UTTyler
THE UNIVERSITY OF TEXAS AT TYLER

EDUT 2170:001

UTeach Step 2: Inquiry-based Lesson Design

Spring 2025

Time: Observation time set by the student

Day: Observation dates set by the student

Final: Tuesday, April 29, 2025 (Online)

Instructor Information:

  Beatrice Taylor, Ph.D.

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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 design and deliver inquiry-based science and mathematics instruction. Co-Requisite is EDUT 1170/EDUC 4199

Course Description:

Class meets once a week. During class time, students learn how to navigate the school environment, and work on inquiry-based lesson analysis, design, and assessment. Students will be grouped in pairs and assigned to a school, in order to successfully observe a professional teacher teaching science or mathematics lessons, and teach a lesson.

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 with a partner. Students will be placed in a 4th -8th Grade Classrooms for teaching. Some observations will be completed online.

Required Hours

Observation Hours   8

Teaching/assisting Hours   4

Total Hours   12

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

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.	• 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	• 1Bi • 1Bii • 3Ai, • 3Bi,ii, iii • 3Ci,ii	• 1a • 3a • 4ab • 5abc • 6c • 7ab	• Standard 4 • Standard 5	• Domain I: Competency 003
Utilize exemplary sources to create inquiry-based science and mathematics lessons.	• Participation in class demonstrations of model lessons selected from exemplary resources • Create challenging inquiry-based lessons • Sources cited in each lesson plan	• 1Di, • 3Ai, iii • 5Di, ii	• 2c • 4ab • 5abc • 6c • 7ab	• Standard 4 • Standard 7 • Standard 8	• Domain III: Competency 007
Write performance objectives and assessment that aligned with state standards for each lesson.	• Performance objectives and corresponding assessments included in each lesson plan • Standards cited in each lesson plan	• 1Ai, ii, iii • 1Fi, ii, iii • 5Ai, ii • 5Bi, ii	• 4a • 5b	• Standard 5	• Domain I: Competency 003

Design and teach challenging inquiry-based lessons using technology and the 5E instructional model.	• 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	• 1Ai, ii, iii • 1Bi, ii, iii • 1Ci, ii, iii • 1Di, iii • 1Ei, Eii • 2Ci, ii, iii • 4Di, ii, iii • 6Di, ii	• 1a • 2c • 3a • 4a • 5abc • 6bc	• Standard 5 • Standard 8	• Domain I: Competency 003
Demonstrate awareness of personality and learning differences and discuss the implications for teaching and learning.	• 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	• 1Ci • 1Ei, Eii • 2Ai, ii • 2Bi, ii, iii • 2Ci, ii, iii • 4Ai, ii • 4Ci, ii, iii • 4Di, ii, iii	• 4d	• Standard 1 • Standard 2	• Domain I: Competency 002
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 mentor and/or master teacher following observations of lessons	• 1Dii • 1Fi, ii, iii • 4Ci, ii, iii • 5Ai • 5Ci • 5Di •	• 4d	• Standard 6 • Standard 7 • Standard 8	• Domain III: Competency 007

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Discuss strategies for achieving instructional equity.	• Discussion of strategies for achieving instructional equity • Participation in class activities modeling strategies for achieving instructional equity	• 1Ci • 2Ai, ii • 2Ci	• 2d • 4d • 5abc • 7ab	• Standard 2 • Standard 3	• Domain II: Competency 005
Demonstrate proficiency in the use of technology for professional productivity.	• Consistent use of various productivity applications and technologies such as email, web-based courseware, internet, word-processing and presentation applications, etc.	• 1Biii • 1Eiii	• 1ac • 4abc • 5abc • 7ab	• Standard 7	• Domain III: Competency 009
Plan and implement safe classroom practices.	• Safety addressed in lesson plans • Written feedback from mentor teacher and supervisor	• 4Aiii • 4Bi, Biii • 4Di, ii, iii	• 3cd	• Standard 3	• Domain II: Competency 005
Reflect on personal interest in teaching.	• Written reflections on teaching experiences	• 6Ai, ii, iii	• 1abc • 2a	• Standard 10	• Domain IV: Competency 012

Activities	% Grade
Attendance	15
Assignments(4)	10
Lesson Plans (2)	20
UA Reflections (6)	15
Video or Observation Reflections (7)	15
Evaluations and Time Log (3)	5
Final Exam	20
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. 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.

3. <mark>**Last day to drop – March 11, 2025**</mark>

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

AI Guidelines

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

In this course, AI is encouraged during the course, and appropriate acknowledgment is expected. I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA/MLA/Chicago Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to

generate the content and the AI's complete response as an appendix. Because AI-generate content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information MLA Style Citation Information Chicago Style Citation Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal. Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to
meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy
Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.
NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

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 of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler/ and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at https://www.uttyler.edu/disability-services, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

· Traditional face-to-face classes: Attend classes on the regular meeting days/times.

· Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.

· Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students 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.

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.