EDUC 4322: Teaching Skills in EC-6

Course	EDUC 4322
Semester	Spring 2024
Location	Hybrid
	In Person – Monday 11:30-12:50 HPR 253
Instructor	Dr. Frank Dykes
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	(email is the easiest way to reach me)
Last Day to Withdraw	March 25, 2024

Course Description

Provides preservice elementary teachers with the opportunity to acquire skills for effective planning, implementing, and evaluating instruction. **Field experience required.**

Student Learning Outcomes

The student will…

1. Design standards-based instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.

2. Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that effectively engage students in the learning process and timely, high-quality feedback.

3. Design instruction to engage students in learning cognitively, behaviorally, and affectively.

4. Demonstrate a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners by integrating technology into the lesson plans.

5. Differentiate instruction to meet the needs of diverse learners.

Course Topics and/or Student Learning Outcomes	Activities	Assessments	Standards Alignment
Analyze and implement content TEKS to develop measurable learning objectives for lesson plans.	Unpack TEKS Bloom's Taxonomy & Depth of Knowledge Small group Work Lesson Plan Writing	Completed lesson plans. Observation Activities Peer Feedback Quizzes	**TES**: 1Ai-iii; 1BBbi iii; 1Ci-iii; 1Ei- iii; 1Fi; 2Bi&iii; 3Ai; 3Bi- iii; 3Ciⅈ 4Bi; 4Dii; 5Aiⅈ 5Cii; 5Di; 6Ai **ISTE**: 1c **INTASC:** 2, 3, 4, 5, 7, 8
Develop a teacher-directed lesson plan designed to meet the individual needs of a diverse student population.	Lesson Plan Writing Teaching lessons in field experience Alignment activity of lesson objectives, authentic assessment and activities.	Lesson Plans Unit Plans Peer and Instructor Feedback COR Quizzes	**TES**: 1Ai-iii; 1Bi-iii; 1Ci-iii; 1Ei- iii; 1Fi; 2Bi&iii; 3Ai; 3Bi- iii; 3Ciⅈ 4Bi; 4Dii; 5Aiⅈ 5Cii; 5Di; 6Ai **INTASC:** 2, 3, 4, 5, 7, 8

Use technology to engage students in the learning of lesson objectives.	Review and critique educational websites and programs. Small group discussions. Lesson and Unit Plan writing Teaching lessons in field experience	Website Resources Lesson Plans Unit Plans Small Group Discussions Quizzes	**TES:** 3Ai; 3Bi-iii; 3Ciⅈ **ISTE:** 3c, 3d, 6a, 6b, 6c, 6d **INTASC:** 7, 8
Differentiate instruction to address the needs of all learners through the development of effective and thorough lessons.	Engage in small lesson planning in small groups TEKS and assessment activity Lesson Plans	Lesson Plan Unit Plan Observation Activity Quizzes	**TES:** 1Ci-iii; 2Ai-iii; 2Bi-iii; 5Ai-iii; 5B iiii; 5Ci-ii **ISTE:** 5 a **INTASC:** 2, 3, 7, 8

Refer to the Canvas course for a detailed course schedule.

Course Textbook:

Cooper, J. *Classroom Teaching Skills* (10th edition), Cengage Learning: Belmont, CA.

ISBN-10: 1-133-60276-2
ISBN-13: 978-1-133-60276-7

Course Evaluation and Requirement Descriptions

Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities. Each category is weighted differently, as outlined below.

Chapter Reading Quizzes/Discussions (15%)

Students are to complete reading assignments from the textbook. You should be prepared for activities and discussions by reading all that is assigned. Participation in all class activities is required. During the course, you will be asked to complete a number of activities/workshops/scenarios and discussion boards. Instructions and format will be discussed. Demonstration of your knowledge and participation is expected.

Lesson Plans (25%)

Weekly lesson plans generally outline the content to be taught, motivational techniques to be used, materials needed, specific activities, and evaluation methods. During the course, we will discuss various instructional models useful for daily lesson design and implementation. Understanding the theory and the appropriate practical application of each teaching model will help you to design lessons that successfully increase student learning. Students will write a complete lesson plan using one of the two UT Tyler School of Education lesson formats. Students may choose the grade level for this lesson plan.

Reflections (15%)

Across the semester, students will write a total of 5 self-reflections in response to teaching simulation and practice activities. These reflections will demonstrate an understanding of teaching theory and research and provide a deep metacognitive perspective on self-efficacy and growth. Reflections will be included in teaching portfolios to be submitted to the Texas Education Agency for education course requirements. Each of the observation and teaching activities preceding reflections are divided into tasks to be completed over a series of field days and NOT completed in one day of field time. Students are expected to grow as practitioners as they observe, teach, reflect, and improve upon best practices in the classroom.

Final Project (20%)

Exams comprising multiple-choice and essay questions will be completed on Canvas.

Class Activities (10%)

This hybrid course will provide content and lessons via online modules. Students are expected to complete online modules and activities before weekly in-person classes. Participation in all class activities is required. During the course, you will be asked to complete a number of activities/workshops/scenarios in class to practice and demonstrate understanding of course concepts.

Professionalism: Class Attendance and Participation (15%)

A variety of in class activities will be implemented to practice and assess student learning of content. Students must be present in class to receive these points. **There will be no makeup work or extra credit available.** Students must be on time and in attendance to earn credit for attendance and participation. Students must be ACTIVE within the course in all requirements whether face to face or online in order to receive full credit for professionalism.

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

Course Policies

Attendance. Your attendance and participation are important and required to do well in this course and will be **15%** of your course grade. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day's scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. **Arriving after attendance has been taken or leaving early is considered an absence.** If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). Students will not be penalized for religious holidays (see policy below). Students must be ACTIVE within the course in all requirements whether face to face or online in order to receive full credit for attendance.

Make-Up Exams. There will be NO make-up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, tow-truck

receipt, etc.) when requesting a make/up activity.

Written Assignments. Written assignments MUST be typed using **double spaced lines and have page numbers**. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Each assignment must have a header in the right-hand side with student name, course, and date. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily-readable 12 point (e.g. Times New Roman)**

Late Assignments (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.**

All written assignments as well as all quizzes and exams are **individual assignments**. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabi.

Communication. To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu.

I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I generally reply to email

within a few hours but given other commitments and responsibilities, my goal is to respond to emails sent during the week within 24-48 hours. While I try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning.

My preferred method of communication is **email**; I'm not always able to answer your phone calls.

Canvas: Students will access instructional materials, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.

Cell Phone, Tablets or Pagers Usage: Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phones or other electronic communication devices during exams is prohibited. **Text messaging should be done before or after class!**

Safe Zone

The professor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.

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UNIVERSITY POLICIES

UT Tyler Honor Code

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Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

• Students Rights and Responsibilities

• Campus Carry

• Tobacco-Free University

- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/ [University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.

Bibliography

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Darling-Hammond, L, & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do.* San Francisco, CA: Jossey-Bass.

Edwards, Clifford H. (2008) *Teaching and Learning in Middle and Secondary Schools.* New York: Pearson.

Kellough, Richard D., and Noreen G. Kellough. (2011) *Secondary School Teaching: A Guide to Methods and Resources* (4TH Ed.) New York: Pearson.

Nutta, J., Mokhtari, K., & Nutta, J. (Eds.). (2012). *Preparing every teacher to reach English learners: A practical guide for teacher educators.* Cambridge, MA: Harvard Education Press.

Tate, M. (2003). *Worksheets don't grow dendrites; 20 instructional strategies that engage the brain.* Corwin Press: Thousand Oaks, CA.

Tomlinson, C.A. (2014*). The differentiated classroom: Responding to the needs of all learners* (2nd edition). Alexandria, VA: ASCD.

Wormeli, R. (2007). *Differentiation: From planning to practice grades 6-12.*

Portland, ME: Stenhouse Publishers.