Catalog Description:
EDCI 3500. Knowing and Learning in Mathematics and Science. 3 hours. Psychological foundations of learning. Problem solving in mathematics and science education utilizing technology. Principles of expertise and novice understanding of subject matter. Implications of high stakes testing. Foundations of formative and summative assessment. Prerequisite(s): admission to the Teach North Texas program, a university grade point average of at least 2.50, and completed or are enrolled in TNTX 1200 or 1300; or, consent of a Teach North Texas advisor in the College of Arts and Science

Required Text:

Course Objectives:

<table>
<thead>
<tr>
<th>Students will be able to …</th>
<th>Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use the clinical interview method to make sense of one’s reasoning about a topic in mathematics or science.</td>
<td>Clinical Interview Project Activities of the Week</td>
</tr>
<tr>
<td>- Articulate standards for knowing mathematics and science and implications of these standards for assessment, especially standardized assessment.</td>
<td>Group &amp; Class Discussions Clinical Interview Project Written Exam</td>
</tr>
<tr>
<td>- Articulate what it means to know and learn relative to cognitive structures and describe how what people know changes and develops.</td>
<td>Group &amp; Class Discussions Activities of the Week Clinical Interview Project Written Exam</td>
</tr>
<tr>
<td>- Describe the links between knowing and developing in learning theory and the content and evolution of scientific ideas.</td>
<td>Group &amp; Class Discussions Teaching Philosophy Paper Written Exam</td>
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<tr>
<td>- Express informed opinions on current issues and tensions in education, especially as they relate to mathematics and science instruction.</td>
<td>Group &amp; Class Discussions Teaching Philosophy Paper</td>
</tr>
<tr>
<td>- Explore how various technologies support knowing and learning in mathematics and science.</td>
<td>Activities of the Week Group &amp; Class Discussions Professional Learning Network</td>
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<tr>
<td>- Explore the implications of deficit-models of learning on issues of equitable learning environments.</td>
<td>Group &amp; Class Discussions Written Paper</td>
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</table>

Skills Related to TExES Pedagogy and Professional Responsibilities (PPR) EC-12 (160)
Domain I: Designing Instruction and Assessment to Promote Student Learning
Standards Assessed: PPR I
Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
**Competency 002:** The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

**Competency 003:** The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 004:** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**Domain III: Implementing Effective, Responsive Instruction and Assessment**

Standards Assessed: PPR I, III; Technology Applications I-V

**Competency 007:** The teacher understands and applies principles and strategies for communicating effectively in varied and learning contexts.

**Competency 008:** The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 010:** The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

**Domain IV: Fulfilling Professional Roles and Responsibilities**

Standards Assessed: PPR IV

**Competency 011:** The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

**Competency 012:** The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**NSTA Standards:** The National Science Teacher Association (NSTA, 2012) *Standards for Science Teacher Preparation: Pre-Service Science Standards* addressed in the course are as follows:

**Standard 2:** Content Pedagogy – Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

**Standard 3:** Learning Environments – Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

**Standard 5:** Impact on Student Learning – Effective teachers of science provide evidence to show that P-12 students’ understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.
Standard 6: Professional Knowledge and Skills – Effective teachers of science strive continuously to improve their knowledge and understanding of the ever-changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

NCTM Standards: The National Council of Teachers of Mathematics (NCTM, 2012) Standards for Initial Preparation of Mathematics Teachers addressed in the course are as follows:

Standard 3: Content Pedagogy – Effective teachers of secondary mathematics analyze and consider research in planning for and leading students in rich mathematical learning experiences.


Standard 5: Impact on Student Learning – Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased.

Standard 6: Professional Knowledge and Skills – Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative.

Course Description/Overview:
This course focuses on issues of what it means to learn and know science and mathematics. What are the standards for knowing we will use? How are knowing and learning structured, and how does what we know change and develop? For the science and mathematics educator, what are the tensions between general, cross-disciplinary characterizations of knowing (e.g. intelligence) and the specifics of coming to understand powerful ideas in mathematics and science? What are the links between knowing and developing in learning theory, and the content and evolution of scientific ideas? Also, current issues and tensions in education will be discussed, especially as it relates to mathematics and science instruction.

Evaluation and Grading System:

Grading Scale: A = 90-100% B = 80-89% C = 75-79% D = 70-74% F = 0-69%

- All course assignments are due at the beginning of class except where indicated in the syllabus.
- Electronic assignments must be submitted via Canvas or FolioTek, as specified.
- Late assignments may earn a penalty, including a grade of a zero (0).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent Value</th>
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</thead>
<tbody>
<tr>
<td>Class Preparations, Contributions, In Class and Online Work</td>
<td>25%</td>
</tr>
<tr>
<td>Clinical Interview Project (Submitted on FOLIOTEK in 3 Parts)</td>
<td>30%</td>
</tr>
<tr>
<td>Test #1</td>
<td>15%</td>
</tr>
<tr>
<td>Professional Learning Network</td>
<td>5%</td>
</tr>
<tr>
<td>Teaching Philosophy Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Test #2</td>
<td>15%</td>
</tr>
</tbody>
</table>

**TOTAL:** 100%

EDCI 3500, p. 3
**Turn It In:** The Clinical Interview Project Part III must be uploaded to FolioTek *and* Canvas. The submission to Canvas is required so it is automatically uploaded to Turnitin, a plagiarism service on the web. Only assignments uploaded to both will be graded. Before submitting your paper to Canvas and therefore Turnitin, please remove any personal information. In addition, the short answer portion of both tests will checked for any violations of plagiarism.

**Class Preparations, Contributions, In Class and Online Work (25%)**

1. **Weekly Engagement (10%)**:
   To be effectively engaged in this class you will need to:
   1. Be prepared by reading and reflecting on assigned material each week;
   2. Show involvement in class through participation in class discussions;
   3. Demonstrate purposeful engagement with activities during class time; and,  
   4. Reflect honestly after each class.  
   Grades for participation and personal responses will be assessed each week, according to attendance and engagement. The grading rubric for this part of in-class and on-line work is as follows:  
   - 2 points for participating in the classroom discussions and activities, or for participating in the on-line assignments;  
   - 1 point for leaving class early and/or arriving late (more than 15 minutes), for not fully participating in the discussions and activities, or for not participating in the on-line assignments, *chronic* leaving class early and/or arriving late even if less than 15 minutes, will result in the amount of time adding up and will result in a “tardy” when the amount of time missed adds to 15 minutes;  
   - 0 points for no participation.

2. **Course Readings Discussion Group Roles (10%)**:
   A significant aspect of this course is to read and engage in the professional literature and research in education that explores and explains what it means to teach conceptually. Because many of us have limited experiences as students in classrooms based on reform methods, it is often difficult to consider how to teach in this manner. To consider changes in pedagogical strategies, each week that a reading assignment is due, part of class time will be dedicated to group discussions. Groups will be determined the first week of class, but the instructor reserves the right to change them if issues occur. The roles for each group member are outlined below; these roles will change each week. Rubrics will be submitted by the quizzer at the end of each discussion and recorded as part of the weekly grade for this category. The roles are: Key Keeper/Discussion Director; Literary Luminary; Connector; Word Wizard; and, Quizzer. These roles and the rubric are detailed on the course Canvas.

3. **Activities of the Week (5%)**:
   Candidates will lead an activity of the week *once* during the semester. A new discussion thread on Canvas under AOW with the activity plan and any accompanying attachments, must be created no later than 11:55 pm the night before the assigned day. The template for the activity plan is provided by the instructor, and candidates are required to complete all components for an inquiry-based activity. The activity must be engaging and relevant to the grade level/course being addressed. The use of tools/technology is also required. The instructor will moderate the AOW forum to verify submissions prior to the beginning of class.
When not leading the activity, candidates are required to fully participate by recording work in a provided lab notebook then comment on the discussion thread at the conclusion of the activity. The instructor will check the lab notebook for credit while the comments are being posted. The full description, template, and rubric are detailed on the course Canvas web site.

**Clinical Interview Project (30%):** Beginning the third week of class each pre-service teacher will spend approximately 30 minutes each alternate week interviewing with one child (based on your area of certification) in or out of a school environment for a total of five (5) interactions. The set of interviews should focus on a conceptual through hands-on activities. What you do will depend on various factors: the age of the child, her/his academic development, his/her interests, and your content area. Much of what you do will probably (but not necessarily) relate to what the child is doing in her/his classroom. At the completion of each session you are to record your experiences from the session. See the class Canvas site for rubric and due dates for when the interviews will be checked in class and when the submissions for all artifacts of the interviews are due. This assignment must be uploaded to FOLIOTEK to receive credit. The Clinical Interview Project Part III must be uploaded to FolioTek and Canvas. The submission to Canvas is required so it is automatically uploaded to Turnitin, a plagiarism service on the web. Must be uploaded to both to be graded. Before submitting your paper to Canvas and therefore Turnitin, please remove any personal information.

**Teaching Philosophy Paper (10%):** The purpose of this assignment is for the candidate to be able to demonstrate the ability to compare and contrast the implications for instruction based on a variety of theoretical perspectives such as: Behavioral Learning, Information-Processing, Social Cognitive, Constructivist Learning, Habituation or Enculturation. Submitting a teaching philosophy statement is a standard requirement of most school districts when applying for a position. Within the context of the courses you take in the Teach North Texas program, you should be continually thinking about your own teaching philosophy. As you are exposed to new ideas and experiences, your philosophy will more than likely change. One of the artifacts required in the Knowing and Learning course is a teaching philosophy statement. Keep in mind that you only have one chance to make a good first impression with prospective employers. Therefore, your philosophy statement should be well organized and clearly written. Misspellings and grammar or punctuation errors show a lack of professionalism. The rubric for your teaching philosophy statement as well as more details are provided on the course Canvas web site. The submission to Canvas is required so it is automatically uploaded to Turnitin, a plagiarism service on the web. Must be uploaded to both to be graded. Before submitting your paper to Canvas and therefore Turnitin, please remove any personal information.

**Professional Learning Network (5%):** Many social media and Web 2.0 tools are useful resources for professional educators to reach out to each other to share resources and discuss ideas. The network of people and organizations that people choose to interact with regularly has come to be called a Personal Learning Network (PLN). A PLN can consist of mathematicians, scientists, researchers, educators, etc. One of the tools used in this course is Twitter. Twitter can assist in establishing a “professional” presence on the web. For the purpose of this course, we are looking at establishing a digital footprint as professionals. More details and scoring rubric can be found on the Canvas course site. The submission must be uploaded to Canvas.
Tests #1 & #2 (15% each): Tests #1 & #2 will be given online through the Canvas course site. Each exam will cover course readings, discussions and activities. (Test #2 is not cumulative; each exam focuses on specific parts of the course.) Each exam will be a combination of multiple choice and short answer questions. The short answer portion of both tests will be checked for any violations of plagiarism.

**Attendance, Participation, and Dispositions Policies:**
This course is designed and organized to be highly collaborative and experiential. It will involve literature discussion groups, and small and large group discussions. Therefore, your attendance and participation are essential to your learning. It is not possible to be enriched by discussions and collaborations if you are not present or prepared for class. If you decide to miss an entire class period or part of it for any reason, then you will not receive full participation credit for that class session. Involvement in class activities cannot be made up, thus it is imperative that you are present and prepared for each class session. Poor or late attendance, not attending for the full class time, or lack of preparation (i.e., not completing reading assignments or other non-graded assignments) will adversely affect your grade for this course. If you miss more than 30 minutes of a class, you will be counted as absent. Whether you have an excused or unexcused absence, you are still missing important components to the course. You are responsible for material covered during absences.

- 4 absences = final grade in the course will be lowered by one full letter grade
- 5 absences = final grade in the course will be lowered by two full letter grades
- 6 absences = F in the course
- 3 tardies = 1 absence, this means arriving to class late and/or leaving class early

If you miss class, you are responsible for all announcements, assignments and information presented or discussed in class. It is your responsibility to contact other members of the class or the instructor to obtain information missed during your absence. Please make an appointment to see the course instructor.

**Proposed Course Schedule (subject to change):**

<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Assignment Due</th>
<th>Topic</th>
<th>PPR Descriptive Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Course Introduction “Private Universe” video</td>
<td></td>
<td></td>
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<tr>
<td>#2</td>
<td>Send a tweet &amp; follow instructor</td>
<td>Clinical Interviewing</td>
<td>Domain I Competency 1: A-P; Competency 4: A-G</td>
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<tr>
<td></td>
<td></td>
<td>Applying Psychology to Teaching</td>
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<tr>
<td>#3</td>
<td></td>
<td>Clinical Interviewing</td>
<td>Domain I Competency 1: A-P; Competency 3: B; Competency 4: A-G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective &amp; Reflective Teachers</td>
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<tr>
<td>#4</td>
<td></td>
<td>Cognitive Development: Erickson</td>
<td></td>
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<tr>
<td>#5</td>
<td>CI Consent Form due to instructor in class</td>
<td>Cognitive Development: Piaget</td>
<td>Domain I Competency 2: A-G</td>
</tr>
<tr>
<td>#6</td>
<td>Pre-Assessment</td>
<td>Cognitive Development: Vygotsky</td>
<td></td>
</tr>
<tr>
<td>#7</td>
<td>Rough drafts of CI Part I due in class</td>
<td>Age-Level Characteristics</td>
<td>Domain I Competency 2: A-G</td>
</tr>
<tr>
<td>#8</td>
<td>CI Part I Due*</td>
<td>Understanding Student Differences</td>
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EDCI 3500, p. 6
<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Assignment Due</th>
<th>Topic</th>
<th>PPR Descriptive Statement</th>
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</thead>
<tbody>
<tr>
<td>#9</td>
<td></td>
<td>Addressing Cultural and Socioeconomic Diversity</td>
<td>Domain II Competency 5: A, E, F, G; Competency 6: H, I</td>
</tr>
<tr>
<td>#10</td>
<td></td>
<td>Accommodating Student Variability</td>
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<tr>
<td>#11</td>
<td>Clinical Interview #2</td>
<td>Constructivist Learning Theory</td>
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<tr>
<td>#12</td>
<td></td>
<td>Constructivist Learning Theory</td>
<td></td>
</tr>
<tr>
<td>#13</td>
<td></td>
<td>Problem Solving and Transfer</td>
<td>Domain I Competency 1: A-P; Competency 3: B; Competency 4: A-G</td>
</tr>
<tr>
<td>#14</td>
<td></td>
<td>Information-Processing Theory</td>
<td></td>
</tr>
<tr>
<td>#15</td>
<td>Clinical Interview #3</td>
<td>Group-Led Review Activities for Test #1</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>TEST #1&lt;sup&gt;C&lt;/sup&gt;</td>
<td>Test #1 (covers all assigned readings up to this point)</td>
<td></td>
</tr>
<tr>
<td>#16</td>
<td></td>
<td><em>How People Learn</em></td>
<td>Domain I Competency 3: A-P; Competency 4: A-G</td>
</tr>
<tr>
<td>#17</td>
<td></td>
<td>What does it mean to “understand”?</td>
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<tr>
<td>#18</td>
<td>Clinical Interview #4</td>
<td>Behavioral Learning Theory: Operant Conditioning</td>
<td>Domain I Competency 2: A-N</td>
</tr>
<tr>
<td>#19</td>
<td></td>
<td>Classroom Management</td>
<td>Domain II Competency 5: A, E, F, G; Competency 6: H, I</td>
</tr>
<tr>
<td>#20</td>
<td></td>
<td>Learners as information processors</td>
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<tr>
<td>#21</td>
<td>Online Class</td>
<td>Mental Health &amp; Education Training (on BB)</td>
<td>Domain I Competency 3: A-P; Competency 4: A-G</td>
</tr>
<tr>
<td>#22</td>
<td>Clinical Interview #5</td>
<td>Social Cognitive Theory</td>
<td></td>
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<tr>
<td>#23</td>
<td>CI Part II Due&lt;sup&gt;F&lt;/sup&gt;</td>
<td>Comparing and Contrasting Learning Theories</td>
<td>Domain I Competency 1: A-P; Competency 2: A-N</td>
</tr>
<tr>
<td>#24</td>
<td></td>
<td>Motivation and Perceptions of Self</td>
<td>Domain II Competency 5: A, E, F, G; Competency 6: H, I</td>
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<tr>
<td>#25</td>
<td></td>
<td>Mapping Epistemologies to Pedagogies</td>
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<tr>
<td>#26</td>
<td>CI Part III Due&lt;sup&gt;CF&lt;/sup&gt;</td>
<td>Connecting Assessment to Instruction</td>
<td>Domain I Competency 1: A-P; Competency 2: A-G Domain II Competency 5: A, E, F, G; Competency 6: H, I</td>
</tr>
<tr>
<td>#27</td>
<td></td>
<td></td>
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<tr>
<td>#28</td>
<td>PLN Report Due&lt;sup&gt;C&lt;/sup&gt;</td>
<td>Teaching Philosophies</td>
<td>Domain I Competency 1: A-P; Competency 2: A-N Domain II Competency 5: A, E, F, G; Competency 6: H, I</td>
</tr>
<tr>
<td>#29</td>
<td>Teaching Philosophy Paper Due&lt;sup&gt;C&lt;/sup&gt;</td>
<td>Group-led Review Activities for Final</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>TEST #2&lt;sup&gt;C&lt;/sup&gt;</td>
<td>SEE UNT Final Exam Schedule</td>
<td>Test #2 only covers readings assigned after Test #1 (Chapters 7-14 and online articles)</td>
</tr>
</tbody>
</table>

<sup>C</sup>Indicates the course text, *Psychology Applied to Teaching* (14<sup>th</sup> ed.)
Indicates additional readings which can be found on the Course Canvas Website

*Due no later than 11:55 pm

C Indicates the assignment is to be completed/submitted on Canvas. CI Part III and Teaching Philosophy paper will go through the plagiarism website, Turnitin, so be sure to remove any personal information for the Canvas submission.

F Indicates the assignment is to be uploaded into FolioTek.

CF Indicates the assignment is to be uploaded into FolioTek and Canvas so it is automatically turned in to the plagiarism website, Turnitin.

Note: Failure to upload the designated assignments into FolioTek by the designated due date will result in a grade of 0. This is a course wide policy for EDCI 3500.

General Classroom Policies:

- All course readings must be read before class.
- Be punctual to class – if you are late, see the course instructor after class.
- Please be respectful by not speaking while others are presenting during class.
- Please do not eat in class.
- All grades/points for assignments are final.
- If you have any questions about grades/points awarded to assignments, make an appointment to see the course instructor during the course instructor’s office hours.
- Course instructor will not discuss grades/points during class time. Please make an appointment.
- All citations must be in the APA format.
- Do not upload draft copies of assignments onto Canvas.
- All assignments are required to be uploaded onto Canvas.
- All deadlines are final.
- NO CELL PHONE USE/CELL PHONE TEXTING during the scheduled class session!

This course syllabus is intended to be a guide and may be amended at any time by the instructor.
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 UNT Learn (https://learn.unt.edu/), either Canvas or Canvas. 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 UNT Learn website (Canvas or Canvas) 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. Barbara Pazey 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](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](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.

**Foliotek e-Portfolio.** Foliotek is a free to you software data management system (MMS) 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 evidence/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://www.coe.unt.edu/office-educator-preparation/foliotek](https://www.coe.unt.edu/office-educator-preparation/foliotek).
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/texes-advising-office/texes-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/texes.

Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org until August 31, 2018. On September 1, 2018, all certification exams will be administered by Pearson. To create testing accounts, register, schedule, and access scores on or after September 1, 2018, visit this web site: http://www.tx.nesinc.com/

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.