EDUT 2170:001

UTeach Step 2: Inquiry – Based Lesson Design

FALL 2018

Time: 6:05 – 7:00 pm
Day: Monday, BEP 218
Final: December 19, 2018 @ 5:30pm

Instructor Information:
Michael Odell, Ph.D.
Office: HPR 131
Office Hours: Office Hours: Monday  4:00-5:00 pm / Tuesday  4:00 – 5:00 pm (and by appointment)
Telephone: (903) 566-7132
Email address: modell@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.

Prerequisites: EDUT 1170 Step 1 and an interest in exploring mathematics or science teaching.

Course Description:
This course meets once a week on campus for 55 minutes. During class time, students learn about the school environment, work on inquiry-based lesson analysis, lesson design, and student assessment. UTeach Tyler students are grouped into teams of two, and assigned to either mathematics or a science Mentor Teacher in a local school, to successfully observe and then teach two inquiry-based lessons. The classroom observations and teaching requirements represent a major 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 BOTH lessons with a partner.

Student Learning Outcomes:
1. Design and deliver effective inquiry based 5E lessons with a focus on questioning and assessment strategies.
2. Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that effectively engage students in the learning process and timely, high-quality feedback.
3. Analyze lesson artifacts, including video evidence and pre/post assessments, for effectiveness of lesson.
4. Differentiate instruction, as evidenced in lesson plans, to meet the needs of diverse learners.
5. Demonstrate a commitment to integrating technology that enhances lesson engagement to create an authentic learning environment that promotes problem-solving and decision making for all learners.

Summative Assessment:
Analyze and reflect on clinical experience, pre/post assessment data, and feedback from other observers (Mentor Teacher, Master Teacher and/or Supervisor) to revise final lesson. Final revisions have to include cited rationales.

Course Objectives and Expectations:

<table>
<thead>
<tr>
<th>Course Topics and/or SLO</th>
<th>Activities and Assessment</th>
<th>Standards Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to...</strong></td>
<td>Evidence of Student Learning: (Texas Educator Standard(s)</td>
<td>ISTE Standard(s)</td>
</tr>
</tbody>
</table>
| Utilize science or mathematics content knowledge to design and teach lessons aligned with district curriculum. | • Written paragraph in each lesson plan that provides background information on the concepts presented, including TEKS.  
• Provide accurate content throughout each lesson plan.  
• Present accurate content knowledge as observed by the mentor and/or master teacher. | • 1Bi  
• 1Bii  
• 3Ai, ii, iii  
• 3Bi,ii, iii  
• 3Ci,ii | • 1a  
• 3a  
• 4ab  
• 5abc  
• 6c  
• 7ab  
• Standard 4  
• Standard 5 | • Domain 1: Competency 003 |

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| Utilize exemplary sources to create inquiry-based science and mathematics lessons. | • Participation in demonstrations of model lessons selected from exemplary resources  
• Create challenging inquiry-based lessons  
• Sources cited in each lesson plan | • 1Di, 2  
3Ai, iii  
5Di, ii | • 2c  
4ab  
5abc  
6c  
7ab | • Standard 4  
Standard 7  
Standard 8 | • Domain III: Competency 007 |
|---|---|---|---|---|---|
| Identify the unique attributes of adolescent students, and implement effective teaching strategies. | • Participation in a class session, both in person and online that addresses attributes and teaching strategies of adolescents  
• Create challenging cooperative learning activities for lessons | • 1Bi  
1Ei, Eii  
2Ai, ii  
2Bi, ii, iii  
2Ci, ii, iii  
4Ai, ii, iii  
4Bi, ii  
4Ci, ii, iii  
4Di, ii, iii | • 2b  
5ab | • Standard 1 | • Domain I: Competency 001 |
| Design and teach inquiry-based lessons using the 5E Instructional Model. | • Develop inquiry-based lesson plans using the 5E template that include safety recommendations  
• Written feedback by the mentor and/or master teacher for two inquiry-based lessons taught in the school  
• Create challenging cooperative learning activities for lessons  
• Abide by teacher code of ethics and University policy during clinicals | • 1Ai, ii, iii  
1Bi, ii, iii  
1Ci, ii, iii  
1Di, iii  
1Ei, Eii  
2Ci, ii, iii  
4Ai, ii, iii  
4Bi, ii  
4Di, ii, iii  
6Di, ii | • 1a  
2c  
3a  
4a  
5abc  
6bc | • Standard 5  
Standard 8 | • Domain I: Competency 003 |
| Discuss strategies for achieving instructional equity. | • Participation in class discussions both in person and online and provide evidence in written reflections  
• Create challenging cooperative learning activities for lessons | • 1Ci  
2Ai, ii  
2Ci | • 2d  
4d  
5abc  
7ab | • Standard 2  
Standard 3 | • Domain II: Competency 005 |
| Design and teach lessons that incorporate the use of technology. | • Participation in technology activities during class and online  
• Incorporate the use of technology to enhance learning  
• Written feedback indicating effectiveness of incorporated technology | • 1Biii  
1Eiii | • 1ac  
4abc  
5abc  
7ab | • Standard 7 | • Domain III: Competency 009 |
| Use probing questions to elicit feedback to determine students’ acquisition of knowledge. | • Participation in class discussions both in person and online, on questioning strategies  
• Create probing questions for lessons  
• Written feedback from the mentor and/or master teacher following lessons | • 1Fi, ii, iii  
5Ai  
5Ci  
5Di | • 4d | • Standard 6  
Standard 7  
Standard 8 | • Domain III: Competency 007 |
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| Use pre/post assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising lesson plans. | • Analysis of pre/post assessments to evaluate instruction and student learning
• Creation of Pre/post assessments to provide immediate feedback for lesson plans
• Use of pre/post assessment data to revise lesson plan | • 1Fi
• 5Bi, ii
• 5Ci, ii
• 5Di | • 7abc | • Standard 6 | • Domain III: Competency 010 |
| Provide instructive feedback to peers. | • Written feedback provided to peers who present during class
• Written feedback to teaching partner | • 6Bi, ii | • 4d
• 7c | • Standard 10 | • Domain IV: Competency 012 |
| Reflect on teaching experiences to revise lesson plans. | • Student essays produced after observation and teaching experiences
• One revised lesson plan submitted as a final product
• Essay providing rationale for revisions to the lesson plan in final project | • 6Ai
• 6Aii
• 6Aiii | • 1abc
• 2a
• 7bc | • Standard 10 | • Domain IV: Competency 012 |

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance <em>(Loss of 5 points per absence)</em></td>
<td>15</td>
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<tr>
<td>Class Assignments <em>(See calendar)</em></td>
<td>70</td>
</tr>
<tr>
<td>Mentor Teacher Interview</td>
<td>10</td>
</tr>
<tr>
<td>Teaching (2), as evidenced by the Mentor Teacher Feedback Form <em>(10 points each)</em></td>
<td>20</td>
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<tr>
<td>Observation Reflection (2) - observation of mentor teacher</td>
<td>20</td>
</tr>
<tr>
<td>Self-Reflections (2) of teaching <em>(10 points each)</em></td>
<td>20</td>
</tr>
<tr>
<td>Video Reflection/Analysis (1) – observation of self</td>
<td>10</td>
</tr>
<tr>
<td>Semester Field Log documenting FIVE Observations and TWO Teaches <em>(min 6 hours)</em> complete, signed daily and submitted to instructor</td>
<td>5</td>
</tr>
<tr>
<td>Final Project – The final project will include a revision of a lesson taught this semester based on the experience of teaching the lesson and examples of student products. More specific requirements will be outlined in class.</td>
<td>30</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200</strong></td>
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<th>Evaluation and Grading:</th>
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<tr>
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<td>A</td>
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<td>C</td>
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<tr>
<th>F</th>
<th>0 - 119</th>
<th>59% - 0%</th>
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<tr>
<td>Last Day to Withdraw: Nov 5</td>
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Related Field Experiences:
In Step 2, pairs of students will be assigned to a local school classroom for SIX HOURS during the semester. Over the course of the semester, pairs will visit this classroom to conduct observations and to teach inquiry-based lessons.

Each teach is to be videotaped. Policies and procedures will be explained in class. Failure to follow these policies and procedures can jeopardize your class status. Your instructor will view lesson and provide you feedback.

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. **Field hours (min 6) and the teaching of two lessons is a requirement of Step 2. Half of Required Hours (3) MUST be complete PRIOR to final Teach. Regardless of your final average, failure to teach the required lessons and/or incomplete field hours will result in a failing grade for the course.**

Supplies are available for you to borrow for use in your lessons from the UTeach Workroom. If you require help with reserving or ordering supplies, it is your responsibility to let your instructor know at least five days in advance. **Failure to return borrowed UTeach items will result in a failing grade in course.**

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, 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 all parts 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, or exercise clothing. For a complete description of this policy, please see the Canvas 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-teacher 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**

   A large portion 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 every absence.

   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, most Step 2 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**
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There will be a deduction of 10% per day (max of 50%) for any assignment turned in late unless future arrangements have been made with the Instructor.

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UNIVERSITY POLICIES

UT Tyler Honor Code: Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry: We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free

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 Spring 2018, the Census Date is January 29) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrars. 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 (Jan 29) 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 courses as Audit, Pass/Fail, 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 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/Accessibility 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 psychological disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD, 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 or send an email to cstaples@uttyler.edu. The SAR office is located in the University Center, Room 3150 or call 903.566.7079.

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 (FERPA); 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;
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- 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 Canvas.

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/.

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.

UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Texas Educators Standards

<table>
<thead>
<tr>
<th>Texas Administrative Code</th>
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<tbody>
<tr>
<td>TITLE 19</td>
</tr>
<tr>
<td>PART 2</td>
</tr>
<tr>
<td>CHAPTER 149</td>
</tr>
<tr>
<td>SUBCHAPTER AA</td>
</tr>
<tr>
<td>RULE §149.1001</td>
</tr>
<tr>
<td>Teacher Standards</td>
</tr>
</tbody>
</table>

(a) Purpose. The standards identified in this section are performance standards used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(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 lessons 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, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
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(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(B) 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, encouraging 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 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 students in their pursuit of social-emotional learning and academic 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 info (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 comprehensible 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 lessons 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 have expertise in 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 anticipate, and adapt instruction to address common misunderstandings and misconceptions.

(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 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, implement, 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.
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(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.
(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from 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 comprehensible feedback so they understand students' goals and progress.
(C) Teachers regularly collect, review, and analyze data to monitor student progress.
(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Code of Ethics and Standard Practices for Texas Educators

EDUCATORS' CODE OF ETHICS
Texas Administrative Code
TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS
RULE §247.2 Purpose and Scope; Definitions

(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 and its certification process.
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 in which new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.
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Standard #1: Learner Development (students in general) 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.

Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1

Standard #2: Learning Differences (individual students) 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. Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1

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. Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4

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. Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2

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. Texas Teacher Practice Standards: 1.5, 3.2, 3.3

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. Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2

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. Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4

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. Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4

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. Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4

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. Texas Teacher Practice Standards: 6.3, 6.4

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. Texas Teacher Practice Standards: 1.5

Bibliography


Direct/Explicit Instruction and Mathematics


From Frustrating Forgetfulness to Fabulous Forethought


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UTeach Step 2: Inquiry – Based Lesson Design

Every minute counts: making your math class work. Palo Alto, CA: D. Seymour publications.

Chapter 2: The Art of Questioning


Texas Teacher Practice Standards: 1.1, 1.5, 3.2, 3.3, 6.1, 6.2, 6.4

Texas Teacher Practice Standards: 1.2, 1.3, 5.1, 5.3, 5.4

Texas Teacher Practice Standards: 1.5, 3.2, 3.3

Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3

Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4

Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4

Texas Teacher Practice Standards: 1.5, 3.2, 3.3

Texas Teacher Practice Standards: 1.3, 1.4, 1.5, 1.6, 5.4

Texas Teacher Practice Standards: 1.3, 1.4, 1.5, 1.6, 5.4

Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4
After reading this syllabus, please print, sign, and turn in this page to Ms. Wise:

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EDUT 2170:001 Syllabus Acknowledgement

I have read, understand, and agree to abide by the standards set in the EDUT 2170 syllabus.

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

Signature________________________________________________________
Print Name_____________________________________________________
Date___________________________
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