

EDEE/EDME 3380



Teaching and Learning in the Elementary and Middle Grades (Summer 2020 5W1 ONLINE)

Course Basics



Instructor: Jeannette L. Ginther, Ed.D.

Class Location: Online

Time of Class: Online

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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 learning online class, so attendance and participation will be measured by 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.

Required Text

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

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.

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.

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>.

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

Week/Topic	Assignments and Due Dates
Week 1 <i>Cultivating an Environment for Learning</i>	Complete: Week 1 Module and all required readings, videos, and learning activities. Due: Student Information Survey by midnight on WEDNESDAY 6/3. Discussion Board Post in Canvas by midnight on WEDNESDAY 6/3. Performance Task #1 in Canvas by midnight on SUNDAY 6/7.
Week 2 <i>Motivation, Mindset, and Management</i>	Complete: Week 2 Module and all required readings, videos, and learning activities. Due: Discussion Board Post in Canvas by midnight on WEDNESDAY 6/10. Performance Task #2 in Canvas by midnight on SUNDAY, 6/14.
Week 3 <i>Effective Instructional Design</i>	Complete: Week 3 Module and all required readings, videos, and learning activities. Due: Discussion Board Post in Canvas by midnight on WEDNESDAY 6/17. (There will be no Performance Task due this week, but you will begin working on Performance Task #3 which is due next week on SUNDAY, 6/28.)
Week 4 <i>Meeting the Needs of Diverse Learners</i>	Complete: Week 4 Module and all required readings, videos, and learning activities. Due: Discussion Board Post in Canvas by midnight on WEDNESDAY 6/24. Performance Task #3 in Canvas by midnight on SUNDAY, 6/28.
Week 5 <i>Tying it All Together</i>	Complete: Week 5 Module and all required readings, videos, and learning activities. Due: Discussion Board Post in Canvas by midnight on WEDNESDAY 7/1. Mental Health and Suicide Prevention Training in Canvas by WEDNESDAY 7/1.

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

Required Assignments

Discussion Board Posts = 25% of your Final Grade

Performance Tasks = 60% of your Final Grade

Professionalism and Engagement = 10% of your Final Grade

Mental Health and Suicide Prevention Training = 5% of your Final Grade (automatic **A** for completion)

Please note that in order to receive a final grade of **A in this course, ALL assignments must be completed and submitted before **Wednesday July 1, 2020**.*

Grading

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

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://lrc.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 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>

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.