DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION:
PREPARING TOMORROW’S EDUCATORS AND SCHOLARS

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.

EDCI 5010 CATALOGUE DESCRIPTION
Processes of learning and development related to teaching in diverse EC-12 school settings. Cognitive, social, physical and moral development research is presented, and practical examples applied to teaching practice are demonstrated. Also explored are student differences with regard to intelligence, learning style, culture, economic status and gender. Additional topics include operant conditioning, social learning theory, information processing, constructivism and motivation theory as well as various approaches to instruction. In order to be compliant with the Texas Education Agency requirement for teacher certification, 15 hours of video observation of instructional scenarios is required in this course. Prerequisite(s): None.

COURSE LEARNING OBJECTIVES
By the end of EDCI 5010, students will be able to:

CLO 1: Describe how to establish an inclusive, equitable, anti-racist, culturally responsive classroom environment that fosters respect, rapport, and learning growth.
- Analyze ways in which teacher behavior and teacher-student interaction impact learning
- Identify ways to cultivate a safe, inclusive classroom that addresses students’ physical, intellectual, social, and emotional needs
- Apply knowledge of anti-racist and culturally responsive pedagogy to evaluate
instructional materials and plan learning experiences for students with diverse cultural,
linguistic, economic and academic characteristics

- Engage in critical self-reflection and develop an action plan to achieve professional
growth in the areas of anti-racist and culturally responsive pedagogy

CLO 2: Articulate effective strategies for organizing student behavior and establishing a
productive learning environment.

- Compare and evaluate procedures for promoting appropriate student behavior and
maximizing student learning in the classroom
- Use evidence to critique discipline procedures that contribute to systemic oppression of
student groups
- Develop a research-based plan for establishing classroom rules, managing transitions
and materials, responding to various types of behavior, and implementing restorative
practices for conflict resolution

CLO 3: Design meaningful, evidence-based learning experiences and assessments that are
effective, equitable, engaging, and accessible for all students.

- Articulate the role of major learning theories in the instructional design process
- Create learning objectives, assessments, and an instructional plan based on appropriate
state standards using the backward design model
- Analyze, evaluate, and select instructional techniques that actively motivate and engage
students in the learning process

CLO 4: Evaluate students' developmental, linguistic, social, emotional, and academic needs to
differentiate learning experiences and assessments.

- Explain ways in which developmental characteristics, learning styles, and
home/community factors impact the academic achievement of EC-12 students
- Describe the teacher's role in determining and implementing appropriate
instructional/assessment accommodations for students who require differentiation

CLO 5: Identify the major professional roles and responsibilities of teachers and explain the
legal and ethical requirements of the profession.

- Demonstrate knowledge of the legal and ethical requirements for educators including
those related to students' rights, special education, confidentiality, student discipline,
and child abuse
- Prepare to advocate for students in the areas of mental health, suicide prevention,
substance abuse prevention, and equity
- Discuss ways to engage, interact, and communicate with families, parents, and other
legal guardians throughout the school year

COURSE STANDARDS
PPR (Pedagogy and Professional Responsibilities): 1.1, 1.2, 1.3, 1.4, 2.5, 2.6, 3.7, 3.8, 3.9, 3.10,
4.11, 4.12, 4.13
REQUIRED TEXTBOOKS/MATERIALS

- All texts, reading materials, and videos are found in the Required Readings section of each Module in Canvas. Some readings must be accessed via the UNT Electronic Library using your EUID and Password.

ATTENDANCE EXPECTATIONS

This course takes place completely online which means that there are NO required synchronous Zooms aside from Feedback Conferences (see below). There are five (5) modules of instruction, and each module aligns with one of the Course Learning Objectives (above). The assignments for each module include a PLC discussion board post/response and a checkpoint. There are TWO summative performance tasks, as well. Your “attendance” in this course is measured by your completion of assignments ON or BEFORE designated due dates, your active participation in discussions, and your communication with the instructor.

COURSE ASSESSMENTS

<table>
<thead>
<tr>
<th>ASSESSMENT DESCRIPTION AND ASSIGNMENT WEIGHT</th>
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<tbody>
<tr>
<td><strong>Professional Learning Community (PLC) Discussions (20%) and Checkpoints (30%)</strong></td>
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<tr>
<td>Each of the five modules in this course will contain both a PLC discussion (using the Canvas Discussion Board) and an individual Checkpoint assignment (submitted in Canvas). The purpose of these activities are to engage you in critical thinking about the content, and to provide interaction with both your peers and your professor. Sometimes, you will be asked to complete a PLC discussion or checkpoint before reading the module content. This serves as an introduction to prime your thinking. Sometimes, the checkpoint or discussion will take place after you read the content, and it will serve as a formative assessment of your learning.</td>
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<tr>
<td><strong>Performance Tasks (50%)</strong></td>
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<td>There will be two (2) performance tasks this semester each worth 25% of your grade. A performance task is a summative assessment that requires you to demonstrate your knowledge, understanding, and ability in a meaningful, practical context at the end of a module. Performance tasks yield an authentic product that serves as evidence of your learning. Unlike a traditional assessment such as a test, essay, or quiz, a performance task presents a situation that calls for you to apply your learning in realistic teaching scenarios like those you will face during your student teaching and in your first year as a teacher. Performance Tasks are major assessments in this course and in order to receive an A, you must go above and beyond the bare minimum requirements for each. In addition to ensuring your preparedness as teachers, the objectives for these assignments are aligned with the Pedagogy and Professional Responsibilities EC-12 (PPR) certification exam that all teacher candidates must take.</td>
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STATE REQUIREMENTS (SUBMITTED IN FOLIOTEK)

- 15 Classroom Video Observation Hours/Documentation (Ongoing Assignment)
- Analyzing and Applying Theories of Cognitive Development (Part of Module 3)
- Suicide Prevention Training (Part of Module 5)
- Early Mental Health Intervention Training (Part of Module 5)
- Substance Abuse Prevention Training (Part of Module 5)
### ASSIGNMENTS WITH DUE DATES (Submit by Midnight on Due Date)

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Due</th>
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<tbody>
<tr>
<td>Introduction Ice Breaker Discussion Board Post</td>
<td>Wednesday, January 19th</td>
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<tr>
<td>Student Information Questionnaire</td>
<td>Wednesday, January 19th</td>
</tr>
<tr>
<td>Module 1 PLC Discussion Board Post</td>
<td>Initial Post: Friday, January 21st Peer Response: Sunday, January 23rd</td>
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<tr>
<td>Module 1 Checkpoint</td>
<td>Sunday, January 30th</td>
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<tr>
<td>Module 2 Checkpoint</td>
<td>Sunday, February 6th</td>
</tr>
<tr>
<td>Module 2 PLC Discussion Board Post</td>
<td>Initial Post: Friday, February 11th Peer Response: Sunday, February 13th</td>
</tr>
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<td><strong>Module 1&amp;2 Performance Task</strong></td>
<td>Sunday, February 28th</td>
</tr>
<tr>
<td>Module 3 PLC Discussion Board Post</td>
<td>Initial Post: Friday, March 4th Peer Response: Sunday, March 6th</td>
</tr>
<tr>
<td>Module 3 Checkpoint</td>
<td>Sunday, March 13th</td>
</tr>
<tr>
<td>Module 4 Checkpoint</td>
<td>Sunday, March 27th</td>
</tr>
<tr>
<td>Module 4 PLC Discussion Board Post</td>
<td>Initial Post: Friday, April 1st Peer Response: Sunday, April 3rd</td>
</tr>
<tr>
<td><strong>Module 3&amp;4 Performance Task</strong></td>
<td>Sunday, April 10th</td>
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<tr>
<td>Analyzing and Applying Theories of Cog. Dev.</td>
<td>Sunday, April 17th</td>
</tr>
<tr>
<td>Module 5 PLC Discussion Board Post</td>
<td>Initial Post: Friday, April 22nd Peer Response: Sunday, April 24th</td>
</tr>
<tr>
<td>Module 5 Checkpoint</td>
<td>Sunday, May 1st</td>
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</tbody>
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**State Mandated Assignments and Trainings (Submit by Midnight on Due Date)**

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Due</th>
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<tbody>
<tr>
<td>15 Classroom Observation Video Hours (Foliotek)</td>
<td>Sunday, May 8th</td>
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<tr>
<td>Suicide Prevention Training (Foliotek)</td>
<td>Sunday, May 8th</td>
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<tr>
<td>Substance Abuse Prevention Training (Foliotek)</td>
<td>Sunday, May 8th</td>
</tr>
<tr>
<td>Early Mental Health Intervention Training (Foliotek)</td>
<td>Sunday, May 8th</td>
</tr>
</tbody>
</table>

**NOTE:** In order to receive an A in this class, all assignments must be completed and submitted in Canvas (and Foliotek, when required). If there are ANY missing assignments, even if your average is above a 90%, a grade of A will not be awarded. **No work can be accepted after May 8th.**

**STATE REQUIRED CLASSROOM VIDEO OBSERVATION HOURS**

The state of Texas requires you to watch 15 hours of classroom instruction and complete/submit written documentation. The links to the videos as well as the documentation you must complete are located in the Modules section of Canvas. You must submit the final documentation in Foliotek. **You must complete this requirement to pass this course.**

**STATE MANDATED TRAININGS**

This course requires you to complete three (3) state mandated trainings: Suicide Prevention Training, Early Mental Health Intervention Training, and Substance Abuse Prevention Training. The links to the trainings are located in Canvas. You will submit your completion certificates in Foliotek on or before the due date. **You must complete this requirement to pass this course.**
GRADING
A: 90-100% Exemplary. The student performs well above and beyond the minimum criteria.
B: 80-89% Proficient. The student performs slightly above the minimum criteria.
C: 70-79% Average. The student meets the minimum criteria.
D: 60-69% Below Average. The student does not meet the minimum criteria.
F: 0-59% Improvement Required. The student does not complete the coursework.

FEEDBACK CONFERENCES
Due to the number of assignments in this course, all assignments will receive a numeric grade. Personalized verbal feedback on assignments and progress in this course will be provided via one-on-one Feedback Conferences during Week 6 and Week 13. You will have the option of meeting with me via Zoom OR in-person at my office in Matthews Hall 204F. I will be providing sign-up/scheduling information in Canvas in advance.

LATE WORK
The only way to receive full credit on any assignment in this course is to turn it in to Canvas on or before the designated due date. However, if you have a university-excused absence and provide documentation with 48 hours of the missed deadline, work may be accepted up to seven (7) days late without penalty. If you do NOT have an excused absence, an assignment may be turned in up to 7 (seven) days after the due date with a deduction of one full letter grade. Work that is more than 7 (seven) days late may not be accepted and/or may receive a deduction larger than a full letter grade at the instructor's discretion.

REVISING/RESUBMITTING
If you would like the opportunity to revise/resubmit a graded assignment in order to improve your grade, you may request permission from the instructor (along with feedback and suggestions for improvement) and complete the revision/resubmission within seven (7) days of receiving your initial grade. The instructor will decide how much additional credit can be earned for a revised assignment on an individual basis.

NON-PARTICIPATION IN CLASS
Unfortunately, life sometimes gets in the way of course work, and I definitely understand when that happens. I am compassionate and empathetic in ALL circumstances and I do not judge anyone when they struggle. But, you MUST let me know if you are struggling and/or need an extension to complete your assignments! If you do not communicate with me about your needs, do not participate in class, or do not submit assignments, it will be hard for you to pass, especially if it is more than halfway through the semester. A grade of a D, F, or W means you will have to retake the class and this may affect your financial aid/tuition payment and degree completion date. A grade of I or Incomplete cannot be awarded if you are failing the class at the time of grade submission.
EXTRA CREDIT
At the end of the semester, if there is an 85% or higher completion rate of my SPOT evaluations, a small amount of extra credit (TBD) will be available to each member of our class.

TECHNICAL REQUIREMENTS
- Microsoft Office (for creating Word Documents and PDFs)
- Internet Access
- Adobe (for reading PDF articles/documents)
- Phone, tablet, laptop, or desktop with video/microphone/sound

NOTE: This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate at any point in time throughout the semester.
Teacher Education Program Core Values

While teaching has always been a relational and intellectual endeavor, we acknowledge that teaching is also both an ethical and a political act. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural and socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

· Identity. Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.

· Inquiry. Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.

· Activism. Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.

· Community. Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.
## Teacher Preparation at The University of North Texas: Our Core Commitments

<table>
<thead>
<tr>
<th>Commitments</th>
<th>As Teachers</th>
<th>To Children and Youth</th>
<th>In our Practice</th>
<th>To Radically Imagine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identity</strong></td>
<td><strong>We are</strong> individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.</td>
<td><strong>We value</strong> and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.</td>
<td><strong>We practice</strong> humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.</td>
<td><strong>We imagine</strong> schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.</td>
</tr>
<tr>
<td><strong>Inquiry</strong></td>
<td><strong>We are</strong> intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.</td>
<td><strong>We value</strong> young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating.</td>
<td><strong>We practice</strong> curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.</td>
<td><strong>We imagine</strong> a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.</td>
</tr>
<tr>
<td><strong>Advocacy &amp; Activism</strong></td>
<td><strong>We are</strong> activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.</td>
<td><strong>We value</strong> and embody caring in all its forms — personal, social, cultural, linguistic, and ecological as essential to growing a positive learning and living environment.</td>
<td><strong>We practice</strong> activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.</td>
<td><strong>We imagine</strong> metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.</td>
</tr>
<tr>
<td><strong>Communities</strong></td>
<td><strong>We are</strong> members of a multiple communities — connected in ways that make our successes intertwined.</td>
<td><strong>We value</strong> inclusive learning communities that connect us within and outside of our classrooms.</td>
<td><strong>We practice</strong> humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.</td>
<td><strong>We imagine</strong> schools as sustaining intersecting ways of being, knowing, and languaging.</td>
</tr>
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## UNT Course Policies

**Face Coverings.** UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

**Attendance.** Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-
testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

**Course Materials for Remote Instruction.** Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

**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 http://deanofstudents.unt.edu/conduct.

**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 [insert class name] 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.

**Department of Teacher Education and Administration Syllabus Statements**

**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](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](http://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](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648.