

**The University of Texas at**  
**TYLER**  
School of Education  
EDUC 4322 Teaching Skills EC-6

**Course:** EDUC 4322.001  
**Semester & Year:** Fall 2020  
**Time & Day:** Mondays & Wednesdays 9:30-10:50 AM (Hybrid)  
Tuesday 7:30-12:00-Virtual/Peer/Recorded Teaching  
**Location:** COB 212  
**First Day of Fall 2020:** August 24  
**First Day of EDUC 4322:** Monday, August 24 9:30-10:50

**Instructor Information:** Jennifer Rasberry, M.Ed.

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**Office Hours:** Monday-11:00-2:00 *appointments available please email to schedule an appointment.*

**Last Day to Withdraw:**  
**Census Date:** November 2, 2020

**[Procedures for Fall 2020 Return to Normal Operations](#)**

**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:**

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

**Assessment and Standards Matrix:**

<b>Course Topics and/or Student Learning Outcomes</b>	<b>Activities</b>	<b>Assessment (including performance-based)</b>	<b>Standards Alignment</b>
Analyze and implement EC-6 content TEKS to develop measurable learning objectives for lesson plans.	Unpack TEKS Activity  Bloom's Taxonomy  Small group discussions  Lesson Plan Writing	Completed lesson Plans  Unit Plans  Field Observation Activities  Peer Feedback  Quizzes/Midterm	<b>TES:</b> 1Ai-iii; Biii; 1Ci-iii; 1Ei- iii; 1Fi; 2Bi&iii; 3Ai; 3Bi-iii; 3Ci&ii; 4Bi; 4Dii; 5Ai&ii; 5Cii; 5Di; 6Ai  <b>ISTE:</b> 1c  <b>INTASC:</b> 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.	Lesson and Unit Plan Writing  Teaching lessons in field experience  Alignment activity of lesson objectives, authentic assessment and activities. Response to Intervention Assessment data	Lesson Plans  Unit Plans  Peer and Instructor Feedback  COR  Quizzes/Midterm	<b>TES:</b> 1Ai-iii; Biii; 1Ci-iii; 1Ei- iii; 1Fi; 2Bi&iii; 3Ai; 3Bi-iii; 3Ci&ii; 4Bi; 4Dii; 5Ai&ii; 5Cii; 5Di; 6Ai  <b>INTASC:</b> 2, 3, 4, 5, 7, 8

<p>Use technology to engage EC-6 students in the learning of lesson objectives,</p>	<p>Review and critique educational websites and programs.</p> <p>Small group discussions.</p> <p>Lesson, Unit, &amp; Small Group Lesson Plan Writing</p> <p>Teaching lessons in field experience</p>	<p>Website Resources</p> <p>Lesson Plans</p> <p>Unit Plans</p> <p>Small Group Discussions</p> <p>Quizzes/Midterm</p>	<p><b>TES:</b> 3Ai; 3Bi- iii; 3Ci&amp;ii;</p> <p><b>ISTE:</b> 3c, 3d, 6a, 6b, 6c, 6d</p> <p><b>INTASC:</b> 7, 8</p>
<p>Differentiate instruction to address the needs of all learners through the development of effective and thorough lessons.</p>	<p>Engage in small lesson plan study groups.</p> <p>TEKS and assessment activity</p> <p>Small group discussions</p> <p>Lesson Plans and Unit Plans</p>	<p>Lesson Plan</p> <p>Unit Plan</p> <p>Observation Activity</p> <p>Quizzes/Midterm</p>	<p><b>TES:</b> 1Ci-iii; 2Ai-iii; 2Bi-iii; 5Ai-iii; 5B i-iii; 5Ci-ii</p> <p><b>ISTE:</b> 5 a</p> <p><b>INTASC:</b> 2, 3, 7, 8</p>
<p>Demonstrates meaningful application of data driven decision making.</p>	<p>Analysis of DMAC data</p> <p>STAAR Analysis</p> <p>Deconstructing TEKS Differentiation</p>	<p>Completed Analysis of student learning.</p> <p>Completed analysis of DMAC and STAAR data.</p> <p>Quizzes/Midterm</p>	<p><b>TES:</b>1Di; 2Aii&amp;iii; 2Cii&amp;iii; 5Ai&amp;ii; 5Biii; 5Ci&amp;ii; 5Dii</p> <p><b>ISTE:</b> 7c</p> <p><b>INTASC:</b> 6</p>

## TENATIVE WEEKLY SCHEDULE

Monday course sessions will be recorded via zoom.

Date Week of...	Topic	Reading Assignment
August 24	Course Overview/Introduction Syllabus Review/COVID Procedures	Read Chapter 1 Online module
August 31	The Effective Teacher Standards	Read Chapter 2 Online Module
September 7	<b>*Labor Day Holiday - No class*</b> Goals and Objectives	Read Handouts & Chapter 3 Online module
September 14	Lesson Planning	Read Chapter 4 Work online module
September 21	Lesson Planning	Read Chapter 5 Work online module
September 28	Questioning <b>First Lesson taught/Reflection 1</b>	
October 5	ELPS	Read Handouts Work online module
<b>October 12</b>	Student Engagement <b>Midterm Exam</b> <b>Second Lesson taught/Reflection 2</b>	Read Handouts Work online module
October 19	Bloom's Taxonomy	Read Chapter 6 Work online module
October 26	Depth of Knowledge <b>Third lesson taught/Reflection 3</b>	Read Handouts Work online module
November 2	Differentiating Instruction	Reach Chapter 7 Work online module
November 9	Culturally Responsive Pedagogy <b>Fourth lesson taught/Reflection 4</b>	Read Chapter 9 Work online module
November 16	Cooperative Learning	Read Chapter 10 Work online module
<b>November 23</b>	<b>Thanksgiving Holiday</b>	
November 30	<b>*All Classes Online*</b> Assessing Learners Formative and Summative Assessments <b>Final lesson taught/Reflection 5</b>	Begin Final Project

## **COURSE EVALUATION AND REQUIREMENT DESCRIPTION**

### **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.

#### **1. Chapter Reading Quizzes/Discussion Board Questions (15% of total)**

Students are to complete reading assignments from the textbook. You should be prepared for class activities and discussions by reading all that is assigned before each class meeting. Participation in all class activities is required. During the course, you will be asked to complete activities, /workshop/scenarios/role playing exercises in class. Instructions and format will be discussed. Demonstration of your knowledge and participation is expected.

#### **2. Lesson Plan (25 % of total)**

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 and subject for this lesson plan. **HOWEVER**, the lesson plan must be written at a grade level **NOT EQUAL** to the grade level the student is conducting their clinical field. It will be judged according to the rubric.

#### **3. Reflections (15% of total)**

Students in this course complete field experiences throughout the semester with their peers on Tuesday. This practicum will occur on Tuesdays from 7:45am-2:00pm. Students are expected to grow as practitioners as they observe, teach, reflect, and improve upon best practices in the classroom. Students in this course will complete two Reflection papers associated with these field experiences. Each of the Reflections will be over the lessons taught or the lessons observed from others.

#### **4. Class Activities (10 % of total)**

A variety of in class activities will be implemented to practices and assess student learning of content. Students must be present in class to receive these points. There will be no make -up work or extra credit available.

5. **Midterm/Final Project (20 % of total)** –Multiple choice exam over course content.  
(will discuss other options during class)

**Professionalism: Class Attendance and Participation (15%)**

A variety of in class activities will be implemented to practices and assess student learning of content. Students must be present in class to receive these points. There will be no make-up work or extra credit available. Students must be on time and in attendance to earn credit for attendance and participation. COVID UPDATE: zoom sessions will be available for students who do not feel safe attending face to face sessions. Students must be ACTIVE within the course in all requirements whether choosing face to face or online in order to receive full credit for professionalism.

**Maximum Total = 100 %**

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. 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 late 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). Points will be deducted from the final grade due to absences. Students will not be penalized for religious holidays (see policy below). Absences will be treated as follows:

1 Absence = No Point Loss

2 Absences = 10 Point Deduction\* **Must schedule conference after 2<sup>nd</sup> absence**

3 Absences = 25 Point Deduction

4 Absences = 40 Point Deduction

- **Make/Up exam.** 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. 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, Helvetica, Tahoma)**

**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.**

- **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.

- **Canvas:** Students will access class notes, 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 / Pager / PDA / Blackberry 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 phone or other electronic communication devices during exams is prohibited. **Text messaging should be done before or after class!**

- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".

- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: [www.uttyler.edu/education](http://www.uttyler.edu/education) (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 4269 will adhere to and demonstrate these teacher candidate dispositions at all times.

### **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.

*International Reading Standards, Texas Essential Knowledge & Skills, are incorporated throughout the course lectures and assignments.*

*Domain I. Reading Pedagogy – Competencies 001-002*

*Domain II. Reading Development: Foundational Skills - Competencies 003-008*

*Domain III. Reading Development: Comprehension- Competencies 009-012*

*Domain IV. Analysis and Response- Competency 013*

*Please refer to a detailed list of competencies after the bibliography of this syllabus.*

## 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](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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 21<sup>st</sup> 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](#).

