

EDEE 3380 Teaching and Learning in Elementary Grades (EC-6)

Fall 2017

Syllabus

Instructor: Jeannette L. Ginther, Ed.D.
Class Location: Matthews Hall 108
Time of Class: Thursday 5:30pm – 8:20pm (**See course schedule for meeting dates/times**)
Office: Matthews Hall 204F
Office Hours: MWF 10:00am – 12:00pm or by appointment
Email: jeannette.ginther@unt.edu

Course Description: Effective teaching practices through reflective decision making in grades EC-6. Includes the fundamental teaching skills of planning for instruction, implementing appropriate teaching strategies, integrating the curriculum, integrating technology into teaching, grouping children for instruction, acquiring appropriate materials/resources, assessing student learning, and establishing and maintaining a safe and effective learning environment. Prerequisite(s): Admission to the teacher education program.

Purpose and Rationale: The purpose of this course is to engage learners in the nuances of setting classroom conditions that support meaningful learning, defined as learning that is able to be applied to novel situations and contexts. To this end, this course delves into the ways in which learners can create a classroom environment that fosters this culture of deep, reflective thinking. In addition, learners will be engaged in planning lessons and/or units that include the appropriate use of teaching strategies, technology, integration of content, and assessment for the diverse population of students in our American schools.

Communication

The official manner of communication outside of class meetings and office hours will be by email to jeannette.ginther@unt.edu (**NOT through Blackboard**). When sending emails, please attend to the following:

1. Put EDEE 3380 in the subject line of the email
2. Clearly elaborate your question or concern
3. Include your full name at the close of your message

Please note: Before you send an email, please make sure you have used due diligence to answer your question yourself. Refer first to assignment instructions, assignment rubrics provided, Blackboard announcements, and your syllabus. Emails sent during evening/weekend hours may not be addressed until the next business day.

Required Texts:

Wiggins, G., & McTighe, J. (2005). *Understanding by design, expanded 2nd edition*. Boston, MA: Pearson.

Lemov, D. (2015). *Teach like a champion 2.0: 62 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass

Website Resources:

<https://jaymctighe.com/resources/downloads/>

Course Goals:

1. Design lesson plans and/or unit using a “backward design” approach for both inquiry (5E) and direct (Madeline Hunter) teaching approaches.
2. Associate various learning theories with their applications in writing various types of lesson plans.
3. Design lesson plans and/or unit using a “backward design” approach that integrates age-appropriate content from multiple content areas.
4. Appropriately integrate technology (based on technology-related TEKS) into lesson planning.
5. Demonstrate knowledge of how to organize children and materials for self-directed learning and group learning and apply this knowledge to lesson planning.
6. Demonstrate understanding of teaching strategies appropriate for direct and inquiry teaching approaches, and apply this knowledge to lesson planning.
7. Create a traditional and alternative assessment aligned with teaching objectives and instructional strategies.
8. After analyzing case studies regarding classroom arrangement and establishing routines and procedures, learner will develop courses of action that will allow for a safe and effective learning environment.
9. Demonstrate understanding of how to create a positive, safe, and effective learning environment.

Content Standards:

Texas Pedagogical and Professional Responsibilities (PPR) Standards: I, II, III

TASC Standards: 1, 2, 3, 4, 5, 6, 7, 8

Key Assignment Standards:

PPR Standards I, II, III; ACEI 1.0, 3.1, 3.2, 3.3., 3.4, 4.0; CCRS CD1A, CD1B, CD1D, CD1E, CD1F, CD2A, CD2E; In TASC Standards 1, 2, 3, 4, 5, 6, 7, 8

Grading:

90-100= A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Required Assignments:

| ASSIGNMENTS | Percent of Grade |
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| PROFESSIONALISM AND PARTICIPATION Teachers must exhibit a <i>high degree of professional behavior and have exemplary attendance</i> in order to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. <i>This grade will include daily attendance, participation during activities, peer reviews, in-class discussions about content and readings, informal presentations, and professional behavior.</i> | 20% |
| WRITTEN REFLECTIONS You will compose four revealing, introspective, and insightful written reflections about your learning experiences in this course. Some reflections will be guided by prompts and all must demonstrate <i>critical and evaluative thinking about the course content</i> as it applies to the teaching profession. The reflections must be submitted as PDFs in Bb before midnight on the designated dates. | 20% |
| UbD UNIT PLAN Throughout this course, you will be designing a unit plan which demonstrates your ability to align learning goals with appropriate, authentic, and engaging instructional models as well as formative and alternative assessments. You will utilize the <i>Understanding By Design</i> template/format for this plan. You will bring hard copies of each stage to class AND submit each stage to Bb by midnight on the designated dates. Stage 1: Desired Results 15% You will identify the TEKS, transfer goals, essential questions, enduring understandings, and knowledge/skills statements for your unit. Stage 2: Evidence/Assessment 15% You will design a student performance task utilizing the <i>GRASPS</i> process. You will also design a traditional assessment such as a quiz or test. Both will be included in Stage 2. Stage 3: Learning Plan 5% You will develop a descriptive list of differentiated, multi-sensory, and collaborative learning activities that will be implemented during your unit of instruction. | 35% |
| LESSON PLAN #1: DIRECT INSTRUCTION (TK20 ASSIGNMENT) After designing your UbD Unit, you will create a lesson plan using the <i>Madeleine Hunter</i> direct instruction format. You will submit this lesson plan directly to Bb AND you must bring a hard copy of the lesson plan to class on the designated date. You may not submit a lesson that you have earned credit for in another class. | 10% |
| LESSON PLAN #2: INQUIRY BASED INSTRUCTION After designing your UbD Unit, you will create a lesson plan using the <i>5E Inquiry Based</i> instruction format. You will submit this lesson plan directly to Bb AND you must bring a hard copy of the lesson plan to class on the designated date. You may not submit a lesson that you have earned credit for in another class. | 10% |
| PRESENTATION OF UbD UNIT You develop a presentation which highlights the key components of your UbD Unit. Your presentation can be presented digitally or face-to-face. | 5% |

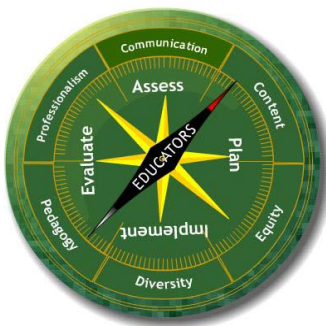
Course Schedule:

Changes may occur as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates. Check Blackboard for specific assignment due dates/times. Reading assignments will be announced during class and on Blackboard. **Upload all assignments as a PDF. Points will be deducted for ALL late work.**

| Topic | Class Activities | Assignments and Due Dates |
|---|---|--|
| Week 1: August 31 Face-to-Face Introduction to the Course | <ul style="list-style-type: none"> ✓ First Class ✓ Introductions ✓ Team Building ✓ Norms ✓ Course Overview ✓ Syllabus/Assignments ✓ Attendance Policy ✓ Creating a Culture for Learning/Relationships and Respect in the Classroom ✓ District and School Expectations for Unit/Lesson Planning ✓ Curriculum Scope and Sequence ✓ Anatomy of the TEKS | Due: Student Information Survey: https://www.surveymonkey.com/r/GJKNQVS Complete before midnight on Wednesday 8/30. Due: Create an account with TES Teach: https://www.tes.com/lessons Class Code: hpqz Join this class before midnight on Wednesday 8/30. |
| Week 2: September 7 Face-to-Face Understanding By Design | <ul style="list-style-type: none"> ✓ Stage 1 of UbD: Desired Results ✓ Transfer Goals ✓ Essential Questions ✓ Enduring Understandings ✓ Knowledge/Skill Statements | Due: Read UbD Ch. 1-3 BEFORE coming to class on 9/7. Due: Select a grade level, subject, and topic for your UbD Unit BEFORE coming to class on 9/7. |
| Week 3: September 14 Online Alignment | <ul style="list-style-type: none"> ✓ Week 3 Online Learning Experience: <i>Alignment</i> (log into Bb for instructions and tasks) ✓ Work on all sections of UbD Stage 1 | Due: Complete all tasks associated with the Week 3 Online Learning Experience before midnight on Thursday 9/14. |
| Week 4: September 21 Online Authentic Assessment | <ul style="list-style-type: none"> ✓ Week 4 Online Learning Experience: <i>Authentic Assessment</i> (log into Bb for instructions and tasks) ✓ Work on all sections of UbD Stage 1 | Due: Complete all tasks associated with the Week 4 Online Learning Experience before midnight on Thursday 9/21. Due: Written Reflection #1 in Bb by midnight on Sunday 9/24. |
| Week 5: September 28 Face-to-Face Performance Tasks | <ul style="list-style-type: none"> ✓ Peer Review of Stage 1 ✓ Stage 2 of UbD: Evidence ✓ GRASPS Process for Performance Task Design ✓ Traditional Assessment Designs | Due: Bring a HARD COPY of Stage 1 with you to class on Thursday 9/28. Due: Read UbD Ch. 4-6 BEFORE coming to class on Thursday 9/28. |
| Week 6: October 5 Online I Do, We Do, You Do | <ul style="list-style-type: none"> ✓ Week 6 Online Learning Experience: <i>I Do, We Do, You Do</i> (log into Bb for instructions and tasks) | Due: Complete all tasks associated with the Week 6 Online Learning Experience before midnight on Thursday 10/5. |

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| Week 7: October 12 Online Teaching that Sticks | <ul style="list-style-type: none"> ✓ Week 7 Online Learning Experience: <i>Teaching that Sticks</i> (log into Bb for instructions and tasks) ✓ Work on Stage 2: Evidence Performance Task and Traditional Assessment | Due: Complete all tasks associated with the Week 7 Online Learning Experience before midnight on Thursday 10/12. Due: Submit Stage 1 of UbD in Bb by midnight on Sunday 10/15. |
| Week 8: October 19 Online Quality Questioning | <ul style="list-style-type: none"> ✓ Week 8 Online Learning Experience: <i>Quality Questioning</i> (log into Bb for instructions and tasks) ✓ Work on Stage 2: Evidence Performance Task and Traditional Assessment | Due: Complete all tasks associated with the Week 8 Online Learning Experience before midnight on Thursday 10/19. Due: Written Reflection #2 in Bb by midnight on Sunday 10/21. |
| Week 9: October 26 Face-to-Face Learning Plan | <ul style="list-style-type: none"> ✓ Peer Review of Stage 2 ✓ Stage 3 of UbD: Learning Plan ✓ Evidence-Based Instructional Strategies ✓ UNT Lesson Plan Template ✓ Madeline Hunter Model ✓ When to Utilize Direct Instruction | Due: Bring a HARD COPY of Stage 2 with you to class on Thursday 10/26. Due: Read UbD Ch. 9-10 BEFORE coming to class on 10/26. |
| Week 10: November 2 Face-to-Face Learning Plan (continued) | <ul style="list-style-type: none"> ✓ Peer Review of Stage 3 ✓ 5E Model ✓ When to Utilize Inquiry Based Learning ✓ Technology Integration | Due: Bring a HARD COPY of Stage 3 with you to class on Thursday 11/2. |
| Week 11: November 9 Online Mindset | <ul style="list-style-type: none"> ✓ Week 11 Online Learning Experience: <i>Mindset</i> (log into Bb for instructions and tasks) | Due: Complete all tasks associated with the Week 11 Online Learning Experience before midnight on Thursday 11/9. Due: Submit Stage 2 and Stage 3 into Bb before midnight on Sunday 11/12. |
| Week 12: November 16 Online Workshop Week | <ul style="list-style-type: none"> ✓ Work on MH and 5E Lesson Plans ✓ Work on Presentation of UbD Unit | Due: Written Reflection #3 in Bb by midnight on Sunday 11/19. |
| Week 13: November 23 NO CLASS MEETING THANKSGIVING | Enjoy this time with your family and friends! | |
| Week 14: November 30 Face-to-Face Motivation and Engagement | <ul style="list-style-type: none"> ✓ Peer Review of Lesson Plan #1 and Lesson Plan #2 ✓ Student Motivation and Engagement in the 21st Century ✓ Classroom Management | Due: Bring HARD COPIES of Lesson Plan #1: Madeline Hunter and Lesson Plan #2: 5E to class with you on Thursday 11/30. Due: Submit BOTH Lesson Plans in Bb by midnight on Sunday 12/3. |
| Week 15: December 7 Face-to-Face | <ul style="list-style-type: none"> ✓ Last Class Session ✓ UbD Unit Presentations ✓ Guest Speakers TBA ✓ Culmination Activity | Due: Presentation of UbD Unit due on 12/7. Due: Written Reflection #4 in Bb by Sunday 12/10. |
| Week 16: Finals Week | NO CLASS MEETING | |

Policy Statements:



Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

Teacher Education & Administration ***Departmental Policy Statements***

UNT Career Connect: All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default> .

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability

Accommodation at 940-565-4323 during the first week of class.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

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 <https://deanofstudents.unt.edu/conduct>.

Attendance: See the instructor’s attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptops: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20-campus-tools>. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current 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 TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.