University of North Texas at Dallas
FALL 2013
SYLLABUS

EDEE 3380/ EDSE 3830/ Teaching and Learning in Grades EC-6	3 Credit Hours

Department of	Teacher Education	**Division of**	Education and Human Services

Instructor Name:	Jacqueline E. Romano, Ph. D.
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Office Hours:	Monday: 12:00 – 3:00, Tuesdays: 4:00 pm- 5:00 pm, Wednesdays: 1:00 pm – 6:00 pm Special appointments, please contact Dr. Romano for availability

Classroom Location:	DAL I, Room 244

Class Meeting Days & Times:	Wednesdays 7:00 to 9:50 pm

Course Catalog Descriptions:	EDEE 3380: Effective teaching practices through reflective decision making in grades EC–6. Includes the fundamental teaching skills of planning for instruction, implementing appropriate teaching strategies, integrating the curriculum, integrating technology into teaching, grouping children for instruction, acquiring appropriate materials/resources, assessing student learning, and establishing and maintaining a safe and effective learning environment. EDSE 3830: Examines the processes of learning and the phenomena of adolescent development as they relate to teaching in the secondary school.

Prerequisites:	EDEE 3380: admission to the teacher education program, a child/adolescent/lifespan development course, and an educational-application computer course. EDSE 3830: junior standing and admission to the teacher education program

Textbooks:	**Borich, Gary D.** (2011). *Effective teaching methods: Research-based practice.* Seventh edition. Columbus, Ohio: Merrill/Prentice Hall. **Mooney, Carol G**. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky*. Merrill Education/Redleaf College Textbook Series.

Access to Learning Resources:	Texas Education Agency: http://www.tea.state.tx.us/ UNT Dallas Writing Lab: Bldg 1 3rd floor 972-338-1646 The Interstate Teacher Assessment and Support Consortium: http://www.ccsso.org click on *Resources* and then *Programs*

Learning Objectives/Outcomes:	By the end of this course, the student will

1	Understand human developmental processes and apply this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental needs InTASC Standard #1: Learner Development InTASC Standard #6: Assessment Texas PPR Standard I: The teacher designs instruction appropriate for all students
2	Understand student diversity and know how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning InTASC Standard #2: Learning Differences InTASC Standard #6: Assessment Texas PPR Standard I: The teacher designs instruction appropriate for all students
3	Understand procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives InTASC Standard #6: Assessment InTASC Standard #7: Planning for Instruction Texas PPR Standard I: The teacher designs instruction appropriate for all students
4	Understand learning processes and factors that impact student learning and plans effective, engaging instruction and appropriate assessments InTASC Standard #6: Assessment InTASC Standard #7: Planning for Instruction Texas PPR Standard I: The teacher designs instruction appropriate for all students
5	Know how to establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to create an environment that is safe and productive InTASC Standard #3: Learning Environments Texas PPR Standard II: The teacher creates a classroom environment of respect and rapport
6	Understand strategies for creating an organized and productive learning environment and for managing student behavior InTASC Standard #3: Learning Environments Texas PPR Standard II: The teacher creates a classroom environment of respect and rapport
7	Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts InTASC Standard #8: Instructional Strategies Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction
8	Provide appropriate instruction that actively engages students in the learning process InTASC Standard #8: Instructional Strategies Texas PPR Standard II: The teacher promotes student learning by providing responsive instruction
9	Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction InTASC Standard #8: Instructional Strategies Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction
10	Monitor student performance and achievement and provide students with timely, high-quality feedback and responds flexibly to promote learning for all students InTASC Standard #6: Assessment Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction
11	Understand the importance of family involvement and know how to interact with families InTASC Standard #10: Leadership and Collaboration Texas PPR Standard IV: The teacher fulfils professional roles and responsibilities
12	Enhance professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities InTASC Standard #9: Professional Learning and Ethical Practice Texas PPR Standard IV: The teacher fulfils professional roles and responsibilities
13	Understand and adhere to legal and ethical requirements for educators InTASC Standard #9: Professional Learning and Ethical Practice Texas PPR Standard IV: The teacher fulfils professional roles and responsibilities

Course Evaluation Methods

This course will utilize the following instruments to determine student grades.

Grading Matrix:

Instrument	Points
Tests (3 tests at 100 points each)	300
Final Exam	200
Direct Instruction Lesson Plan using Madeline Hunter Lesson **Plan- Key Assignments TK20**	200
Teacher Decision-Making Designing Instruction Reflective paper	100
Classroom management Plan	100
Attendance and Co-teaching Presentations	100
Total:	**1,000**

Grade Determination:
A = 90% or better
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = less than 60%

Test and Final Exam Information:

- Tentative Test Dates: **Sept 25, Nov 6, Dec 4**
- Final exam date TBA

Writing Assignments:

- Type and double space papers.
- Use Times New Roman 12-point font.
- Proofread carefully or ask someone to proofread your papers.
- Visit the writing lab if you have trouble with verb tense or run-on sentences.
- Explain ideas fully. Relate ideas to your field experience or your own experiences in elementary, middle, or high school.

DRAFT- Course Outline

Dates	Texas Educator Standard	Topics	Homework
W-1 8/28	Designing Instruction & Assessment	Introduction to the Course Overview of syllabus/ assignments Introductions Read "Teaching in Diverse, Standards-Based Classrooms" Chapter 1 Group presentations on "Key and Helping Behaviors"	Borich Chapter 1, pp. 7-26
W-2 Sept 4	Professional Teaching Standards	**PPR** Practice TEST	Borich Chapter 3
W-3 Sept 11	Cognitive Domain Designing Instruction & Assessment	Chapter 3 Goals, Standards, and Objectives Hunter's Lesson Plan	Borich Chapter4 Begin writing M.H. Lesson plan
W-4 Sept 18	Designing Instruction & Assessment	Chapter 4 Teacher Decision- making for Unit and Lesson Planning	Borich Chapter 7
W-5 Sept 25	Designing Instruction & Assessment Learning Environments	**Test 1** Chapter 7 Teaching strategies for Direct and Indirect Instruction	Borich Chapter 9 & 12
W-6 Oct 2	Designing Instruction & Assessment Learning Environments	Chapter 9 Questions strategies Chapter 12 Assessment	Borich Chapter 2 pp. 38-52 Lesson Plan Due next week
W-7 Oct 9	Learning Environments Cognitive, affective, and psychological domains	Chapter 2 Understanding your students: cognitive, affective, and psychological domains	Due M.H. Lesson Plan Borich Chapter 2 pp. 54-75 Mooney Chapter 1, 2
W-8 Oct 16	Learning Environments Cognitive, affective, and psychological domains	Chapter 2 Cont. Intelligence Philosophy of Education Co-teaching J Dewey	Mooney Chapter 3, 4

		Montessori	
W-9 Oct 23	Learning Environments Cognitive, affective, and psychological domains	Chapter 2 Socio-cultural aspects of learning Co-teaching: Bronfenbrenner, Erikson	Mooney Chapter 5 & 6
W-10 Oct 30	Learning Environments Cognitive, affective, and psychological domains	Chapter 2 Meeting students needs Co-teaching Piaget, Vygotsky,	Borich chapter 10 Teacher decision-making designing instruction paper due next week
W-11 Nov 6	Learning Environments Cognitive, affective, and psychological domains	**TEST 2** Chapter 10 Self-Directed Learning Co-teaching B. Bloom Gardner	Chapter 11 Borich Teacher decision-making designing instruction paper
W-12 Nov 13	Creating a Positive Environment	Chapter 11 Cooperative Learning Co-teaching J. Bruner	Borich Chapter 6
W-13 Nov 20	Creating a Positive Environment	Chapter 5 Classroom management: Climate & Expectations Co-teaching Skinner	Bandura's article
W-14 Nov 27	Implementing Effective Instruction	Chapter 6 Classroom Management: student engagement: Video	Designing a classroom management plan due next week
Week-15 Dec 4	Implementing Effective Instruction	TEST 3	
Week-16 Dec11	Implementing Effective Instruction	Final Exam	Classroom management plan

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](), and by visiting Student Life, building 2, Suite 200. 972-780-3632, [studentlife@unt.edu]().

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short 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 SETE to be an important part of your participation in this class.

Assignment Policy:
Assignments should be turned in on time. Late assignments may be accepted with the instructor's approval.

Exam Policy:
Exams may be taken late with the instructor's approval. Students who are not able to take an exam at the regularly-scheduled time must communicate the reason to the instructor within 24 hours of the regularly-scheduled time.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student_conduct/index.html]() for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Videos about classroom management: (11 minutes)
https://www.teachingchannel.org/videos/new-teacher-classroom-management

planning:
new teacher survival guide: planning
differentiating instruction
mentoring
technology
Adhd
Formal observation
Parent-teacher