

EDEE/EDME 3380



Teaching and Learning in the Elementary and Middle Grades (Fall 2020 REMOTE/HYBRID)

Course Basics



Instructor: Jeannette L. Ginther, Ed.D.

Class Location: REMOTE/HYBRID

Time of Class: Thursday 5:30-8:20pm

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Office: Matthews Hall 204F

Office Hours: Available on Zoom by appointment

"Learning is not the product of teaching. Learning is the product of the activity of learners."

-John Holt

Course Description

Effective teaching practices through reflective decision making in grades EC-6 and 4-8. 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 can 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, cultural responsiveness, and assessment for the diverse population of students in our American schools.

Professionalism and Engagement

Teachers must exhibit a high degree of professional behavior 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. ***This includes engagement and participation during all learning activities, online discussions about content and readings, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.***

Attendance Policy

This is a performance-based active online/remote class, so attendance will be measured by ***your participation in online Zoom discussions, and your completion and submission of assignments on their designated due dates.*** Half of a letter grade will be deducted for all assignments submitted after the due date. If you are unable to participate in a scheduled, synchronous Zoom session, please notify the instructor in advance, and view the recorded Zoom as soon as possible following your absence. You may need to schedule a visit with the instructor during Zoom office hours should you miss a required Zoom.

Required Text

Sprengr, M. (2018). *How to Teach So Students Remember, 2nd Edition*. ASCD.

Course Objectives

- Design lesson plans and/or unit using a “backward design” approach for both inquiry (5E) and direct (Madeline Hunter) teaching approaches.
- Associate various learning theories with their applications in writing various types of lesson plans.
- Design lesson plans and/or unit using a “backward design” approach that integrates age-appropriate content from multiple content areas.
- Integrate technology (based on technology related TEKS) into lesson planning.
- Demonstrate knowledge of how to organize children and materials for self-directed learning and group learning and apply this knowledge to lesson planning.
- Demonstrate understanding of teaching strategies appropriate for direct and inquiry teaching approaches and apply this knowledge to lesson planning.
- Create a traditional and an authentic assessment aligned with teaching objectives and instructional strategies.
- Analyze case studies regarding classroom management and design plans to ensure a safe and effective learning environment.
- Demonstrate an 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

Pandemic/COVID-19 Considerations

We are currently in the midst of an unprecedented global pandemic with COVID-19 at this time, and as faculty, we recognize that this can place you or others you know in uncertain positions. Some of you may be caring for your children. Some of you might be caring for your siblings and/or elders. Your schedules and jobs may be unpredictable, and finances may be strained. Some of you may be doing okay right now, and if that is the case, I want it to remain that way for you. All I ask that you PLEASE STAY in communication with me if things get tough, especially if I reach out to check on you via Canvas or email. I will do the best I can to support you (or direct you to the support you need), and I will ALWAYS be compassionate, caring, understanding, and patient.

Required Assignments

Discussion Board Posts = 20% of your Final Grade (5% each)

Performance Tasks = 70% of your Final Grade (14% each)

Professionalism and Engagement = 10% of your Final Grade

Mental Health and Suicide Prevention Training = Required Training for Certification/Not Graded

Please note that in order to receive a final grade of **A in this course, ALL assignments must be completed and submitted before **Monday, December 7, 2020**.*

Grading 90-100 = A 80-89 = B 70-79 = C 60-69 = D 0-59 = F

Fall 2020 Class Schedule with Assignments (Subject to Change as Needed)

Week/Topic	Assignments and Due Dates
Week 1 Introduction to the Course Welcome!	Watch: Pre-Recorded Welcome/Introduction Video in Canvas on or before Thursday, August 27! Complete: Read through the syllabus and preview course schedule/assignments in Canvas prior to Monday, August 31. Due: Student Information Questionnaire in Survey Monkey and Breaking the Ice Discussion Board Post in Canvas by midnight on Monday, August 31.
Weeks 2-4 Module 1 Cultivating an Environment for Learning	Zoom: Thursday, September 3, 8:00-8:20pm (Link will be provided in Canvas) Complete: All readings, instructional activities, and videos for Module 1 by Monday, 9/7. Due: Module 1 Discussion Board Post in Canvas by midnight on Monday, 9/14. Module 1 Performance Task in Canvas by midnight on Monday, 9/21.
Weeks 5-7 Module 2 Mindset, Motivation, and Management	Zoom: Thursday, September 24, 8:00-8:20pm (Link will be provided in Canvas) Complete: All readings, instructional activities, and videos for Module 2 by Monday, 9/28. Due: Module 2 Zoom with PLC Group and submit discussion reflection in Canvas by midnight on Monday, 10/5. Module 2 Performance Task in Canvas by midnight on Monday, 10/12.
Weeks 8-10 Module 3 Effective Instructional Design and Assessment	Zoom: Thursday, October 15, 8:00-8:20pm (Link will be provided in Canvas) Complete: All readings, instructional activities, and videos for Module 3 by Monday, 10/19. Due: Module 3 Discussion Board Post in Canvas by midnight on Monday, 10/26. Module 3 Performance Task in Canvas by midnight on Monday, 11/2.
Weeks 11-13 Module 4 Meeting the Needs of Diverse Learners	Zoom: Thursday, November 5, 8:00-8:20pm (Link will be provided in Canvas) Complete: All readings, instructional activities, and videos for Module 4 by Monday, 11/9. Due: Module 4 Zoom with PLC Group and submit discussion reflection in Canvas by midnight on Monday, 11/16. Module 4 Performance Task in Canvas by midnight on Monday, 11/23.
Weeks 14-15 Module 5 Technology Integration and Alternative Instructional Designs	Watch: Pre-Recorded Video in Canvas on or before Monday, December 1! Complete: All readings, instructional activities, and videos for Module 5 by Monday, 11/30. Due: Module 5 Performance Task in Canvas by midnight on Monday, 12/7. (There is no Discussion Board assignment for Module 5)
Week 16 Finals Week	Due: Mental Health and Suicide Prevention Training in Canvas by midnight on Monday, 12/7. There will not be a final exam for this course!

***All assignments are subject to change and half a letter grade will be deducted for ALL late work**

Department and University Policy Statements



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.

Food/Housing Insecurity. The UNT Food Pantry is currently closed, but this website will direct you to alternate locations that are providing food at this time:

<https://deanofstudents.unt.edu/resources/food-pantry>. A student with difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students, Suite 409 at the University Union.

University Mental Health Services. The Student Health and Wellness Center Clinic is open. You can contact the center at 940-565-2333 or askSHWC@unt.edu. For mental health resources, please refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>.

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

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

semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

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

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

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.

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 Canvas. 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 Canvas 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, and format. 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>.

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.

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.

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.

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.