

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

Instructor: Jeannette L. Ginther, Ed.D.
Class Location: Matthews Hall 115
Time of Class: Monday/Wednesday 3:30pm – 4:50pm
Office: Matthews Hall 204F
Office Hours: **Tuesday** 11:00am – 2:00pm
Thursday 11:00am – 2:00pm
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 is able to be applied to novel situations and contexts. To this end, this course delves into the ways in which learners can create a classroom environment that fosters this culture of deep, reflective thinking. In addition, learners will be engaged in planning lessons and/or units that include the appropriate use of teaching strategies, technology, integration of content, and assessment for the diverse population of students in our American schools.

Communication

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

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

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

Required Texts:

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

Website Resources:

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

Select ONE of the Following Books: (Must be purchased by you and received by February 5, 2017)

Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. New York: Riverhead Books.

Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. Boston: Houghton Mifflin Harcourt.

Course Goals:

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

Content Standards:

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

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

Key Assignment Standards:

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

Grading:

90-100= A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

REQUIRED ASSIGNMENTS	Percent of Grade
<p>PROFESSIONALISM AND PARTICIPATION</p> <p>Teachers must exhibit a <i>high degree of professional behavior and have exemplary attendance</i> to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. <i>This grade will include participation during activities, peer reviews, in-class discussions about content and readings, informal presentations, written reflections of learning, interaction with guest speakers, and professional behavior.</i></p>	15%
<p>MENTAL HEALTH AND SUICIDE PREVENTION TRAINING</p> <p>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 print the certificate and bring a hard copy to class on the designated due date for credit.</p>	5%
<p>UbD UNIT PLAN</p> <p>Throughout this course, you will be designing a unit plan which demonstrates your ability to align learning goals with appropriate, authentic, and engaging instructional models as well as formative and alternative assessments. You will utilize the <i>Understanding By Design</i> template/format for this plan.</p> <p>Stage 1: Desired Results</p> <p>You will identify the TEKS, transfer goals, essential questions, enduring understandings, and knowledge/skills statements for your unit.</p> <p>Stage 2: Evidence/Assessment</p> <p>You will design a student performance task utilizing the GRASPS process. You will also design a traditional assessment such as a quiz or test. Both will be included in Stage 2.</p> <p>Stage 3: Learning Plan</p> <p>You will develop a descriptive list of differentiated, multi-sensory, and collaborative learning activities that could be implemented during your UbD unit of instruction. You will also integrate instructional technology in this stage.</p>	25%
<p>LESSON PLAN #1: DIRECT INSTRUCTION/MADELINE HUNTER MODEL (TK20 ASSIGNMENT)</p> <p>You will create a lesson plan using the <i>Madeline Hunter</i> direct instruction format.</p>	10%
<p>LESSON PLAN #2: INQUIRY BASED INSTRUCTION/5E MODEL</p> <p>You will create a lesson plan using the <i>5E Inquiry Based</i> instruction format.</p>	10%
<p>INTERACTIVE INSTRUCTIONAL STATION DESIGN AND PRESENTATION</p> <p>Instructional stations are used in classrooms to provide differentiated, hands-on experiences for students to explore new knowledge using multiple learning styles. Using the format presented in class, you will work with a group to design and present stations that could be used to teach a critical concept in your elementary or middle school classroom.</p>	20%
<p>EDUCATIONAL BOOK STUDY AND PAPER</p> <p>In addition to the required text for this course, you will select and read one of the books from the list on page 2 of this syllabus. You will participate in scheduled peer discussions about this book. You will also complete a 3-page paper that connects your chosen book with concepts learned in this course as well as applications to teaching and learning in an elementary or middle school classroom.</p>	15%

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

Course Schedule (29 Class Sessions):

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. **Upload all assignments as a PDF. Points will be deducted for ALL late work.**

Week/Topic	Monday	Wednesday
Week 1 Course Overview Syllabus Attendance Course Expectations	1/15	1/17 First Day of Class Introductions Team Building Activity Format of Class Sessions Course Expectations
Week 2 Creating a Culture for Learning Effective Management and Procedures School/District Expectations for Lesson Planning The Anatomy of TEKS	1/22 Due: Student Information Survey by midnight (use link below). https://www.surveymonkey.com/r/RMMHKZR	1/24 Active Learning/Class Discussions
Week 3 Stage 1 of UbD: Desired Results Transfer Goals Essential Questions Enduring Understandings	1/29 Due: Read Chapters 1-6 of UbD prior to class on this day.	1/31 Active Learning/Class Discussions
Week 4 Stage 2 of UbD: Evidence/Performance Tasks Authentic Assessment and Alignment	2/5 Peer Review of Stage 1 Due: Bring a hard copy draft of Stage 1 to class with you on this day.	2/7 Due: Read Chapters 7-8 of UbD prior to class on this day.
Week 5 Stage 2 of UbD Authentic Assessment and Alignment (continued)	2/12 Active Learning/Class Discussions	2/14 Peer Review of Stage 2 Due: Bring a hard copy draft of Stage 2 to class with you on this day.
Week 6 Stage 3 of UbD: The Learning Plan Instructional Strategies Technology Integration	2/19 Due: Read Chapter 9 of UbD prior to class on this day.	2/21 Active Learning/Class Discussions
Week 7 Stage 3 of UbD (continued) Teaching that Sticks Student Mindset, Motivation, and Engagement	2/26 Peer Book Study Session #1 Due: Read <i>Teaching that Sticks</i> article in Bb prior to class on this day.	2/28 Peer Review of Stage 3 Due: Bring a hard copy draft of Stage 3 to class with you on this day. Submit ENTIRE UNIT PLAN to Bb by midnight on this day.

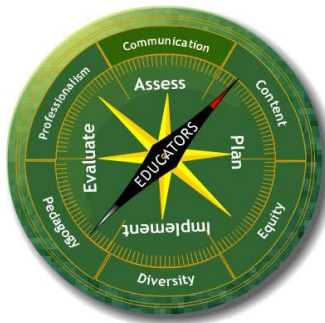
Week 8 Direct Instruction/Madeline Hunter Lesson Plan Model Meeting the Needs of Diverse Learners Quality Questioning Depths of Knowledge	3/5 Active Learning/Class Discussions	3/7 Active Learning/Class Discussions
Week 9 SPRING BREAK	3/12 NO CLASS MEETING	3/14 NO CLASS MEETING
Week 10 Direct Instruction/Madeline Hunter Lesson Plan Model (continued)	3/19 Peer Review of MH Lesson Plan Due: Bring a hard copy draft of MH Lesson Plan to class with you on this day. Submit final draft to Bb by midnight.	3/21 Peer Book Study Session #2
Week 11 Inquiry Based Instruction/5E Model	3/26 Active Learning/Class Discussions	3/28 Due: Bring a hard copy of the Mental Health and Suicide Prevention Online Training Certificate to class.
Week 12 Inquiry Based Instruction/5E Model (continued)	4/3 Peer Review of 5E Lesson Plan Due: Bring a hard copy draft of 5E Lesson plan to class with you on this day. Submit final draft to Bb by midnight.	4/4 Peer Book Study Session #3 Introduction to Interactive Instructional Station Assignment
Week 13 Differentiated Instruction	4/9 Workshop Session for Interactive Instructional Station Design Assignment	4/11 Workshop Session for Interactive Instructional Station Design Assignment
Week 14 Presentations	4/16 Peer Book Study Session #4 Workshop Session for Interactive Instructional Station Design Assignment	4/18 Station Presentations
Week 15 Presentations	4/23 Station Presentations	4/25 Station Presentations
Week 16 Presentations	4/30 Station Presentations	5/2 Last Class Session Culmination Activity Due: Educational Book Study Paper due in Bb by midnight.
Week 17 Finals Week No Class Meetings	5/7 Finals Week	5/9 Finals Week

Course Attendance Policy:

Your attendance is absolutely CRITICAL for learning in this class.

- ✓ You are permitted **2 absences** without losing points from your grade. These first 2 absences do not require documentation, but you must notify the professor via email.
- ✓ Each additional absence (beyond the first 2) will result in a **5-point deduction** from your total grade for **each class session missed**.
- ✓ 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.**
- ✓ 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 Policy Statements:



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

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

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

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

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

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

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

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

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

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

Teacher Education & Administration Departmental Policy Statements

UNT Career Connect: All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student

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

Disabilities Accommodation: "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

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

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

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

Attendance: See the instructor's attendance policy.

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

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

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

work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

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

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

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

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

TEXES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

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

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