EDCI 4840: INSTRUCTIONAL STRATEGIES & CLASSROOM MANAGEMENT[1]

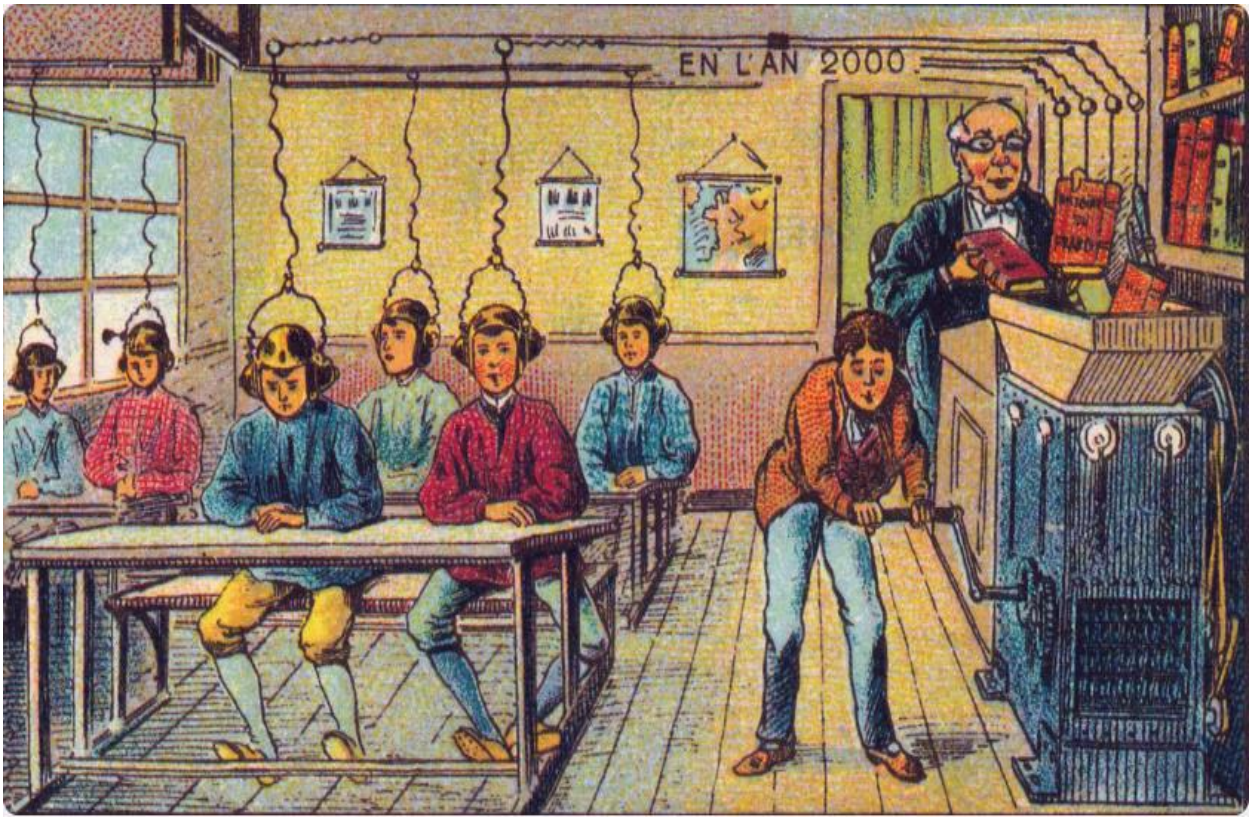


Image is from Jean-Marc Côté's "Future School"
(part of the *En L'An 2000* series created for the 1900 World Exhibition)

Department of Teacher Education & Administration
Fall 2026
Section 001 (2273)
Matthews Hall (MATT) 312, Thursdays 5:30 PM – 8:20 PM

[1] This syllabus is a living document and, as such, may be altered during the semester based on student feedback, changing contexts in the class/community, and other needs. Any changes will be announced in advance.

GENERAL COURSE INFORMATION

Instructor	Dr. Delandrea (Dee) Hall Assistant Professor of Social Studies Education
Email	delandrea.hall@unt.edu
Pronouns	she/her
Office location & hours	Matthews Hall # 204-D Thursdays, 1 PM – 4 PM Or by appointment online via Zoom
Office phone #	(940) 565-2826
Unavailable Fridays	***Check **3 before** me[2]!!
Teaching Assistant (TA)	Stella Akinpelu StellaAkinpelu@my.unt.edu

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[2] Please check with at least 3 resources (e.g., the syllabus, a classmate, Canvas, etc.) before you contact me to meet about questions pertaining to assignments, and class policies and procedures.

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COURSE DESCRIPTION, STRUCTURE, AND OBJECTIVES

Course Description (from the UNT catalog)

Taken during the semester immediately preceding student teaching, this course provides knowledge and skills required for organizing and directing various instructional strategies in the secondary classroom. Content includes teaching strategies, approaches to classroom management and discipline, student motivation, student and teacher assessment and evaluation, and the use of media and technology in the classroom. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Must complete 55 hours of field experience in assigned middle and high schools.

Prerequisites

- Junior standing
- Admission to Teacher Education program
- Completion of or concurrent enrollment in all education course work student teaching

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Course Learning Objectives/Goals

In this course, **we will build a foundation for your instructional practice by —**

- Planning learning experiences that address student diversity.
- Describing the attributes of a physically and emotionally safe classroom environment that fosters a classroom climate for all learners.
- Demonstrating knowledge of strategies which promote a productive, engaging, and efficient learning environment by building a plan for classroom management.
- Demonstrating effective communication strategies including: effective questioning and discussion management, as well as clear explanations, directions, and procedural components related to effective instruction through lesson planning and various activities.
- Designing instruction that will actively engage students in learning process
- Incorporate various forms of media and resources in the planning, organization, delivery, and evaluation of instruction.
- Demonstrating knowledge and use of various feedback mechanisms of student performance by designing different assessments.
- Understanding and adhering to legal and ethical requirements for educators through the work.

HOW TO SUCCEED IN THIS COURSE

Your development in this class is important to both you and me!! Thus, the expectations and policies outlined below work to serve our collective effort in growing and learning.

Get Active!!

As a community of learners, the only way we can grow is if —

1. **all members show up**, and
2. **all members lend their voices in thoughtful ways**.

So, what does **"showing up"** mean?

Attendance

Each person in this class is an important member of our learning community. We will also work collaboratively/in small groups frequently. Class activities will also require you to be actively engaged in discussions and group work. It is therefore **imperative/important** that you show up for your **colleagues/classmates**.

Additionally, research has shown that students who attend class are more likely to be successful. Because we only meet once a week, every class meeting is essential to your success. This means **you should attend every class** unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the Student Attendance and Authorized Absences Policy (https://policy.unt.edu/policy/06-039).

The following will be the attendance policy for our course:

What happens **when you miss class**:

- **First and Second Absences:** You are provided with **one (1)** absence (excused or unexcused) without grade penalty. Upon the **second (2)** absence, points will result in a loss of points from the total grade. In each case, please **make sure to notify** me and **complete/submit assignments within a week of your absence**.

- **Three or More Absences:** You will receive an automatic **FINAL grade C** (or two letter grade deductions) if you **miss three (3) classes**. If you **miss four (4) or more classes**, the final grade will result in a **F**.
    - ***Note:*** *If you have extenuating circumstances supported by* ***legal and official university documentation****, I can make exceptions to the policy for third (3rd) or fourth (4th) absence* ***BUT it MUST be documented****.*

- **Tardiness:** Being late to class due to weather (and in the case of severe weather it is understandable) or unforeseen circumstances is acceptable and reasonable once, or twice. However, **if you are *chronically tardy* (late arrival more than three times)**, it may result in the lowering of your final grade in the course by one or more letters.
    - ***Note:*** *Being* ***more than 20 minutes late****, will result in one* ***unexcused absence****.*

- A note on **illness** — Please **do not** show up if you are sick, even if you have more than three absences. If you get sick, reach out to me and we will work together to find a solution. The most important thing is to take care of yourself!

# of Absences	Grade Deduction
0 – 1	No point deduction to final grade
2	Points deducted from your participation grades (e.g., from 95 to a 90)
3	Final grade of "C"
4	Final grade of "F"

According to UNT Policy 06.039, illness is "deemed a matter between the student and their faculty member." Therefore, you are given one day this semester to take as your sick day unless it is an extenuating circumstance in which you should reach out to me. So, while I have great respect for students who are balancing the demands of their coursework with other responsibilities, **please save your one unexcused absence for when you are ill**.

I have great respect for students who are balancing the demands of their coursework with other responsibilities. **So, if you run into challenges that require you to miss a class, please contact me**. There

may be resources and some flexibility we can offer to support your academic success, and your safety and well-being are important to me. **Even so**, you are ***expected to follow the rules outlined in the syllabus and by the university***. If you should need, it your responsibility to drop the course.

Additionally, whether an absence is excused or not, **students must complete the alternative Canvas assignment within one week of the missed class session to earn accountability points for that day**.

I will **keep attendance via a Google Form question at the beginning of class** (which does count as a part of your attendance grade), *and* via the in Canvas university attendance application (you will see this form in Canvas and it counts whether you were physically in class for excused or unexcused reasons but does NOT count towards your final grade. It is **the student's responsibility to sign fill out the attendance Google form**. ***Failure to sign the attendance sheet might result in an absence***.

I know **this is a lot**, but I have a strict policy because you will be entering a profession in which you cannot consistently be absent. For example, most districts provide teachers with about 10 sick days per year out of about 180 teaching days.

Finally, only individuals ***fully eligible to enroll in the university may attend a class*** as an auditor with written permissions from the department chair and the dean of the college or school in which the course is taught.

Participation or Lending Your Voice in a Thoughtful Way

During the semester, we will work to **build trust** and **a community of practice amongst ourselves**. I value the many perspectives students bring to our campus, so I ask for to do the same by showing **respect to your classmates, myself, and the authors we read**. We will be grappling with many questions throughout the semester that may challenge peoples previously held beliefs or assumptions, some of which may or may not have a right or wrong answer. During discussions, you may disagree with an interpretation of an issue or challenge assertions of fact, but **you may not attack** the person expressing the opinions—personal attacks are unacceptable. Discussions are done in the **spirit of intellectual inquiry** and demands that we are all **respectful, honest, and willing to engage tough questions** with each other as a strong community. Please work with

me to **create a classroom culture of open communication, mutual respect, and belonging**.

That being said — This classroom can't effectively function if there is **disruptive language or abusive behaviors**. All discussions should be respectful and civil. Disruptive language includes, but is not limited to, violent, belligerent, and/or insulting remarks—sexist, racist, homophobic, and/or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written. While I agree that you each have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. This classroom functions on the premise of respect, and you will be asked to leave the classroom, if you violate any part of this statement.

Finally, it is important to acknowledge that I am teaching you to **recognize the broad perspectives and beliefs of not only yourself, but also those of your community (and future community) including administration, teachers, parents, and students**. It is **not** my role to teach you the absolute truths, but to **support your individual thinking and ability to recognize and discuss multiple perspectives**. We are all learning together!!

Please consult the Student Code of Conduct (linked here) (https://policy.unt.edu/policy/07-012) for further information.

Technology

Technology is an important component in this course, but in the spirit of moving away from our dependence on screens ***you will not always need your laptop*** and **will be asked to lower your screens when not in use**.

So, while using and bringing your laptops/tablets is necessary and embraced, **it is assumed their use is solely for academic purposes**.

Furthermore, I understand that sometimes we get antsy and, if you are like me, get easily distracted or need something to do to help you focus. Please feel free to doodle, stand up, or pick-up one of the fidget toys provided at your tables/desks to help you stay.

Individuals who begin to use technology in inappropriate ways (checking social media, emails, etc.) will be spoken to privately. Please be aware that continued inappropriate use **may result in lowering your participation grade, and even your final grade**. Please **do not let**

your electronic devices distract you from the conversations and thinking that we're doing in class.

Communication & Professionalism

Now is a good time to begin building your professional habits (as a teacher), so being responsive and timely are important. **Please respond my emails/communications within 24 hours, if a reply is warranted or asked for in the message**. When you receive emails, please read them carefully and let me know that you have received it with a reply (a quick response such as, "Got it, thank you," will suffice).

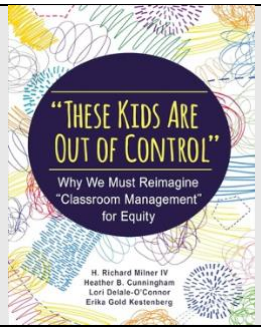
When you are communicating with me about anything related to class outside of our in-person class time, connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated!

It is also better to **reach out to me sooner rather than later**!! If something comes up or you have a question or concern, let me know as soon as possible because I can't help if I don't know. If **you wait too late**, I may not be able to address your needs in time or even help at all!!

Finally, it is **vital to your success** that you **check your syllabus and Canvas** at least **two times a week** for announcements or instructions!!

COURSE MATERIALS

Required Texts



Milner, R. H., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2019). *"These kids are out of control": Why we must reimagine "classroom management" for equity*. Corwin.

***Click the linked title to find the book on Amazon; you won't need the book until Week #5.**

All other course readings will be provided **via the UNT Library** and via the **Canvas weekly modules**.

Additional Materials & Devices

This course has digital components. To fully participate in this class, students will need a computer and internet access to reference content on the Canvas Learning Management System.

If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (https://online.unt.edu/learn).

Please let me know if you **do not** have the available hardware/technology or internet capabilities you need to be successful in this course so that I can help.

COURSE REQUIREMENTS & ASSIGNMENTS

In addition to course readings, your understanding of the course will be assessed through various class activities, participation, and the following assignments. Your successful completion of these tasks will then act as indicators of progress and understanding over the duration of the semester.

Below you will find a brief look at what these assignments are. **Additional details will be provided at the beginning of the semester and/or before each assignment due date**. All assignments will be submitted through Canvas.

Assignment	Percentage (of final grade)	Due Date
4840 Interactive Learning Notebook 	25%	Will work in the notebook weekly! **Notebook checks** — Week #7, 10/01 & Week #13, 11/12
Weekly Course Attendance & Participation 	20%	**Due** Weekly
Field Experience Lesson Plan Development 	20%	**Due** Thursday, 10/22 & 11/12 By 11:59 PM

Microteaching ⏰⏰	10%	**Due** the week of 10/08 & 10/15, & the week of 10/29 & 11/05
Observation Artifacts ⏰⏰⏰	20%	**Due** Thursday 09/17 & 10/22 by 11:59 PM Final - **NO** later than 12 PM, 12/07
240 Tutoring & TExES Practice Exam ⏰⏰⏰	5%	**Final Due Date** By **NO** later than 11:59 PM, 11/15 (**HARD** deadline!!)

I have provided the following clock system to help you manage your time with the assignments listed above[3]. Yet there is an important caveat—**these are rough estimates** so it may take you more or less time depending on your schedule and how you work and understand the material.

⏰ = a few hours of work (per week for "Weekly Course Participation" assignments)
⏰⏰ = a few days of work
⏰⏰⏰ = a few weeks of work

Assignment Overviews

Below you will find brief description of the course assignments listed in the table above. You will get **further details, instructions, and materials in class and via Canvas**.

4840 Interactive Learning Notebook 📖

Worth a **total of 50 points**.

Throughout this semester, you will maintain a **4840 Interactive Learning Notebook** to document your learning journey as a future secondary teacher. This notebook will **serve as a place to record class notes, reflect on weekly readings, respond to activities, and make connections between course ideas and classroom practice**. Rather than simply collecting information, the notebook is designed to help you **actively process and organize your thinking** as your understanding of instructional strategies and classroom management develops.

Research consistently demonstrates that **handwriting notes** promotes deeper learning than typing, and many districts are now looking to return to pen and paper and reduce student screentime. Writing by hand encourages learners to summarize, organize, and synthesize ideas instead of transcribing information

[3] Concept borrowed from Dr. Amanda Vickery.

verbatim. These mental processes strengthen comprehension, improve long-term retention, and support critical thinking. By maintaining your notebook throughout the semester, you will create a **personalized resource** that will not only support your success in this course but also serve as a valuable reference as you begin your teaching career. It also **acts as a model** you can use in your own practice.

What should be included in the notebook?

Students should **maintain a single notebook throughout the semester** that includes:

- Weekly text/reading reflections (12 total) — completed in class, and checked and documented bi-weekly
  - Reflections should be **detailed** and **thoughtful** and **demonstrate** true engagement with the texts!!
- Class notes
- Responses to in-class activities
- Handouts or graphic organizers (if applicable)
- Personal reflections and questions related to course topics

Grading the notebook: Notebook checks are intended to assess students' ongoing engagement with course readings and class learning rather than perfection. Students should bring their notebook to every class and are expected to update it regularly. Late additions completed after a notebook check will not receive credit for that grading period.

Notebook Checks: Week 7 (25 points) and Week 13 (25 points)

Weekly Course Attendance & Participation

Worth a **total of 10 points per week**.

Attendance will be taken at **the beginning of each class via an attendance question**. Failure to complete this question will result in a **loss of at least 5 points from the total grade**.

Additionally, during class you are **expected to contribute to the dialogue and complete in-class activities** (worth 5 points). **Failure to contribute** to class discussion (either individually or collaboratively) or to complete or participate in the in-class tasks/activities will result in the **loss of at least 5 points from the total grade.**

If you are absent that week, you will receive **0 points** for attendance **unless you complete the make-up assignment**, which will add **at least 5 points** back to your grade, or **you have too many absences**.

Field Experience Lesson Plan Development

At **two points in the semester**, you will be co-teaching with your cooperating teacher in the field. For **each time** you teach during your field experience, you will submit your lesson plan. Lesson plans will be submitted **via the UNT Lesson Plan template**, and we will work on the various components over the course of the semester. This means there will be check-ins where you will turn in different components of the lesson plan for evaluation and feedback (from both your peers and instructors).

The lesson plans and instruction will be workshopped in class and scaffolded over the semester. The purpose of this assignment is to prepare you for your clinical teaching experience next semester.

Check-in dates: TBA

Tentative final dates to turn-in each completed lesson plan:

- Thursday, 10/22 by 11:59 PM
- Thursday, 11/12 by 11:59 PM

Microteaching

Throughout the semester, you will practice your teaching during our class session. These sessions will work as dress rehearsals for the real thing. They are also intended to be opportunities for feedback and reflection with your peers. There will be a **total of 2 microteaching assignments that correspond to the 2 lesson plans** you will build as a part of your *Lesson Plan Development assignment*.

Observation Artifacts

For this assignment you will **collect artifacts from field observations** that speak to our learning throughout the semester. These artifacts will **correspond to the reading and learning objectives of the different learning units**. The artifacts are also meant to help you make connections between your in-class learning and the learning you garner through your field experience observations. The artifacts will be **due at 11:59 PM on Thursday at the close of a Unit or series of weekly lessons**. Be prepared to discuss your learning and artifact with your classmates.

240 Tutoring & TExES Practice Exam ✒

Final Due Date: 11:59 PM Sunday, November 15th

Objective:
Prepare for the TExES exam in your content area by **completing the official TExES Practice Exam**. This will help you identify your strengths and areas for improvement before taking the actual exam. You must be ready to take your real content exam by December 15th if you are planning to start Clinical Teaching in Spring 2027.

Instructions:

1. **Access the TExES Canvas Course**
   - Log in to Canvas and open the TExES course from your Dashboard.
   - If the course is not listed on your Dashboard, email COE-TSO@unt.edu with your full name and UNT ID number to request access.
   - In the Modules tab, review all Test Readiness materials and complete all policy assignments marked with the 📄 symbol.

2. **Complete the Baseline Practice Exam by Tuesday, September 15th**
   - Take the official practice exam for your content area (not the PPR EC–12 exam) within the TExES Canvas course.

     NOTE: If your content area is Dance 6–12, French EC–12, German EC–12, or Speech 7–12, an official practice exam is not available. You will need to complete the TExES Exam Study Guide as an alternate assignment. Please reach out Jessica Powell in the TExES Success Office, COE-TSO@unt.edu. Additional information can be found on the home page of the TExES Canvas course or in the Modules tab under the information for Secondary or All-Level candidates. Finally, you will need to submit your completed study guide to Jessica at COE-TSO@unt.edu by Sunday, October 18th.

   - A score of 70 or higher on the practice exam must be achieved in order to be approved to take the real exam. **If you do not achieve a score of 70 or better on the Baseline Practice Exam**:
     a) Review your score report to identify areas for improvement.
     b) After at least 10 calendar days, email **COE-TSO@unt.edu** to request that your practice exam be reset.
     c) Continue studying and then retake the practice exam. **You must achieve a 70 or better on a retake of the practice exam by NO LATER than 11:59 PM Sunday, November 15th**.

   - **Optional**: You may choose to use 240 Tutoring instead of the Canvas-based practice exams to complete the practice exam requirements. To meet the requirement, you must score 80 or higher on a full-length practice exam for your content area. You must send a copy of your score report to COE-TSO@unt.edu for credit. Use this link to receive a discount

on the monthly subscription price: https://study.240tutoring.com/subscribe/UNT2

3. **Take the real TExES Exam by December 15th**
    - Once you meet one of the following requirements, you will receive approval to take your real TExES content exam, along with registration instructions:
        - Score **70 or higher** on the **Canvas practice exam**,
        - Score **80 or higher** on a **240 Tutoring full-length practice exam**, or
        - Submit the **alternative assignment** (for Dance, French, German, or Speech certification areas).
    - You must **register for and take your real exam on or before December 15** — not just your registration.

If you plan to request **testing accommodations**, be aware that approval can take several weeks. Review the Alternative Testing Arrangements policy (https://tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AlternativeArrangements.html) and submit your documentation as soon as you receive test approval.

Important: You must attempt your real content exam **by the Tuesday, December 15th deadline** in order to remain eligible for **Clinical Teaching in Spring 2027**. If you do not take your exam by this date, **you risk losing your placement**.

ASSESSING YOUR WORK

Letter grades will be allocated on the following percentage scale:

Letter Grade	Scale
A	90-100
B	80-89
C	70-79
D	60-69
F	50-59

All work must be submitted on time unless **prior arrangements** are made — **fill out the Google form requesting an extension**. All assignments should be uploaded to canvas by the due date. Additionally, ***all* assignments** should present evidence of material read, evidence that the assignment is addressed in a well-organized and coherent manner, and include evidence of reflective thought, clarity of expression, creativity, and initiative. Also, correct grammar and mechanics are expected of all students, so please proofread your work. I would also recommend visiting the UNT writing center.

Artificial Intelligence (AI) Policy

This course permits some use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an **ethical and responsible manner**.

What that means is you can essentially think of these tools **as ways to help you learn** but **NOT to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on**. AI is more like your tutor or TA, **NOT a replacement for your independent thinking**.

This means that you **must**:

- **NOT use AI tools to replace** your own analysis or to avoid engaging with the course content.
- **Cite or explain any AI tools you use**. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- **Be transparent and honest** about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify me immediately and correct them as soon as possible.

Using AI tools in **an unethical or irresponsible manner**, includes:

- Copying or paraphrasing the output **without citation or transparency**,
- Using the output as your own work **without verification or integration** with original work you have created, or
- Using the output to **misrepresent your knowledge or skills**.

Using AI tools in this way is considered a form of **academic dishonesty** and will **result in a zero grade for the assignment and possible disciplinary action**. If you

have any questions about what constitutes ethical and responsible use of AI tools, please consult with me before submitting your work.

Also, make sure to consult the UNT policy on artificial intelligence. See policy here (https://hps.unt.edu/sites/default/files/documents/behv/artificial_intelligence_policy_may_2024.pdf).

Academic Integrity

Please make sure to review and follow the guidelines outlined in UNT's Policy Office on academic integrity, which includes the following statement:

> **Honor Code**: *"I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by UNT Student Academic Integrity Policy, 06.003 (https://policy.unt.edu/policy/06-003). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable."*

UNIVERSITY POLICIES & OTHER HELPFUL INFORMATION

ADA Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.

For additional information, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access/). You may also contact ODA by phone at (940) 565-4323.

Policy on Withdrawals (W's)

The program (and I) expects you to complete the course successfully. However, if you need to withdraw from EDCI 4840, you must withdraw on or before **November 5, 2026**. If you decide to withdraw by this date, you may do so through the myUNT portal and will receive a W in the course, which will not penalize your grade point average. Dropping a course may impact your financial aid so please reach out to the Dean of Students office if you have any concerns.
If you suffer a severe illness, injury or other hardship that prohibits you from completing the course, please reach out to me immediately so that I can advise you about possible step you may take. Please see more information at the Dean of Students Withdrawals and the Registrar's office websites.

Academic Success Resources

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to https://www.unt.edu/success/ and explore https://www.unt.edu/wellness/. To get all your enrollment and student financial-related questions answered, go to https://scrappysays.unt.edu/s/.

Equal Opportunity & Title IX

UNT is committed to ensuring an educational environment that is free of discrimination and harassment. To provide a safe and equitable learning environment for all students, discrimination, sexual assault, and harassment are therefore not tolerated by the university. If you feel that any of your rights under this policy and law have been violated, you are encouraged to file a report about any incident to the Equal Opportunity and Title IX Office. The office also provides resources for students who are pregnant, need ADA/504 support, need help with religious accommodations, and counseling

Campus Closure

Sometimes severe weather, events in, near and around campus, and other conditions can cause campus closure. Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the Campus Closures Policy (https://policy.unt.edu/policy/15-006). For more information about weather closures see the Weather Information website (https://www.unt.edu/weather.html).

*** 👀See the COURSE SCHEDULE on the following pages!**

COURSE SCHEDULE

*__FYI__: Please don't wait till the last minute to begin reviewing the texts for each class or working to complete assignments! Additionally, you should only review the texts for the "Teaching **Method** of the Week" if you have time available to do so!

Week, Date, & Topic		**Readings & Media for that Class Session** (Review prior to class!!)	**Assignments Due**
Unit I: Designing & Developing Student-Centered Learning Experiences			
WK #1, **08/20**	Introductions What do we want this class to be? What do we hope to learn?	1. Introduction and Course Overview • KWL — What do we know? What do we want to know? What (*will*) we learn? o Refresher on Freire (1979/2000) — *Pedagogy of the oppressed*, **Ch. 2** o Discuss aims and goals of the class.	• N/A
WK #2, **08/27**	Why is it important to be responsive to student learning needs? The importance of teaching for deeper and more authentic learning.	*The load this week looks heavy, but one is a podcast and the video is short! 1. Gonzalez, J. (2023, April 2). *What is the secret sauce for deeper learning?* [Podcast]. Cult of Pedagogy. https://www.cultofpedagogy.com/deeper-learning/ 2. Hammond, Z. (2015). Chapter 3: This is your brain on culture. *Culturally relevant teaching and the brain.* Corwin. 3. Teaching **Method** of the Week (**if you have time**) — Makerspaces • Watch this short video: Cultivating Growth Mindsets in Classroom Makerspace (Edutopia) **__NOT__ required **__but__** please watch **__if haven't read__ Freire (1979/2000), __OR__ need a refresher**, only pick one: ▪ Paulo Freire: The Banking Concept of Education ▪ 10 Concepts About Paulo Freire's Pedagogy| All You Need to Know ▪ Episode #210 ... The Pedagogy of the Oppressed (Paulo Freire, Education) ▪ Paulo Freire, Pedagogy of the Oppressed: Ellie Anderson and David Peña-Guzmán	• **Syllabus Quiz** (in Canvas) • **Decorate notebook cover to tell me more about you** — a part of Attendance & Participation Grade Week #3 • Weekly Text Reflection #1 (in notebook during class) — Quick One-Pager

WK #3, **09/03**	What is Backward Design, and how can it help me create lessons that address the needs of all learners? The art of lesson design, Part I.	1. Wiggins & McTighe (1998) — Only read Ch. 1 about Backward Design 2. 4 Laws of Learning (and How to Follow Them) — Cult of Pedagogy (podcast) 3. Teaching **Method** of the Week — A transdisciplinary approach • Smithsonian Education (2022) – "Teaching about real-world, transdisciplinary problems ..." • Annenberg Learner. (2015). *Reading and writing in the disciplines*. WGBH Educational Foundation. – Disciplinary Literacy	• **Decorate notebook cover to tell me more about you** — a part of Attendance & Participation Grade Week #3 • Weekly Text Reflection #2 (in notebook during class) — Concept map; **Bi-weekly in-class quick check**!

WK #4, **09/10**	How do you develop a curriculum that's all your own and best for students?
	
	The art of lesson design, Part II.
		1. Subversion: An Essential Tool for the Master Teacher — Cult of Pedagogy
		
		2. Critical Engagement with Materials — Learning for Justice
		
		3. Teaching **Method** of the Week —
		
		Hip-Hip Based Education
		• Comb through this website: Hip-Hop Education Center
		• Then read the article related to your subject area:
		  ○ Social Studies – Allen (2023)
		  ○ ELA – McNeil (2016) OR Kendrick Lamar Visits Mr. Mooney's Class (NPR Music)
		  ○ Fine Arts/Music – Kruse (2016)
			• Weekly Text Reflection #3 (in notebook during class) — Question & Answer

Unit II: Developing Our Classroom Communities			
WK #5, **09/17**	How do we build a rich learning environment?	1. Milner et al. (2019), "These Kids Are Out of Control" — Ch. 1 (***Make sure to bring your copy of the book to class**!) 2. Teaching **Method** of the Week — Pop Culture Pedagogy	• **Baseline TExES Practice Exam** due by 11:59 PM, **Tuesday,** 09/15 — **Hard** deadline!!

	Rethinking "classroom management".	• Jones (2023) – "Pop pedagogy: Ideas and advice for your lessons" • For ELA students ONLY — Meadows (2016), 9 Tips for Engaging Your English Class with Pop Culture (Cult of Pedagogy podcast)	• Weekly Text Reflection #4 (in notebook during class) — Sentence capture; **Bi-weekly in-class quick check**! • **Observation Artifact #1** — First Impressions & Questions
WK # 6, **09/24**	What are the consequences of a harmful classroom management approach?	1. Milner et al. (2019), "These Kids Are Out of Control" — Ch. 2 2. Emdin (2020) — "Teaching Isn't About Managing Behavior" 3. Teaching **Method** of the Week — Jigsaw Method • Video: What is Jigsaw Method?	• Weekly Text Reflection #5 (in notebook during class) — Exit Response
WK #7, **10/01**	What roles does student engagement play in classroom management? The ***true*** key to establishing a positive classroom environment.	1. Milner et al. (2019), "These Kids Are Out of Control" — Ch. 3 2. Ferlazzo (2022) — "Classroom management starts with student engagement" 3. Teaching **Method** of the Week — Inquiry Based Learning • Video: Understanding Inquiry Based Learning (for Teachers) • Video: Students at the Center: Inquiry-Based Learning at Pittsfield Middle and High School • Ferlazzo (2021) – 'Cultivating Student Questioning is Not a Onetime Thing'	• Weekly Text Reflection #6 (in notebook during class) — Free-write reaction (connect to your experience) • **Notebook Check** — turn in for a grade (see rubric)!
WK #8, **10/08**	Why should we care?! The role of care in classroom management.	1. Milner et al. (2019), "These Kids Are Out of Control" — Ch. 4 2. Learning for Justice — Engaging Families and Caregivers 3. Teaching **Method** of the Week —	• **Microteach #1** — Day 1 (only ½ of the class) • Weekly Text Reflection #7 (in

		Pick **2** from the list to explore — Disciplinary Resources (Swalwell, 2022)	notebook during class) — T-chart Analysis ***Mid-point **student check-in/feedback** — exit ticket!
WK #9, **10/15**	What are restorative practices? How can restorative practices help create classrooms where students feel safe?	1. Milner et al. (2019), "These Kids Are Out of Control" — Ch. 5 2. Cult of Pedagogy Podcast — Repairing harm: A better alternative to punishment 3. Teaching **Method** of the Week — Socratic Seminars • Daniels (2014) – Implementing successful Socratic seminars in a challenging urban school. • Video: How I designed an inclusive Socratic Seminar (and You Can Too!) • Video: Scaffolding discussion skills with a Socratic Circle (Edutopia) • Video: AVID Socratic Seminar	• Weekly Text Reflection #8 — Quick One-Pager; **Bi-weekly in-class quick check**! • **Microteach #1** cont'd — Day 2 (other ½ of the class that hasn't gone yet)
Unit III: Developing Our Teacher Practice & Reflexivity			
WK #10, **10/22**	How do we meet the needs of diverse learners? The role of differentiation.	1. Tomlinson & Moon (2013) — Preface and Ch. 1 2. Edutopia (2010) — "Use Formative Assessment to Differentiate Instruction" 3. Video: The 4 ways that you can differentiate in the classroom 4. Teaching **Method** of the Week — Creating graphic organizers • Cult of Pedagogy – The Great and Powerful Graphic Organizer • Review/dig through this website – PZ's Thinking Routines Toolbox (Harvard Graduate School of Education)	• Weekly Text Reflection #9 — Graphic organizers • **Field Experience Lesson Plan #1** • **Observation Artifact #2** — Classroom management approach

WK #11, **10/29**	What's left to cover? All the other stuff!	1. Mansilla, V. B. (2016) — How to be a global thinker? 2. Thinking about the context you want to teach in and your interests, then **choose 1** to review/engage with: • Muhammad, G. (2023). *Unearthing joy: A guide to culturally and historically responsive teaching and learning*. Scholastic. – The introduction and Ch. 1 (pp. 12-55). • Culturally Responsive Curriculum Scorecard Toolkit – Education Justice Research & Organizing Collaborative, NYU Steinhardt • Laughlin, P., & Nganga, L. (2008). Interdisciplinary ways of knowing: A collaborative teacher education project for culturally responsive pedagogy in rural white America. *Spaces for Difference: An Interdisciplinary Journal*, 1(2), 96-125. • Checkoway, B., Lipa, T., Vivyan, E., & Zurvalec, S. (2017). Engaging Suburban Students in Dialogues on Diversity in a Segregated Metropolitan Area. *Education and Urban Society*, *49*(4), 388-402. https://doi-org.libproxy.library.unt.edu/10.1177/0013124516643762 3. Teaching **Method** of the Week — Collaborative Learning • Teaching Channel – Collaborative Learning Strategies • Cult of Pedagogy – 17 Tweaks That Make a Big Difference in Group Work	• **Microteach #2** (only ½ of the class) • Weekly Text Reflection #10 — Sentence Capture; **Bi-weekly in-class quick check**!
WK #12, **11/05** *Last day you can **withdraw/drop** the class is 11/06!	How can technology aid our instruction? The role of technology in the classroom.	1. Nieves (2023) — 5 Ways to use AI tools to meet students' needs (Edutopia) 2. Richman (2023) — Some ideas for using ChatGPT in middle and high school classes (Edutopia)	• **Microteach #2** cont'd — Day 2 (other ½ of the class that hasn't gone yet) • Weekly Text Reflection #11 — Quick write response

WK #13, **11/12**	What is the PPR? Deep dive into the PPR.	1. Fuery (2020) — The Stubborn Myth of "Learning Styles" 2. Cult of Pedagogy (2023) — Supporting intermediate English learners in every subject	• **Field Experience Lesson Plan #2** • Weekly Text Reflection #12 — Final Reflections/Takeaways • **Last Notebook Check** — turn in for a grade (see rubric)!
WK #14, **11/19** Last in-person class! 🫂	What are we walking away with?	1. TEDx Talk Video — What makes a good teacher great? (Azul Terronez)	• **Final attempt of the TExES Practice Exam** due by 11:59 PM, **Sunday**, 11/15 — **Hard** deadline!!
11/22 - 11/28 — Break for Thanksgiving Week 🏕️🦃🍁🙏			
Final assignment	• **Observation Artifact #3** — Due **NO later** than **Monday, Dec 7th** at 12 PM • **Must take your real content exam by Tuesday, December 15th** if you are planning to start Clinical Teaching in Spring 2027. ***Fall 2026 grades are due by Monday, 12/14 at 4 PM!**		