University of North Texas at Dallas

Syllabus for Spring 2024

EDUC 3320.0001 Foundations of Education

Department of	Teacher Education
Instructor Name	Dr. Ratna Narayan
Office Location	DAL 1 – 201N
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Email Address	Ratna.narayan@untdallas.edu
Office Hours	Wed / Thur 3-5 pm,
Virtual Office Hours	By Appointment sat 10-2 pm
Course Format/Structure	Face to Face
Classroom Location	DAL 1 Room 322
Class Meeting Days & Times	Tuesday 1:00 pm to 3:50 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 or no more than 9 credits needed before admission.
Corequisites	None

Required Text	Evans, K., & Vaandering, D. (2016). *The little book of Restorative justice in Education: Fostering responsibility, healing, and hope in schools*. New York, NY: Skyhorse Publishing, Inc. ISBN: 978-1-68099-172-7 **All other required reading materials will be provided on Canvas.**
Recommended Text & References	Will be provided by the professor.

Access to Learning Resources	**UNT Dallas Library:**
	    Phone: (972) 338-1616;
	    Website URL: http://www.untdallas.edu/library
	UNT Dallas Bookstore:
	    Phone: (972) 780-3652;
	    Website URL: http://www.untdallas.edu/bookstore
	    Email: untdallas@bkstr.com

Canvas Resources
 	
Supported Browsers:
 	
• Chrome 67 & 68
• Firefox 60 & 61
• Flash 29, 30 (for audio/video)
• Respondus Lockdown Browser
• Safari 10, 11
 	
Supported Devices:
• iPhone
• Android
• Chromebook
Note: Tablet users can use the Canvas app
 	
Screen Readers:
• VoiceOver (Safari)
• JAWS (Internet Explorer)
• NVDA (Firefox)
Note: There is no screen reader support for Canvas in Chrome
	Getting Help with Canvas:
	
	Canvas 24/7 Phone Support for Students: 1-833-668-8634
	
	Canvas Help Resources:
	
	Canvas Student Guide - https://community.canvaslms.com/docs/DOC-10701
	
	For additional assistance, contact Student Assistance (UNT Dallas Distance Learning):
	    DAL1, Room 157
	    Phone: 972-338-5580
	    Email: distancelearning@untdallas.edu
	
	If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.
	
	If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.

<u>**Course Overview**</u>
Course Goals:
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.
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.

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:

1. Analyze and discuss the components of student development and their impact on learning.
2. Explain and elaborate on the influences of cultural diversity on the learning experience and how effective teachers address the needs of diverse learners.
3. Analyze and describe how the physical and social learning environment is developed to maximize the productivity and learning potential of all learners.
4. 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.
5. Explain processes and describe the steps involved in planning instruction for all learners. Synthesize the information to create formal instructional plans.
6. Describe multiple ways to assess student learning and use the information to make instructional decisions.
7. Discuss and evaluate the process of planning for effective instruction.
8. Evaluate and describe multiple instructional strategies for a wide variety of learning experiences.
9. Discuss plans and opportunities for teacher professional development and evaluate the impact on professional growth.
10. Explain how professional educators participate in leadership and collaboration throughout the educational communities. Evaluate specific examples provided in the course.

Texas Administrative Code Expected Learning Outcomes
- (d)(3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
- 1.A-C Childhood Development provisions of the Early Childhood Prekindergarten – Grade 3 Content Standards; ethical conduct towards professional colleagues; and ethical conduct towards students;
- (d)(1) the relevant TEKS, including the English Language Proficiency Standards; (ELPS)
- (f) (1) Childhood Development provisions of the Early Childhood: Prekindergarten – Grade 3 Content Standards

Additionally, this course promotes the knowledge and application of the Texas English Language Proficiency Standards (ELPS) and the Texas Prekindergarten Guidelines:

ELPS https://www.texasgateway.org/resource/elps-linguistic-instructional-alignment-guide-liag

Texas Prekindergarten Guidelines
https://tea.texas.gov/Academics/Early_Childhood_Education/Texas_Prekindergarten_Guidelines

Adherence to the Professional Dispositions Statement will be discussed: See the attached document here in the syllabus and on Canvas.

SOE Disposition Statement

Course Outline
This schedule is subject to change by the instructor. *Any changes to this schedule will be communicated by Canvas Announcements, emails, or during face-to-face sessions.* Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Week of….	Topics	Assignments
Week 1 Jan 16th	Introduction to the Course Resume & Cover Letter	Introduction to the class, review of the syllabus and overview to assignments.
Week 2 Jan 23rd	Workday You will work with your groups in class on your lesson plan presentations.	• Prepare with your partner for a mini lesson plan presentation to your group. • Groups and subjects will be assigned. • **Due Jan 23rd Resume and Cover letter**
Week 3 Jan 30th	Lesson Plan Presentations and Reflection All lesson plan presentation relevant documents must be uploaded on Canvas prior to class.	**Reminder:** Have you taken your Practice Exam?
Week 4 Feb 6th	InTASC Standards Section 3 Theory: Cognitive Learning	**Due Feb 13th InTASC Standards Section 3**
Week 5 Feb 13th	InTASC Standards Section 2 Theory: Humanism	**Due Feb 20th** InTASC Standards Section 2
Week 6 Feb 20th	Theory: Connectivism InTASC Standards Section 1	**Due Feb 27th** • InTASC Standards Section 1 **Reminder:** Have you taken your Practice Exam?

Week 7 Feb 27th	Theory: Constructivism InTASC Section 4	**Due Mar 5th** • InTASC Standards Section 4
Week 8 Mar 5th	Lesson Planning: Baseline Knowledge Skills, Opening, Reminder RJ Presentations	**Workshop on Lesson planning for final Lesson plan assignment**
Week 9 Mar 12th	UNTD Spring Break Mar 11-16th	
Week 10 Mar 19th	Philosophy of Teaching statement: components	**Workshop on Philosophy of teaching statement**
Week 10 Mar 26th	Restorative Justice Learning theories	Restorative Justice Group Presentation
Week 11 Apr 2nd	Restorative Justice Ch. 3& 4 Group Presentation Learning theories	Restorative Justice Group Presentation Final Lesson plan drafts due
Week 12 Apr 9th	Workday at UNTD Meet individually with Dr N	
Week 13 Apr 16th	Final Lesson plan presentation and reflection	Lesson plan and presentation associated documents due by class time Apr 16th Philosophy paper due Apr 20th
Week 14 Apr 23rd	Presentation Restorative Justice Group Presentations	Presentation Restorative Justice Group Presentations Proof of taking the practice test
Week 15	Class reflections Potluck	Lesson plan individual reflection and relation to InTASC standards

Apr 30th		

Course Evaluation Methods

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

Grading Matrix:

Instrument	Measures SLOs	Value
Checkpoint 1 (Including Portfolio Artifacts and Reflections) InTASC Notebook: • **10 Individual Artifacts (1 per InTASC Standard) (10 pts each)** • **10 Written Reflections (1 per InTASC Standard) (10 pts each)** • **4 Section Reflections (also referred to as Cover Sheets) (1 per InTASC Standard Section) (10 pts each)**	1,2,3,4,5,6,7,8,9,10	240
Cover Letter and Resume (50 pts each) - Introductory Materials	4,5,9,10	100
Group lesson plan presentation and reflection	1,2,3,4,5,6,7,8	35
Philosophy of Education and Teaching - Key Assignment	1,2,3,5,6,7,8	100
Final Lesson Plan and presentation Assignment – Key Assignment	1,2,3,4,5,6,7,8	100
Proof of Practice Test		50
Restorative Justice Presentation		25
Attendance and Participation (10 points x 15 weeks)	1,2,3,4,5,6,7,8,9,10	150
Total		**800**

GRADE DETERMINATION:

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

Description of Assignments

1. **Assigned Readings:** Each week you have assigned readings (approximately 1 – 2 book chapters or articles per week). Start these assignments at the start of the week and work on these daily as much as

possible. You will be expected to communicate your ideas about the readings to peers and instructors continuously. The text-based and article readings in this course are designed for you to show your ability 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.

2.   **Checkpoint 1: Portfolio Assignments: There are 10 InTASC standards and you will need an artefact and a reflection for each of them. I will provide reflective prompts for each standard that you will be responding to (please refer to Canvas for reflective questions for each standard. I will be splitting you up in groups (4 groups, ~ 8 students per group). You will work in pairs to develop and teach a mini lesson to your group on Sept 6th in class. Each mini lesson will be 20 minutes and will be a lesson in Math, Science, Social Studies or ELAR as assigned to you. Before class you will upload your lesson plan and all relevant documents.** Please ensure your lesson plan has a title and grade, an objective, TEKS, a vocabulary list with content words and definitions, a pre and a post assessment. You may add anything else you see fit. ==The Grade for the lesson plan per group is 20 points, if any of the previously mentioned requirements are missing you will lose points.== After the presentation, there will be a 10-minute silent written reflection, both participants and presenters will reflect on the lesson presented. A google doc will be made available for the reflection. ==The grade for the group reflection document is 15 points.== In each group, you will reflect on your own lesson as a presenter and on 3 other lessons as participants.
The Group Lesson plans and reflections will be used as artefacts for the InTASC standard reflections you are going to write.

- o   Ten electronic "documents" (Lesson plan documents, reflections) that relate to the ten InTASC Standards. These are referred to as Artifacts.
- o   Ten reflective essays that explain how each of the documents clearly shows an in-depth understanding of each standard. These are referred to as Standard Reflections.
- o   Four section "reflections" written as an evaluative summary of each section of the InTASC standards. These are referred to as Section Cover Sheets.
- o   These materials must be correctly uploaded to the student's Canvas assignments created for the purpose.
- o   **Students must successfully complete Checkpoint 1 to receive a passing grade in the course.**

3.   **Cover Letter and Resume (Introductory Materials):**
- o   **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, etc.. 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 portfolio.
- o   **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, etc. Examples will be available on Canvas. 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**.**

4.	**Philosophy of Education and Teaching Paper - Key Assignment:** 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/ for APA guidelines. You can also get guidance about APA guidelines from the Writing Center, and the library has a great tri-fold that is easy to glance at to see the correct format.

5.	**Lesson Plan and presentation Assignment - Key Assignment:**
Details TBA

6.	**TEXES Practice Exam Requirement (Please note the changes from previous semesters):** All students in the 3320 Foundations of Education course are expected to take the REPRESENTATIVE practice test for their Core Content during Midterm week.

If you are an elementary major, you must go to your EC – 6 Core Subjects TEXES Practice Test.

If you are a secondary major, you must go to your Content Area Exam.

IMPORTANT: Students who fail to do this during the semester will not be permitted to continue to other courses in the Teacher Education Program.

PLEASE UPLOAD YOUR PRACTICE TEST DOCUMENTATION TO CANVAS NO LATER THAN Nov 22nd BY 11:59pm.

7.	**Class Participation and Attendance**: Each class session is worth *10 points*. If you are absent, you cannot participate and therefore, you cannot earn your attendance points (EXCUSED OR UNEXCUSED).

8.	**IMPORTANT:** *According to the SOE Handbook, students must earn a "B" to pass this course. Regardless of points earned for class assignments/projects, your course grade will convert to an "F" if you do not upload Checkpoint 1 and Key Assignments according to portfolio and class directions.*

Course-Specific Policies
Assignment Submission Guidelines:

- Students are responsible for ensuring that assignments are submitted to the correct place and in the correct format (.docx) (Pages will NOT be allowed). Assignments that are submitted to the wrong place or in the wrong format will be considered late or will not be accepted.
- All assignments must be submitted to Canvas unless the instructor gives other directions in the syllabus or in class or you have made prior arrangements with the instructor.
- A difficulty with technology is ***NOT*** an excuse to turn in an assignment late. Please plan ahead.
- All assignments must be submitted as **Microsoft Word documents**., Pages, 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 at the UNT Dallas Writing Center. Papers with spelling errors or too many other errors may be rejected, and permission to resubmit the assignment will be at the instructor's discretion.
- All assignments will be run through AI and plagiarism checkers. Responses not meeting the mark will receive a zero. Any instance of plagiarism will be reported, and an inquiry instituted.
- All assignments will receive detailed feedback, It is your responsibility to make changes according to the feedback provided.
- ALL ASSIGNMENTS ARE CUMPULSORY, YOU CANNOT PICK AND CHOOSE THE ASSIGNMENTS YOU WANT TO COMPLETE

Late Assignments:

- Coursework is expected to be submitted on time.
- There will be a 10% reduction of the assignment grade for every day the assignment is late. For example: You score 100% on an assignment. It is three days late. The score is reduced by 30%. You receive 70%.
- Assignments more than 5 days late will not be accepted and you will receive a 0% on that assignment.
- *Life happens!* If you have extenuating circumstances, please contact Dr. Narayan asap so we can create a plan for you.

Attendance:

- Each class session is worth *10 points*. If you are absent, you cannot participate and therefore, you cannot earn your attendance points (EXCUSED OR UNEXCUSED).
- Excessive absences are subject to reduction of final grade. Two unexcused absences will result in your final letter grade being dropped by one letter regardless of your overall points. Four absences will result in your overall grade being dropped by 2 letter grades and so on
- YOU MUST SCORE A B TO PASS THIS COURSE
- Excused absences are ONLY supported with medical documentation UNLESS university sanctioned. Must include date/time of doctor or hospital visit, stating it is an excuse from school/work. Only original documents will be accepted. *Excused absences merit a 5-day extension of assignments*, but are subject to reconsideration on an individual basis. Medical excuses must be presented within ONE week of the absence to be honored.
- If you are more than 10 minutes late to class, you will not receive full points for attendance and risk being marked absent.
- Engaging in activities/discussions unrelated to the topic at hand, and/or excessive use of technologies in excess may result in a reduction of participation points.

Life Happens Clause:
- If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than two sessions, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed.
- Please inform me in advance of any excused absences you may have in compliance with the University of North Texas Dallas.

<u>**University Policies and Procedures**</u>

Course Evaluations:
Student's evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have been posted. 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.

Attendance & Participation:
The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at https://www.untdallas.edu/hr/upol.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at https://www.untdallas.edu/hr/upol).

Students with Disabilities (ADA Compliance)
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit Section 504 Coordinator, Cynthia Suarez, at 972-338-1777 or email cynthia.suarez@untdallas.edu.

Canvas Instructure Accessibility Statement:
University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at https://www.canvaslms.com/accessibility.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

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 UNT Dallas Academic Integrity Policy in the appropriate Catalog at http://dallascatalog.unt.edu.

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.

Web-based Plagiarism Detection:
Please be aware that in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

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's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at https://www.untdallas.edu/hr/upol).

Online "Netiquette":
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.
Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Classroom Disruption:
Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at https://www.untdallas.edu/hr/upol) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to

read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

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.

Inclement Weather and Online Classes:
Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Technology Assistance: In order to successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements: https://community.canvaslms.com/docs/DOC-10721
- Canvas Instructure Support & Unsupported Operating Systems: https://community.canvaslms.com/docs/DOC-10720