

EDUT 1170:001/EDUC 4199

UTeach Step 1: Inquiry Approaches to Teaching

Spring 2023

Time: 12:30-1:50 PM

Day: Tuesday, BEP 215

Final: Tuesday April 25th (Online)



Instructor Information:

Michael Odell, Ph.D. and Beatrice Taylor

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Office Hours: Office Hours: Zoom or Phone by appointment.

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Course Catalog Description:

An introduction to the theory and practice that is necessary to deliver inquiry-based science and mathematics instruction.

Co-Requisite is EDUT 2170/EDUC 4199

Course Description:

Class meets once a week hybrid (See Schedule Below). During class 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 school, in order to successfully observe a professional teacher teaching science or mathematics lessons.

Clinical Hours

EDUT 2170: STEP 2 serves as the companion co-requisite clinical class for **EDUT 1170: STEP 1**. Students are required to complete a total of 12 Clinical Hours. UTeach students are required to successfully teach inquiry-based lessons, and function as a student observer during additional clinical hours. These clinical 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. Students will be placed in a 5th-8th Grade Classrooms for teaching. Due to the Pandemic observations will be completed online and teaching may also occur online depending on the situation in partner districts.

Required Hours

Observation Hours	8
Teaching Hours	4
Total Hours	12

Hybrid Schedule (See Schedule in Canvas)

Student Learning Outcomes:

1. Design 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:

Final Lesson Plan Project

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Course Objectives and Expectations:

Course Topics and/ or SLO	Activities and Assessment	Standards Alignment			
Students will be able to...	Evidence of Student Learning:	Texas Educator Standard(s)	ISTE Standard(s)	InTASC Standard(s)	TExES Pedagogy and Professional Responsibility Standards EC-12
Demonstrate science or mathematics content knowledge in the planning and teaching of two 5E lessons.	<ul style="list-style-type: none"> Written paragraph in each lesson plan that provides background information on the concepts, including TEKS Provide accurate content throughout each lesson plan Written feedback by the supervisor, mentor teacher and/or master teacher following observations of clinical teaching indicating no errors in content 	<ul style="list-style-type: none"> 1Bi 1Bii 3Ai, 3Bi,ii, iii 3Ci,ii 	<ul style="list-style-type: none"> 1a 3a 4ab 5abc 6c 7ab 	<ul style="list-style-type: none"> Standard 4 Standard 5 	<ul style="list-style-type: none"> Domain I: Competency 003
Utilize exemplary sources to create inquiry-based science and mathematics lessons.	<ul style="list-style-type: none"> Participation in class demonstrations of model lessons selected from exemplary resources Create challenging inquiry-based lessons Sources cited in each lesson plan 	<ul style="list-style-type: none"> 1Di, 3Ai, iii 5Di, ii 	<ul style="list-style-type: none"> 2c 4ab 5abc 6c 7ab 	<ul style="list-style-type: none"> Standard 4 Standard 7 Standard 8 	<ul style="list-style-type: none"> Domain III: Competency 007
Write performance objectives and assessment that aligned with state standards for each lesson.	<ul style="list-style-type: none"> Performance objectives and corresponding assessments included in each lesson plan Standards cited in each lesson plan 	<ul style="list-style-type: none"> 1Ai, ii, iii 1Fi, ii, iii 5Ai, ii 5Bi, ii 	<ul style="list-style-type: none"> 4a 5b 	<ul style="list-style-type: none"> Standard 5 	<ul style="list-style-type: none"> Domain I: Competency 003
Design and teach challenging inquiry-based lessons using technology and the 5E instructional model.	<ul style="list-style-type: none"> Developed inquiry-based lesson plans Written feedback by the master and/or mentor teacher following the observations of lessons Create challenging cooperative learning activities for lessons Abide by teacher code of ethics and University policy during clinicals 	<ul style="list-style-type: none"> 1Ai, ii, iii 1Bi, ii, iii 1Ci, ii, iii 1Di, iii 1Ei, Eii 2Ci, ii, iii 4Di, ii, iii 6Di, ii 	<ul style="list-style-type: none"> 1a 2c 3a 4a 5abc 6bc 	<ul style="list-style-type: none"> Standard 5 Standard 8 	<ul style="list-style-type: none"> Domain I: Competency 003
Demonstrate awareness of personality and learning differences and discuss the implications for teaching and learning.	<ul style="list-style-type: none"> Participation in class discussions both in person and online, on the implications of personality and learning differences for teaching and learning Create cooperative learning activities for lessons 	<ul style="list-style-type: none"> 1Ci 1Ei, Eii 2Ai, ii 2Bi, ii, iii 2Ci, ii, iii 4Ai, ii 4Ci, ii, iii 4Di, ii, iii 	<ul style="list-style-type: none"> 4d 	<ul style="list-style-type: none"> Standard 1 Standard 2 	<ul style="list-style-type: none"> Domain I: Competency 002
Use probing questions to elicit feedback to determine students' acquisition of knowledge	<ul style="list-style-type: none"> Participation in class discussions both in person and online, on questioning strategies Create probing questions for lessons Written feedback from mentor and/or master teacher following observations of lessons 	<ul style="list-style-type: none"> 1Dii 1Fi, ii, iii 4Ci, ii, iii 5Ai 5Ci 5Di 	<ul style="list-style-type: none"> 4d 	<ul style="list-style-type: none"> Standard 6 Standard 7 Standard 8 	<ul style="list-style-type: none"> Domain III: Competency 007

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Discuss strategies for achieving instructional equity.	<ul style="list-style-type: none"> Discussion of strategies for achieving instructional equity Participation in class activities modeling strategies for achieving instructional equity 	<ul style="list-style-type: none"> 1Ci 2Ai, ii 2Ci 	<ul style="list-style-type: none"> 2d 4d 5abc 7ab 	<ul style="list-style-type: none"> Standard 2 Standard 3 	<ul style="list-style-type: none"> Domain II: Competency 005
Demonstrate proficiency in the use of technology for professional productivity.	<ul style="list-style-type: none"> Consistent use of various productivity applications and technologies such as email, web-based courseware, internet, word-processing and presentation applications, etc. 	<ul style="list-style-type: none"> 1Biii 1Eiii 	<ul style="list-style-type: none"> 1ac 4abc 5abc 7ab 	<ul style="list-style-type: none"> Standard 7 	<ul style="list-style-type: none"> Domain III: Competency 009
Plan and implement safe classroom practices.	<ul style="list-style-type: none"> Safety addressed in lesson plans Written feedback from mentor teacher and supervisor 	<ul style="list-style-type: none"> 4Aiii 4Bi, Biii 4Di, ii, iii 	<ul style="list-style-type: none"> 3cd 	<ul style="list-style-type: none"> Standard 3 	<ul style="list-style-type: none"> Domain II: Competency 005
Reflect on personal interest in teaching.	<ul style="list-style-type: none"> Written reflections on teaching experiences 	<ul style="list-style-type: none"> 6Ai, ii, iii 	<ul style="list-style-type: none"> 1abc 2a 	<ul style="list-style-type: none"> Standard 10 	<ul style="list-style-type: none"> Domain IV: Competency 012

Activities	% Grade
Attendance	10
Forms and Materials	5
Assignments (See Canvas)	
<ul style="list-style-type: none"> Lesson Plan 1 	10
<ul style="list-style-type: none"> Lesson Plan 2 	10
<ul style="list-style-type: none"> Lesson Plan 3 	10
<ul style="list-style-type: none"> Lesson Plan 4 	10
<ul style="list-style-type: none"> Research Article/Video Reflections 	15
<ul style="list-style-type: none"> Practice Video Observation 	5
Discussion Boards	10
Assessment – Final Lesson Project and Reflections. <i>More specific requirements will be outlined in class.</i>	15
TOTAL	100

Grading Scale: A=90-100; B=80-89; C= 70-79; D=60-69; F <60

Related Clinical Experiences: Clinical Hours will be completed in EDUT 2170.

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.

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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 (capped at 50%) for any assignment turned in late unless arrangements have been made with the Instructor.

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.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

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/>

[University Guidelines, Links and Policies](#)

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.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).