EDEE/ME 3380 Teaching and Learning in Elementary and Middle Grades
Fall 2018

Instructor:	Jeannette L. Ginther, Ed.D.
Class Location:	Matthews Hall 108
Time of Class:	**Thursday** 5:30-8:20 pm
Office:	Matthews Hall 204F
Office Hours:	**Tuesday** 11:00am – 2:00pm
	Wednesday 9:30am – 12:30pm

Email: jeannette.ginther@unt.edu

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, 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 Canvas). *Note: Emails sent during evening/weekend hours may not be addressed until the next business day.*

Required Texts:
Sprenger, M. (2018). *How to Teach So Students Remember, 2nd Edition.* ASCD.

Website Resources:
https://jaymctighe.com/resources/downloads/

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

Course Objectives:
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. 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 an authentic assessment aligned with teaching objectives and instructional strategies.
8. Analyze case studies regarding classroom management and design plans to ensure a safe and effective learning environment.
9. Demonstrate an understanding of how to create a positive, safe, and effective learning environment.

Student Learning Outcomes

- Demonstrate knowledge of the needs of diverse learners within the school community.
- Demonstrate respect and appreciation for the different perspectives within diverse populations.
- Demonstrate awareness of personal strengths (and areas for growth) as future educators.
- Develop professional communication and collaboration skills (oral and/or written).
- Apply theoretical concepts to authentic teaching situations.
- Demonstrate leadership skills such as those needed to plan, reflect, evaluate, and delegate.
- Demonstrate independence, autonomy, professionalism, and perseverance.
- Value personal involvement in community for socially constructive purposes.
- Gain meaningful feedback from community partners.
- Forge professional networks.

Service Learning in this Course

Definition: Service learning blends academic instruction, meaningful service, and critical reflective thinking to enhance student knowledge and build social responsibility.

Purpose: A service learning experience with a community partner has been embedded in this course to provide an authentic and mutually beneficial experiential learning opportunity. Students in this course will design instructional experiences for children with diverse learning needs at one of three school programs.

Community Partners: Denton City County Day School (DCCDS), Denton Parks and Recreation (DP&R) (after school program), and Grapevine Middle School (AVID).

Placement: Students will be placed with a community partner based on desired grade level (Early Childhood, Elementary, or Middle School).

Time Commitment: Students will spend approximately 5 hours preparing instruction and 3-5 hours teaching at their chosen agency over a period of 12 weeks.

Scheduling and Transportation: Students are required to attend all class sessions and school visits. Students must provide their own transportation to and from all locations.

Alternate Options: Students who are unable to attend school visits on the assigned dates may discuss an alternate, equivalent service learning option with the professor.

REQUIRED ASSIGNMENTS	Percent of Grade
PROFESSIONALISM AND PARTICIPATION Teachers must exhibit a *high degree of professional behavior and have exemplary attendance* 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 grade will include participation during service learning activities, peer reviews, in-class and online discussions about content and readings, informal presentations, interaction with peers, instructor, and guest speakers, appropriate technology use, and overall professional behavior.*	15%
UNDERSTANDING BY DESIGN (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 alternative and traditional assessments. You will utilize the *Understanding By Design* template/format for this plan.	20%
SERVICE LEARNING PROJECT (15%) Anticipation Reflection (15%) Lesson Plan(s) (Foliotek Assignment) (15%) Teaching and Learning Reflection (Foliotek Assignment) (5%) Statement of Personal and Professional Learning Outcomes	50%
CANVAS DISCUSSION BOARD POST This discussion board post will be a thoughtful analysis of your readings from *How to Teach so that Students Remember* by Marilee Sprenger.	5%
DIRECT INSTRUCTION/MADELINE HUNTER MODEL LESSON PLAN (FOLIOTEK ASSIGNMENT) You will create a lesson plan using the *Madeline Hunter* direct instruction format.	10%
MENTAL HEALTH AND SUICIDE PREVENTION TRAINING As part of this course, you are required to take the Texas teacher online training for mental health and suicide prevention. Once you have completed this training, you will submit a PDF version of the certificate to Canvas on the designated due date.	Required

PLEASE NOTE: ALL ASSIGNMENTS are subject to changes at ANY time. ALL assignments must be submitted into Canvas/Foliotek on the designated due date.

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/or on Blackboard. <mark>Upload all assignments as a PDF. Points will be deducted for ALL late work.</mark>

Week	In Class	Reading/Assignments/Due Dates
Week 1 *August 30*	Introductions/Team Building Course Overview Introduction to Service Learning Establishing a Culture for Learning How to Teach so Students Remember	**Due:** **Student Information Survey in Survey Monkey on Friday, 9/1 by midnight!**
Week 2 *September 6*	**Classroom Management** Setting Up Behavioral Expectations The Importance of Relationships How Emotions Affect Learning	**Due:** **DCCDS – Criminal Background Check forms due in class on 9/6.** **AVID – Fill out Volunteer Background Check application before 9/6.** http://www.gcisd-k12.org/cms/One.aspx?portalId=96313&pageId=212062 **DP&R – No background check required** Reading due BEFORE CLASS on this day: *How to Teach* pgs. 1-36 (Reach and Teach)
Week 3 *September 13*	**Creating a Unit Plan** UbD: Backwards Design Overview • Desired Results • Evidence/Assessment • Planning for Learning UbD Stage 1: Desired Results *What do we want our students to know and be able to do?*	Reading due BEFORE CLASS on this day: *How to Teach* pgs. 37-59 (Reflect)
Week 4 *September 20*	**Creating a Unit Plan** UbD Stage 2: Evidence/Assessment *How will our students demonstrate their knowledge and skills?* Performance Tasks (Authentic Assessment) Traditional Assessments	**Due:** **Bring hard copy of Rough Draft of Stage 1 (Desired Results) to class on this day for peer review.** Reading due BEFORE CLASS on this day: *How to Teach* pgs. 61-80 (Recode)

Week 5 *September 27*	**Creating a Unit Plan** UbD Stage 3: Planning for Learning *How will we design instruction for our students?* Teaching that Sticks	**Due:** **Bring hard copy of Rough Draft of Stage 2 (Evidence/Assessment) to class on this day for peer review.**
Week 6 *October 4*	**ONLINE CLASS** Work on completing all stages of UbD Unit. Also: Complete the Service Learning Anticipatory Reflection.	**Due: Final Draft of Ubd Unit (Stages 1, 2, & 3) submitted to Canvas by midnight on this day (10/4)!** **Due: Service Learning Anticipatory Reflection submitted to Canvas by midnight on this day (10/4)!**
Week 7 *October 11*	**Service Learning Project** Designing the Experience Creating a Lesson Plan Differentiating Instruction for Diverse Learners	**Reading due BEFORE CLASS on this day:** *How to Teach* pgs. 81-102 (Reinforce)
Week 8 *October 18*	**Service Learning Project** Designing the Experience Creating a Lesson Plan Differentiating Instruction for Diverse Learners	**DCCDS ONLY: Lesson Plans (3) must be completed and reviewed by the professor before the end of class on this day.**
Week 9 *October 25*	**ONLINE CLASS** Complete the Reading and Discussion Board Post. DCCDS Visit TBD this week	**Due: Discussion Board Post submitted to Canvas by midnight on this day (10/25)!** **Reading due BEFORE discussion board post in Canvas on this day:** *How to Teach* pgs. 103-126 (Rehearse)
Week 10 *November 1*	**Service Learning Project:** Designing the Experience Creating a Lesson Plan Peer Review/Discussions DCCDS Visit TBD this week	**DP&R and AVID ONLY: Lesson plan must be completed and reviewed by the professor before the end of class on this day.**
Week 11 *November 8*	**DP&R VISIT, THURSDAY 11/8** **AVID VISIT, FRIDAY 11/9** **DCCDS Visit TBD this week** ==*(Please note: AVID and DCCDS students do not attend class on Thursday, 11/8)*==	**DP&R and AVID: Please arrive to your scheduled location ON TIME and DRESSED PROFESSIONALLY!!!!!!!!!**

Week 12 *November 15*	**Service Learning Project:** Debrief, discuss, reflect, share, and celebrate! Also: Madeline Hunter Lesson Plan Model	**Due:** **Service Learning Lesson Plan(s) and Teaching and Learning Reflection must be submitted to Foliotek by midnight on Friday (11/16)!** Reading due BEFORE CLASS on this day: *How to Teach* pgs. 127-147 (Review)
Week 13 *November 22*	**No Class/Thanksgiving** **Relax and enjoy this time with your friends and family!**	**No assignments due!**
Week 14 *November 29*	Last class session! Attendance Required! Case Studies: What Would You Do? Culmination Activity	**Due: Madeline Hunter Lesson Plan submitted to Canvas/Foliotek by midnight on this day (11/29).** **Due:** **Bring a HARD COPY of Statement of Personal and Professional Learning Outcomes (Letter to the Director) to class with you on this day (11/29)! Also, submit this letter to Canvas by midnight.** Reading due BEFORE CLASS on this day: *How to Teach* pgs. 148-167 (Retrieve)
Week 15 *December 6*	**NO CLASS** **ALL assignments must be completed and submitted by midnight on this day to earn credit for this course!**	**Due: Mental Health and Suicide Prevention Training Certificate due in Canvas by midnight on this day (12/6)!**
Week 16 **Finals Week**	**No Class/Finals Week**	**Enjoy your vacation!**

Assignment Summary

Assignment	Due Date
Student Information Survey (Survey Monkey link)	Friday 9/1 by midnight
Criminal Background Checks (DCCDS and AVID only)	In class on Thursday 9/6
Hard Copy of Rough Draft of Stage 1: Desired Results	In class on Thursday 9/20
Hard Copy of Rough Draft of Stage 2: Evidence/Assessment	In class on Thursday 9/27
Final Draft of UbD Unit Plan Stages 1,2, and 3	In Canvas by midnight on Thursday 10/4
Service Learning Anticipatory Reflection	In Canvas by midnight on Thursday 10/4
Discussion Board Post	In Canvas by midnight on Thursday 10/25
Service Learning Lesson Plan(s)	In Canvas/Foliotek by midnight on Friday 11/16
Teaching and Learning Reflection	In Canvas/Foliotek by midnight on Friday 11/16
Madeline Hunter Lesson Plan	In Canvas/Foliotek by midnight on Thursday 11/29
Statement of Personal and Professional Learning Outcomes	In CLASS on Thursday 11/29 (Hard Copy). Also submit to Canvas
Mental Health and Suicide Prevention Training Certificate	In Canvas by midnight on Thursday 12/6

Course Attendance Policy:

Your attendance is absolutely CRITICAL for learning in this class.

- ✓ You are permitted *1 absence* without losing points from your grade. This absence does not require documentation, but you must notify the professor via email.
- ✓ Each additional absence (beyond the first one) will result in a *10-point deduction* from your total grade for *each class session missed*. You must notify the professor via email.
- ✓ Exceptions that will not result in point deductions: Documented death of an *immediate* family member, documented severe personal illness or life-threatening emergency, OR documented court appearance. Valid documentation (in original hard copy form) must be provided immediately upon return to class following absences due to the extenuating circumstances described above. If no documentation is provided, exceptions cannot be made.
- ✓ *IMPORTANT: You are still responsible for the work/content that you miss during any absence. You must complete readings and check with your peers for notes, instructions, updates, and information.*

University and Department Policy Statements:

The Educator as Agent of Engaged Learning:

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. Barbara Pazey 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.

Foliotek e-Portfolio. Foliotek is a free to you software data management system (MMS) 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 evidence/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://www.coe.unt.edu/office-educator-preparation/foliotek.

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/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.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.