



**Teaching Skills EC-6
EDUC 4322**

Instructor: Lisa Krumm, M.A. History
Time & Day: Thursdays, 9:30-12:15
Location: BEP 213

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Office Hours: Thursday, 8:30 to 9:15 or by appointment

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.

In this course, the student and instructor will address the following Student Learning Outcomes:

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

Course Textbook: Cooper, J. Classroom Teaching Skills (10th edition), Cengage Learning: Belmont, CA. ISBN-10: 1-133-60276-2 or ISBN-13: 978-1-133-60276-7

Assessment and Standards Matrix:

Course Topics/ Student Learning Outcomes	Activities	Texas Educator Standards	IN TASC Standards
Analyze and implement TEKS to develop measurable learning objectives for lesson plans.	Unpack TEKS Activity Bloom's Taxonomy Small group discussions Lesson Plan Writing	1Ai-iii; 1Bi-iii; 1Ci-iii; 1Ei- iii; 1Fi; 2Bi&iii	2, 3, 4, 5, 7, 8
Develop a teacher directed and 5 E lesson plan designed to meet the individual needs of a diverse student population. Use technology within a unit of lessons.	Unpack TEKS Activity Bloom's Taxonomy Small group discussions Lesson Plan Writing	1Ai-iii; 1Bi-iii; 1Ci-iii; 1Ei- iii; 1Fi; 2Bi&iii; 3Ai; 3Bi iii; 3Ciⅈ 4Bi; 4Dii; 5Aiⅈ 5Cii; 5Dii	2, 3, 4, 5, 7, 8
Differentiate instruction to address the needs of all learners through the development of effective and thorough lessons.	Unpack TEKS Activity Bloom's Taxonomy Small group discussions Lesson Plan Writing	1Ci-iii; 2Ai-iii; 2Bi-iii; 5Ai-iii; 5B i iii; 5Ci-ii	2, 3, 7, 8

Explore effective classroom management styles.	Management assignment	4(A) iii; 4 (A) i	3
Identify formal and informal methods to measure student growth.	State expectations assignment	5 (A) i, ii	6
Demonstrates meaningful application of data driven decision-making.	Analysis of data STAAR Analysis	1Di; 2Aii&iii; 2Cii&iii; 5Aiⅈ 5Biii; 5Ciⅈ 5Dii	6
Reflect on teaching practice to improve instructional effectiveness.	Journal/Notebook	6 (A) i	9
Model ethical and respectful behavior and demonstrate professionalism in all situations.		6 (D), i, ii, iii	9

Course Requirements/Policies:

1. Attendance at all classes is an expectation of the course and a future professional skill. Each class is an opportunity to learn. Weekly class discussions and activities cannot be made up if class is missed. Missing 2 face-to-face classes will result in NC for attendance.
2. Class participation is essential for success. It is required to read chapters as assigned, visit helpful websites, participate in discussions and work with your fellow future teachers.
3. Lesson plans will be written and taught in your assigned group.
4. Reflections will take the form of journaling or notebooking.

5. There will be at least one exam and some quizzes. All exams must be taken on the assigned dates unless arrangements are made prior to the exam. Please contact me if there is an emergency.

Evaluation:

Evaluation 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.

Maximum Total = 100 %

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

- **Lesson Plans (25%)**
 - Daily 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/Journaling/Notebooking (25%)**
 - 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. This practicum will occur on Tuesdays from 7:45 am – 12:00 pm. Students are expected to grow as practitioners as they observe, teach, reflect, and improve upon best practices in the classroom.
- **Professionalism: Class Attendance and Participation (20%)**
 - Students must be ACTIVE within the course in all requirements in order to receive full credit for professionalism.
- **Midterm/Final Project (30%) –Multiple choice exam over course content. (will discuss other options during class)**

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: 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 is 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](#).