

Teaching Skills for EC-6 EDUC 4322

Instructor: Cynthia Sherman

Office: BEP 212E

Time and Location: Tuesday - Ornelas Activity Center
Thursday – Zoom or Virtual

Office Hours: Thursday 11:00 am – 2:00 pm or by appointment, virtual appointments can be made
Best way to contact me is by email – csherman@uttyler.edu

Last Day to Withdraw from Course: March 29, 2021

Due to the pandemic The University of Texas at Tyler is asking everyone to wear a mask in buildings, so please adhere to this policy.

Course Description: This course provides pre-service elementary teachers with the opportunity to acquire skills for effective planning, implementing and evaluation of instruction. Field Experience is required. Current, research-based practices in classroom communication skills, delivery of instruction, questioning techniques, lesson design, and behavior management will be reviewed.

Student Learning Outcomes:

In this course of study, the student will:

1. Design standards-based instruction appropriate for all students that reflects an understanding of relevant content and is based on a continuous assessment process.
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/Student Learning Outcomes	Activity/Assessment	Texas Educator Standard(s)	InTASC Standard(s)
Analyze and implement TEKS to develop measurable learning objectives for lesson plans.	Lesson plans Reflections Quiz/Test	1(A)i-iii, 1(B)i-iii, 1(C)i-iii, 1(E) i-iii, 1(F)i 2(B)i&iii	2, 3, 4, 5, 7, 8
Develop a teacher directed and inquiry lesson plan designed to meet the individual needs of a diverse student population. Use technology within each lesson to engage students.	Lesson plans Reflections Quiz/Test	1Ai-iii, 1Bi-iii, 1Ci-iii, 1Ei- iii, 1Fi 2Bi&iii, 3Ai, 3Bi- iii, 3Ci&ii, 4Bi, 4Dii, 5Ai&ii, 5Cii, 5Di	2,3,4, 5, 7,8
Explore effective classroom management styles.	Management assignment	4 (A) iii, 4 (C) i	3

Identify formal and informal methods to measure student growth.		5 (A) i, ii	6
Differentiate instruction to address the needs of all learners through the development of effective and thorough lessons.	Lesson plan Reflections	1Ci-iii, 2Ai-iii, 2Bi-iii, 5Ai-iii, 5B i- iii, 5Ci-ii	2, 3, 7, 8
Reflect on teaching practice to improve instructional effectiveness.	Reflections	6 (A) i	9
Model ethical and respectful behavior and demonstrate professionalism in all situations.		6(D), i, ii, iii	9

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

ISBN-10: 1-133-60276-2

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

A student of this institution is not required under law to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Technology is a requirement for success with this course, many of our meetings will be done synchronously through Zoom. Please be sure to have a computer that allows you to use video. Technology may also be necessary for field experiences. The situation may change from the writing of this syllabus due to the pandemic.

Course Topics:

- Lesson reflections and reflective practice
- Lesson plans
- Objective writing
- Classroom management
- First 15 days of school
- Questioning
- Classroom discussion/student engagement
- Assessment
- Culturally responsive teaching
- Differentiated instruction
- Cooperative learning
- Inquiry instruction
- Project- based instruction
- Professionalism

Course Requirements/Policies:

Attendance, Participation, and Professionalism are prerequisites for success as a classroom teacher and crucial to being successful in this class.

1. Attendance: Attendance at all classes is an expectation of the course and a future professional skill. Each class represents an opportunity to learn. Weekly class discussions and activities cannot be made up if class is missed because of the nature of the activities. Attendance at all class sessions is required and expected, missing two face to face classes will result in NC for attendance.
2. Class Participation: The student will be required to read text chapters as assigned, participate in discussions, and work collaboratively and cooperatively with classmates. Class participation is essential.
3. Lesson plans: Lesson plans will be written and taught in a group. Supervisors will be observing and giving feedback.
4. Reflections: Reflections will be written based from the teachings.
5. Due to the pandemic we may or may not get into schools this semester. If all goes well my plan will be to go into classes in April before the semester is over. It may happen on either Tuesday or Thursday mornings.
5. Questioning activity: An assignment will be completed where you will be writing higher level questions based on a children's book. Details will be given later.
6. Exams and quizzes: There will be at least one exam and several quizzes. All exams must be taken on the assigned dates unless arrangements are made **prior** to the exam. If there is a documented emergency, contact the instructor within 24 hours of the exam.

*All assignments are due on or before the dates provided in the **Course Outline**. Each assignment must be **word-processed**. No email attachments will be accepted. A penalty will be assessed for late work. Assignment dates may be moved to later (but not earlier) than the scheduled dates during the course of the semester. Any changes will be discussed with students in class.

Evaluation:

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

Last Day to Withdraw is March 29, 2021

Field Experience Portfolio: Specific requirements for the portfolio will be distributed separately. The portfolio allows the pre-serve candidate to collect artifacts demonstrating proficiency in the Texas Teacher Educator Standards and provide a written reflection regarding how those artifacts document his or her growth as a teacher.

Bibliography

Smith, R. & Dearborn, G. (2016). *Conscious Classroom Management*. CA: Conscious Teaching, LLC.
 Wink, J. R. (2017). *Excellence in Every Classroom*. IN: Solution Tree Press.
 Wong, H. & Wong, R. (2009). *The First Days of School*. CA: Harry K. Wong Publications.
 Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed). VA: ASCD.

UNIVERSITY POLICIES

UT Tyler Honor Code

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](#).