

EDCI 4840.001 Instructional Strategies & Classroom Management

Spring 2026

Class Meeting: Thursday 5:30 - 8:20 pm

Instructor Information

Dr. Lea Devers

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- Phone: (940)-594-0702
- Student hours: Monday 9am-1pm; 4pm-5:30pm

Course Description, Structure, and Objectives

CATALOG DESCRIPTION: Taken during the semester immediately preceding student teaching, this course provides knowledge and skills required for organizing and directing various instructional strategies in the secondary classroom. Content includes teaching strategies, approaches to classroom management and discipline, student motivation, student and teacher assessment and evaluation, and the use of media and technology in the classroom. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Must complete 55 hours of field experience in assigned middle and high schools.

PREREQUISITES

- Junior standing
- Admission to Teacher Education program
- Completion of or concurrent enrollment in all education course work student teaching

Course Goals

In this course, preservice teachers will:

- Plan learning experiences that address student diversity
- Describe the attributes of a physically and emotionally safe classroom environment that fosters a classroom climate for all learners
- Demonstrate knowledge of strategies which promote a productive, engaging, and efficient learning environment
- Demonstrate effective communication strategies including: effective questioning and discussion management, as well as clear explanations, directions, and procedural components related to effective instruction
- Design instruction that will actively engage students in learning process
- Incorporate various forms of media and resources in the planning, organization, delivery and evaluation of instruction
- Demonstrate knowledge and use of various feedback mechanisms of student performance
- Understand and adheres to legal and ethical requirements for educators

Required Field Hours

Must complete 55 hours of field experience in middle and high schools

PLEASE NOTE: A Criminal Background Check is required.

Required Materials

- Lemov, D. (2021). *Teach like a champion 3.0: 63 techniques that put students on the path to college*. Jossey-Bass.

Recommended Materials

- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.
- Milner, R. H., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2019). *These kids are out of control: Why we must reimagine "classroom management" for equity*. Corwin.
- Articles: Additional readings will be drawn from the professional literature on instructional strategies and classroom management. The readings will be posted on Canvas.

Technology requirements:

- At times, we will be working on digital assignments together in class. Please bring a device to use for these activities.
- This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (<https://online.unt.edu/learn>).

Course Requirements/Schedule

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. The instructor reserves the right to make any changes deemed necessary and/or appropriate.

Assignment Overview		
Assignment Name	Tentative Due Date	Percentage of Final Grade
Learner Autobiography	February 1	5%
Learner Reflections	Monthly (3)	20%
Lesson Plan Development with Field Experience	2 Times *Student Selected	20%
Micro-Teaching	2 Times *Student Selected	20%
TExES Exam Preparation - Completed Practice Exam	April 26	10%
In-Class Activities	Ongoing	10%
Attendance, Participation, and Professionalism	Ongoing	10%

MAJOR ASSIGNMENT DESCRIPTIONS

Learner Autobiography	Engage in a reflective inquiry into your journey as a student. Identify how your personal learning style, successes, and obstacles have formed your current teacher identity and your pedagogical strengths. Include the specific challenges you face as an educator, and the type of environment you create for your current/future students. Respond in ways that best express your learning and thinking. Art-based, text-based, video reflections, or other forms of creative writing.
Learner Reflections	At the end of each month, you will submit a reflection incorporating your connections to the readings, and lingering questions. I will offer reflective questions and prompts that you are invited to respond to in ways that best express your learning and thinking. Art-based, text-based, video reflections, or other forms of creative writing.
Lesson Plan Development and Field Experience Teaching	At two points in the semester, you will submit the 2 COMPLETED lesson plans using the UNT Lesson Plan Template that you will use while co-teaching with your cooperating teacher in the field. Lesson plans will be submitted via the UNT Lesson Plan template, and we will work on the various components over the course of the semester. This means there will be check-ins where you will turn in different components of the lesson plan for evaluation and feedback (from both your peers and instructors).
Micro-Teaching	During the semester, you will teach 2 mini lessons to the class. In your presentation, you'll explain what the topic is and teach (as you would with students) using an instructional strategy and classroom management strategy. The 2 microteaching assignments can correspond to the 2 lesson plans you will build as a part of your Lesson Plan Development assignment.
TExES Exam Preparation	Objective: Prepare for the TExES exam in your content area by completing the TExES study guide and practice exam. You must be ready to take your real content exam by July 15th if you plan to start clinical teaching Fall 2026.
In-Class Activities	Over the course of the semester, we will complete a variety of in-class activities that allow you to approximate curriculum planning, implementation, and assessment.
Attendance, Participation, and Professionalism	Teachers are required to exhibit a high degree of professionalism with their students, colleagues, administrators, parents, and members of the community. Student teaching is a time for you to begin practicing professional characteristics such as, reliability, integrity, flexibility, punctuality, and openness as you work with your mentors and classmates. This includes attending class, arriving to class on time, being prepared by fulfilling all written assignments and responses from course readings, and engaging actively during in-class experiences.

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. Should class be cancelled assignments may be modified. [Emergency Notifications and Procedures Policy \(https://policy.unt.edu/policy/06-049\)](https://policy.unt.edu/policy/06-049).

EVALUATION AND GRADING:

90-100% =A; 80-89% =B; 70-79% = C; 60-69% = D; Below 60% = F

Attendance

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students' responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade. In the event that a student misses four or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

# of Absences	Total participation points for the class (out of 10 points)
0 – 1	10
2	7
3	3
4 or more	You will automatically receive an F for your final grade

How to Succeed in this Course

Communicating with your Professor

I am here to support your learning in and outside of our class meetings. Feel free to reach out to me with additional questions or for additional support.

Emails to your instructor regarding course assignments and other class business should be sent at least 48 hours prior to the due date or date of meeting. You may expect a response to email correspondence within 24 hours during weekdays. Please note that this time frame may be extended during the weekend. Your instructor may not respond to emails/other methods of communication between the hours of 5:00 p.m. and

8:00 a.m. Please plan accordingly! If you don't receive an update within the timeframe stated above, please send a follow up email. A gentle nudge is always appreciated!

Generative AI Statement

Throughout the semester, you will or may use specific Generative AI (GenAI) tools for certain assignments with guidance on responsible use. Acceptable tools include Grammarly, spellcheck, predictive text, speech-to-text, and translation tools. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI-oriented workforce.

In accordance with the UNT Honor Code, unauthorized use of GenAI tools (such as Claude, ChatGPT, and Gemini, among others) is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity policy. If you're unsure whether something is allowed, please seek clarification.

ADA accommodation statement:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Academic Integrity Standards

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](#) (<https://policy.unt.edu/policy/06-003>). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

Academic Success Resources

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil.

Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Course Schedule

*This calendar is a living document and subject to change over the course of the semester.

Week #	Date	Topics	Readings & Media to review prior to class.	Assignments Due
1	Jan. 15	Welcome, Course Overview	None	Welcome Survey Due Date: January 21
Creating a Positive, Productive Classroom Environment				
2	Jan. 22	<ul style="list-style-type: none"> • Pedagogy and Professional Responsibilities (PPR) • What's Culture Got to Do with It? 	No Readings & Media to review prior to class	No Assignments Due
3	Jan. 29	<ul style="list-style-type: none"> • The importance of teaching for deeper and more authentic learning. 	No Readings & Media to review prior to class Teach Like a Champion Ch. 1	Due Date: February 1 Learner Autobiography
4	Feb. 5	<ul style="list-style-type: none"> • Classroom Management 101. What does it mean to "manage" a class? 	Review 1-2 resources in this 'Playlist' - The Educator's Guide to Excellent Classroom Management	No Assignments Due
Designing Instruction and Assessment to Promote Student Learning				
5	Feb. 12	<ul style="list-style-type: none"> • What is Backward Design, and how can it help create lessons that address the needs of all learners? 	Understanding by Design Video and Article	No Assignments Due
6	Feb. 19	<ul style="list-style-type: none"> • How do we build rigor into the learning environment? • Active Participation. How does student engagement impact classroom management? 	Teach Like a Champion *Select (1) Chapter CH. 7 - Build Ratio Through Questioning CH. 8 - Build Ratio Through Writing CH. 9 - Build Ratio Through Discussion	EDCI 4840 students need to take their initial practice exam for their content area (ELAR, History, etc.) by February 15th .
7	Feb. 26	<ul style="list-style-type: none"> • In what ways does ongoing monitoring and feedback support student learning? 	No Readings & Media to review prior to class	Due Date: February 26 Learner Reflection #1 Sign Up for a date to present 2 micro-teach lessons.
8	March 5	<ul style="list-style-type: none"> • What role do assessments play in supporting learning, guiding instruction, and promoting student growth? 	Readings & Media to review prior to class to be shared in Canvas	Lesson Plan and Micro-Teach for those presenting on March 5

		<ul style="list-style-type: none"> • Micro- Teach #1 		
	March 9	Spring Break		
Implementing Effective, Responsive Instruction				
9	March 19	<ul style="list-style-type: none"> • What strategies can be used to adapt lessons to meet students' diverse backgrounds, skills, interests, and learning needs? • Micro- Teach #2 	No Readings & Media to review prior to class.	Lesson Plan and Micro-Teach for those presenting on March 19
10	March 26	<ul style="list-style-type: none"> • The role of differentiation. How to include effective strategies to engage all students in higher-order thinking and inquiry. • Micro- Teach #3 	No Readings & Media to review prior to class	Lesson Plan and Micro-Teach for those presenting on March 26
11	April 2	<ul style="list-style-type: none"> • The role of technology in the classroom. How can technology aid our instruction? • Micro- Teach #4 	Readings & Media to review prior to class to be shared in Canvas	Due Date: March 26 Learner Reflection #2 Lesson Plan and Micro-Teach for those teaching on April 2
12	April 9	<ul style="list-style-type: none"> • In what ways does ongoing monitoring and feedback support student learning? • Micro- Teach #5 	Readings & Media to review prior to class to be shared in Canvas	Lesson Plan and Micro-Teach for those teaching on April 9
Fulfilling Professional Roles & Responsibilities				
13	April 16	<ul style="list-style-type: none"> • In what ways can teachers promote family involvement and communicate effectively with families to support student learning? • Micro- Teach #6 	Readings & Media to review prior to class to be shared in Canvas	Lesson Plan and Micro-Teach for those teaching on April 16
14	April 24	<ul style="list-style-type: none"> • How does reflection and self-assessment support the improvement of your teaching practice and professional growth? 	Readings & Media to review prior to class to be shared in Canvas	Due Date: April 24 Learner Reflection #3
15	April 30	<ul style="list-style-type: none"> • Deep dive into the PPR. • All the other stuff 	No Readings & Media to review prior to class	If you do not achieve the minimum score, on your content practice exam, you need to retake by April 30th .
Synthesis and Celebration				
16	May 7	<ul style="list-style-type: none"> • What are we walking away with? 	TBD	TBD

Certification Exams

EDCI 4840 students need to take their initial practice exam for their content area (ELAR, History, etc.) by **February 15th**. If you do not achieve the minimum score, you need to retake the practice exam by **April 30th**. You must take your real exam by **July 15th**.

240 Tutoring - EDCI 4840

This semester, you will receive access to 240 Tutoring, an online study platform with guides designed to help you prepare for and pass your certification exams. You will receive an email to your UNT email address with a link to enroll and claim your access. Once you have activated your account, enroll in the TExES study course that corresponds to your certification area (for example: TExES History 7–12 (233), TExES Social Studies 7–12 (232), TExES English Language Arts and Reading 7–12 (331), etc.).

Important Note:

The following certification areas do not have a content-specific study guide available in 240 Tutoring. Candidates in these areas should instead enroll in the TExES Pedagogy and Professional Responsibilities (PPR) (160) study course:

- Dance 6–12
- Family and Consumer Sciences
- Human Development and Family Studies
- Journalism 7–12
- Speech 7–12
- Theatre EC–12

How to Use the Course

1. Start with the Overview Video and Test-Taking Strategies.
2. Take the “Plan to Pass” practice test to identify your areas of strength and areas needing improvement.
3. The course will automatically highlight priority concepts based on your results.
4. Work through each content module, focusing especially on your priority areas.
5. Use the quizzes in each section to check your understanding.
 - a. If you do not pass a quiz, review the material again before moving on.
6. Use the flashcards to build and reinforce vocabulary and key terms.

Study Time & Practice Exam Requirement

- You must complete a minimum of six clock hours of study within the instructional content of the course.
- After completing your study time, take a full-length practice exam.
- Download a PDF copy of your score report and submit it to your instructor. If you score 80 or higher, also send the score report to the TExES Success Office at COE-TSO@unt.edu so it can be counted toward your official practice exam requirement.