 2.5k, 2.7-2.10k, 2.19k,2.21k,3.1k, 3.4k, 3.6-3.9k, 3.1s • Data Driven Decisions PPR: 1.25-1.31k, 1.28s • TTS;1D, 1E, 2A-C, 5B-D, ISTE 2.2b, 2.5c
#4 **Eliciting Student Response I, Intro to MS TEKS, SWBAT Objectives, Begin LP 1 Early Planning Guide**	• Intro to MS Science/Math TEKS • Writing formative and summative assessment questions from measurable objectives • Intro to MS Tech App TEKS • Review Blooms Taxonomy verbs • Discuss linking performance objectives to probing questions • Writing formative and summative assessment questions from measurable objectives • Review finding TEKS and writing clear objectives • Begin EPG for Lesson 1 • learning • Virtual activity: Sample papers/ giving feedback on high, medium and low scoring papers and evaluate the quality of the feedback. • Discuss pre- and post-assessment requirements for step 2 lessons • Data analysis in PLC's Intro to Quality Feedback: Analyzing high, medium, and low sample data and giving quality written feedback to	**LP1 Early Planning Guide due by next Wed.**	• Writing lessons/Early Planning guide PPR: 1.6k, 1.21k1.24k, 1.7s, 1.19-1.20s • TTS: TTS – 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 5A, 6A, 6B **Receive copy of MS TEKS for Math and Sci and ELPS** • ELPS discussion PPR: 1.6k, 1.2s TTS 3B, 4A TEKS/SWBAT/Measurable Obj Discussion PPR: 1.12-1.15k, 1.19k, 1.21k, 1.26k, Eliciting Student Response and Equity Discussion: PPR: 1.3k-1.5k, 1.2s-1.5s, 2.1k-2.5k, 2.1s-2.5s, 2.23k, 2.19-

2/8	students. • TECH: Using conferencing apps to meet with partner/mentor to begin lesson development • TECH: Use TEKs look up App to find state standards and alignment Review performance objectives • TECH: Use online tools to collaborate and evaluate quality feedback • TECH: Virtual group grading activity using google docs		2.21s, 3.4k, 3.2s-3.6, 3.8k, 3.13s, 3.14s

Class	Overview	Field Experiences, Assignments	
#5 **Writing LP1 Retention and Engagement, Intro to the ELPs** 2/15	• Retention, Motivation and Engagement in the classroom • What are ELPs? Proficiency level descriptors, Writing Sentence stems • Write LP 1 First Attempt after LP 1 EPG is approved • Writing Lesson 1 • TECH: Online discussion: Emerging classroom technology, using conferencing apps to meet with partner/mentor to begin lesson development.	**Continue Work on LP 1** **LP 1 First Attempt Due Sunday. Refer to due date on calendar.**	• Reflections PPR: 2.1k-2.11k, 2.13k-2.18k, 3.11k, 3.15k, 3.16k, 4.3k, 4.4k, 4.12k, 4.8s, 4.14s • TTS: 1B, 1C, 1D 2C • Safety Map: PPR: .19k-2.22k: ELPS: PPR 1.6K, 1.2s TTS 3B, 4A TTS 4B • LP 1 First Attempt: PPR: 1.6k, 1.2s, 1.1-1.5s, 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, • ISTE 2.4a, 2.4b, 2.4c, 2.5a, 2.5b, 2.5c, 2.7a, 2.7b
#6 **Eliciting Part II with Coached Practice &**	• Class activity Eliciting response using teaching moves and back pocket questions. • TECH: Using online tools to record and share information on Talk Moves via Google Slides •	**Conduct Observation 2 in the next two weeks (Classroom Visit #1) this week or next. Reflection due no later than 7 days after visit.**	• LP 1 First Attempt: PPR: 1.6k, 1.2s, 1.1-1.5s, 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, • Eliciting Student Response and Equity Discussion: PPR:

Revise LP1 2/22	• Complete Eliciting Response activity/Define equity • Practice Eliciting Student Response • Live Coaching on Eliciting Student Response • Writing Lesson 1 • TECH: Virtual group grading activity using google docs • TECH: Working in virtual teams /Managing students working in virtual teams	**Revise LP1 Package - First Attempt.** **LP 1 Final Lesson Package due Sunday**	1.3k-1.5k, 1.2s-1.5s, 2.1k-2.5k, 2.1s-2.5s, 2.23k, 2.19-2.21s, 3.4k, 3.2s-3.6, 3.8k, 3.13s, 3.14s • TTS 3B, 5A-D • ISTE 2.7b and 2.7c
#7 **Intro to Adolescent Brains/ Getting Ready for LP1** 2/29	• Online Discussion/Google slides activity on the unique attributes of adolescents • Overview of Child Development/ Child development chart • Unique attributes of adolescents • Motivation of adolescents • Clear directions Decomposition • Coached Practice of Giving Directions • Gather materials for LP 1 • Practice for LP 1 Presentations • TECH: Virtual Gallery Walk using either Padlet/Jamboard/Google slides vs traditional gallery walk	**Begin LP 2 EPG, upload to elearning by Wednesday of Week 8** **Prepare to teach LP 1**	• Child dev articles and dis PPR: 1.1k-1.4k, 1.1-1.5s, 2.2-2.5k • TTS: 1B, 1C, 1D 2C • LP 1 final PPR: 1.6k, 1.2s, 1.23k, 1.25-1.27k, 3.12k, 1.1s-1.10s, 1.14-1.16s, 1.19s,1.20s, 1.26s, 2.8s,2.9s, 3.8s, 3.9s, 3.12s • ISTE 2.3a, 2.4b, 2.4c

Class	Overview	Field Experiences, Assignments	
#8 Write LP2 3/7	• Write LP 2	**Read Adolescent Article and Post/Reply to eLearning discussion board (Discussion 3)** **Write LP 2, First attempt due Sunday night (3/17)** **Reflection #3: Lesson 1 Teaching Reflection due by 7 days after observation**	**CLASSROOM MANAGEMENT** • LP2/3 Early Planning Guide PPR: 1.1-7-1.11k,1.12-1.14k 1.6s, 1.12-1.15s, 1.19k • Teach LP1 PPR: 1.1-1.17s, 1.19-1.29s 1.25s, 2.1s-2.10s,2.14-2.21s, 3.1-3.20s. TTS: 1A, 1B, 1C, 1D, 1E, 1F,3A, 3B, 3C, 4A, 4B, 4C, 4D, 6A, 6B • LP2,3 First Attempt: PPR: 1.6k, 1.2s, 1.1-1.5s, 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, TTS – 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 5A, 6A, 6B

#9 **Adolescent Brain II, Revise LP 2** 3/21	• Finish Adolescent Brain • Revise LP2 • Group reflection on first teaching experience • Overview of Child Development/ Child development chart • Unique attributes of adolescents • Motivation of adolescents • TECH: Using tech tools to create collage to highlight key attributes of adolescent brain.	**Revise LP2.** **LP2 Package – Final Attempt. Refer to due date on calendar.**	• LP1 Reflection: PPR: 1.4k, 1.24k, 1.25k, 1.27k, 2.3k, 2.4k, 2.5k, 3.8k, 4.12k, 4.14s TTS 5c, 5D • Child dev articles and dis PPR: 1.1k-1.4k, 1.1-1.5s, 2.2-2.5k • LP2,3 First Attempt: PPR: 1.6k, 1.2s, 1.1-1.5s, 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 • TTS – 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 5A, 6A, 6B • ISTE 2.4a, 2.4b, 2.4c, 2.5a, 2.5b, 2.5c, 2.7a, 2.7b
#10 **Practice LP 2, Intro to Final Project, Thank You Notes** 3/28	• Discuss requirements of the Final Project • Intro to final project/ Final project rubrics • Self-assessment of LP 2 lesson plans using Final Project rubric • Work in teams to provide constructive feedback on teaching LP2 • Discuss how data driven decisions are used to evaluate lesson plans. • Write Thank You notes for teacher to be take out during LP 2	**Practice LP2.** **Reflection # 4; 2nd Classroom Observation (active) this week or next! Reflection due 7 days after it occurs.**	• Teach LP2 PPR: 1.1-1.17s, 1.19-1.29s 1.25s, 2.1s-2.10s,2.14-2.21s, 3.1-3.20s. • LP2, LP 3 final: PPR: 1.6k, 1.2s, 1.23k, 1.25-1.27k, 3.12k, 1.1s-1.10s, 1.14-1.16s, 1.19s,1.20s, 1.26s, 2.8s,2.9s, 3.8s, 3.9s, 3.12s • Final project includes all PPR standards associated with both the writing and teaching of LP2 or LP3. In addition, the analysis paper and subsequent revisions include: 1.31k, 1.28s, 1.29s, 3.12-3.14, 4.12k, 1.14s and all are evaluated by rubric on the Step 2 final project. • TTS - 1A, 1B, 1C, 1D, 1E, 1F,3A, 3B, 3C, 4A, 4B, 4C, 4D, 6A, 6B • ISTE 2.7b, 2.7c
Class	**Overview**	**Field Experiences, Assignments**	
#11 **Lesson Cycle, Final Project Work Time, Reflect on LP 2**	• Discuss Lesson Cycle and how it works with PLC's in district classrooms. • Begin work on Final Project!	**Begin Final Project**	• Teach LP2: PPR: 1.1-1.5s, 1.11s, 1.17s,1.18s 1.21-1.25s, 1.27-1.29s, 2.1s-2.10s,2.14-2.21s, 3.1-3.6s, 3.10-3.20s,4.6s • TTS - 1A, 1B, 1C, 1D, 1E,

4/4			1F,3A, 3B, 3C, 4A, 4B, 4C, 4D, 6A, 6B
#12 **Reading in the Content Area** 4/11	• Discuss Reading Comprehension in the Middle School Science and Math Classroom • Reading comprehension strategies and techniques, anticipation guides, decoding textbooks, reading online, KLW's, Word mapping, building academic vocabulary • TECH: Google Drive/Google Slides	**Reflection #5: Peer Teach of LP 2 due. See calendar.**	• **READING INSTRUCTION** Reading articles jigsaw PPR: 1.1-1.6k, 1.9-1.11k, 1.16k, 1.23k, 1.29k, 3.3k, 3.5k, 3.10k • TTS - 2A, 2B, 2C, 4A, 4D, 5A • ISTE 2.4b and 2.4c
#13 **Essential Features of Classroom Inquiry** 4/18	• Discuss essential features of classroom inquiry • Inquiry Lesson Math/Science Model lesson • Analyze Step 2 Lessons for level of inquiry • Discuss challenges in teaching inquiry-based lessons • TECH: Virtual Discussion groups	**By Class time next week: Collect your data for final project data check and bring to class, Field Logs due in to eLearning.**	• Inquiry Model Lesson: PPR: 1.4k,1.8k, 1.11k, 1.14k, 1.16-1.24k, 2.1-2.5k • Teach LP2: PPR: 1.1-1.5s, 1.11s, 1.17s,1.18s 1.21-1.25s, 1.27-1.29s, 2.1s- 2.10s,2.14-2.21s, 3.1-3.6s, 3.10-3.20s,4.6s • TTS - 1A, 1B, 1C, 1D, 1E, 1F,3A, 3B, 3C, 4A, 4B, 4C, 4D, 6A, 6B
#14 **S-Strategies for Direct Teach M-Equation Editor** 4/25	• Analyze strategies for direct teaching during the Explanation • Science/Math Demo Lesson: Direct Teach • Provide feedback to peers • TECH: Math Equation Editor, NearPod/Desmos	**By class time next week: Digital Interactive Notebook and Final projects due in elearning.**	• Direct teach demo lesson: PPR: 1.4k, 1.8k, 1.11k, 1.14k, 1.16-1.24k, 2.1-2.5k • LP2/LP3 Reflection: PPR: 1.20k,1.24k, 1.25-1.29k, 3.4k, 3.8k TTS: 1A,1B,1C,1 D, 1F **DIGITAL LEARNING:** Using digital platforms like Desmos, Nearpod, Flipgrid, etc. to facilitate digital learning. TTS 1B ISTE 2.5a, 2.5b, 2.5c
#15 **Course Wrap Up** 5/2	• Final Project Presentations • Evaluate achievement of course objectives • Complete UTeach end of course evaluation	**Final Project Due!** **Interactive Notebooks Due!** **Field Logs Due!** **BY THE END OF THIS CLASS!!!**	• Final project includes all PPR standards associated with both the writing and teaching of LP2 or LP3. In addition, the analysis paper and subsequent revisions include: 1.31k, 1.28s, 1.29s, 3.12-3.14, 4.12k, 1.14s and all are evaluated by rubric on the Step 2 final project.

This course incorporates the ISTE Standards for Teachers, specifically focusing on 2.1a, 2.1c, 2.2c (for our mentor teachers), 2.3 all, 2.4 a&b, 2.5 all, 2.6b, 2.7 all

Course Resources:

Moving Up to the Middle, Rick Wormeli, Educational Leadership, April 2011, Vol. 68, # 7, pg. 48-53
Every Minute Counts: Making your Math Class Work, David R. Johnson, Ch. 2 The Art of Questioning, pg. 9, Dale Seymour Publishing, Pearson Learning, © 1982 Eliciting Student Response Decomposition,
Eliciting and Intepreting Student Thinking: High Yield Practice Decomposition from Teaching works © 2022, https://library.teachingworks.org/curriculum-resources/teaching-practices/eliciting-and-interpreting/,

A Few Words About Science and Math, Peter J. Fisher and Camille L.Z. Blachowicz, Educational Leadership, November 2012, pg. 46
Adolescent Literacy: More Than Remediation, Gina Biancarosa, Educational Leadership, march 2012, Vol. 69, #6, Pg. 22-27
Making Textbook Reading Meaningful, John T. Guthrie and Susan Lutz Klauda, Educational Leadership, March 2012, Vol. 69, #6, pg. 64-68
Every Child, Every Day, Richard L. Allington and Rachael E. Gabriel, Educational Leadership, March 2012, Vol. 69, #6, pg. 10-15
Video Excerpts from "*Middle School Energy and Phase Change; Legacy Series*, Teacher Anna Kramer, Cascade Middle School, Highline Public Schools, Washington, University of Washington, NSF Ambitious Science Teaching Project.

Grading Policy

Activities *(All assignments are due by 11:59 PM on the due date)*	**Points**
Lesson Plans, two will be submitted by each team and approved according to the announced schedule. Late lesson plans will not be accepted. Contact your instructor if there is an issue out of your control. (1 pt for EPG, 4pts rough draft, 4pts for final) Students collaborate on the plans with their teaching partner.	18
Field Experiences, including one video observation, two formal observations, and two teaching experiences will be required. If necessary, virtual classroom visits may replace one or more of these. A reflection is written for each field experience and observation for a total of five. **Reflections** on the observations must be submitted to eLearning on time. Face to face observations are always due seven calendar days after the time of the observations. See calendar for estimates (5 pts/reflection) Reflection #1: Video Observation (5) Reflection #2: Classroom Observation (5) Reflection #3: Peer Teaching Lesson 1 Reflection (5) Reflection #4: Classroom Observation/Active Participation (5) Reflection #5: Peer Teaching Lesson 2 Reflection (5)	**25**
Discussion Board Posts; Three reading passages and/or video segments with online discussion board posts and one prompts with online discussion for a **total of 3 online discussions.** (3pts/discussion)	**9**
Video Quiz; Watch short videos before coming to class. Data will be collected to guarantee that you have watched the video. Each video is 1 point. You will watch 2 videos this semester for a total of 2 pts.	**2**
Final Project For your final project, each team member will analyze data gathered form LP2, and write and reflect on that 5E lesson. Afterwards, revisions to the lesson plan will be made and turned in with the collected data and essay. **More specific requirements will be outlined in class.**	20
Digital Notebook, part of your required daily participation	10
UTeach Dallas Professionalism Rubrics, **Page 1: Class Professionalism Rubric** assessed by professor, based on professional behavior both in the class and in the field, points given at end of semester **Page 2: Teaching Professionalism Rubric**, assessed by Mentor Teacher at classroom visit (4 points each visit, two teaching visits)	6 8
Step 2 Teammate Evaluation, students evaluate team member participation and contributions to team lessons. (one point each)	2
Step 2 Field Log, (P/F) This must be turned in to continue in the UTeach Dallas Program (see more details below).	NA
TOTAL	**100**

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

UTeach Dallas Policy on Retaking Classes to Improve GPA: Field work and many other aspects of our courses are supported by generous grant funding by corporate and foundation sponsors. While courses with grades of C or below may be retaken to meet UTD teacher certification GPA requirements, we will not allow students with grades of B to retake courses due to unnecessary costs which deplete limited grant funding.

Course & Instructor Policies

Make-up Exams NA
Extra Credit NA

1. **Twenty-four percent of your grade is based on the professionalism rubric and active participation using your notebook** in all class sessions. In class you will 1) plan and practice your lessons with your partner; 2) get feedback from the instructor and other members of the class regarding your lesson; and 3) observe and learn from demonstration lessons, readings and other resources. Important information and processing will be done in your interactive notebook.
2. Because the course meets only once per week and there are no texts, most topics and activities are covered in only one class session. Missing class means you will miss required information and experiences. Furthermore, most of you will be working with a partner. If you are not there, you punish your partner because you are forcing your partner to work with you outside of class. The workload for each lesson should be shared equally. **Credit for attendance requires coming on time and staying until class is over whether in a virtual or in person setting.**
3. **Class Participation and Attendance are a priority in this course.** Software that shows sign-in and time on virtual platform will be used for attendance if a virtual setting becomes necessary. Our classes are small and participation will also be noted by the instructor. You will be assigned partners and participate in group work. **For each unexcused absence, 4 points will be deducted from 100 (total points you can earn in this course). For each tardy, 2 points will be deducted from 100.** It is your responsibility to communicate with your instructor about any absence as soon as possible. Further, it is also your responsibility to communicate with your partner about working on your combo lesson. Don't leave your partner guessing about why you are not in class, and how and when you will get together. Tardiness of assignments will also be considered. Lesson plans turned in past the due date will not receive points. Failure to make up notebooking activities will be deducted at the time notebooks are graded. UTeach Dallas uses a Professionalism rubric to assess agency in these skills which will be incorporated into the final grade.
4. ***If a student has a passing grade & fails to submit his/her observation/teach time log, then* he/she will be given an incomplete. Until this issue has been resolved by the student, he/she will not be able to register for another UTeach course(s).** It is required by TEA as a record of observations and is needed to continue in the program.
5. ***If a student does not teach LP2, the highest grade that can be assigned is 69. Students will not be allowed to teach LP 2 without completing LP1 first. Failure to complete LP 2 would preclude enrollment in the next UTeach Dallas class.***
6. **Use UTD e-mail** for communication with the instructor and with mentor teachers who work with you in your middle school field experiences. **Check it DAILY!**
7. Check the course Web site daily for class information and updates.
8. Use a structured approach to record observations of your middle school classroom.
9. Complete and submit written lessons plans, and practice them in class according to the announced schedule.

10. You are required to submit lesson plans to your UTeach instructor via eLearning Assignment Submission. The UTeach instructor must give final approval for each lesson before it is delivered to the Mentor Teacher for final review.
11. Learn and use the name of your peers! Use of nametags on video image or with nametags in person will be modeled so that we can have community in our classroom.
12. When you observe: We will keep all school district rules, policies, and procedures. **Dress Adult and Professionally for any school visits, virtual visits included**. Check district guidelines for teachers' dress code.
13. If you experience a serious emergency and you must miss your scheduled peer teaching or observation day, notify your partner, your mentor teacher, and your UTeach instructor as soon as possible. You are responsible for making arrangements for rescheduling the lesson. You MUST cc both your partner and your master teacher on any arrangements you make.
14. Submit essays that respond to specific questions for reflection on the observation and teaching experiences no later than one week after you observe or teach a lesson. Be detailed in your responses. Give evidence to back up the points you make.

UTeach Dallas Portfolio

In your final semester in the UTeach Dallas program, you will be creating a website to use during clinical teaching (student teaching). It will be available to your students in clinical teaching and to principals who are looking at this site as you apply and interview for your first teaching jobs. The idea is to have a wonderful collection of work samples that lets a school know you are the teacher that they want to hire. Consider keeping some of your exemplary assignments during your UTeach Dallas journey to share on your website. It will be helpful to have kept your reflections, lesson plans, notes and classwork to help you prepare for and complete this project. It is a good idea to **SAVE ALL OF YOUR WORK** in Step 2, especially your final project and lesson plans. TEA requires that UTD save your field logs and reflections. **We would ask that you also keep a copy of these as a backup.**

UT Dallas Practicing Teacher Compliance Policies

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 and the UT Dallas Fitness to Teach Policy.

http://texreg.sos.state.tx.us/public/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

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 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) directly at www.tea.texas.gov once you have formally applied to the teacher certification program at

the Teacher Development Center at UTD. This usually occurs during your time in the course Classroom Interactions.

Field Experience Policies

You will be assigned to a 6th,7th or 8th grade computer science, math, or science class at a local middle school. You will be expected to:

1. Attend a scheduled meeting to meet your mentor teacher to gather information about teaching middle school, set topics for lessons you will create for that mentor and to set some times for observations.
2. Report any problems you have immediately to the Step 2 instructor. Almost all problems can be solved. Don't let them fester.
3. If the instructor or your mentor teacher determines that you are not prepared to teach as scheduled, you will be required to reschedule the lesson.

If an emergency arises and you have to miss your scheduled teaching day, notify your partner, your mentor teacher and your instructor as soon as you know. You partner should teach the lesson alone if necessary.

Partner_____(H)_____(C) _____

Mentor-Teacher_____(O/H)_____(C) _____

School_____ Room Number _____

Phone_____

E-mail _____

Address_____

Absolutely DO NOT miss your teaching assignment due to a transportation problem. Contact your professor! Seek help!

American – Yellow Checker Cab	**214-426-6262**
Science/Math Education Office	**(O) 972-883-2496**

9. As a representative of UTeach Dallas and a visiting teacher in a local school district (even virtually!), 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 interacting with schools.** Follow the UTeach Dallas dress code which can be found in the course documents on E-learning.
10. Report immediately to the instructor and/or team member any problems or concerns you have, including communication difficulties or the need for additional supplies.

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."

Generative AI Tools are not permitted for any assignments

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.

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 https://go.utdallas.edu/syllabus-policies for these policies.

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