

Classroom Interactions Course Syllabus
NATS 3343.001& NATS 3343.002, Fall 2016

Course Information

001 - M/W – FN 3.410C 1:00 - 2:15 PM
002 - M/W – FN 3.410C 2:30 - 3:45 PM

Professor Contact Information

Section 001: Dr. Jim McConnell, Instructor
Office Phone: 972-883-2481
Email: james.mcconnell@utdallas.edu
Office Hours: By appointment (FN3.308B)

Section 002: Mr. Floyd Dorsey, Instructor
Office Phone: 972-883-2417
Email: floyd.dorsey@utdallas.edu
Office Hours: By appointment (FN3.410B)

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

Course Description

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 Knowing and Learning (and other courses) play out in instructional settings. Classroom Interactions is centered on a close examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding. You will learn how content and pedagogy combine to enhance effective teaching. You will design and implement instructional activities informed by your own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts (i.e., what students say, do, or create). You will build an awareness of equity issues and their effects on learning, create frameworks for identifying equity issues in the classroom and larger school settings, and learn strategies for teaching students of diverse backgrounds equitably. Additionally, the course introduces ways in which curriculum and technology may be used in STEM classroom settings to build relationships among teachers and students.

(Note: All Portfolio items must be satisfactorily completed and the field experience log must be completed in order to receive credit in this course.)

IMPORTANT:

- 1) **Document submission format: (your last name)_F16_(description of document being submitted): e.g. Superstudent_F16_Lesson Plan.doc**

**[I will return documents not submitted using the correct nomenclature and format.
All submissions must be in Microsoft Word.]**

- 2) **All assignments are due on or before noon on the dates assigned.**

Monday	Tuesday	Wednesday	Thursday	Friday
CLASS #1 8/22	8/23	CLASS #2 8/24	8/25	8/26
#3 8/29	8/30	#4 8/31	9/1	9/2
No Class	9/6	#5 9/7	9/8	9/9 MEET YOUR MENTOR MTG. – Saturday 9/10 Kusch Aud.
#6 9/12 Portfolio Resume and Cover Letter Due Section 1, Parts 1b & 1c	9/13 MEET YOUR MENTOR MEETING – Tuesday 9/13 Make-up Meeting Date	#7 9/14	9/15	9/16
Conduct Observation 1 (Reflection Due 1 week after observation) (9/12 – 9/16)				
#8 9/19 Lesson Package for teach series 1 first attempt due	9/20	#9 9/21	9/22	9/23
Conduct Observation 2 (Reflection Due 1 week after observation) (9/19 – 9/23)				
#10 9/26 Lesson Package for teach series 1 final attempt due	9/27	#11 9/28	9/29	9/30
Conduct Observations 3, 4 & 5 any time after 9/23 and before 11/18				
#12 10/3	10/4	#13 10/5	10/6	10/7
Teach Series 1 (Final Project Due 21 calendar days after last teaching day) (10/3 – 10/14)				
#14 10/10 Lesson Package for teach series 2 first attempt due	10/11	#15 10/12	10/13	10/14
Teach Series 1 (Final Project Due 21 calendar days after last teaching day) (10/3 – 10/14)				
#16 10/17 Lesson Package for teach series 2 final attempt due	10/18	#17 10/19	10/20	10/21
#18 10/24	10/25	#19 10/26	10/27	10/28
Teach Series 2 (Final Project Due 21 calendar days after last teaching day) (10/24 – 11/4)				
#20 10/31 Portfolio – Ethics paper due (Section 7, part 6)	11/1	#21 11/2	11/3	11/4
Teach Series 2 (Final Project Due 21 calendar days after last teaching day) (10/24 – 11/4)				
#22 11/7	11/8	#23 11/9	11/10	11/11
#24 11/14	11/15	#25 11/16	11/17	11/18
11/21 No Classes – Fall Break	11/22 No Classes – Fall Break	11/23 No Classes – Fall Break	11/24 Thanksgiving No Classes	11/25 Thanksgiving No Classes
#26 11/28 Portfolio – Equity & Inclusive Design paper due (Section 3, part 1)	11/29	#27 11/30	12/1	12/2
#28 12/5 Field Observation Logs Due (Pass/Fail)	12/6	#29 12/7 Last Class Day	12/8	12/9 Final Exams
12/12 Final Exams	12/13 Final Exams	12/14 Final Exams	12/15 Final Exams	12/16

You will either teach during the Series 1 window or Series 2 window, not both.

(Note: All Portfolio items must be satisfactorily completed and the field experience log must be completed in order to receive credit in this course.)

Assignment Due Dates

Assignments (Note: All assignments due by Noon)	Due Dates	Date Submitted
<u>Portfolio</u> - Resume (Section1, Part 1c)*	M, Day 6	Must satisfactorily submit to pass class
<u>Portfolio</u> - Cover Letter (Section 1, Part 1b)*	M, Day 6	Must satisfactorily submit to pass class
Observation #1 Reflection 2.1k-2.11k, 2.13k-2.18k, 3.15k, 3.16k, 4.3k, 4.4k, 4.12k, 4.8s, 4.14s	Due one week after event	
LP Package for teach series 1 – First Attempt	M, Day 8	
LP Package for teach series 1 – Final Attempt	M, Day 10	
Observation #2 Reflection 2.1k-2.11k, 2.13k-2.18k, 3.15k, 3.16k, 4.3k, 4.4k, 4.12k, 4.8s, 4.14s	Due one week after event	
LP Package for teach series 2 – First Attempt	M, Day 14	
LP Package for teach series 2 – Final Attempt	M, Day 16	
Final Project	Due 21 days after teaching event	
<u>Portfolio</u> - Professional Responsibilities: Ethics (Section 7, Part 6)*	M, Day 20	Must satisfactorily submit to pass class
<u>Portfolio</u> - Equity & Inclusive Design: Preparing Lessons & Assessing (Section 3, Part 1)*	M, Day 26	Must satisfactorily submit to pass class
<u>Field Observation and Teaching Log*</u>	Day 28	Must satisfactorily submit to pass class

Notes:

***All Portfolio items must be satisfactorily completed and you must complete at least 9 hours of field experience (observations + teaching) in order to receive credit in Classroom Interactions.**

Class	Course Outline	Field Experience/Assignments/Notes	Educator Standards /CR
#1 Beliefs About Teaching & Learning 8/22/2016	<ul style="list-style-type: none"> • Introductions & NAPE intro • Forms, Ethics & FTT Oaths • Get schedule information • Form Teaching Teams • Syllabus Overview • Introduce Portfolio • Beliefs about teaching/philosophy of UTeach 	<ul style="list-style-type: none"> • <u>Meet Your Mentor/Plan Your Lessons Meeting – Sat., Sept. 10th, 10:00AM – 1:00PM</u> • Everything submitted must be in the following format: yourlastname_F16_description of document (e.g. superstudent_F16_lesson plan 1st attempt) • All assignments are due at or before noon on the date assigned • Acceptable completion of all Portfolio items is required to pass this course. (Parts 1-1b,1-1c, 3-1, and 7-6) 	<ul style="list-style-type: none"> • §228.30(a) • §228.30(b)(2) • §228.50 • Intro/Syllabus 2.11k, 2.19k, 2.22k, 3.2k • Ethics, FTT Oaths 2.15k, 2.21s, 4.13-4.15k, 4.16s • Beliefs/philosophy 2.2k, 2.5k
#2 “The Game Show Problem” & What Does One Million Look Like? 8/24/2016	<ul style="list-style-type: none"> • What Does One Million Look Like? (Number activity) • “The Game Show Problem” Activity • Background Check Forms 	<ul style="list-style-type: none"> • <u>Meet Your Mentor/Plan Your Lessons Meeting – Sat., Sept. 10th, 10:00AM – 1:00PM</u> • Bring LP from Step 1 or Step 2 to next class • Read: Liping Ma (1999), p. 15-21 (Knowledge Package and its key pieces) 	<ul style="list-style-type: none"> • §228.30(b)-4, 9, 10, 11, 13-15 • 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 • Ma 1.8k-1.10k, 3.6k, 3.8k • Game Show 1.4k, 1.8k, 1.10k, 1.12k, 1.16k-1.18k, 1.20k, 1.22k, 1.23k, 2.4k, 2.5k, 2.7k, 2.9k, 2.10k, 3.1k, 3.4k, 3.6-3.9k, 3.1s
#3 Knowledge Package/ Concept Map 8/29/16	<ul style="list-style-type: none"> • Knowledge Package • Concept Map 	<ul style="list-style-type: none"> • Resource: Wiggins & McTighe (1998) • Resource: Lawson (2002) • Resource: Rowe (1986) • Resource: Manouchehri & Lapp (2003) 	<ul style="list-style-type: none"> • §228.30(b)-6-10, 15, 16 • §228.30(b)-7 • KP/Concept Map 1.8k-1.10k, 3.12k • Wiggins/McTighe 1.11k-1.15k • Lawson 1.11k, 1.21k, 2.3k • Rowe 1.11k, 2.3k • Manouchehri/Lapp 1.11k, 1.20k, 3.1k-3.4k, 3.6k
#4 Test Questions & Assessment 8/31/16	<ul style="list-style-type: none"> • 5-E Lesson Format Review • TEKS/ELPS Review • Bloom’s Taxonomy Review • Writing Measurable Objectives w/Power Verbs Review • Pre- and post-assessments/formative assessments/STAAR discussion • What is Inquiry-Based Instruction? Review 	<ul style="list-style-type: none"> • Read: Sadker (2000) • Read: Ben Zeev et al. (2005) 	<ul style="list-style-type: none"> • §228.30(b)-5-10, 13, 15 • §228.30(b)-6 • LP Writing /Planning 1.5-1.7k, 1.12k, 1.13k, 1.16k, 1.17k, 1.19k, 1.22k, 1.24-1.27k, 1.30k, 2.2k, 2.8k, 2.21k, 3.5k, 3.11k, 3.12k, 1.1s, 1.2s, 1.4s, 1.6s, 1.20-1.23s, 2.5s, 3.11s, 3.13s • Sadker 1.3k-1.5k, 1.11k • Ben Zeev 1.3k-1.5k, 1.11k

Class	Course Outline	Field Experience/Assignments/Notes	Educator Standards /CR
#5 Diversity 9/7/16	<ul style="list-style-type: none"> • Introduction to equity issues • Who is “good” at Math? Science? • Gender issues/diversity 	<ul style="list-style-type: none"> • Conduct Observation #1 [9/12-9/16] 	<ul style="list-style-type: none"> • §228.30(b)-11, 13, 15, 16 • §228.30(b)-13 • Equity 1.3-1.5k, 2.1-2.3k, 2.5k
#6 Misunderstood Minds 9/12/16	<ul style="list-style-type: none"> • Video: Misunderstood Minds • LP – Early Planning Guide 	<ul style="list-style-type: none"> • Conduct Observation #1 [9/12-9/16] • <u>Portfolio</u> Resume and Cover Letter due today (Section 1, 1b & 1c) [superstudent_F16_portfolio_cover letter] • Read Kane (2012) 	<ul style="list-style-type: none"> • §228.30(b)-9, 10, 12 • Kane 1.3k, 1.4k, 2.3k, 2.22k, 2.23k
#7 Special Populations: Interventions, Accommodations & Modifications 9/14/16	<ul style="list-style-type: none"> • Video: Misunderstood Minds – discussion • Introduction to making accommodations • Implications for teaching: <ul style="list-style-type: none"> ○ Special Education ○ G/T ○ Autism ○ Dyslexia 	<ul style="list-style-type: none"> • Conduct Observation #1 [9/12-9/16] • Read: Johnson – RtI: What it is, What it isn’t • Read: Baffum, Matos, & Weber (2010) • Resource: Kise (2011) • Resource: Jung & Swan (2011) 	<ul style="list-style-type: none"> • §228.30(b)-6, 7, 9, 10, 12, 15, 16 • SPED/Accommodations 1.3k, 1.14k, 2.1k, 2.12k, 2.22k, 2.23k, 4.5k, 4.13k, 4.14k, 4.16k, 4.13s • RTI readings 1.2k-1.5k, 1.9k, 1.10k, 1.12k-1.15k, 1.25k-1.27k, 4.3-4.5k
#8 Response to Intervention 9/19/16	<ul style="list-style-type: none"> • Special Populations Assessment • Discuss Response to Intervention, and review available strategies & accommodations for each level 	<ul style="list-style-type: none"> • LP Series 1 – 1st Attempt due by Noon [superstudent_F16_LP series 1_first attempt] 	<ul style="list-style-type: none"> • §228.30(b)-9-12, 15, 16 • §228.40(a) • LP S1 1st – 1.23k, 1.25-1.27k, 3.12k, 1.1s-1.10s, 1.14-1.16s, 1.19s, 2.9s, 3.8s, 3.9s, 3.12s • SPED Assessment 1.3k, 1.14k, 2.1k, 2.12k, 2.22k, 2.23k, 4.5k, 4.13k, 4.14k, 4.16k • RTI 1.3k-1.5k, 1.9k, 1.12k-1.15k, 1.22k, 1.25k, 1.31k, 2.23k, 3.1k, 3.5k, 3.8k, 3.10k, 3.15k, 3.16k, 4.3k, 4.7k, 4.13k, 4.16k,
#9 Managing Instruction 9/21/16	<ul style="list-style-type: none"> • Task-Sort activity • How to use video cameras 	<ul style="list-style-type: none"> • Resource: Johnson, Johnson & Holubec (1994) • Conduct Observation #2 [9/19-9/23] • Read: Berrett (2012) 	<ul style="list-style-type: none"> • §228.30(b)-4, 10, 11, 13, 15, 16 • Johnson... 1.11k, 2.2k, 2.7k, 3.9k • Berrett 1.11k, 1.20k, 3.6k, 3.8k, • Task-Sort 2.5k, 2.6k, 2.7k, 2.13k,
#10 Collaborative Learning 9/26/16	<ul style="list-style-type: none"> • Collaborative/Cooperative Learning • Project-Based Learning • Implications for Vygotsky’s Social Development Theory • Communities of Practice (Lave & Wenger) • Social Learning Theory (Bandura) 	<ul style="list-style-type: none"> • LP Series 1 – Final Attempt due by Noon • Read: Rappaport & Minahan (2012) • Read: Riegert & Recht (2012) • Read: Tomlinson (2012) • Read: Silver (2013) • Read: Bates (2015) • Resource: Anderson (2012) • Resource: Damani (2011) • Resource: Ferlazzo (2012) • Resource: Goodwin & Miller (2012) • Resource: Various (2012) 	<ul style="list-style-type: none"> • §228.30(b)-3, 4, 11, 12, 15, 16 • LP S1 2nd – 1.29k, 2.9k, 1.12s, 1.13s, 2.9s, 3.7s • Collaborative learning 2.3k, 2.5k, 2.6k, 2.7k, 2.9k, 2.13k, • Classroom Mgt readings 1.11k, 1.12k, 1.24k, 2.3k, 2.5-2.9k, 2.13-2.18k

Class	Course Outline	Field Experience/Assignments/Notes	Educator Standards /CR
#11 Classroom Management 9/28/16	<ul style="list-style-type: none"> Discuss the basics of CM, common strategies, resources that are available, and the multiple LTs that apply/help LP1 Prep 	<ul style="list-style-type: none"> Conduct Observation #2 [9/19-9/23] Conduct Observations #3, #4 & #5 any time after 9/23 and before 11/18 Read: Burkett (2008) – Discovery Learning 	<ul style="list-style-type: none"> §228.30(b)-5, 7, 9, 11, 13, 15 Classroom Mgt discussion 1.12k, 1.24k, 2.3k, 2.5-2.23k, 3.1k, 3.10k, 3.15k, 3.16k Burkett 1.4k, 1.11k, 1.20k, 3.8k, LP1 prep/practice 3.3k, 3.14k
#12 What Do Students Really Know? 10/3/16	<ul style="list-style-type: none"> Classroom Management Assessment LP – Early Planning Guide Video - Out of Thin Air 	Teach Series 1 [10/3 - 10/14] (Final Project due 21 calendar days after lesson)	<ul style="list-style-type: none"> §228.30(b)-4, 10, 12, 14, 16 CM Assessment 1.11k, 1.12k, 1.24k, 2.3k, 2.5-2.9k, 2.13-2.18k Out of thin air 1.4k, 1.14k, 1.20k, Teach S1 1.11s, 1.17s, 1.23s, 2.1s- 2.10s, 2.15s, 2.18s-2.20s, 3.1k, 3.13k, 3.1-3.7s, 3.10s, 3.15-3.17s
#13 CI Final Project Overview 10/5/16	<ul style="list-style-type: none"> Student Lesson Artifacts Implications for future LPs/Revisions <ul style="list-style-type: none"> What worked? What didn't work? Why? 	<ul style="list-style-type: none"> Teach Series 1 [10/3 - 10/14] (Final Project due 21 calendar days after lesson) 	<ul style="list-style-type: none"> §228.30(b)-7, 10, 12, 15 §228.40(a) FP 1.7k, 1.11k, 1.12k, 1.15k, 1.16k, 1.24k, 3.15k, 4.12k, 2.2s, 2.3s, 2.7s, 3.5-3.9s, 3.13s, 3.14s, 3.18-3.20s, 1.20s, 3.13s, 4.14s
#14 CI Final Project Overview Cont'd 10/10/16	<ul style="list-style-type: none"> Analysis of teaching video 	<ul style="list-style-type: none"> Teach Series 1 [10/3 - 10/14] (Final Project due 21 calendar days after lesson) LP Series 2-First Attempt due by Noon 	<ul style="list-style-type: none"> §228.30(b)-7, 10, 12, 15 LP S2 1st - 1.23k, 1.25-1.27k, 3.12k, 1.1s-1.10s, 1.14-1.16s, 1.19s, 2.9s, 3.8s, 3.9s, 3.12s Video Analysis 3.15k, 3.16k, 3.4k, 4.18s
#15 LP2/Portfolio Work Day 10/12/16	<ul style="list-style-type: none"> Work on LP2 Work on upcoming Portfolio items 	<ul style="list-style-type: none"> Teach Series 1 [10/3 - 10/14] (Final Project due 21 calendar days after lesson) Read: Dong (2005) Resource: Kemp (2011) 	<ul style="list-style-type: none"> §228.30(b)-7, 9, 10, 15 §228.30(b)(2) §228.50 Dong 1.6k, 3.2k Kemp 1.3k-1.6k,
#16 Learning in a Second Language 10/17/16	<ul style="list-style-type: none"> What is engagement? What do ELLs need to have/see/hear to succeed? 	<ul style="list-style-type: none"> Read: Texas Administrative Code (TAC), Title 19, Part 7, Chapter 247 Educators' Code of Ethics, Sections 1 & 2 http://info.sos.state.tx.us/pls/pub/readtac\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y LP Series 2-Final Attempt due by Noon 	<ul style="list-style-type: none"> §228.30(b)-4, 5, 10-14, 16 LP S2 2nd – 1.29k, 2.9k, 1.12s, 1.13s, 2.9s, 3.7s LiaSL 1.3k, 1.5k, 1.6k, 1.2s Code of Ethics reading 4.2k-4.5k, 4.7k, 4.13k-4.17k

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#17 T-TESS 10/19/16	<ul style="list-style-type: none"> Discuss the Texas Professional Development & Appraisal System Texas Educators' Code of Ethics 	<ul style="list-style-type: none"> Conduct Observations #3, #4 & #5 any time after 9/23 and before 11/18 	<ul style="list-style-type: none"> §228.30(b)-8, 11, 13, 15 §228.30(b)(2) §228.50 PDAS discussion 1.7k, 1.19k, 1.30k, 4.9k-4.13k, 4.18k Code of Ethics discussion 4.2k-4.5k, 4.7k, 4.13k-4.17k
#18 LP2 Prep Day 10/24/16	<ul style="list-style-type: none"> Make preparations to teach LP Series 2 	<ul style="list-style-type: none"> Conduct Observations #3, #4 & #5 any time after 9/23 and before 11/18 LP Series 2-Final Attempt due by Noon Teach Series 2 [10/24 – 11/4] (Final Project due 21 calendar days after lesson) Portfolio Professional Responsibilities: Ethics and Standard Practices, due today (Section 7, Part 6) 	<ul style="list-style-type: none"> §228.30(b)-7, 9, 10, 15 LP2 prep/practice 3.3k, 3.14k Portfolio Ethics & Standard Prac 4.2k-4.5k, 4.7k, 4.13k-4.17k, 4.6s-4.11s Teach S2 1.11s, 1.17s, 1.23s, 2.1s- 2.10s, 2.15s, 2.18s-2.20s, 3.1k, 3.13k, 3.1-3.7s, 3.10s, 3.15-3.17s
#19 Reading Strategies – Fluency 10/26/16	<ul style="list-style-type: none"> Fluency 	<ul style="list-style-type: none"> Conduct Observations #3, #4 & #5 any time after 9/23 and before 11/18 	<ul style="list-style-type: none"> §228.30(b)-1, 8, 10, 12, 15 §228.30(b)(2) §228.40(a) §228.50
#20 Reading Strategies – Vocabulary 10/31/16	<ul style="list-style-type: none"> Vocabulary, Root Words Reading Strategies Assessment Equity Speaker 	<ul style="list-style-type: none"> Teach Series 2 [10/24 – 11/4] (Final Project due 21 calendar days after lesson) 	<ul style="list-style-type: none"> §228.30(b)-1, 8, 10, 12, 15 §228.30(b)(2) §228.40(a) §228.50
#21 Two Million Minutes – Day 1 11/2/16	<ul style="list-style-type: none"> Video: Two Million Minutes 	<ul style="list-style-type: none"> Teach Series 2 [10/24 – 11/4] (Final Project due 21 calendar days after lesson) 	<ul style="list-style-type: none"> §228.30(b)-4, 9, 15, 16
#22 Two Million Minutes – Day 2 11/7/16	<ul style="list-style-type: none"> Finish/Discuss Two Million Minutes & possible implications 	<ul style="list-style-type: none"> Teach Series 2 [10/24 – 11/4] (Final Project due 21 calendar days after lesson) 	<ul style="list-style-type: none"> §228.30(b)-4, 9, 15, 16
#23 Portfolio Work Day & Freedom Writers Video 11/9/16	<ul style="list-style-type: none"> Continue to refine your Portfolio assignment: “Equity & Inclusive Design” Freedom Writers Video 	<ul style="list-style-type: none"> Teach Series 2 [10/24 – 11/4] (Final Project due 21 calendar days after lesson) Work Day 	<ul style="list-style-type: none"> §228.30(b)-11, 13, 15, 16
#24 11/14/16		<ul style="list-style-type: none"> Portfolio Equity and Inclusive Design section is due today (Section 3, Part 1) Begin Mental Health & Ed. presentations 	<ul style="list-style-type: none"> §228.30(b)-10, 11, 13, 15, 16 Portfolio Equity & Incl Des 1.3k-1.6k, 2.1k,-2.3k, 1.2s, 1.3s, 1.5s

Class	Course Outline	Field Experience/Assignments/Notes	Educator Standards /CR
#25 Mental Health & Education Presentations 11/16/16	Equity presentations (5 minutes presentation + 5 minutes of question/answer)		<ul style="list-style-type: none"> • §228.30(b)-5, 10-13 • Mental Health 2.1s, 2.19s, 2.21s, 3.5s, 3.6s, 4.17s, 4.18s, 4.19s
#26 Mental Health & Education Presentations 11/28/16	<ul style="list-style-type: none"> • Equity presentations (5 minutes presentation + 5 minutes of question/answer) 	<ul style="list-style-type: none"> • Field Observation Logs Due (Pass/Fail) 	<ul style="list-style-type: none"> • §228.30(b)-5, 10-13 • Mental Health 2.1s, 2.19s, 2.21s, 3.5s, 3.6s, 4.17s, 4.18s, 4.19s
#27 Mental Health & Education Presentations 11/30/16	<ul style="list-style-type: none"> • Equity presentations (5 minutes presentation + 5 minutes of question/answer) 		<ul style="list-style-type: none"> • §228.30(b)-5, 10-13 • Mental Health 2.1s, 2.19s, 2.21s, 3.5s, 3.6s, 4.17s, 4.18s, 4.19s
#28 Mental Health & Education Presentations 12/5/16	<ul style="list-style-type: none"> • Equity presentations (5 minutes presentation + 5 minutes of question/answer) 		<ul style="list-style-type: none"> • §228.30(b)-5, 10-13 • Mental Health 2.1s, 2.19s, 2.21s, 3.5s, 3.6s, 4.17s, 4.18s, 4.19s
#29 TExES PPR Prep 12/7/16	<ul style="list-style-type: none"> • Work on Practice TExES PPR exam • Discuss exam results • Final Exam 		<ul style="list-style-type: none"> • §228.30(b)-17

Student Learning Objectives/Outcomes

<i>Students will:</i>	<i>Evidence of Student Learning:</i>
discuss and critique the merits of multiple models of teaching (including direct instruction, inquiry teaching, and use of small groups), understand what each model requires of teachers, and evaluate research results on best teaching practices.	<ul style="list-style-type: none"> • Written analyses and presentations of teaching • Written reflections
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"> • Development of knowledge packages • Written analyses and presentations of teaching
plan and teach two high school mathematics or science lessons (for one class period on back to back days or for the same class on consecutive days) on an assigned topic.	<ul style="list-style-type: none"> • Lesson plans • Completion of appropriate sections of the preliminary portfolio • Digital video of teaching • Observations and comments by classroom teachers, master teachers, and by the course instructor and teaching assistants.
observe and analyze unedited digital videos of instruction in mathematics and science for evidence of effective instructional strategies and student learning.	<ul style="list-style-type: none"> • Written analyses and presentations of teaching • Completion of appropriate sections of the preliminary portfolio.
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"> • Written analyses and presentations of teaching • Completion of appropriate sections of the preliminary portfolio

demonstrate familiarity with several relevant teaching technologies (presentation software, computer simulation software, graphical analysis and representation software) and analyze how technology can affect classroom interactions.	<ul style="list-style-type: none"> • Artifacts produced by the use of such technology in the Classroom Interactions classroom • Participation in discussions of the effectiveness of technology • Written analyses of the uses of technology • Completion of appropriate sections of the preliminary portfolio
create portions of their preliminary portfolios	<ul style="list-style-type: none"> • Completion of appropriate sections of the preliminary portfolio.

Grading Protocol

Activity	Percent of final grade
Attendance	-4 points per unexcused absence; -2 points per excused absence
LP (Must be approved by me BEFORE you send it to your mentor teacher, and must be approved by mentor teacher BEFORE you teach.)	15
Mentor Teacher Feedback Forms (2 @ 1 pt. each)	2
Observation Reflections (2 @ 5 pts. each)	10
CI Final Project	25
Field Experience Log	Pass/Fail*
Portfolio Requirements* (cover letter, resume, equity & inclusive design, ethics)	Pass/Fail* (-5 points per late submission)
Equity poster/presentation (professional presentation is expected)	10
Assessments (during class) 3 @ 6 points each	18
Classroom Teaching Activity	20
Total	100

***Note:** Acceptable completion of all Portfolio items is required to pass this course. (Parts 1-1b, 1-1c, 3-1, and 7-6). You will lose points for late submission of portfolio items. You must complete at least 9 hours of field experience (observations + teaching) to receive credit in this course.

Plus and minus grades may be assigned.

Course & Instructor Policies

Make-up Exams NA

Extra Credit NA

1. Attendance

Part of your grade is based on active participation at all class sessions. **4 points will be deducted for each absence (2 points if the absence is excused).** If you must be absent:

- Contact the instructor on or before the class day with an explanation.
- Make arrangements to get any handouts that were distributed.

2. Technology Proficiency

You will be required to be computer literate when you teach, so we will require you to demonstrate some basic productivity skills in this course. As you progress through the program you will acquire more advanced skills and learn more about how to integrate technology into instruction. These skills will be documented in your program file / portfolio so that we can certify that you have completed the technology proficiencies required for teacher certification.

3. Lesson Plans

You will teach either the same period of the day on two consecutive days or two periods back-to-back on the same day. You will need to include in your analysis paper the changes you made to your lesson plan for the second day of teaching (or the second

period). What changes did you need to make and why? Did the changes work? If not, why not?

4. Late Assignments

Late assignments will not be accepted.

5. Classroom Citizenship

This is a professional setting; therefore, professional behavior is expected. If you must use your cell phone during class, please leave the classroom. I don't teach during your personal conversations; don't have personal conversations while I am teaching. (texting, talking, emailing).

6. Portfolio

[NOTE: You must complete acceptable documents for: 1) Section 1, part b, 2) Section 1, part c, 3) Section 3, part 1, and 4) Section 7, part 6 in order to pass Classroom Interactions.]

Section 1	Instructions
1b. Cover Letter for Employment	State your future goals for employment in the form of a letter that accompanies a résumé to a potential employer. This letter should be tailored to the job you are seeking, making clear to a future employer that you have specific information about his or her organization that makes you a good fit. Your cover letter may be addressed to a school at which you have had a field experience or a school where you would like to seek future employment. Even if you're unsure about whether or not you want to teach, the cover letter should be as professional as possible.
1c. Résumé	This is a presentation of your work and educational background. The audience is a principal or other professional who hires teachers. Include teaching experiences in the UTeach Program with a statement of how you have taught lessons at varying grade levels and schools to get a full view of the educational system.
3. Equity and Inclusive Design	Instructions
<ul style="list-style-type: none"> • §228.30(b)-9 • §228.30(b)-10 • §228.30(b)-11 • §228.30(b)-12 • §228.30(b)-15 • §228.30(b)-16 • 1.3k-1.6k, 2.1k,-2.3k, 1.2s, 1.3s, 1.5s 	<p>Part 1 Demonstrate an awareness of student diversity while preparing lessons, presenting lessons, and assessing students. Include evidence of how you create an inclusive and assessable learning environment for students from different backgrounds, students who have different interests, students of different genders, students for whom English is not their first language and students who legally require accommodations and/or modifications.</p> <p>Evidence suggestions:</p> <ul style="list-style-type: none"> • lesson plan with comments from Step 1, Step 2, CI, PBI • discussion based on reading from a specific UTeach course • K&L clinical interviews • CI lesson plans, written analyses, poster presentations, responses to forum prompts, video clips • permissions in Spanish and English for field trip in PBI • CI, annotated video permission • CI word chart • focused observation forms - AT • video footage - CI, AT, PBI

7. Professional Responsibilities	Instructions
<ul style="list-style-type: none"> • §228.30(b)(2) • §228.50 • 4.2k-4.5k, 4.7k, 4.13k-4.17k, 4.6s-4.11s 	<p>Part 6 Read the “Code of Ethics and Standard Practices for Texas Educators” and reflect on a specific standard as it will pertain to your classroom.</p> <p>Evidence suggestions:</p> <ul style="list-style-type: none"> • PBI project requirements for Driving Questions and the ethical properties of the Driving Questions • focused observation form – AT

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

(You must complete at least 9 hours of field experience (observations + teaching) in order to receive credit for Classroom Interactions.)

1. You will teach two science or two mathematics lessons in a local secondary school. The lessons may be completely designed by you or in cooperation with your mentor teacher. You will teach the same period of the day on two consecutive days. You will need to include in your analysis paper the changes you made to your lesson plan for the second day of teaching (What changes did you need to make and why? What worked and what didn't? Etc.).
2. You will observe your mentor teacher's class at least two or three times during the semester. You must complete at least 9 hours of field experience (observations + teaching).
3. Written lesson plans 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.
5. 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 WebCT.
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.

UT Dallas Syllabus Policies and Procedures: <http://go.utdallas.edu/syllabus-policies>

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas Information Resources Help Desk: assist@utdallas.edu or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

Field Trip Policies, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed at the UT Dallas Policy Navigator, <http://policy.utdallas.edu/utdbp3023>, and at <http://www.utdallas.edu/administration/insurance/travel>. Additional information is available from the office of the school dean.

Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (<http://catalog.utdallas.edu>).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Discipline and Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). Copies of these

rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at <http://www.utdallas.edu/deanofstudents>.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

Academic Dishonesty: The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <http://www.utdallas.edu/deanofstudents/maintain>.

Copyright Notice

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at <http://policy.utdallas.edu/utdpp1043>) and the UT System's policy at <http://www.utsystem.edu/ogc/intellectualproperty/copyrighthome.htm>.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources provides a method for

students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <http://netid.utdallas.edu>.

Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar <http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Judicial affairs request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, advisor actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete Grade Policy

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be resolved completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required (see <http://www.utdallas.edu/studentaccess>). If you are eligible to receive disability-related accommodations and/or services and to ensure accommodations will be in place when the academic semester begins, students are encouraged to submit documentation four to six weeks in advance. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The Office of Student AccessAbility provides:

1. Academic accommodations for eligible students with a documented permanent physical, mental or sensory disability
2. Facilitation of non-academic and environmental accommodations and services
3. Resources and referral information, and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code 51.911(b)*, and the student and instructor will abide by the decision of the chief executive officer or designee.

Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentsuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group

appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

Content of this document was last modified by the Office of Institutional Effectiveness, 2016-06-01. Webpage updated by the Provost's Technology Group, 2016-06-03

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](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)