# EDUC 3320D-002 / EDIC 5900 Foundations of Education: The School Curriculum 3 Hrs

## School of Education

<table>
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<tr>
<th>Instructor Name:</th>
<th>Dr. Ratna Narayan</th>
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<tr>
<td>Office Location:</td>
<td>Dal 1 201N</td>
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<tr>
<td>Office Phone:</td>
<td>972-338-1340</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Ratna.narayan@untdallas.edu">Ratna.narayan@untdallas.edu</a></td>
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| Office Hours: | Tuesday 1-5pm, Thursday 2:30 – 5:30 pm, or by appointment |

## Instructor’s Welcome

Welcome to Foundations of Education: The School Curriculum! Before reading this syllabus, take a moment to consider your plans for becoming an educator. I hope this gives you a sense of excitement. This course is designed for you to explore your plans within the context of factual information and developing professional dispositions critical to teaching success. Each assignment and course requirement is designed with the intention to give you the best preparation possible for a career in education. We will explore the connection between theory and practice each time we meet. I look forward to sharing in this learning journey with you.

## Course Format/Structure:

Face-to-Face/Web Enhanced

## Location:

UNT-Dallas Dal 1 244

## Class Meeting Days & Times:

Tuesday 5:30 pm – 8:20 pm

## Course Catalog Description:

Standards and foundations of curriculum for grades EC–12 in public schools. Includes the study of professional ethics and responsibilities, educational philosophies, the history of American education, schools and society, school and community, parent relationships, legal and political control, financial support, classroom organizational patterns, and curriculum development and alignment.

## Prerequisites:

Admission to the Teacher Education Program (includes participation in a field-based program), a child/adolescent/lifespan development course, and an educational-application computer course.

## Co-requisites:

None

## Required Texts:


**Students must also purchase access to TK20.**

(One-time purchase of TK20 access is required for this course. Student subscriptions are effective for 7 years from date of purchase.)
Please make sure you have purchased TK 20 and have an activated TK20 account by in time by the second class session. Sometimes it takes a day or two to activate your TK 20 account after purchase so please give yourself enough time. Also Ms. McClendon will need a few additional days to make sure your Checkpoint 1 portfolio is situated in your course. The link to purchase TK20 is: https://payment.tk20.com/ctpayment/?id=untdallas

All other required reading materials will be provided on Blackboard.

|---|---|
| Access to Learning Resources: | UNT Dallas Library: (Founders Hall)  
phone: (972) 780-1616  
web: http://www.untdallas.edu/library  
e-mail: Library@untdallas.edu  
UNT Dallas Bookstore: (Building 1)  
phone: (972) 780-3652  
web: http://www.untdallas.edu/bookstore  
e-mail: untdallas@bkstr.com |

**Course Goals or Overview:** The goals of this course are as follows -

1. Introduce and promote an in-depth analysis of the ten InTASC standards developed by the Council of Chief State School Officers and will demonstrate their understanding by completing Checkpoint 1 of TK20.
2. Describe the rewards and challenges inherent in the teaching profession and how it is shaped by past and present reforms and understandings of learner diversity.
3. Analyze past and present educational philosophies that have influenced the development of our education structures and practices and evaluate their effects on present-day goals for student success.
4. Develop a comprehensive understanding of the lesson planning process, demonstrate an understanding of the Texas Essential Knowledge and Skills (TEKS), and be able to evaluate the alignment between a lesson’s objective, procedures, and assessment.
5. Guide prospective teachers in the process of examining and developing research-based and innovative ways to influence learner development and motivation.
6. Introduce and explore the **Teacher Advancement Program (TAP) Instruction** rubric criteria through course activities according to National Institute for Excellence in Teaching performance standards.

**Learning Objectives/Outcomes:** Aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Professional Teaching Standards, At the end of this course, students will be able to:

<table>
<thead>
<tr>
<th>Analyze and discuss the components of student development and their impact on learning.</th>
<th><strong>Standard 1:</strong> Learner Development</th>
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<tr>
<td>Explain and elaborate on the influences of cultural diversity on the learning experience and how effective teachers address the needs of diverse learners.</td>
<td><strong>Standard 2:</strong> Learner Differences</td>
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Analyze and describe how the physical and social learning environment is developed to maximize the productivity and learning potential of all learners.  

Demonstrate an in-depth understanding of content knowledge by evaluating state learning standards and creating instructional plans that include opportunities for critical and higher-order thinking.  

Explain processes and describe the steps involved in planning instruction for all learners. Synthesize the information to create formal instructional plans.  

Describe multiple ways to assess student learning and use the information to make instructional decisions.  

Discuss and evaluate the process of planning for effective instruction.  

Evaluate and describe multiple instructional strategies for a wide variety of learning experiences.  

Discuss plans and opportunities for teacher professional development and evaluate the impact on professional growth.  

Explain how professional educators participate in leadership and collaboration throughout the educational communities. Evaluate specific examples provided in the course.  

### National Institute for Excellence in Teaching (NIET) and INTASC Standards Connections

<table>
<thead>
<tr>
<th>NIET Instructional Indicators</th>
<th>InTASC Standards</th>
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</table>
| 1. Standards and Objectives   | Standard 4: Content Knowledge  
                                  | Standard 5: Application of Content |
| 2. Motivating Students        | Standard 4: Content Knowledge  
                                  | Standard 5: Application of Content |
| 3. Presenting Instructional Content | Standard 5: Application of Content |
| 4. Lesson Structure and Pacing | Standard 5: Application of Content  
                                  | Standard 7: Planning for Instruction |
| 5. Activities and Materials   | Standard 5: Application of Content  
                                  | Standard 7: Planning for Instruction  
                                  | Standard 8: Instructional Strategies |
| 6. Questioning                | Standard 5: Application of Content  
                                  | Standard 8: Instructional Strategies |
| 7. Academic Feedback          | Standard 6: Assessment  
                                  | Standard 8: Instructional Strategies |
| 8. Grouping Students          | Standard 3: Learning Environment |
| 9. Teacher Content Knowledge  | Standard 4: Content Knowledge  
                                  | Standard 8: Instructional Strategies |
| 10. Teacher Knowledge of Students | Standard 1: Learner Development  
                                  | Standard 2: Learning Differences |
| 11. Thinking                  | Standard 5: Application of Content  
                                  | Standard 6: Assessment |
| 12. Problem Solving           | Standard 5: Application of Content |
### Course Outline

*(Outline the major topics covered in the course with approximate timelines. Also include the schedule of tests and other graded events)*

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

*The TAP Instruction NIET Rubric and Performance Big 6 Indicators are discussed and modeled weekly and continuously through class activities and online course assignments.* I will hand out a copy of these documents on the first day of class. Copies are also uploaded in the course resource tab of Blackboard.

<table>
<thead>
<tr>
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<th>Standard 8: Instructional Strategies</th>
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| 13. Instructional Planning | Standard 6: Assessment  
|   | Standard 7: Planning for Instruction  
|   | Standard 8: Instructional Strategies |
| 14. Student Work | Standard 6: Assessment  
|   | Standard 7: Planning for Instruction  
|   | Standard 8: Instructional Strategies |
| 15. Assessment | Standard 6: Assessment  
|   | Standard 7: Planning for Instruction  
|   | Standard 8: Instructional Strategies |
| 16. Expectations | Standard 1: Learner Development  
|   | Standard 2: Learning Differences  
|   | Standard 3: Learning Environments |
| 17. Managing Student Behavior | Standard 1: Learner Development  
|   | Standard 2: Learning Differences  
|   | Standard 3: Learning Environments |
| 18. Environment | Standard 1: Learner Development  
|   | Standard 2: Learning Differences  
|   | Standard 3: Learning Environments |
| 19. Growing and Developing Professionally | Standard 9: Professional Learning and Ethical Practice  
|   | Standard 10: Leadership and Collaboration |
| 20. Reflecting on Teaching | Standard 9: Professional Learning and Ethical Practice  
|   | Standard 10: Leadership and Collaboration |
| 21. Community Involvement | Standard 9: Professional Learning and Ethical Practice  
|   | Standard 10: Leadership and Collaboration |
| 22. School Responsibilities | Standard 9: Professional Learning and Ethical Practice  
<p>|   | Standard 10: Leadership and Collaboration |</p>
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<tr>
<th>Timeline</th>
<th>Topics</th>
<th>Related SLO’s</th>
<th>Readings/Activities/Assignments</th>
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</table>
| Week 1      | Class Introductions Introduction to the Course Introduction to the INTASC Standards Overview of Course requirements | 1,2,3,4,5,6,7,8,9,10 | **Reading for Jan 24th**  
  Read *Foundations for Young Adult Success* – Executive Summary and Introduction  
  Read *Pedagogy of the Oppressed* – Introduction and Foreward  
  Read InTASC Standards pp’s 2-12  
  (all 3 documents are available under course resources on BB)  
  Assignment One Reading Question Answers  
  Week One Discussion Assignment  
  Artifacts Chart  
  Standard 1 Artifact and Reflection  
  Please see discussion section on BB for details |
| January 17-23   | Who am I as a Person? Who are your learners? Constructing theory and practice Student presentations sign-up sheet | 1,2,3               | **Reading for Jan 31st**  
  Read *Foundations for Young Adult Success* – Chapter 1  
  Read *Pedagogy of the Oppressed* – Chapter 1  
  Read InTASC Standards p. 11  
  Assignment Two Reading Question Answers  
  Week Two Discussion Assignment  
  Standard 2 Artifact and Reflection  
  Please see discussion section on BB for details |
| Week 2       | Psychological Reconstruction Education for freedom How will your students learn from you? | 1,2,3               | **Reading for Feb 7th**  
  Read *Foundations for Young Adult Success* – Chapter 2  
  Read *Pedagogy of the Oppressed* – Chapter 2  
  Read InTASC Standards p. 12  
  **Due Feb 6th**  
  Assignment Three Reading Question Answers  
  Week Three Discussion Assignment  
  Standard 3 Artifact and Reflection  
  Please see discussion section on BB for details |
| January 24-30 |                                                                         |                     | **Reading for Feb 14th**  
  Read *Foundations for Young Adult Success* – Chapter 3  
  Read *Pedagogy of the Oppressed* – Chapter 3  
  Read InTASC Standards pp. 8, 10-12  
  **Due Feb 13th**  
  Assignment Four Reading Question Answers  
  Week Four Discussion Assignment  
  Section Cover 1 role of teacher|
| Week 3       | Psychological Ethics Student theorist class presentations              | 1,2,3               |                                                                                          |
| Jan 31 – Feb 6  |                                                                         |                     |                                                                                          |
| Week 4       |                                                                         |                     |                                                                                          |
| February 7 - 13 |                                                                         |                     |                                                                                          |

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<tr>
<th>Week 5</th>
<th>February 14 - 20</th>
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<tbody>
<tr>
<td>Narrative Craft Framing my story</td>
<td>4,5</td>
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<tr>
<td>Resumes and Cover Letters</td>
<td>Read <em>Foundations for Young Adult Success</em> – Chapter 4</td>
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<tr>
<td>What do I really teach?</td>
<td>Read <em>Pedagogy of the Oppressed</em> – Chapter 4</td>
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<tr>
<td>Student theorist class presentations</td>
<td>Due Feb 20th</td>
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<tr>
<td>Assignment Five Reading Question Answers</td>
<td>Week Five Discussion Assignment</td>
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<tr>
<th>Week 6</th>
<th>February 21-27</th>
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<tr>
<td>Hermeneutics Creating personal and instructional meaning</td>
<td>4,5</td>
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<tr>
<td>Student theorist class presentations</td>
<td>Read <em>Foundations for Young Adult Success</em> – Chapter 5</td>
</tr>
<tr>
<td>Read <em>InTASC Standards</em> p. 13</td>
<td>Due Feb 27th</td>
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<tr>
<td>Assignment Six Reading Question Answers</td>
<td>Week Six Discussion Assignment</td>
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<tr>
<td>Standard 4 Artifact and Reflection</td>
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<tr>
<th>Week 7</th>
<th>February 28 – March 6</th>
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<tbody>
<tr>
<td>Curriculum and Pedagogy The Power of Teacher Influence</td>
<td>4,5</td>
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<tr>
<td>Student theorist class presentations</td>
<td>Read <em>Kauchak and Eggen Chapter Excerpt</em> on Blackboard (week 7 folder)</td>
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<tr>
<td>Read <em>InTASC Standards</em> p. 14</td>
<td>Due March 6th</td>
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<tr>
<td>Resumes and Cover Letters Standard 5 Artifact and Reflection</td>
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<th>Week 8</th>
<th>March 7 – 8</th>
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<tr>
<td>Poetics of a Relational Teaching Self Knowing History and Making History</td>
<td>4,5</td>
</tr>
<tr>
<td>Student theorist class presentations</td>
<td>Read <em>Radical Hope and Teaching article</em> (week 8 folder)</td>
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<tr>
<td>Read <em>Lean Lesson Planning Act I</em></td>
<td>Due March 12</td>
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<tr>
<td>Read <em>InTASC Standards</em> pp. 8, 13 – 14</td>
<td>Assignment Seven Reading Question Answers</td>
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<tr>
<td>Week Seven Discussion Assignment</td>
<td>Section 2 Cover Sheet</td>
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<tr>
<th>Week 9</th>
<th>March 21-27</th>
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<tbody>
<tr>
<td>Restorative Education Seeing the Unseen Preparing to Plan Instruction</td>
<td>6,7,8</td>
</tr>
<tr>
<td>Student theorist class presentations</td>
<td>Read <em>Is Socrates the ideal democratic citizen?</em></td>
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<tr>
<td>Read <em>Lean Lesson Planning Act II</em></td>
<td>Due March 27th</td>
</tr>
<tr>
<td>Read <em>InTASC Standards</em> p. 15</td>
<td>Assignment Eight Reading Question Answers</td>
</tr>
<tr>
<td>Week Eight Discussion Assignment</td>
<td>Standard 6 Artifact and Reflection</td>
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<tr>
<td>Restorative Education Plan</td>
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<tr>
<th>Week 10</th>
<th>Impacting Knowledge</th>
<th>6,7,8</th>
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<tbody>
<tr>
<td>Read <em>John Dewey and the seven-eyed</em></td>
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Please see discussion section on BB for details

**Educational Autobiography/Self-Care Plan**
| Week 11  | April 4 - 10 | Student theorist class presentations | 6,7,8 | Read *Schools with Spirit – Souls of Students, Souls of Teachers: Welcoming the Inner Life to School*  
Read InTASC Standards pp. 9, 15 – 17 | **Due April 10th**  
Section 3 Cover Sheet  
**Lesson Plan drafts Due** |
| Week 12  | April 11 - 17 | Ethics training  
**Glossary presentation** | 9,10 | Read *Schools with Spirit – The Courage to Teach: A Program for Teacher Renewal*  
Read InTASC Standards pp. 18 – 19 | **Due April 17th**  
Standard 9 & Standard 10 Artifacts and Reflections |
| Week 13  | April 18 - 24 | **Glossary presentation** | 9,10 | Read *Schools with Spirit – The Gift of the Arts*  
Read InTASC Standards p. 9, 18 – 19 | **Due April 24th**  
Section 4 Cover Sheet  
Assignment Ten Reading Question Answers  
Week Ten Discussion Assignment  
**All TK20 Checkpoint One Items uploads must be finished by May 1st** |
| Week 14  | April 25 – May 1 | Microteaching Lesson Plan Presentations | 1,2,3,4,5, 6, 7,8,9,10 | Read *Schools with Spirit – Nurturing Meaningful Connections with Young Children*  
**All TK20 Lesson Plan Key Assignments and Checkpoint One uploads must be finished by Thursday, May 1st**  
Philosophy Paper Due |
| Week 15  | May 2 - 8 | Microteaching Lesson Plan Presentations | 1,2,3,4,5, 6, 7,8,9,10 | **All TK20 Philosophy Paper uploads must be finished by Thursday, May 8th**  
Read *Schools with Spirit – The Circle of*
Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Description of Assignments

1. **Assigned readings:** Each week you have assigned readings (approximately 1 – 2 articles or chapters per week). You will have a question and answer assignment (check the assignment tab) as well as discussions (check the discussion board) based on the readings each week. Start these assignments immediately after the face-to-face class and work on these daily as much as possible. **Begin by checking the Discussion Board and the Assignment tab so you can complete the reading required to post your discussion two days after the class meets. Conclude by completing the rest of the weekly questions before the next face-to-face class.** You will be expected to communicate your ideas about the readings to peers and instructors continuously. See Blackboard and class presentation notes for specific due dates for your answers to the reading questions. **Answers to all weekly reading questions are due before the next class.**

**Discussion Board Posts – Responses to Weekly Readings**

- The text-based and article readings in this course are designed for you to comprehend and analyze information about the many facets of philosophical thought in the field of education. After reading, you are expected to evaluate the information and use it to develop your own core beliefs about yourself as a teacher, educational theorists, and educational practitioner.
- Response posts should be long enough to explain your position without being too lengthy. **Generally, 5 - 7 sentences should suffice.** Your initial post that answers the Discussion Board questions is due just two days after your class meets each week. Responses to at least two classmates are due according to the course schedule, and posting due dates are strictly enforced. Here are a few ideas for responding to classmates:
  - Sharing an insight gained from the post
  - Validating someone’s point of view
  - Making a suggestion

Be sure to respond in ways that show evidence of “deep” reflection on the assigned readings and peer conversations. Please avoid surface level responses such as “I like the way,” or “My favorite part” and avoid one-liners of agreement. **Make sure you put your response directly in the forum!** Do not send an attachment for a discussion response.

2. **TK20 Checkpoint 1: Portfolio Assignments**

- Ten electronic “documents” (articles, photos, etc.) that relate to the ten InTASC Standards. **These are referred to as Artifacts.**
- Please make sure you use a variety of resources as artifacts. Using one type of artifact for e.g. photographs or articles for more than 1 standard is not encouraged.
We will provide instruction for your artifacts for standards nine and ten

- Ten evaluative essays that explain how each of the documents clearly shows an in-depth understanding of each standard. These are referred to as Standard Reflections.
- Four section “reflections” written as an evaluative summary of each section of the InTASC standards. These are referred to as Section Cover Sheets.
- These materials must be correctly uploaded to the student’s TK20 portfolio.

- **Students must successfully complete Checkpoint 1 to receive a passing grade in the course.**

3. **The “Glossary Project”**

- As a class activity, students will create a glossary for the terms used in our course readings. This will be an ongoing activity throughout the semester. You will work in teams to research and develop the definitions and present your assigned terms in class. More details will be provided in class and on BB. The Glossary will be used as an artifact for Std10 (Leadership and Collaboration). Possible points your Std 10 reflection could include will be: what you learned about leadership and collaboration while working with your peers, what roles and responsibilities were assigned to each group member, how you and your group collaborated on the project, what challenges you faced and how you overcame them etc.

4. **Cover Letter and Resume (TK 20 Introductory Materials)**

- **Cover Letter**
  - Write a one-page professional cover letter. It should be written as if it is for a real certified teaching position at a K – 12 institution, not a teaching assistant, substitute, child care leader, or anything else. The letter should include a strong opening paragraph describing why you are the perfect candidate for the position. In the middle paragraph, explain your reasons for wanting to be a teacher and describing your strengths for a teaching job (such as previous experience with children or strong teaching philosophy). Your final paragraph should request an interview. Be sure to adhere to directions given in class before finalizing your assignment. The cover letter is one document for the introduction section of the TK20 portfolio.
  
- **Resume**
  - Create a professional resume including your professional objectives, relevant teaching and work experience, education, awards, volunteering, etc. It should be written as if it is for a real certified teaching position at a K - 12, not a teaching assistant, substitute, child care leader, or anything else. Examples will be available on blackboard. Be sure to adhere to directions given in class before finalizing your assignment. Address your resume to a principal and target a specific teaching position on a specific campus. The resume will become a document in the introductory section of the portfolio in TK20.

5. **Philosophy of Education and Teaching Paper**

- You will develop and share your education philosophy throughout the course. Your initial aspirations to make a difference should be further developed with the readings and activities from the course. As a practicing professional, you will learn to support your theories and practice with existing and practicing research. With these thoughts in mind, you will write an education and teaching philosophy paper.
  
  Write a paper of approximately 1,000 words that expresses your educational philosophy. Use the APA format for a cover sheet, citing, and references. The use of limited citations is required to show evidence of knowledge accuracy and thorough study. Please refer to [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) for APA guidelines. You can also get
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guidance about APA guidelines from the Writing Center. The library has a great trifold that is easy to glance at to see the correct format.

5. This is a TK20 Key Assignment.

6. Educational Autobiography/Self-Care Plan
   You will write a self-care plan that highlights your level of self-awareness about your strengths and possible weaknesses as you develop your “teacher self.” The plan will include a personal SWOT analysis and an action plan to work on personal growth and be proactive towards potential challenges you could face as a teacher without early intervention. Your plan should be just 1-2 pages. More details about the assignment will be given in class. See the rubric provided on Blackboard for evaluation details.

7. Restorative Education Action Plan
   It is exciting to think about all of the things we want to do with our students in the classroom. This assignment is intended to help you consider more of “why” you want to do those things, and what you are ultimately hoping for your student’s futures far beyond the time you will have them in your class for a year. Consider your course readings and class activities to develop an action plan that includes specific details about what you will do to help your students develop the skills and attributes necessary for life-long learning and success. This plan will also be just 1-2 pages. See class notes and the rubric on Blackboard for more details.

8. Teacher Interview paper
   The purpose of the Teacher Interview paper is to learn how practicing teachers implement InTASC Standard #9 (Professional Learning and Ethical Practice).
   First, read InTASC standard 9 (page 18). Then, contact a practicing teacher in the K-12 system and set up an interview. You will need about 20 - 30 minutes. The interview must be a face-to-face meeting. No phone interviews or sending the questions to the teacher through email to fill in the answers. Please do not interview a student teacher or a first year teacher or a University Professor.

   During the interview, feel free to ask any follow-up questions that occur to you. Make sure you THANK the teacher for taking the time to help you.

Sample Questions for the Teacher Interview:

1. What type of professional development activities have you participated? Which were most helpful to you?
2. How do you use self-assessment to continue to improve your teaching? Can you give a specific example?
3. How do you think your personal identity (gender, race, background) and prior experience affect your perceptions and expectations?
4. What legal and ethical requirements exist for teachers? (For example, can you talk about confidentiality?)
5. Do you belong to an instructional team? If so, how do you take an active role on that team?
6. In addition to the instructional team, what other school professionals do you work? How do you establish and maintain good relationships with other teachers and with school administrators?
7. How do you establish communication with families? Is it difficult when families come from a different culture or speak a different language?
8. Do you ever find it necessary to advocate for students? If so, can you give a specific example?

Write a three-page paper that summarizes the interview which will serve as an artifact for std 9. USE
MICROSOFT WORD; please do NOT submit a PDF. The paper should be double-spaced. Use Times New Roman 12-point font and 1-inch margins. The paper should be at least 900 words long.

The Teacher Interview paper should be submitted to TK20 as one of the artifacts (documents) for Section 4 Standard 9. The Teacher Interview is NOT a Key Assignment, so it does NOT go in the Courses tab. The reflection for Std 9 should detail specifically your professional learning and development from this experience.

10. Lesson Plan Assignment This is the Key Assignment

- Decide the approximate age and grade level that you want to write your lesson.
- Examine the Texas Essential Knowledge and Skills (TEKS) for your grade level of interest.
- Use the TEKS as the basis for your objectives.
- Create a “Pinterest” board titled “Lesson Plans” or simply search through lesson ideas in Pinterest or other teacher resource websites. Keep in mind that these are sources for ideas, and you will need to add to these lesson ideas to make them thorough, professional, and effective enough to promote in-depth learning according to what you will learn about instructional planning from the course. We will dedicate a class time when you will be expected to bring drafts of your lesson plans to class to review with peers and the instructor.
- Select a lesson from your web search and modify it to
  o Address specific content TEKS
  o Meet UNT Dallas lesson-plan requirements.
- Based on your Program of Study, you have the following options for your Lesson Plan assignment:
  o Option One – English Language Arts focus with Social Studies Integration
  o Option Two – Science focus with Math Integration
  o Option Three (4-8 or High School Majors) Write a lesson for your specific content area. Integration from other content areas is encouraged but not required.

Be sure to review the rubric for your lesson plan before you submit it to blackboard.
- Prepare to deliver your lesson to peers as if you were teaching it to students in a K-12 classroom. More details about lesson delivery will be provided and discussed in class.

Final Class Presentation – Modified Microteaching Presentation

The final presentation will be your opportunity to teach the lesson you wrote for your Key Assignment to your classmates as if they were your students in a classroom. You will plan to deliver your lesson in about 10 – 15 minutes while being videotaped. The video will be uploaded to the Panopto section of the course in Blackboard for your instructor to view, rate, and assign a final grade. The rubric for the assignment is on Blackboard and designed according to the expectations of the NIET rubric. In-class peer review using the rubric will also be required by your instructor. More details about the assignment, presentation, and videotaping will be provided in class.

11. Theorist/ theory Class Presentation

Each student will select a topic shown on the Class Discussion Boards and prepare a 10-minute presentation using a PowerPoint or similar technology. You will include in your presentation a brief description of the topic and discuss connections from the course readings and activities as it relates to your topic. For example, does this philosophy, theorist, current issue etc. align with the theories and principles found in our course readings? Why or why not? How can you as a present-day theorist and
practitioner address what is missing or needs adjusting to meet the needs of today’s learners with your chose topic? Please see the rubric and class notes for additional details. Be sure to practice and rehearse your presentation ahead of time. You will not be allowed to read notes or read your slides to your audience.

TEXES Practice Exam Sessions

All students in the 3320 Foundations of Education course are expected to go to the practice test sessions for their Core Content offered throughout the semester. If you are an elementary major, you take the EC – 6 Core Subjects TEXES Practice Test. If you are a secondary major, you must go to your Content Area Exam. Please watch for date and time schedules and plan accordingly. Students who fail to do this during the semester will receive a grade of Incomplete for this course until we have a record of your attendance and scores for your practice session.

PLEASE UPLOAD YOUR RESULTS OF THE CORE CONTENT EXAM FROM CERTIFY TEACH TO BLACKBOARD BY APRIL 24th 2017

Class Participation and Attendance

• You class attendance and participation grade include coming to class and online participation. Although this is a Face-to-Face course, you are still required to use Blackboard weekly and participate in online discussions and activities. Students who are absent for any reason will have attendance points deducted for that day. If you are late to class by more than 10 minutes, it will affect your attendance grade. Please arrive to class on time and ready to participate in discussions and class activities. The course is designed for everyone to be very interactive. Discussions, group sharing, and presentations are included with each class session. Your input is valued and sought after each class period.

Grading Matrix:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Measures SLO’s</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK20 Checkpoint 1 (Including Portfolio Artifacts and Reflections)</td>
<td>3, 4</td>
<td>230 points</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
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<tr>
<td>• 8 Individual Artifacts (1 per InTASC Standard 1-8) (10 pts each)</td>
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<td>• 10 Written Reflection (1 per InTASC Standard) (10 pts each)</td>
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<tr>
<td>• 4 Section Reflections (also referred to as Cover Sheets) (1 per InTASC Standard Section) (10 pts each)</td>
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<td>• *Artifacts Chart (10 pts)</td>
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<tr>
<td>Cover Letter and Resume (50 pts each) TK20 Introductory Materials</td>
<td></td>
<td>100 points</td>
<td>4,5, 9,10</td>
</tr>
<tr>
<td>Philosophy of Education and Teaching - TK20 Key Assignment</td>
<td>1, 2</td>
<td>100 points</td>
<td>1,2,3,5,6,7,8</td>
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<tr>
<td>Reading Question Answers (10 Assignments)</td>
<td></td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Assignment Description</td>
<td>Points</td>
<td>Supporting Standards</td>
<td></td>
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<tr>
<td>Teacher Interview – (to be used as an Artifact for Standard 9)</td>
<td>30</td>
<td>7,8,9,10</td>
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<tr>
<td>Glossary Project – (to be used as an artifact for std 10) (20 content+ 20 group presentation)</td>
<td>40</td>
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<tr>
<td>Lesson Plan Assignment – TK20 Key Assignment</td>
<td>50</td>
<td>1,2,3,4,5,6, 7,8</td>
<td></td>
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<tr>
<td>Educational Autobiography/Self-Care Plan</td>
<td>50</td>
<td>2,9</td>
<td></td>
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<tr>
<td>Restorative Education Action Plan</td>
<td>50</td>
<td>2,3,8,9,10</td>
<td></td>
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<tr>
<td>Theorist/ theory Class Presentation (40 points content, 10 points presentation)</td>
<td>50</td>
<td>2,8,9</td>
<td></td>
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<tr>
<td>Discussion Board Assignments</td>
<td>100</td>
<td>1,2,3</td>
<td></td>
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<tr>
<td>Final Class Presentation (Modified Lesson Study or Modified Microteaching)</td>
<td>50</td>
<td>4,5,6,7,8</td>
<td></td>
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<tr>
<td>Attendance and Participation</td>
<td>50</td>
<td>1,2,3,4,5,6, 7,8,9,10</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>1000 points</strong></td>
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**I Grade Determination:**

A = 900 - 1000 pts; i.e. 90% or better  
B = 800 – 899 pts; i.e. 80 – 89 %  
C = 700 – 799 pts; i.e. 70 – 79 %  
D = 600 – 699 pts; i.e. 60 – 69 %  
F = 599 or below; i.e. less than 60%

**Assignment Submission Guidelines**

All the assignments are compulsory. All assignments will be submitted to a thread in Blackboard unless mentioned otherwise. I expect you to complete all the assignments in a timely fashion. There will be no substitutions unless I approve of them. If I am not satisfied with an assignment response, I reserve the right to deduct points and return it to you so you may improve on it and resubmit to get some of the deducted points back if the work is deemed satisfactory.

Students are responsible for ensuring that assignments are submitted to the correct place and in the correct format. Assignments that are submitted to the wrong place or in the wrong format will not be accepted. All assignments must be submitted to Blackboard unless the instructor gives other directions in the syllabus or in class.

The following assignments must be submitted to Blackboard and TK20:

Each of these assignments will be first submitted to Blackboard, I will review them and provide feedback if additional material / corrections are required. Once I am satisfied I will mark it as “upload ready” after which you will upload them to TK 20. I will follow this process for the first few standards after which I will ask you to upload directly to TK20

- 10 Standard Artifacts and Standard Reflections  
- 4 Sections Reflections  
- Philosophy of Education and Teaching Paper – Key Assignment  
- Lesson Plan – Key Assignment
Students who need help with Blackboard should contact UNTD Distance Learning and Instructional Technologies at 972-338-1606. Students who need help with TK20 should contact Ms. Genell McClendon at 972-338-1364 or genell.mcclendon@untdallas.edu.

Difficulty with technology is not an excuse to turn an assignment in late. Please plan ahead.

All assignments must be submitted as Microsoft Word documents. PDFs and other formats will not be accepted.

Papers are expected to have minimal spelling and grammar mistakes. Students are encouraged to take advantage of the services offered in the UNT Dallas Writing Center.

As future educators, spelling errors on assignments are not acceptable. Your assignment will receive an automatic 10% off of the final grade if a spelling error is found. A grade of 0 may be assigned for numerous spelling errors. Resubmission for a late grade will be at the professor’s discretion.

Late Assignments: If an assignment is submitted after the due date and within 24 hours you could get 50% of the grade. Anything submitted after 24 hours of the due date, you get zero points!

No assignments will be accepted after the final exam or after the last day of class without prior permission from the instructor.

Deadlines and Incompletes: Please be mindful of University deadlines for dropping and withdrawing from classes. Also, in order for me to consider giving an INCOMPLETE for this course, you must be passing it, and you must present documentation of a medical emergency or similar extenuating circumstances that have prevented you from completing your obligations for this course. If these two conditions do not apply, please do not ask for an Incomplete Grade.

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO 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/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of 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 see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

CoursEval Policy: Student’s evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students’ evaluations to be an important part of your participation in this class.

**Assignment Policy:** According to the instructor’s discretion while working in concert with the division/program’s guidelines.

**Exam Policy:** Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

**Academic Integrity:** Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity 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 Academic Integrity (Policy 7.002) at [http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf](http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf) Refer to the Student Code of Student Rights, Responsibilities and Conduct at [http://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf](http://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf) Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: “On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.”

**Bad Weather Policy:** Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to [http://www.untdallas.edu/police/resources/notifications](http://www.untdallas.edu/police/resources/notifications)

**Attendance and Participation Policy:** The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at [http://www.untdallas.edu/hr/upol](http://www.untdallas.edu/hr/upol)

**Diversity/Tolerance Policy:** Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and 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 Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)