EDUT 1170:001

Step 1: Inquiry Approaches to Teaching

Fall 2014

Time: 4:00 – 4:50pm
Day: Monday, ROOM TBA

Instructor Information:
Donna Wise, M.Ed.
Office: HPR 138
Office Hours: Office Hours: Monday 10:30 – 3:30pm / Wed 8:30 – 1:00 pm (and by appointment)
Telephone: office (903) 565-5881 cell (903) 721-0802
Email address: dwise@uttyler.edu (best way to contact me)

Course Catalog Description:
An introduction to the theory and practice that is necessary to design and deliver inquiry-based science and mathematics instruction.

Course Description:
This course meets once a week on campus for 50 minutes. During this time students learn how to navigate the school environment, and work on inquiry-based lesson analysis, design, and assessment. Students are grouped into teams of two, and assigned to a Mentor Teacher in a local school, to successfully observe a professional teacher teaching science or mathematics lessons. UTeach students are also required to successfully teach inquiry-based lessons, and function as a student observer during additional inquiry lessons. The classroom observations and teaching requirements represent a required field component and requires at least one, two hour block of free time during the school day at least once a week. Students will teach all lessons with a partner.

This course emphasizes writing effective inquiry based 5E lesson plans, with a focus on the importance of using appropriate questioning and assessment strategies throughout. Students will gather and interpret artifacts for lesson improvement, and develop pre- and post- assessments for performance objectives. For the final product, students analyze and reflect on the semester’s teachings and feedback from other observers (Mentor Teacher, Master Teacher and/or Supervisor).

Course Objectives and Expectations:

<table>
<thead>
<tr>
<th>Students will be able to...</th>
<th>Evidence of Student Learning:</th>
</tr>
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<tbody>
<tr>
<td>Demonstrate science or mathematics content knowledge in the planning and teaching of three lessons.</td>
<td>• a paragraph in each lesson plan that provides background information on the concepts presented, including TEKS • content accuracy throughout each lesson plan • written feedback by the supervisor, mentor teacher and/or master teacher following observations of student teaching</td>
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<tr>
<td>Utilize exemplary sources of inquiry-based science and mathematics lessons.</td>
<td>• participation in class demonstrations of model lessons selected from exemplary resources • sources cited in each lesson plan</td>
</tr>
<tr>
<td>Write performance objectives aligned with national and state standards and assessments of those objectives for each lesson.</td>
<td>• performance objectives and corresponding assessments included in each lesson plan • standards cited in each lesson plan</td>
</tr>
<tr>
<td>Design and teach inquiry-based lessons using the 5E instructional model.</td>
<td>• Developed inquiry-based lesson plans • written feedback by the master and/or mentor teacher and the supervisor following the observations of lessons</td>
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<tr>
<td>Demonstrate awareness of personality and learning differences and discuss the implications for teaching and learning.</td>
<td>• participation in class discussions on the implications of personality and learning differences for teaching and learning</td>
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<tr>
<td>Use probing questions to elicit feedback to determine students’ acquisition of knowledge</td>
<td>• participation in class discussions on questioning strategies • create possible questions to use with lessons to be taught • written feedback from the mentor teacher and supervisor following observations of lessons</td>
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EDUT 1170:001
Step 1: Inquiry Approaches to Teaching
Fall 2014

<table>
<thead>
<tr>
<th>Students will be able to...</th>
<th>Evidence of Student Learning:</th>
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</table>
| Discuss strategies for achieving instructional equity. | • discussion of strategies for achieving instructional equity
| | • participation in class activities modeling strategies for achieving instructional equity
| Demonstrate proficiency in the use of technology for professional productivity purposes. | • consistent use of various productivity applications and technologies such as email, web-based courseware, internet, word-processing and presentation applications, etc.
| Plan for and implement safe classroom practices. | • safety addressed in lesson plans
| | • written feedback from mentor teacher and supervisor
| Reflect on personal interest in teaching. | • written reflections on teaching experiences

### Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance * (Loss of 5 points per absence)*</td>
<td>15</td>
</tr>
<tr>
<td>Participation * (class assignments and periodic notebook checks)*</td>
<td>70</td>
</tr>
<tr>
<td>Lesson Plan Packet based on specific requirements from the instructor</td>
<td>30</td>
</tr>
<tr>
<td>Teaching (2), as evidenced by the Mentor Teacher Feedback Form</td>
<td>10</td>
</tr>
<tr>
<td>Important: Teaching these lessons is a requirement of Step 1.</td>
<td></td>
</tr>
<tr>
<td>Failure to teach these required lessons will result in a failing grade for the course regardless of average.</td>
<td></td>
</tr>
<tr>
<td>Observation Reflection (1) - observation of mentor teacher</td>
<td>10</td>
</tr>
<tr>
<td>Self-Reflections (2) of actual teaching</td>
<td>20</td>
</tr>
<tr>
<td>Mentor Teacher Interview</td>
<td>10</td>
</tr>
<tr>
<td>Semester Field Log completed and turned in</td>
<td>5</td>
</tr>
<tr>
<td>Final Project - The final project will include an analysis and reflection on the semester’s teachings and feedback from other observers. More specific requirements will be outlined in class.</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200</strong></td>
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### Evaluation and Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>180 - 200</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>160 - 179</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>140 - 159</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>120 - 139</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 119</td>
<td>59% - 0%</td>
</tr>
</tbody>
</table>

**Related Field Experiences:**

In Step 1, pairs of students will be assigned to a local classroom for a minimum of FIVE HOURS during the semester. Over the course of the semester, pairs will visit this classroom to conduct observations and to teach one inquiry-based lesson.

Your Mentor Teacher will give you feedback (hard-copy) at the end of each lesson you teach. You are responsible for ensuring that a copy of this feedback is turned in to your Instructor. Your Mentor Teacher will also write a final evaluation of your field experience, which will be filed in the UTeach office. You may request a copy of the final evaluation upon completion of the semester.

If you have a serious emergency causing you to miss your scheduled teaching day, notify your partner, your Mentor Teacher, and your Instructor as soon as possible. Your partner will teach the lesson alone and you will be required to make up the missed teaching day. **Teaching two lessons is a requirement of Step 1. Regardless of your final average, failure to teach the required lessons will result in a failing grade for the course.**
EDUT 1170:001
Step 1: Inquiry Approaches to Teaching
Fall 2014
Supplies are available for you to borrow for use in your lessons from the UTeach Workroom (HPR139). If you require help with reserving supplies, it is your responsibility to let your instructor and/or UTeach workers know at least five days in advance.

As representatives of UTeach Tyler, we expect you to be professional when participating in your field experiences.

- You are expected to observe ALL school rules, policies, and procedures.
- **Sign in/out at the front office of the school each day that you visit. Some schools will provide you with a sticker or badge that identifies you as a visitor. If you are given this kind of identification, you MUST wear it.**
- **Dress professionally. The school has a dress code for teachers, student teachers, and others in field placements. As guest teachers, you are expected to follow and dress code of the school dress code. Of particular note is the restriction against wearing jeans, flip flops, jewelry in visible pierced areas other than the ear, t-shirts, shorts, leggings or exercise clothing. For a complete description of this policy, please see the BlackBoard community for education.**
- **Arrive at least 30 minutes before your scheduled teaching time; arrive 1 hour before a technology or lab-based lesson to set up and troubleshoot equipment.**
- **Practice every aspect of your lesson before you teach it.**
  - Decide exactly how you and your partner will share the teaching responsibilities of the co-teach lesson.
  - Make a plan for how you will transition from each part of the lesson to the next.
- Learn and use the names of your students! Make nametags or nameplates and bring them with you to each lesson. This is an easy and effective classroom management technique.

Course Policies:

1. Attendance and Participation

Over forty percent of your grade is based on attendance and active participation in all class sessions and assignments. Credit for attendance requires arriving to each class session on time, participating in all class activities, and staying until the session ends. **You will lose five points for the first three unexcused absences.**

Attendance is a crucial component of this class because during class time you will: 1) plan and practice your lessons with your partner; 2) get feedback from the Instructors and other members of the class; and 3) observe and learn from demonstration lessons. Because the course meets only once per week and there are no texts, missing class means you will miss essential information and experiences.

Furthermore, Step 1 students will be working with a partner, and this collaboration is vital to your success. The workload for each lesson should be shared equally. If you are not in class, you inconvenience your partner by forcing him or her to work with you outside of class. If you miss a class, it is your responsibility to communicate with your partner about how to coordinate the next lesson. Don’t leave your partner guessing about why you are not in class, or how and when you will get together.

2. Late Work

There will be a deduction of 10% per day for any assignment turned in late unless future arrangements have been made with the Instructor.

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UNIVERSITY POLICIES

Students Rights and Responsibilities: To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www2.uttler.edu/wellness/rightsresponsibilities.php](http://www2.uttler.edu/wellness/rightsresponsibilities.php)

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For fall 2014, the Census Date is September 8th.) Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttler.edu/registrar](http://www.uttler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 8th) is the deadline for many forms and enrollment actions of which students need to be aware. These include: · Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit. · Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date) · Schedule adjustments (section changes, adding a new class, dropping without a “W” grade) · Being reinstated or re-enrolled in classes after being dropped for non-payment · Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific
Step 1: Inquiry Approaches to Teaching

Fall 2014

date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance: Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using, during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.
Step 1: Inquiry Approaches to Teaching

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

<table>
<thead>
<tr>
<th>TITLE 19</th>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 7</td>
<td>STATE BOARD FOR EDUCATOR CERTIFICATION</td>
</tr>
<tr>
<td>CHAPTER 247</td>
<td>EDUCATORS’ CODE OF ETHICS</td>
</tr>
<tr>
<td>RULE §247.2</td>
<td>Purpose and Scope; Definitions</td>
</tr>
</tbody>
</table>

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall not accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsely record, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
Step 1: Inquiry Approaches to Teaching

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**SCHOOL OF EDUCATION PROGRAM STANDARDS**

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model—new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

**Standard #1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Standard #11: Technology:** The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

**Teacher Standards**

**Chapter 149. Commissioner’s Rules Concerning Educator Standards**

**Subchapter AA. Teacher Standards**

§149.1001. Teacher Standards

(a) Purpose: The standards identified in this section shall be used to align with the training, appraisal, and professional development of teachers.

(b) Standards
Step 1: Inquiry Approaches to Teaching

1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.

a. Teachers design clear, well-organized, sequential lessons that build on students’ prior knowledge.
   i. Teachers develop lesson plans that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
   ii. Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
   iii. Teachers connect students’ prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

b. Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
   i. Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
   ii. Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
   iii. Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

c. Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
   i. Teachers differentiate instruction, aligning methods and techniques to diverse student needs.
   ii. Teachers plan student groupings, including pairing and the individualized and small-group instruction, to facilitate student learning.
   iii. Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

d. Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts.
   i. Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
   ii. Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.
   iii. Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

e. Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
   i. Teachers set high expectations and create challenging learning experiences for students, encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
   ii. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
   iii. Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

f. Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
   i. Teachers monitor and assess student progress to ensure that their lessons meet students’ needs.
   ii. Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
   iii. Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

a. Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all learners in their pursuit of academic and social-emotional success.
   i. Teachers purposefully utilize learners’ individual strengths as a basis for academic and social-emotional growth.
   ii. Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
   iii. Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

b. Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
   i. Teachers connect learning, content, and expectations to students’ prior knowledge, life experiences, and interests in meaningful contexts.
   ii. Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
   iii. Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensive and instruction is fully accessible.

c. Teachers facilitate each student’s learning by employing evidence-based practices and concepts related to learning and social-emotional development.
   i. Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
   ii. Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.
iii. Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

3) Standard 3: Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and their ability to match objectives and activities to relevant state standards.
   a. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
      i. Teachers understand how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
      ii. Teachers identify gaps in students’ knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
      iii. Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
   b. Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
      i. Teachers organize curriculum to facilitate student understanding of the subject matter.
      ii. Teachers understand, actively participate, and adapt instruction to address common misunderstandings and preconceptions.
      iii. Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
   c. Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
      i. Teachers teach both the key content knowledge and the key discipline skills of the discipline.
      ii. Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real-world experiences.

4) Standard 4: Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
   a. Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.
      i. Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.
      ii. Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
      iii. Teachers establish and sustain learning environments that are developmentally appropriate and respond to students’ needs, strengths, and personal experiences.
   b. Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
      i. Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
      ii. Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
   c. Teachers establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
      i. Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
      ii. Teachers maintain a strong culture of individual and group accountability for class expectations.
      iii. Teachers cultivate student ownership in developing classroom culture and norms.
   d. Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
      i. Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
      ii. Teachers maximize instructional time, including managing transitions.
      iii. Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
      iv. Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students’ achievement goals.

5) Standard 5: Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
   a. Teachers implement both formal and informal methods of measuring student progress.
      i. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
      ii. Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.
   b. Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
Step 1: Inquiry Approaches to Teaching

i. Teachers develop lesson plans and set academic as well as social-emotional goals for each student in response to previous outcomes form formal and informal assessments.
ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.
iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensive feedback so they understand students’ goals and progress.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

SCHOOL OF EDUCATION PROGRAM STANDARDS

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model—new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
EDUT 1170:001
Step 1: Inquiry Approaches to Teaching
Fall 2014

**Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Standard #11: Technology**
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.
After reading this syllabus, please print, sign, and turn in this page to Ms. Wise:

EDUT 1170:001 Syllabus Acknowledgement

I have read, understand, and agree to abide by the standards set in the EDUT 1170 syllabus.

I have also been given the opportunity to ask for clarification of syllabus content.

Signature _____________________________________________
Print Name _____________________________________________
Date ____________________

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