

Course Syllabus for Spring 2018

Course Information

NATS 1141: UTeach Step 1

Contact Information:

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

- Interest in exploring teaching as a career
- STEP 1 students must be able to:
 - Have access to and create Microsoft Word (not Works or Open Office) documents
 - Attach Word documents to email messages
 - Develop PowerPoint presentations
 - Check UTD email daily
 - Check eLearning weekly
 - Have a 2-hour window of non-class time to travel to and from a local school between 7:30am and 3:30p.m. on one or more weekdays

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

Course Schedule

Class	Topic
Week 1:	Course Orientation
Week 2:	Lesson 1 Demonstrate
Week 3:	Writing a 5E Lesson Plan/Cooperative Learning- Seeing the "Unseeable" Meet Your Mentor 1/27/18 @ 10 a.m. or 1/30/18 @ 5:30 p.m.
Week 4:	Writing Measurable Lesson Objectives - TEKS/SWBAT
Week 5:	Introduction to Inquiry/Revising Lesson 1/Observation 1
Week 6:	Preparing to Teach Lesson 1
Week 7:	Assessment Strategies / Teach Lesson 1
Week 8:	Inquiry Approaches to Teaching/Preparing Lesson 2 & 3
Week 9:	Classroom Management / Preparing Lesson 2 & 3
Week 10:	Observation 2 / Preparing to Teach Lesson 2 & Practice Lesson 3
Week 11:	Teach Lesson 2 & Preparing to Teach Lesson 3
Week 12:	Classroom Environment
Week 13:	Using Technology Resources in the Classroom_ Student Share / Teach Lesson 4
Week 14:	Student Presentations
Week 15:	Student Presentations / Kit Inventory

Course Description

This course will provide students with:

- an opportunity to explore teaching in science/mathematics as a career.
- early field experiences in actual teaching.
- an introduction to theory and practice that is necessary to design and deliver excellent instruction.

To obtain first-hand experience with planning and implementing inquiry-based curriculum, students will teach science/mathematics lessons in elementary classrooms in the Carrollton-Farmers Branch, Dallas, Garland, McKinney, Plano and Richardson Independent School Districts. Students will attend almost one and a half hours of class on campus each week. They will learn to design and deliver excellent science/mathematics lessons. Students working in teams of two will present three lessons to a fourth, fifth or sixth grade classroom during the semester. These classrooms are selected both for the diversity of the student body and for the quality of the classroom (mentor) teacher. Each pair of students will have a mentor teacher who will work with them to improve their teaching abilities as the semester progresses. The mentor teacher will remain in the classroom at all times, be responsible for classroom behavior, and provide immediate feedback on the quality of the instruction to facilitate improvements.

Student Learning Objectives/Outcomes

<i>Students will be able to:</i>	<i>Evidence of Student Learning:</i>
Utilize science or mathematics content knowledge to plan and teach three upper elementary grade lessons.	<ul style="list-style-type: none"> • a paragraph in each lesson plan that provides background information on the • concepts presented • content accuracy throughout each lesson plan • observations by the mentor teacher and the master teacher
Utilize exemplary sources of inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> • participation in model lesson demonstrations presented in class • sources cited in each lesson plan
Write performance objectives and assessments of those objectives for each lesson.	<ul style="list-style-type: none"> • performance objectives and corresponding assessments included in each lesson plan
Design and teach three inquiry-based lessons using the model.	<ul style="list-style-type: none"> • three inquiry-based lesson plans • written feedback by the mentor teacher for three inquiry-based lessons • written feedback by a master teacher for at least one inquiry-based lesson
Discuss the importance of addressing the Affective Domain of students and the importance in learning.	<ul style="list-style-type: none"> • Read article and complete questionnaire on the affective domain and learning • participation in class discussions on the implications of personality and learning
Use probing questions to elicit feedback to determine students' acquisition of knowledge.	<ul style="list-style-type: none"> • 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
Discuss strategies for achieving instructional equity.	<ul style="list-style-type: none"> • participation in class discussions
<i>Students will be able to:</i>	<i>Evidence of Student Learning:</i>
Demonstrate proficiency in the use of technology for productivity purposes.	<ul style="list-style-type: none"> • electronic communication with instructor • postings to eLearning • technology lessons • use of PowerPoint and Microsoft Word
Implement safe classroom practices.	<ul style="list-style-type: none"> • safety issues addressed in each lesson plan • observations by the mentor teacher and master teacher
Assess commitment to pursue teaching as a career.	<ul style="list-style-type: none"> • participation in a class discussion on intentions to pursue teaching as a career

Required Textbooks and Materials NA
 Suggested Course Materials NA

Assignments & Academic Calendar

Class	Activities	Assignments and Field Experiences	Educator Standards / CR
1 1/9	Course Introduction <ul style="list-style-type: none"> Introduction to UTeach What to expect in STEP 1 – overview of syllabus Complete Schedule forms- Match up teams Talent Release, Indemnification and FTT forms Background forms Code of Ethics 	<ul style="list-style-type: none"> Become familiar with the course syllabus Become familiar with the Fitness to Teach (FTT) policy Safety Quiz refer to course calendar for due date and time Technology Proficiency refer to course calendar for due date and time 	<ul style="list-style-type: none"> §228.30(a) §228.35(d) §228.50 §228.30(b)-14 Intro/Syllabus 2.11k, 2.19k, 3.2k Ethics, FTT Oaths 2.15k, 2.21s, 4.13-4.15k, 4.16s Safety Quiz 2.21k
	Meet your Mentor Teacher – Saturday, 1/27/18 Location: UTeach Center FN 3.410 10:00 – Noon (Eat/Greet/Plan) Makeup Meeting Tuesday 1/30/18 5:30-7:00 p.m. in FN 3.410. Dinner provided.		<ul style="list-style-type: none"> 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
2 1/16	Lesson 1 Demonstration: Inquiry-based Instruction <ul style="list-style-type: none"> 5E discussion from video Model Lesson – LP1 Meet You Mentor Meeting 	<ul style="list-style-type: none"> 5E Video and Questions refer to course calendar for due date and time Getting to Know Your Lab LP1 refer to course calendar for due date and time 	<ul style="list-style-type: none"> §228.30(b)-6, 7, 9, 10, 11, 13, 15 LP1 Demo 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 5E Video/Quiz 1.19k, 1.21k, 1.26k, 1.28k Getting to Know...Lab 1.19k, 1.21k, 1.22k, 1.3s, 1.4s, 1.6s, 1.16s
3 1/23	Writing a 5E Lesson Plan and Cooperative Learning Strategies <ul style="list-style-type: none"> Syllabus review Lesson(Seeing the “Unseeable”) Components of a Good Lesson–5E model introduction Cooperative Learning Complete Background Check information 	<ul style="list-style-type: none"> Meet your Mentor Teacher: required attendance Schedule 3 Lesson Teaching Dates & 2 observations required attendance TEKS Video and Questions due (refer to course calendar for due date and time) 	<ul style="list-style-type: none"> §228.30(b)-9, 11, 15 Demo Lesson 1.4k, 1.8k, 1.10k, 1.12k, 1.16k-1.18k, 1.20k, 1.22k, 1.23k, 2.4k, 2.5k, 2.7k, 2.9k, 2.10k, 3.1k, 3.4k, 3.6-3.9k, 3.1s 5E Model Discussion 1.19k, 1.21k, 1.26k, 1.28k TEKS Video/Quiz 1.7k, 1.19k, 1.28k, 1.6s, Cooperative Learning Groups Discussion 2.1k, 2.3k, 2.7k
4 1/30	Writing Measurable Lesson Objectives <ul style="list-style-type: none"> TEKS/SWBAT Discussion Teaching materials Writing performance objectives – Student Will Be Able To... (SWBAT) Prepare for Observation 1 Work on LP1 Professional Attire Discussion 	<ul style="list-style-type: none"> LP1 Early Planning Guide (refer to course calendar for due date and time) Submit Initial Lesson Plan 1 Package (refer to course calendar for due date and time) Makeup Meet Your Mentor meeting Tuesday 5:30-7:00 p.m. FN 3.410. 	<ul style="list-style-type: none"> §228.30(b)-6, 7, 9, 10, 11, 15 LP1 – 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 TEKS/SWBAT/Measurable Obj Discussion 1.12-1.15k, 1.19k, 1.21k, 1.26k, 1.28k

5 2/6	Revising Lesson Plan 1 <ul style="list-style-type: none"> Review components of 5E Lesson Plans LP1 Preparation and work time- review – Work on Lesson Plan 1 Final Package Ms. Distin – Procedures for Material Check In & Out 	<ul style="list-style-type: none"> Observation 1 week -Reflection for Observation 1 on eLearning within one week of observation date. (refer to course calendar for due date and time) Submit Lesson 1 Final Package (refer to course calendar for due date and time) Order and Check Out Materials for Lesson 1 	<ul style="list-style-type: none"> §228.30(b)-4-7, 9-11, 13, 15 LP1 – 2nd 1.29k, 2.9k, 1.12s, 1.13s, 2.9s, 3.7s LP1 Prep/Practice 3.3k, 3.14k
6 2/13	Preparing to Teach Lesson 1 <ul style="list-style-type: none"> Reflect on first observation Set up & practice Lesson 1 with your partner Get “Set Up” sheet signed by Instructor Obtain copies needed for Lesson 1 Make name tents for class Discuss classroom grouping Professional communication and attire 	<ul style="list-style-type: none"> Complete all preparations to teach Lesson 1. Verify Lesson 1 with Instructor at least 4 days of teaching lesson Assessment Video and Questions (refer to course calendar for due date and time) Reflection for Observation 1 (refer to course calendar for due date and time) 	<ul style="list-style-type: none"> §228.30(b)-4, 11, 13 LP1 Prep/Practice 3.3k, 3.14k Grouping Discussion 2.3k, 2.5k-2.10k Prof. Communication Discussion 4.3k, 4.4k Assessment Video/Quiz 1.12k-1.15k, 1.25k-1.29k Obs1 Reflection 2.1k-2.11k, 2.13k-2.18k, 3.15k, 3.16k, 4.3k, 4.4k, 4.12k, 4.8s, 4.14s Digital Ed Resources Search Assignment 1.16k-1.18k, 1.22k, 4.6k
7 2/20	Evaluation Strategies <ul style="list-style-type: none"> Formative & summative assessment strategies Objectives and summative evaluation for Lesson Plan 2 Pass Out Teacher Edition Lesson Binders <p>Explain How to use Teacher Edition Lesson Binders</p>	<ul style="list-style-type: none"> Teach Lesson 1 Complete LP1 Reflection Form within 2 days of teaching. (refer to course calendar for due date and time). Submit Mentor Teacher Feedback form for Lesson 1 within 2 days of teaching (refer to course calendar for due date and time) Getting to Know LP2/LP3/LP4 (refer to course calendar for due date and time) 	<ul style="list-style-type: none"> §228.30(b)-9, 11, 15 Teach LP1 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 LP1 Reflection 1.8s-1.11s, 1.19s-1.23s, 3.13k-3.15, 4.10k, 4.14s Getting to Know...Lab 1.19k, 1.21k, 1.22k, 1.3s, 1.4s, 1.6s, 1.16s Objectives/Assessments Discussion 1.12k-1.15k
8 2/27	Inquiry Approaches to Teaching <ul style="list-style-type: none"> The UTeach Dallas sequence of courses Reflect on first teaching experience Using the Internet for instruction With partner, finalize Lesson Plan 2 Order copies for Lesson 2 Mid-term course evaluation <p>Discuss Inquiry- Complete Inquiry Summary Sheet in class</p>	<ul style="list-style-type: none"> Submit Early Planning Guide (refer to course calendar for due date and time) Submit Initial Lesson Package of LP2, LP3 or LP4 (refer to course calendar for due date and time) 	<ul style="list-style-type: none"> §228.30(b)-4, 5, 9, 11, 14, 15 LP2/3 – 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 Inquiry Discussion 1.3k, 2.3k, 3.1k-3.4k, 3.11k, 3.12k
9 3/6	Finalizing Lesson 2 Classroom Management Strategies <ul style="list-style-type: none"> Reflect on second observation Final approval for Lesson 2 & 3 Set up & practice Lesson 1 with your partner Classroom Management Strategies Professional communication and attire 	<ul style="list-style-type: none"> Submit LP2 , LP3, or LP4 Final Package to Instructor (refer to course calendar for due date and time) 	<ul style="list-style-type: none"> §228.30(b)-4, 11, 13 LP2/3 – 2nd 1.29k, 2.9k, 1.12s, 1.13s, 2.9s, 3.7s Intro to Classroom Mgt Discussion 2.1k-2.11k, 2.13k-2.18k, 2.23k
10 3/20	Preparing to Teach LP2 <ul style="list-style-type: none"> Discuss Observation 2 visit. Request Handouts and Order supplies for LP2 	<ul style="list-style-type: none"> Verify LP2 with Instructor at least 4 days prior to teaching lesson Email final version of LP2 to Mentor Teacher within 4 days of teaching. 	<ul style="list-style-type: none"> §228.30(b)-5, 9, 11, 15 Model Lesson 1.4k, 1.8k, 1.10k, 1.12k, 1.16k-1.18k, 1.20k, 1.22k, 1.23k, 2.4k, 2.5k, 2.7k, 2.9k, 2.10k, 3.1k, 3.4k, 3.6-3.9k, 3.1s

		<ul style="list-style-type: none"> • Observation 2 week -Reflection for Observation 1 on eLearning within one week of observation date. (refer to course calendar for due date and time) 	
11 3/27	Verifying to Teach Lesson 2 Preparing to Teach LP3 or LP4 <ul style="list-style-type: none"> • Set up, practice and verify with Instructor for Lesson 2 • Request Handouts and Order supplies for LP3 • Exploration and other activities Professional communication and attire 	<ul style="list-style-type: none"> • Teach Lesson 2 • Post LP2 Reflection (Peer or Self) (refer to course calendar for due date and time) • LP2 Mentor Teacher Feedback form (MTFB) (refer to course calendar for due date and time) • Verify LP3 with Instructor at least 4 days prior to teaching lesson • Email final version of LP3 to Mentor Teacher within 4 days of teaching. • Reflection for Observation 2 on eLearning within one week of observation date. (refer to course calendar for due date and time) 	<ul style="list-style-type: none"> • §228.30(b)-4, 11,13 • LP2 Prep/Practice 3.3k, 3.14k • Teach LP2 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 • LP2 Reflection 1.8s-1.11s, 1.19s-1.23s, 3.13k-3.15, 4.10k, 4.14s • Obs 2 Reflection 2.1k-2.11k, 2.13k-2.18k, 3.15k, 3.16k, 4.3k, 4.4k, 4.12k, 4.8s, 4.14s
12 4/3	Classroom: Classroom Environment Verifying to Teach Lesson 3 <ul style="list-style-type: none"> • Set up and practice & verify with Instructor for Lesson 3 • Affective and Cognitive Domains • Myths about learning • Reflect on second teaching experience • Plan for five-minute mini-lesson presentations • Digital Educational Resources Search (refer to course calendar for due date and time) 	<ul style="list-style-type: none"> • Teach Lesson 3 • Post LP3 Reflection (Self or Peer) within 2 days of lesson (refer to course calendar for due date and time) • Submit (MTFB) for Lesson 3 within 2 days of your lesson (refer to course calendar for due date and time) • Verify LP4 with Instructor at least 4 days prior to teaching lesson • Email final version of LP4 to Mentor Teacher within 4 days of teaching. • Digital Educational Resources Search (refer to course calendar for due date and time) 	<ul style="list-style-type: none"> • §228.30(b)-3-5, 11, 14, 16 • LP3 Prep/Practice 3.3k, 3.14k • Teach LP3 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 • LP3 Reflection 1.8s-1.11s, 1.19s-1.23s, 3.13k-3.15, 4.10k, 4.14s • Intro to Diversity Discussion 1.3k-1.6k, 1.12k, 2.1k-2.3k, 3.5k, 3.6k, 3.10k, 4.13k, 4.14k
13 4/10	Using Technology Resources in the Classroom_ Student Share/ Teach Lesson LP4 <ul style="list-style-type: none"> • Empty and inventory bins, return TE's • 5-minute presentations of favorite teaching activity • Share Technology for science, math or computer science lessons. • Plan for five-minute mini-lesson presentations 	<ul style="list-style-type: none"> • Teach Lesson 4 • Post LP4 Reflection (Self or Peer) within 2 days of lesson (refer to course calendar for due date and time) • Submit (MTFB) for Lesson 4 within 2 days of your lesson (refer to course calendar for due date and time) • Final Presentations Due (refer to course calendar for due date and time) <p>Turn in Field Log (LP2 & LP3)</p>	<ul style="list-style-type: none"> • §228.30(b)-4, 10-12 • Tech in the Classroom Discussion 1.17k, 1.28k • Digital Educational Resources Search 1.17k, 1.2k-1.5k, 1.20k, 3.5k, 3.7k, 3.8k
14 4/17	Student Demonstrations Kit Inventory <ul style="list-style-type: none"> • Reflect on Lesson 3 • 5-minute presentation of a lesson 	<ul style="list-style-type: none"> • Lesson Presentation- 5-minute mini-lesson/demo • Letter to Mentor • Turn in Field Log (LP4) 	<ul style="list-style-type: none"> • §228.30(b)-4, 9, 13, 14 • Lesson Reflection Presentations 1.8s-1.11s, 1.19s-1.23s, 3.13k-3.15, 4.10k, 4.8s, 4.14s
15 4/24	Student Demonstrations <ul style="list-style-type: none"> • Five-minute mini-lesson presentations • Course evaluations • Return all supplies 	<ul style="list-style-type: none"> • LP3 Present 5-minute mini-lesson/demo • Final Inventory (refer to course calendar for due date and time) • Course evaluations 	<ul style="list-style-type: none"> • §228.30(b)-4, 9, 13, 14 • Lesson Reflection Presentations 1.8s-1.11s, 1.19s-1.23s, 3.13k-3.15, 4.8s, 4.10k, 4.14s

Grading Policy

Required for course completion

Points

- 15 Professionalism Rubric:** Includes Productivity, Accountability, Professional Communication and Responsibility.
- 3 Technology Proficiency Assignment**
- 2 Meet Your Mentor Meeting Attendance**
- 3 Lab Safety PP & Quiz**
- 3 5E Video & Questions**
- 3 TEKS Video & Questions**
- 3 Assessment Video & Questions**

Lesson Plan Packages for two lessons – posted to eLearning and emailed to instructor and your mentor teacher by due dates set. The team member responsible for the lesson will post a copy of the lesson on eLearning.

Lesson Package 1

- A. 1 Lesson Plan 1 Getting to Know Your Lab**
- B. 2 Lesson Plan 1 Early Planning Guide**
- C. 8 Lesson Plan 1 Package – 4 points for Initial Lesson Package and 4 points for complete Final Lesson Package**

Lesson Package 2 or 3

- A. 2 Lesson Plan 2/3/4 Getting to Know Your Lab**
- B. 2 Lesson Plan 2/3/4 or 3 Early Planning Guide**
- C. 11 Lesson Plan 2, LP3, LP4 Package – 6 points for Initial Lesson Package and 5 points for complete Final Lesson Package**

**** (If all parts of the LP2 or LP3 Initial Package are NOT completed on time, there will be point deductions for each day late up to 1 week. After 1 week past the due date, the assignment will not be accepted and the lesson will be cancelled)**

**** (If all parts of the LP2 or LP3 Final Package are NOT completed on time, there will be point deductions for each day late up to 1 week. After 1 week past the due date, the assignment will not be accepted and the lesson will be cancelled)**

*******A Student Can NOT Pass the Course If the Lesson Is Cancelled*******

- 2 (Lesson Verification):** Demonstrate **readiness to teach** each lesson by team. Show Instructor the activity set- up and explain. Lesson may not be taught until this is completed. (**1 points per lesson**) LP1,LP2, LP3 or LP4
- 25 Reflections 1-5: Field Experiences: (2 Observation Reflections and 3 Lesson Reflections)**
- 2 One-page Mentor Teacher Feedback forms** for each lesson you teach returned to Instructor at the next class period. (**1 point for each feedback form**) LP1 & LP2, LP3, or LP4
- 5 Completion of Digital Educational Resources Search**
- 6 Presentation** of portions of lesson activities to class. (last two class periods)
- 2 Final inventory** of materials

Total: 100 points

Grading Scale: 100-98 = A+ 97-94 = A 93-90 = A- 89-88= B+ 87-84 = B 83-80= B-
79-78 = C+ 77-74 = C 73-70=C- 69-68= D+ 67-64= D 63-60= D-

Below 60 = F

Course & Instructor Policies

Make-up Exams NA
Extra Credit NA

1. Attendance:

- **4 points** will be deducted for each **unexcused absence or tardy over 15 minutes late (maximum point deduction = 60 points)**

- **1 point** will be deducted for each **excused absence or tardy less than 15 minutes late**

In order for an absence to be considered “excused” you must:

- Contact the instructor **on or before the class day with an explanation.**
- Make arrangements to get any handouts that were distributed.
- Contact your teaching partner to coordinate the next lesson.

Note: You will be working in teams to prepare lessons. Missing class means you will miss the opportunity to work with your partner and to prepare to teach your lesson. Your elementary students deserve your best effort also.

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 should acquire more advanced skills and learn more about how to integrate technology into instruction. These skills will be documented in your program file so that we can certify that you have completed the technology proficiencies required for teacher certification.
3. **Lesson Plans:** Each student will write at least two lesson plans for your elementary class. These lesson plan assignments will be discussed thoroughly in class. Due dates are listed on the grading rubric.

*******If a student does not complete Lesson Packages by due dates set, points will be deducted for each day late up to 1 week. ***If an Initial or Final Lesson Package is over 1 week late, a lesson will be cancelled. A student can NOT pass the course if his or her lesson is not taught*******

4. **Automatic Cancellation of Lesson:** A student will **NOT pass the course if a Lesson is cancelled.** A lesson will be cancelled if a complete Initial Lesson Package and Final Lesson Package is not turned in within 7 days of posted due dates. Points will also be deducted for each day an assignment is late.
5. **Reflections:** Submit a reflection concerning each classroom visit on eLearning course website within **one week (7 days) after each lesson you teach or observe.**
 - 2 Observation reflections
 - 3 Lesson Reflections (2 Self Reflections and 1 Peer Reflection using assigned forms and the Reflections Rubric to complete
 - **Reflections will NOT be accepted 7 days past the Observation or Teaching Event**
6. **Technology-Based Assignments:** Each student will complete two technology-based assignments. These technology-based assignments will be discussed thoroughly in class. Due dates are listed on the grading rubric.
7. **Late Assignments:** If an assignment is turned in late, points may be reduced by minimum of 10% for each day late.

*******If a student does not complete the Lesson Packages by due dates set, points will be deducted for each day late up to 1 week. ***If an Initial or Final Lesson Package is over 1 week late, a lesson will be cancelled. A student can NOT pass the course if his or her lesson is not taught*******

8. **Lesson Materials Pick-Up and Return:** Pick-up and return lesson equipment and supplies by making an appointment with Mrs. Distin or materials intern.
9. **Professionalism Rubric:** This is a tool to be used by each Master Teacher to ensure all students are demonstrating the professionalism expected and required to represent the UTeach Dallas program. This will include: Productivity, Accountability, Professional Communication and Responsibility.

10. **Field Log:** All students **must turn in a completed Field Log** with a minimum of 5 hours or a student 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).**

Field Experience Policies

1. You and a teaching partner will teach three hands-on science/mathematics lessons in a local elementary school. The lessons will be chosen from nationally acclaimed modules including: *Full Option Science Systems (FOSS)*; *Great Explorations in Math and Science (GEMS)*; *Biological Survey and Curriculum Studies (BSCS)*; *National Geographic Society (NGS)*; and *Science and Technology for Children (STC)*. The modules have been developed for different grade levels with support from the National Science Foundation. The First lesson will be assigned to you. You and your partner will select two lessons from one of these nationally recognized curricula as assigned.
2. You will observe your mentor teacher's class twice during the semester.
3. Written lesson plans will be posted to eLearning. You will also send each lesson plan as an email attachment to your instructor and your mentor teacher before you teach the lesson.
*******If a student does not complete Lesson Packages by due dates set, points will be deducted for each day late up to 1 week.**
*******If an Initial or Final Lesson Package is over 1 week late, a lesson will be cancelled.**
A student can NOT pass the course if his or her lesson is not taught*****
 - Practice every aspect of your lesson before you teach it.
 - Decide exactly how you and your partner will share the teaching responsibilities.
 - DO NOT BE LATE! If at all possible, arrive at least 15 minutes before your scheduled teaching time.
 - Learn and use the names of your students! Use name tags or name plates so you can call students by their names throughout your lesson. This is an easy and effective classroom management technique.
4. Your mentor teacher will give you written feedback at the end of each lesson taught. You are responsible for getting that form from your mentor teachers before you leave. The form has one page. Your mentor teacher will also write a final evaluation of your progress, which will be mailed to and filed in the UTeach Dallas office.
5. For security reasons, all schools require a background check and that you sign in at the front office of the school each time you visit. Be sure to wear your name badge that identifies you as a UTeach Dallas student.
6. 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.
7. 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.
 - **Leave all personal communications devices off and out of sight.**
8. If you reschedule a lesson, you must inform your instructor in writing before the original date. (email preferred) **DO NOT FAIL TO APPEAR ON TIME OR ANNOUNCE CHANGE BY NIGHT BEFORE LESSON.**

9. 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. Your partner should teach the lesson alone if necessary.
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- see the last page for contact info.

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/studentssuccess>), 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://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](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)

2. UT Dallas Fitness to Teach Policy (See eLearning - course home page)

These descriptions and timelines are subject to change at the discretion of the Professor.

Absolutely DO NOT MISS your teaching assignment due to a transportation problem. Seek help! (Be resourceful when it comes to transportation.)

Emily Hennessy

(C) 214-577-5521

(O) 972-883-2730

Kate York

(C) 469-734-6760

(O) 972-883-2498

Science/Math Education Office

(O) 972-883-2496

American – Yellow Checker Cab

214-426-6262

Zip Car

<http://www.zipcar.com/utdallas/>

866-4ZIPCAR

Please see the syllabus policies link for info dealing with campus carry policy

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