

EDCI 5010: Theory and Practice of Teaching – Spring 2023

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DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION:

Preparing Tomorrow's Educators and Scholars

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

EDCI 5010 CATALOGUE DESCRIPTION

Processes of learning and development related to teaching in diverse EC-12 school settings. Cognitive, social, physical and moral development research is presented, and practical examples applied to teaching practice are demonstrated. Also explored are student differences with regard to intelligence, learning style, culture, economic status and gender. Additional topics include operant conditioning, social learning theory, information processing, constructivism and motivation theory as well as various approaches to instruction. In order to be compliant with the Texas Education Agency requirement for teacher certification, 15 hours of video observation of instructional scenarios is required in this course.

Prerequisite(s): None.

COURSE LEARNING OBJECTIVES

By the end of EDCI 5010, students will be able to:

CLO 1: Describe how to establish an inclusive, equitable, anti-racist, culturally responsive classroom environment that fosters respect, rapport, and learning growth.

- Analyze ways in which teacher behavior and teacher-student interaction impact learning
- Identify ways to cultivate a safe, inclusive classroom that addresses students' physical, intellectual, social, and emotional needs
- Apply knowledge of anti-racist and culturally responsive pedagogy to evaluate instructional materials and plan learning experiences for students with diverse cultural, linguistic, economic and academic characteristics
- Engage in critical self-reflection and develop an action plan to achieve professional growth in the areas of anti-racist and culturally responsive pedagogy

CLO 2: Articulate effective strategies for organizing student behavior and establishing a productive learning environment.

- Compare and evaluate procedures for promoting appropriate student behavior and maximizing student learning in the classroom
- Use evidence to critique discipline procedures that contribute to systemic oppression of student groups
- Develop a research-based plan for establishing classroom rules, managing transitions and materials, responding to various types of behavior, and implementing restorative practices for conflict resolution

CLO 3: Design meaningful, evidence-based learning experiences and assessments that are effective, equitable, engaging, and accessible for all students.

- Articulate the role of major learning theories in the instructional design process
- Create learning objectives, assessments, and an instructional plan based on appropriate state standards using the backward design model
- Analyze, evaluate, and select instructional techniques that actively motivate and engage students in the learning process

CLO 4: Evaluate students' developmental, linguistic, social, emotional, and academic needs to differentiate learning experiences and assessments.

- Explain ways in which developmental characteristics, learning styles, and home/community factors impact the academic achievement of EC-12 students
- Describe the teacher's role in determining and implementing appropriate instructional/assessment accommodations for students who require differentiation

CLO 5: Identify the major professional roles and responsibilities of teachers and explain the legal and ethical requirements of the profession.

- Demonstrate knowledge of the legal and ethical requirements for educators including those related to students' rights, special education, confidentiality, student discipline, and child abuse
- Prepare to advocate for students in the areas of mental health, suicide prevention, substance abuse prevention, and equity
- Discuss ways to engage, interact, and communicate with families, parents, and other legal guardians throughout the school year

COURSE STANDARDS

PPR (Pedagogy and Professional Responsibilities): 1.1, 1.2, 1.3, 1.4, 2.5, 2.6, 3.7, 3.8, 3.9, 3.10, 4.11, 4.12, 4.13

REQUIRED TEXTBOOKS/MATERIALS

- All texts, reading materials, and videos are found in the Required Readings section of each Module in Canvas. Some readings must be accessed via the UNT Electronic Library using your EUID and Password.

ATTENDANCE EXPECTATIONS

This course takes place completely online which means that there are NO required synchronous Zooms aside from Feedback Conferences (see below). There are five (5) modules of instruction, and each module aligns with one of the Course Learning Objectives (above). The assignments for each module include a PLC discussion board post/response and a checkpoint. There are TWO summative performance tasks, as well. Your “attendance” in this course is measured by your completion of assignments ON or BEFORE designated due dates, your active participation in discussions, and your communication with the instructor.

COURSE ASSESSMENT DESCRIPTION AND ASSIGNMENT WEIGHT

Professional Learning Community (PLC) Discussions (20%) and Checkpoints (30%)

Each of the five modules in this course will contain both a PLC discussion (using the Canvas Discussion Board) and an individual Checkpoint assignment (submitted in Canvas). The purpose of these activities are to engage you in critical thinking about the content, and to provide interaction with both your peers and your professor. Sometimes, you will be asked to complete a PLC discussion or checkpoint before reading the module content. This serves as an introduction to prime your thinking. Sometimes, the checkpoint or discussion will take place after you read the content, and it will serve as a formative assessment of your learning.

Performance Tasks (50%)

There will be two (2) performance tasks this semester each worth 25% of your grade. A performance task is a summative assessment that requires you to demonstrate your knowledge, understanding, and ability in a meaningful, practical context at the end of a module. Performance tasks yield an authentic product that serves as evidence of your learning. Unlike a traditional assessment such as a test, essay, or quiz, a performance task presents a situation that calls for you to apply your learning in realistic teaching scenarios like those you will face during your student teaching and in your first year as a teacher. Performance Tasks are major assessments in this course and in order to receive an A, you must go above and beyond the bare minimum requirements for each. In addition to ensuring your preparedness as teachers, the objectives for these assignments are aligned with the Pedagogy and Professional Responsibilities EC-12 (PPR) certification exam that all teacher candidates must take.

STATE REQUIREMENTS (SUBMITTED IN CANVAS)

- 15 Classroom Video Observation Hours/Documentation (Ongoing Assignment)
- Analyzing and Applying Theories of Cognitive Development (Part of Module 3)
- Suicide Prevention Training (Part of Module 5)
- Early Mental Health Intervention Training (Part of Module 5)
- Substance Abuse Prevention Training (Part of Module 5)

ASSIGNMENTS WITH DUE DATES (Submit by Midnight on Due Date)

Assignment Title	Due
Introduction Ice Breaker Discussion Board Post	Wednesday, August 23rd
Student Information Questionnaire	Wednesday, August 23rd
Module 1 PLC Discussion Board Post	Initial Post: Friday, August 25 th Peer Response: Sunday, August 27 th
Module 1 Checkpoint	Sunday, September 3 rd
Module 2 Checkpoint	Sunday, September 10 th
Module 2 PLC Discussion Board Post	Initial Post: Friday, September 15 th Peer Response: Sunday, September 17 th
Module 1&2 Performance Task	Sunday, October 1st
Module 3 PLC Discussion Board Post	Initial Post: Friday, October 6 th Peer Response: Sunday, October 8 th
Module 3 Checkpoint	Sunday, October 15 th
Module 4 Checkpoint	Sunday, October 22 nd
Module 4 PLC Discussion Board Post	Initial Post: Friday, October 27 th Peer Response: Sunday, October 29 th
Module 3&4 Performance Task	Sunday, November 12th
Analyzing and Applying Theories of Cog. Dev.	Sunday, November 12th
Module 5 PLC Discussion Board Post	Initial Post: Friday, November 17 th Peer Response: Sunday, November 19 th
Module 5 Checkpoint	Sunday, December 3 rd
State Mandated Assignments and Trainings (Submit by Midnight on Due Date)*	
15 Classroom Observation Video Hours	Sunday, December 10 th
Suicide Prevention Training	Sunday, December 10 th
Substance Abuse Prevention Training	Sunday, December 10 th
Early Mental Health Intervention Training	Sunday, December 10 th

NOTE: To receive an A in this class, all assignments must be completed and submitted in Canvas. If there are ANY missing assignments, even if your average is above a 90%, a grade of A will not be awarded. **No work can be accepted after May 7, 2023.**

STATE REQUIRED CLASSROOM VIDEO OBSERVATION HOURS*

The state of Texas requires you to watch 15 hours of classroom instruction and complete/submit written documentation. The links to the videos as well as the documentation you must complete are located in the Modules section of Canvas. You must submit the final documentation in Canvas. **You must complete this requirement to pass this course.**

STATE MANDATED TRAININGS*

This course requires you to complete three (3) state mandated trainings: Suicide Prevention Training, Early Mental Health Intervention Training, and Substance Abuse Prevention Training. The links to the trainings are located in Canvas. You will submit your completion certificates in Canvas on or before the due date. **You must complete this requirement to pass this course.**

GRADING

A: 90-100% Exemplary. The student performs well above and beyond the minimum criteria.

B: 80-89% Proficient. The student performs slightly above the minimum criteria.

C: 70-79% Average. The student meets the minimum criteria.

D: 60-69% Below Average. The student does not meet the minimum criteria.

F: 0-59% Improvement Required. The student does not complete the coursework.

LATE WORK

The only way to receive full credit on any assignment in this course is to turn it in to Canvas on or before the designated due date. However, if you have a [university-excused](#) absence and provide documentation with 48 hours of the missed deadline, work may be accepted up to seven (7) days late without penalty. If you do NOT have an excused absence, an assignment may be turned in up to 7 (seven) days after the due date with *a deduction of one full letter grade*. Work that is more than 7 (seven) days late may not be accepted and/or may receive a deduction larger than a full letter grade at the instructor's discretion.

REVISING/RESUBMITTING

If you would like the opportunity to revise/resubmit a graded assignment to improve your grade, you may request permission from the instructor (along with feedback and suggestions for improvement) and complete the revision/resubmission within seven (7) days of receiving your initial grade. The instructor will decide how much additional credit can be earned for a revised assignment on an individual basis.

NON-PARTICIPATION IN CLASS

Unfortunately, life sometimes gets in the way of course work, and I understand when that happens. I am compassionate and empathetic in ALL circumstances, and I do not judge anyone when they struggle. But you **MUST** let me know if you are struggling and/or need an extension to complete your assignments! If you do not communicate with me about your needs, do not participate in class, or do not submit assignments, it will be hard for you to pass, especially if it is more than halfway through the semester. A grade of a D, F, or W means you will have to retake the class, and this may affect your financial aid/tuition payment and degree completion date. A grade of I or Incomplete cannot be awarded if you are failing the class at the time of grade submission.

TECHNICAL REQUIREMENTS

- Microsoft Office (for creating Word Documents and PDFs)

- Internet Access
- Adobe (for reading PDF articles/documents)
- Phone, tablet, laptop, or desktop with video/microphone/sound

ADDITIONAL INFORMATION

Accessibility. I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible to make the classroom and the course more accessible.

Preferred Name. As a UNT student, you can change how your preferred name shows up on class rosters, Canvas, and MyUNT. As a faculty member, I am committed to using your preferred name. Additionally, if your name changes at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your name, you can do so by looking at the following guidelines:

<https://registrar.unt.edu/transcripts-and-records/update-your-personal-information>

Gender Pronouns. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Food/Housing Insecurity. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>

Social Media and Online Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. You should not capture images or record video from online meetings and share those outside our class community with consent. Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

Observation of Religious Holidays: I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

University Mental Health Services. I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>.

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate throughout the semester.

UNT Course Policies

Attendance. The student is responsible for regular and punctual attendance and is expected to participate in all courses in which the student is enrolled. *Absences may lower a student's grade where class attendance and class participation are deemed essential by the faculty member.* A student is responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate excused absence and delivering the request personally to the faculty member assigned to the course for which the student will be absent. A student needing assistance verifying absences due to illness or extenuating circumstances for all courses should contact the [Dean of Students office](#). The Dean of Students office will verify the student's documentation and advocate on the student's behalf, as appropriate, to instructors for excused absences. When an absence is excused, the faculty member will provide a reasonable time after the absence for the student to complete an assignment or examination missed.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course.

Survivor Advocacy. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Department of Teacher Education and Administration Statements

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

Teacher Education Program Core Values

While teaching has always been a relational and intellectual endeavor, we acknowledge that teaching is also both an ethical and a political act. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural and socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- Identity. Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- Inquiry. Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.

· **Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.

· **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

Teacher Preparation at The University of North Texas: Our Core Commitments

Commitments	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	We value and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	We practice humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	We imagine schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
Inquiry	We are intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	We value young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating	We practice curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	We imagine a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
Advocacy & Activism	We are activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	We value and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	We practice activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	We imagine metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
Communities	We are members of a multiple communities— connected in ways that make our successes intertwined.	We value inclusive learning communities that connect us within and outside of our classrooms.	We practice humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	We imagine schools as sustaining intersecting ways of being, knowing, and languaging.

UNT Course Policies

Attendance. Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Materials for Remote Instruction. Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn> .

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <http://deanofstudents.unt.edu/conduct> .

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