

EDEE/EDME 3380



Teaching and Learning in the Elementary and Middle Grades (Spring 2021 REMOTE)

Course Basics



Instructor: Jeannette L. Ginther, Ed.D.

Class Location: REMOTE/ZOOM

Time of Class: M/W 3:30-4:50pm

Email: jeannette.ginther@unt.edu

Office Hours: Zoom by appointment

"Education is the
movement from
darkness to light."

-Allan Bloom

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 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 while positioning themselves as anti-racist educators who promote equity and inclusivity.

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 attendance and participation in Zoom classes, 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. ***Attendance at scheduled Zoom sessions is REQUIRED for success in this course.*** Zoom reports will be accessed to verify attendance, so please ensure that your first and last name are visible on your Zoom account, and that you are logged in for the duration of each Zoom meeting. If you miss a Zoom meeting, you must notify the instructor as soon as possible.

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

In 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>.

Spring 2021 Class Schedule (Subject to Change as Needed)

Module/Topic	Week	Assignments and Due Dates
Welcome!	Week 1 1/11 & 1/13	COMPLETE: Student Information Questionnaire in Canvas by midnight on WEDNESDAY 1/13 COMPLETE: Discussion Board Post in Canvas by midnight WEDNESDAY 1/13
Module 1: Cultivating an Environment for Learning	Week 2 1/18 & 1/20	FIRST Required Zoom: WEDNESDAY 1/20 @4:00pm
	Week 3 1/25 & 1/27	READ: All Module 1 content in Canvas prior to Zoom on 2/1 COMPLETE: Zoom Preparation prior to Zoom on 2/1
	Week 4 2/1 & 2/3	Required Zoom: MONDAY 2/1 @4:00pm (Submit reflection by midnight) COMPLETE: Module 1 Performance Task in Canvas by midnight on SUNDAY 2/7
Module 2: Mindset, Motivation, and Management	Week 5 2/8 & 2/10	READ: All Module 2 content in Canvas prior to Zoom on 2/15 COMPLETE: Zoom Preparation prior to Zoom on 2/15
	Week 6 2/15 & 2/17	Required Zoom: MONDAY 2/15 @4:00pm (Submit reflection by midnight)
	Week 7 2/22 & 2/24	COMPLETE: Module 2 Performance Task in Canvas by midnight on SUNDAY 2/28
Module 3: Effective Instructional Design and Assessment	Week 8 3/1 & 3/3	READ: All Module 3 content in Canvas prior to Zoom on 3/8 COMPLETE: Zoom preparation prior to Zoom on 3/8
	Week 9 3/8 & 3/10	Required Zoom: MONDAY 3/8 @4:00pm (Submit reflection by midnight)
	Week 10 3/15 & 3/16	BEGIN: Module 3 & 4 Performance Task – Madeline Hunter Lesson Plan (Note: This Performance Task will be due in Canvas by midnight on SUNDAY 4/11)
Module 4: Meeting the Needs of Diverse Learners	Week 11 3/22 & 3/24	READ: All Module 4 content in Canvas prior to Zoom on 3/29 COMPLETE: Zoom preparation prior to Zoom on 3/29
	Week 12 3/29 & 3/31	Required Zoom: MONDAY 3/29 @4:00pm (Submit reflection by midnight)
	Week 13 4/5 & 4/7	COMPLETE: Module 3 & 4 Performance Task – Madeline Hunter Lesson Plan due in Canvas by midnight on SUNDAY 4/11
Module 5: Technology Integration/ Alternative Instructional Designs	Week 14 4/12 & 4/14	READ: All Module 5 content in Canvas prior to Zoom on 4/19 COMPLETE: Zoom preparation prior to Zoom on 4/19
	Week 15 4/19 & 4/21	Required Zoom: MONDAY 4/19 @4:00pm (Submit reflection by midnight) LAST CLASS SESSION!!!!
Finals Week	Week 16 4/26	COMPLETE: Mental Health and Suicide Prevention Training in Canvas by midnight on SUNDAY 4/25 (Note: No Final Exam in this Course)

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

Please note that in order to receive a final grade of **A in this course, ALL assignments must be completed and submitted before **Sunday, April 25, 2021.***

Grading

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

Spring 2021 Required Assignments

Assignment Description	Percentage of Final Grade
Zoom Attendance/Reflections (6 sessions worth 5% each) To be successful in this class, and in lieu of lengthy written assignments, your attendance and active participation will be required at 6 (six) scheduled Zoom classes throughout the semester. Zoom records will be accessed to verify your attendance, so please ensure that your first and last name are visible on your Zoom account, and that you are prepared for discussions and activities prior to each Zoom class. You will write a brief reflection following each Zoom class.	30%
Module 1: Performance Task For this performance task, you will be designing activities that you would use to cultivate a safe, positive environment for learning in your future classroom. In addition, you will be evaluating and selecting books for your classroom library that are free from bias and representative and inclusive of all learners. You will also create an action plan for future professional learning. For all parts of this task, you will be positioning yourself as an anti-racist educator who seeks to ensure equity for all students.	20%
Module 2: Performance Task For this performance task, you will interview a school aged child about mindset, motivation, and classroom rules/organization and compose a written analysis of the interview responses as they pertain to the module 2 content. Then, you will write a hypothetical letter to the parents of your future students outlining how you will organize classroom behavior, foster a growth mindset, promote intrinsic motivation, and implement restorative practices.	20%
Module 3&4: Performance Task – Madeline Hunter Lesson Plan You will be using the backward design model to develop a direct instruction (Madeline Hunter) style lesson plan that includes differentiated instruction for diverse learners, technology integration, and appropriately aligned formative/summative assessments.	25%
Mental Health and Suicide Prevention Training You will complete this state required training and submit the completion certificate in Canvas.	5%

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.

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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.

