EDEE: 4340 - Social Studies in Grades EC–6

Fall 2020

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Associate Prof. of Social Studies Ed.
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CV | Profile | Research

University of North Texas

Section 05
Synch.: Wednesdays, 12-2pm
Canvas: http://unt.instructure.com/
FlipGrid: https://flipgrid.com/edci4340s5

Instructor Contact Information

<table>
<thead>
<tr>
<th>E-mail</th>
<th><a href="mailto:dan.krutka@unt.edu">dan.krutka@unt.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Videoconference</td>
<td><a href="https://unt.zoom.us/my/dankrutka">https://unt.zoom.us/my/dankrutka</a></td>
</tr>
<tr>
<td>Student Hours</td>
<td>15 minutes before and after class, by appointment, via Canvas message, or UNT email.</td>
</tr>
<tr>
<td>Google Account</td>
<td>“Share”Google docs, slides, etc. with <a href="mailto:dankrutka@gmail.com">dankrutka@gmail.com</a>.</td>
</tr>
</tbody>
</table>

Course Description
Principles of teaching social studies in the primary and elementary school. Students observe social studies instruction and materials in real settings, apply principles of social studies instruction in classroom settings and experience first-hand the scope and sequence of the curriculum in a school setting. Assignments, directed field experience and other class activities take place in grades EC–6.

Prerequisites
Admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, EDEE 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major social studies courses and DFST classes.

Keywords
Anti-racist Education; Citizenship Education; Critical Inquiry; Culturally Sustaining Teaching; Social Justice

Appendices
A: Professional Dispositions; B: Social Studies Resources; C: Course Standards Alignment; D: Policies and Resources; F: Appendix F: Department Mission and Vision
Instructor Introduction
Welcome to EDEE: 4340—Social Studies in Grades EC–6! I am Dr. Dan Krutka and I am excited to learn alongside you in social studies methods this semester. I was a high school social studies teacher for six years, but I have experience working with students in elementary, middle, high school settings. I have been active as a social studies professor and researcher since 2011. I am active in numerous social studies organizations, edited the book Keywords in the Social Studies: Concepts and Conversations (2018), and host the Visions of Education podcast that is sponsored by the National Council for the Social Studies (NCSS). I research and think a lot about how educators can teach about the social effects of technologies and social media on our lives. When I’m not reading history or karaoking to the Hamilton soundtrack, I spend a lot of time with my wife Kim (who is an elementary librarian in Denton ISD), watching NBA games, and playing Mario Kart. I am a native Oklahoman, but Denton has become my home over the last 7 years. I am involved in the Denton community and currently serve as the chair of the city’s Traffic and Safety Commission where I focus on making our sidewalks, bike lanes, and streets safer and more accessible for pedestrians on foot or in wheelchairs.

Course Introduction
The purpose of the social studies is to help students grow as democratic citizens. Powerful and purposeful social studies teaching requires commitments to:

- knowing history, geography, civics, economics, current events, and more;
- enacting liberatory pedagogies that are relevant, responsive, and sustaining; and
- advancing democracy, justice, and anti-racism in classrooms and communities.

There is a particular focus in this course in developing inquiries (NCSS, 2013) and critical inquiries (Crowley & King, 2018) that challenge students to grow as justice-oriented citizens in their local, national, and global communities. Because this course focuses on exploring question-based inquiries, our aim is to be like social studies detectives who seek truth and justice through our investigations. If we “see” the world through social studies lenses, our curiosity and courage can help us seek understandings and solutions to the problems of democracy that face our world. The struggle for “liberty and justice for all” is ongoing. I aim to show you the path toward powerful and purposeful social studies in this class, but you will have to embrace the journey to find success.

Required Book
You are required to have a copy of this book with you for synchronous meetings on weeks it is assigned.

- Never Caught, the Story of Ona Judge: George and Martha Washington’s Courageous Slave Who Dared to Run Away; Young Readers Edition (2019) by Erica Armstrong Dunbar & Kathleen Van Cleve
Course Assignments
All course assignments will be posted on Canvas, the learning management system purchased by UNT. You will be provided a course blueprint that previews assignments for the semester and modules will be posted at least 10 days before the due date. While major assignments or readings should not be changed within 10 days of the due dates, teacher candidates should be flexible to changes intended to improve the class and be responsive to students and society.

Professional Participation
Professional participation requires respect, courage, responsibility, and energy by candidates to help create a class community. Throughout the course you will be expected to think deeply, creatively, and self-critically, support your conclusions with varied forms of evidence, support our classroom community, and develop and present positive alternatives with the appropriate parties when you are dissatisfied with an existing situation. Your knowledge of course assignments, themes, and activities should be evident through your prepared participation. In addition to these participation expectations, all candidates are expected to meet the departmental professional disposition expectations as outlined in Appendix A. In some modules, your prepared and active participation will be assessed as part of your module assessment grade. Professional participation does not mean adhering to the sociocultural or linguistic standards of dominant groups.

Professional communication requires timely, clear, and respectful communication. You are expected to communicate any issues (e.g., missed synchronous class, personal problems) as soon as possible. Teacher candidates are expected to respond to electronic communications (e.g., Canvas, e-mail) from the instructor within 1-2 business days and participate in face-to-face meetings if requested by the instructor.

Synchronous videoconference attendance is required and candidates are expected to arrive to Zoom sessions before the start time, stay for the entirety (technology willing), and be prepared to actively participate. I understand that the COVID-19 pandemic, economic recession, and structural racism can all cause stress, anxiety, and other mental and physical challenges. TCs should communicate as soon as possible if you will miss a synchronous class session, assignment deadline, or if face extenuating circumstances. I am here to support you this semester and communicating concerns early can allow us to develop a plan going forward.

If you must miss a synchronous class session, any due assignments/projects should be turned in before class digitally (Canvas or e-mail) unless other arrangements have been made. If accepted, late assignments will be subject to a point deduction. Assignments not completed at mastery levels may be returned for improvement, but these opportunities may be limited and a grade of "I" or "F" can be assigned. Teacher candidates can lose points for arriving late/leaving early (-1) or missing more than two synchronous classes (-3 for each missed class). When TCs miss a class, they should complete a class detective report, arrive 10 minutes early for the synchronous class session, and review what they missed. Missing more than three classes without communication can result in failure of the course.

Do not hesitate to set up an appointment if you ever need assistance. We are in this together!

Field Experience
While the COVID-19 pandemic may shift or alter our plans, we seek to provide you opportunities to learn from observing, co-teaching, and teaching social studies online or in your field placement classrooms. Your cadre coordinator and I will help you navigate the challenges of the pandemic and provide instructions about meeting field requirements.
## Course Aims

Drawing from departmental, state, and national sources, the following course aims were developed to be used for instruction and the assessment of teacher candidates. TCs will be able to demonstrate knowledge and application of:

| 1. | the purposes of the social studies for democratic and justice-oriented citizenship education. |
| 2. | inquiry-based social studies planning, instruction, and assessment, including all components of the C3 Inquiry Arc (NCSS, 2013) and Critical Inquiry (Crowley & King, 2018):  
   A. Ask compelling and supporting questions that explicitly critique systems of oppression and power;  
   B. Apply disciplinary tools and concepts from civics, history, geography, and economics and other fields of knowledge;  
   C. Evaluate sources and use evidence that include the perspectives of marginalized and oppressed groups;  
   D. Communicate conclusions and take informed action that support students as they take tangible steps toward alleviating the injustice explored in the inquiry. |
| 3. | Texas Essential Knowledge and Skills (TEKS) for elementary social studies. |
| 4. | integration with other subject areas (e.g., English language arts, sciences, mathematics, arts) and approaches (e.g., technology integration, civic online reasoning, media literacy). |
| 5. | anti-racist, culturally sustaining, and socially just teaching practices for diverse students. |
| 6. | differentiation for students with exceptionalities. |

### Sources

- Texas Essential Knowledge and Skills (TEKS) for Elementary Social Studies; College, Career, and Civic Life (C3) Framework for Social Studies State Standards; National Standards for the Preparation of Social Studies Teachers (See Appendix C for course alignment); Research in the field of social studies education and related fields; Teacher Education and Administration departmental policies and aims

## Major Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Brief Description</th>
<th>Points</th>
</tr>
</thead>
</table>
| **Module Assessments** | Teacher candidates should complete all assignments (e.g., readings, podcasts, videos, tasks) prior to class deadlines, understand main ideas, and be prepared to convey them using illustrative examples. As the course instructor, I will choose different means of assessment in each of the 16 modules to ensure TCs are completing assignments and participating in class in ways that support their educational growth. TCs can show understanding via the following assessments:  
  - complete a task (e.g., Flipgrid video, Padlet post) prior to the beginning of class  
  - submit an entrance ticket—typically answering an open-ended question—at the beginning of class  
  - complete an open-ended or multiple choice quiz  
  - participate in synchronous class discussion | 50 |

Grade Distribution: A=90-100; B=80-89; C=70-79; D=60-69; F=59- (grades are rounded up)
• submit an exit ticket—typically answering an open-ended question—at the end of class

Not completing any module requirements can result in a loss of points. In general, module assessments will draw on the following rubric for a total of 3 points each:

<table>
<thead>
<tr>
<th>Needs Improvement 0-1.5</th>
<th>Developing 1.5-2.5</th>
<th>Accomplished 2.5-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Assignment does not demonstrate understanding of main ideas.</td>
<td>Assignment demonstrates surface level understanding of main ideas.</td>
</tr>
<tr>
<td>Completion</td>
<td>Assignments missing or incomplete.</td>
<td>Assignments are completed, but do not meet all requirements.</td>
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**Critical Inquiry Design Model (CIDM) Mini-Unit (Submit to Foliotek)**

The Critical Inquiry Design Model (CIDM) mini-unit is a semester-long assignment to develop a high-quality inquiry lesson that addresses power and inequality. The CIDM will be represented in a blueprint that includes primary sources and historical thinking picture book among other components. The CIDM is designed for at least 3-5 days of social studies instruction. [Click here for the full assignment description and grading rubric.]

**Discussion Potluck**

Either individually or with a partner, you will lead a 25 minute discussion over assigned class text(s) during synchronous Zoom meetings. Most time must be dedicated to whole class discussion. This page explains the potluck metaphor and previews the assignment. You will complete a planning template & reflection section. [View the full assignment here.]

**Critical Social Studies Portfolio**

As a final assignment, teacher candidates will create an online portfolio (e.g., website, Foliotek, interactive site) that includes:

1. Their critical vision for social studies;
2. Links to critical sites, resources, and lessons they will use in their teaching;
3. Includes their Critical Inquiry Design Model mini-unit and Historical Thinking Picture Book Read Aloud;
4. References critical social studies sources, quotes, and ideas from the class.

Teacher candidates should be creative in creating a portfolio from which they can grow as justice-oriented social studies teachers. The portfolio should seek to answer the course compelling question, *how do we advance just social studies?*

<table>
<thead>
<tr>
<th>Needs Improvement 0-1.5</th>
<th>Developing 1.5-2.5</th>
<th>Accomplished 2.5-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Social Studies Vision</td>
<td>TC largely fails to convey a vision for social studies instruction that aligns with course themes.</td>
<td>TC conveys a vision for social studies instruction that mostly aligns with course themes.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>TC either fails to</td>
<td>TC includes links to</td>
</tr>
<tr>
<td>Resources</td>
<td>include links to critical sites, resources, and lessons they will use in their teaching or align them with their critical social studies vision.</td>
<td>critical sites, resources, and lessons they will use in their teaching and that mostly align with their critical social studies vision.</td>
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<tr>
<td>CIDM</td>
<td>TC fails to include accessible digital representation of CIDM.</td>
<td>TC includes accessible digital representation of CIDM.</td>
</tr>
<tr>
<td>Course References</td>
<td>TC fails to include references to critical social studies sources, quotes, and ideas from the class.</td>
<td>TC includes some references to critical social studies sources, quotes, and ideas from the class, but they do not clearly tie together their vision, resources, and CIDM.</td>
</tr>
<tr>
<td>Critical Current Events</td>
<td>Teacher candidates will identify public issues or injustices ignored by mainstream media, find a supporting news source, consider connections to social studies content, and develop a plan to present it to the class. If the source fails to center the perspectives and experiences of an oppressed group then students should tell a critical re-story. Students should provide a means to learn about the issue and write questions for litigation. View the full assignment here.</td>
<td>5</td>
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Appendix A: Professional Expectations Policy for COE Students and Candidates

The primary objective of UNT’s Educator Preparation Programs (EPPs) is to prepare profession-ready educators who demonstrate not only professional knowledge and skills, but also the expectations/dispositions* required for success as a professional educator.

“Dispositions are: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth...” (NCATE 2000).

These areas will be evaluated both informally throughout your program, and formally at four checkpoints during your program: 1. Admission, 2. During your education coursework, 3. Prior to being approved for student teaching, and 4. Prior to being recommended for certification.

The successful candidate is expected to:

1. Demonstrate respect for the dignity, worth, uniqueness, and cultural expression of every individual.
2. Exhibit compassion for, and commitment to, the success of every learner.
3. Maintain a respectful regard for the education profession, the UNT community, and local and school communities.
4. Establish and maintain healthy interpersonal relationships, including a willingness and ability to consider differing perspectives and to respond respectfully in verbal, written, and digital communications.
5. Exhibit a willingness to resolve conflicts with the appropriate party/ies in a civil, constructive, appropriate, and timely manner.
6. Demonstrate responsible decision-making by exhibiting constructive choices based on ethical standards, safety concerns, social, academic, and/or professional norms.
7. Take responsibility for his/her emotions, actions, attitudes, choices, and behaviors.
8. Be open to, seek out, thoughtfully consider, and act upon feedback and constructive criticism from UNT faculty and other personnel tasked with overseeing your progress throughout the program.
9. Demonstrate knowledge of, and act in accordance with, ethical and professional standards, policies, and laws. These include, but are not limited to, The UNT Code of Student Conduct and the Texas Educators’ Code of Ethics.
10. Display interest in, and actively pursue opportunities for, his/her continual professional development.
11. Know and meet district and university requirements regarding timeliness, attendance, appearance, record-keeping, and other professional responsibilities.
12. Exhibit professional communication skills in all verbal and written interactions and assignments, including responding to digital e-mails or messages in a timely manner.
13. Maintain confidentiality of professional and student communications, records, and personal data obtained in the course of professional practice in accordance with prescribed state and federal laws and local policies.
14. Collaborate with colleagues in a manner that supports academic achievement and related goals that promote the best interests of all learners.
## Appendix B: Social Studies Resources

Both during and after the course, candidates can draw from the following social studies organizations and resources for learning, planning, and the implementation of quality social studies lessons.

<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
<th>Link</th>
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<tbody>
<tr>
<td>National Council for the Social Studies (NCSS)</td>
<td>Founded in 1921, National Council for the Social Studies is the largest professional association in the country devoted solely to social studies education.</td>
<td><a href="https://www.socialstudies.org/">https://www.socialstudies.org/</a></td>
</tr>
<tr>
<td>Texas Council for the Social Studies (TCSS)</td>
<td>TCSS is a nonprofit organization serving all social studies educators and supporters across the state.</td>
<td><a href="https://www.txcss.net/">https://www.txcss.net/</a></td>
</tr>
<tr>
<td>College, Career, and Civic Life (C3) Framework for Social Studies State Standards</td>
<td>The C3 framework was developed by NCSS to offer guidance on social studies planning using the 4-part Inquiry Arc.</td>
<td><a href="https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf">https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf</a></td>
</tr>
<tr>
<td>C3 Teachers</td>
<td>C3Teachers.org provides examples resources for designing social studies lessons using the Inquiry Design Model (IDM) among other resources.</td>
<td><a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></td>
</tr>
<tr>
<td>Texas Essential Knowledge and Skills (TEKS) for Elementary Social Studies</td>
<td>The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. The current TEKS were adopted in 2010 and used beginning in the 2011-2012 school year.</td>
<td><a href="http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html">http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html</a></td>
</tr>
<tr>
<td>Law-Related Education (LRE) Elementary Social Studies TEKS Bio Cards</td>
<td>LRE has produced Bio Cards for all historical figures included in the TEKS that can be used by teachers in a variety of ways.</td>
<td><a href="https://drive.google.com/open?id=1JzBPivfY3ThIXzfObuuKjk6sE0j2Iv">https://drive.google.com/open?id=1JzBPivfY3ThIXzfObuuKjk6sE0j2Iv</a></td>
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<tr>
<td>DocsTeach</td>
<td>Online tool for teaching with documents from the National Archives that includes access to thousands of primary sources — letters, photographs, speeches, posters, maps, videos, and other</td>
<td><a href="https://www.docsteach.org/">https://www.docsteach.org/</a></td>
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<tr>
<td><strong>document types — spanning U.S. history.</strong></td>
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<td>---------------------------------------------------</td>
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<tr>
<td><strong>Library of Congress</strong></td>
<td>The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.</td>
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<td><a href="https://www.loc.gov/teachers/">https://www.loc.gov/teachers/</a></td>
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<tr>
<td><strong>The Handbook of Texas</strong></td>
<td>The Handbook of Texas is a digital state encyclopedia developed by the Texas State Historical Association (TSHA) that is free and accessible on the Internet for students, teachers, scholars, and the general public.</td>
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<tr>
<td><a href="https://tshaonline.org/handbook">https://tshaonline.org/handbook</a></td>
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<tr>
<td><strong>The Portal to Texas History - Resources 4 Educators</strong></td>
<td>With guidance from a panel of Texas history teachers, the Portal team has developed multiple lessons for 4th and 7th grade history classes that meet state requirements.</td>
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<tr>
<td><a href="https://education.texashistory.unt.edu/">https://education.texashistory.unt.edu/</a></td>
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<tr>
<td><strong>Social Studies and the Young Learner (SSYL)</strong></td>
<td>SSYL is a peer-reviewed, quarterly journal providing relevant and useful information about the teaching of social studies to elementary students. (articles may be accessed via UNT Library system and Google Scholar)</td>
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<tr>
<td><a href="https://www.socialstudies.org/publications/ssyl/ssyl_online">https://www.socialstudies.org/publications/ssyl/ssyl_online</a></td>
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<tr>
<td><strong>Visions of Education podcast</strong></td>
<td>The VoE podcast is sponsored by NCSS and offers podcasts with shownotes primarily on social studies topics.</td>
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<tr>
<td><a href="https://visionsofed.com/podcast/">https://visionsofed.com/podcast/</a></td>
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Appendix C: Social Studies Inquiry Resources

Because this course focuses so much on social studies inquiry, the following resources were compiled as resources to help with learning, planning, and implementing.

<table>
<thead>
<tr>
<th>Source</th>
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<td><strong>College, Career, and Civic Life (C3) Framework for Social Studies State Standards (bulletin)</strong></td>
<td>The C3 framework was developed by NCSS to offer guidance on social studies planning using the 4-part Inquiry Arc.</td>
<td><a href="https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf">https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf</a></td>
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<td><strong>C3 Teachers (website)</strong></td>
<td>C3Teachers.org provides examples resources for designing social studies lessons using the Inquiry Design Model (IDM) among other resources.</td>
<td><a href="http://www.c3teachers.org/">http://www.c3teachers.org/</a></td>
</tr>
<tr>
<td><strong>Inquiry-Based Practice in Social Studies Education: Understanding the Inquiry Design Model (book)</strong></td>
<td>Written by the lead authors of the C3 Framework, this book presents a conceptual base for shaping the classroom experience through inquiry-based teaching and learning. Using their Inquiry Design Model (IDM), the authors present a field-tested approach for ambitious social studies teaching.</td>
<td><a href="https://www.amazon.com/dp/1138047880/ref=cm_sw_r_cp_dp_EwI6zb5E3Z441">https://www.amazon.com/dp/1138047880/ref=cm_sw_r_cp_dp_EwI6zb5E3Z441</a></td>
</tr>
</tbody>
</table>
**Visions of Education, Episode 84: Inquiry in Elementary Education**

Emma Thacker and several other authors discuss inquiry social studies lessons in elementary.

*For examples of Inquiries, see the Inquiry Design Model Lesson Instructions.*

Appendix D: Social Studies Course Standards Alignment

The requirements of this social studies methods course meet the Five Core Competencies for Social Studies Teacher Education as specified by the National Standards for the Preparation of Social Studies Teachers as prepared by the National Council for the Social Studies Task Force on Teacher Education Standards that serve as benchmarks for the Council for the Accreditation of Educator Preparation (CAEP).

<table>
<thead>
<tr>
<th>Teacher Candidate Standards</th>
<th>Course Assessments*</th>
</tr>
</thead>
</table>
| **1. Content Knowledge**: Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation. | 1a. TExES Exam Score  
1b. Critical Inquiry Design Model  
1c. Historical Thinking Picture Book |
| **2. Application of Content Through Planning**: Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners. | 2a. Critical Inquiry Design Model  
2b. Historical Thinking Picture Book  
2c. Discussion Potluck |
| **3. Design and Implement Instruction and Assessment**: Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence. | 3a. Historical Thinking Picture Book  
3b. Discussion Potluck |
| **4. Social Studies Learners and Learning**: Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society. | 4a. Critical Inquiry Design Model  
4c. Critical Social Studies Portfolio |
| **5. Professional Responsibility and Informed Action**: Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities. | 5a. Critical Inquiry Design Model  
5b. Critical Social Studies Portfolio  
5c. Critical Current Events |

* Evidence of effective social studies practice and impact on student learning are required in student teaching.
Appendix E: Texas Teaching Standards Alignment

The requirement of this social studies methods course meets Teacher Standards as adopted by the Texas Education Agency (TEA). The purpose of the Teacher Standards is to provide “performance standards to be used to inform the training, appraisal, and professional development of teachers” in the state of Texas.

<table>
<thead>
<tr>
<th>Texas Teacher Standards</th>
<th>Course Assessments*</th>
</tr>
</thead>
</table>
| **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.  
(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.  
(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.  
(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.  
(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.  
(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary. | 1a. Discussion Potluck  
1b. Critical Inquiry Design Model |
| **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.  
(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.  
(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development. | 2a. Critical Inquiry Design Model |
| **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.  
(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.  
(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. | 3a. Critical Inquiry Design Model |
| **4. Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, | 4a. Social Studies Field Experience |
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.
(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

<table>
<thead>
<tr>
<th>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.</th>
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<tbody>
<tr>
<td>(A) Teachers implement both formal and informal methods of measuring student progress.</td>
</tr>
<tr>
<td>(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.</td>
</tr>
<tr>
<td>(C) Teachers regularly collect, review, and analyze data to monitor student progress.</td>
</tr>
<tr>
<td>(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.</td>
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</tbody>
</table>

5. Social Studies Field Experience

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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.</td>
</tr>
<tr>
<td>(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.</td>
</tr>
<tr>
<td>(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.</td>
</tr>
<tr>
<td>(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.</td>
</tr>
</tbody>
</table>

6a. Critical Social Studies Portfolio
6b. Social Studies Field Experience
6d. Critical Inquiry Design Model
Appendix E: Policies and Resources

My Statements

**Student “Office” Hours.** While I am available before and after weekly synchronous videoconferences, I am also available for “student hours” well beyond this requirement. If you need help identifying services for food insecurity (see below), mental health, foster care, or in other areas then please contact me. For our course, I am available to talk by phone or videoconference if you cannot make it to the Denton campus. While office hours are generally student-directed to discuss or review assignments, receive help on assignments, or review a missed class, I can also help you formulate questions based on my sense of your strengths, areas where support is needed, and situation. Please communicate any impediments to your learning as early as possible so we can find appropriate solutions. Always remember, I want you to succeed not only in my class, but in our program and your life. Please take advantage of my availability!

**Children in Zoom calls.** I understand the challenges of attending graduate school during this pandemic and also being a parent. I aim to support you as you succeed in both realms and thus have developed the following policies:

- All exclusively breastfeeding babies are in class as often as is necessary and parents may turn off camera for this reason if they choose to do so;
- For older children and babies, I understand that unforeseen disruptions in childcare often place parents in the position of missing the Zoom meeting. You are welcome to have your child with you during Zoom meetings in order to cover gaps.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
- In all cases when your children join us in our Zoom call, please be prepared to mute your mic if necessary.
- I maintain standards for all students, but please contact me if you are having difficulty with the school-parenting balance.

**Accessibility.** I expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I also expect that as a class, we will collectively attend to and respect all of these needs. I encourage you to bring your accessibility needs up with me and/or with the class in order to begin a conversation about how we can collectively make the classroom and the course more accessible.

**Preferred Name.** As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change 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 preferred/proper name, you can do so by looking at the following guidelines: [https://registrar.unt.edu/transcripts-and-records/update-your-personal-information](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)

**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](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.

**TExES Test Preparation.** TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Success Office (TSO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam can find available dates and register at http://coe.unt.edu/texes. Students may only take one practice exam per session that relates to their teaching track/field at UNT. Students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For more information and suggested study materials, go to: http://coe.unt.edu/texes or visit the TExES Success Office in Matthews Hall, Room 119F. Additional test preparation materials (i.e. Study Guides for the TExES) are available at http://tx.nesinc.com.

**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.

**Teacher Candidate Checklist.** From admission to field observation to the TExES exam to clinical teaching to certification, teacher candidates have a lot of requirements and deadlines. Please use THIS TEACHER CANDIDATE CHECKLIST to keep track of requirements and contact the Educator Preparation Office (940-565-4226) in Matthews Hall 119 for assistance.

**Department Statements**

**Foliotek ePortfolio (where applicable).** Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

**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.

UNT Statements

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.

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 Blackboard for contingency plans for covering course.
Appendix F: Department Mission and Vision

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.