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

**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.
• You must create a FREE account with The Teaching Channel using the invitation link that was sent to your UNT email account. Please do this ASAP at the beginning of the semester.

ATTENDANCE EXPECTATIONS
This course takes place completely online which means that there are NO required synchronous Zooms. 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, a checkpoint, and a performance task. Your “attendance” in this course is measured by your completion of assignments ON or BEFORE designated due dates.

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 (15%) and Checkpoints (25%)</strong></td>
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<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 (60%)</strong></td>
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<td>Each of the five modules in this course contains a Performance Task. 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)

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 will submit the final documentation in Foliotek.
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 Module 5 in Canvas. You will submit your completion certificates in Foliotek on or before the due date.

PLEASE NOTE: The 15 Classroom Video Observation Hours and Documentation as well as the State Mandated Trainings are required for you to pass this course. If you do not complete/submit these assignments along with the documentation, you will not receive a passing grade, and will need to retake this course. There are no exceptions to this policy.

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<tr>
<th>ASSIGNMENTS WITH DUE DATES (Submit by Midnight on Due Date)</th>
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<tbody>
<tr>
<td>Assignment Title</td>
<td>Due</td>
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<tr>
<td>Introduction Ice Breaker Discussion Board Post</td>
<td>ASAP (not graded)</td>
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<tr>
<td>Student Information Questionnaire</td>
<td>ASAP (not graded)</td>
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<tr>
<td>Module 1 PLC Discussion Board Post</td>
<td>Sunday, June 6th</td>
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<tr>
<td>Module 1 Performance Task</td>
<td>Sunday, June 9th</td>
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<tr>
<td>Module 2 Checkpoint</td>
<td>Wednesday, June 16th</td>
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<tr>
<td>Module 2 PLC Discussion Board Post</td>
<td>Sunday, June 20th</td>
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<tr>
<td>Module 2 Performance Task</td>
<td>Sunday, June 27th</td>
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<tr>
<td>Module 3 PLC Discussion Board Post</td>
<td>Wednesday, June 30th</td>
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<tr>
<td>Module 3 Checkpoint</td>
<td>Wednesday, July 7th</td>
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<tr>
<td>Module 3 Performance Task</td>
<td>Sunday, July 11th</td>
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<tr>
<td>Module 3 Analyzing/Applying Theories of Cog.Dev.</td>
<td>Sunday, July 11th</td>
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<tr>
<td>Module 4 Checkpoint</td>
<td>Wednesday, July 14th</td>
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<tr>
<td>Module 4 PLC Discussion Board Post</td>
<td>Sunday, July 18th</td>
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<tr>
<td>Module 4 Performance Task</td>
<td>Sunday, July 25th</td>
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<td>Module 5 PLC Discussion Board Post</td>
<td>Wednesday, July 28th</td>
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<tr>
<td>Module 5 Checkpoint</td>
<td>Sunday, August 1st</td>
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<tr>
<td>Module 5 Performance Task</td>
<td>Wednesday, August 4th</td>
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State Mandated Assignments and Trainings (Submit by Midnight on Due Date)

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<tr>
<th>Assignment Title</th>
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<tr>
<td>15 Classroom Observation Video Hours and Documentation (Foliotek)</td>
<td>Friday, August 6th</td>
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<tr>
<td>Suicide Prevention Training (Foliotek)</td>
<td>Friday, August 6th</td>
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<tr>
<td>Substance Abuse Prevention Training (Foliotek)</td>
<td>Friday, August 6th</td>
</tr>
<tr>
<td>Early Mental Health Intervention Training (Foliotek)</td>
<td>Friday, August 6th</td>
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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 cannot be awarded. **No work can be accepted after August 6th.**
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.

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 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.

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.

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

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.
UNT’S STANDARD SYLLABUS STATEMENTS

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. (UNT Policy 16.001)

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.

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.

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 deanofstudents.unt.edu/conduct.

DEPARTMENT 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