

EDEE/EDME 4890.012 Teaching the Tools and Practices of Reading Across the Curriculum Tuesdays, 5:30-8:20 on Zoom (as noted in Canvas)	
Instructor Dr. Teddi Martin	Pronouns She/her/hers
Office Location	Office Hours By appointment
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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 [especially those whose people who marginalized and oppressed by educational institutions and structures].

CATALOGUE DESCRIPTION

This course will provide preservice teachers with the opportunity to synthesize their student teaching experience through research into their own teaching. Through the seminars associated with this course, teacher interns will strengthen their ability to be a reflective practitioner of content and curriculum knowledge, pedagogy and assessment knowledge, equity for all learners, encouragement of diversity, professional communication, and engaged professional learning as outlined in the conceptual framework.

GOALS

1. Develop a research mindset that supports critical inquiry.
2. Enhance on-going collegial interactions that model professional learning communities.
3. Gain in-depth experience with identifying initiatives and innovations that responding to student strengths and needs.

OUTCOMES

1. Develop curriculum that demonstrates strong content knowledge and skills as a decision maker who knows how to adjust the environment, content, materials, and activities in order to address the needs of all students.

2. Exhibit appropriate communication in a variety of settings to a wide array of audiences --- students, peers, mentors, administrators, parents, and other community members.
3. Demonstrate and model the ability to problem solve through classroom research.
4. Establish reflective practices that support lifelong learning.

REQUIRED LEARNING MATERIALS

Sailors, M. & Hoffman, J. V. (2020). *The Power of Practice-based Research: A Tool for Teachers*. Routledge. [\[https://www.taylorfrancis-com.libproxy.library.unt.edu/books/mono/10.4324/9780429057571/power-practice-based-literacy-research-misty-sailors-james-hoffman\]](https://www.taylorfrancis-com.libproxy.library.unt.edu/books/mono/10.4324/9780429057571/power-practice-based-literacy-research-misty-sailors-james-hoffman)

Other readings as assigned on Canvas.

COURSE ASSIGNMENTS & REQUIREMENTS

Note: This is a required course in the PDS II/Block C experience and is taken concurrently with student teaching. The purpose of this course is to provide Clinical Teachers with the opportunity to synthesize their student teaching experience through inquiry into their own teaching. Through the seminar, clinical teachers will strengthen the ability to be a reflective practitioner of content and curriculum knowledge, pedagogy and assessment knowledge, equity for all learners, encouragement of diversity, professional communication, and engaged professional learning as outlined in the conceptual framework.

Attendance and participation (Program attendance policy) (10%)

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 student's 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 (see table below). In the event that a student misses **four (4) 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.

For courses offered 1 time per week	For courses offered 2 times per week	For course offered 3 times per week
0 – 1 absence 10 points	0 – 2 absences 10 points	0 – 3 absences 10 points
2 absences 7 points	3 absences 7 points	4 absences 7 points

3 absences 3 points	4 absences 3 points	5 absences 3 points
4 absences F in the course	5 absences F in the course	6 absences F in the course

Course Readings and Responses (20%)

All required reading materials (assigned) are located in the [UNT library](#). In addition to those I selected for you, you will be required to gather additional readings for your independent projects. You may also be asked to gather additional reading materials for our class meetings. You will use the readings to engage in class discussions and to complete your capstone project.

Activity Structure Log (10%)

As a way of identifying, describing, and practicing the teaching of activity structures typically found in elementary schools, you will document the ways in which a typical day in your clinical placement classroom is organized. These organizational structures are called Activity Structures. You'll document these structures in an Activity Structure Log. This assignment is intended to support you in making decisions related to your Practice-based Research project.

Practice-based Research (PBR) Project (60%)

This project continues our focus on research. You will design and engage in research that is practice based. Study an innovation in your classroom (one that the teacher has initiated or one that follows an initiative you have introduced (e.g., a literature unit; a book club study; an inquiry unit; a writing innovation). Don't feel limited to literacy practices. We will work through the project step by step.

Research Journal

You'll use a research journal to collect data for your PRB project. This journal can be handwritten or digital, your choice. You'll receive feedback on the type of data you are collecting and its potential usefulness for your PBR from your peers and your instructor. Be prepared to turn it in regularly.

Research Report

You will turn in a final research report following APA style. The following will guide the outline for your PBR report.

- Introduction:
 - Research Question(s) – One paragraph
- Literature Review: Relevant literature studies and theories– Three paragraphs (minimum of three citations/studies discussed)
- Methods
 - Project Design description– Two paragraphs--including how this project aligns with our College Core Commitments
 - Context– Two paragraphs
 - Participants– Two paragraphs
- Data Collection (instruments and procedures) – Three paragraphs
- Data Analysis (how did you analyze and what did you find)– Three to six paragraphs
- Interpretation and Significance (Implications)– Two paragraphs

Poster Presentation

The culminating activity for the course is a poster presentation. You'll use your research report to prepare for your poster presentation, making your poster both technical but also aesthetically interesting. We will invite your Cooperating Teachers to join us for the presentations.

STUDENT EVALUATION

Your final grades will be calculated as follows:

90-100% = A 80-89% = B 70-79% = C 60-69%= D 0-59% = F**SUPPORT FOR YOUR**

LEARNING

UNT offers several support systems for your learning. Please take advantage of them. There are several listed on Canvas. Student Services—In addition to support for your learning, UNT offers ongoing support for you through its [Student Services](#), including [virtual services](#). There are more listed on Canvas. In addition, here are services UNT has recently put in place to support you through the COVID crisis. Many of them are listed on Canvas. **Please reach out to me if I can help you navigate and find a service that you need.**

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 to support student learning.*

UNT TEACHER EDUCATION PROGRAM COMMITMENTS

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 commitments 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 Core Commitments

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

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.

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 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>

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.