

The University of Texas at
TYLER
School of Education
EDUC 4322 Teaching Skills

Course: EDUC 4322.001
Semester & Year: Spring 2020
Time & Day: Wednesdays 8:00-10:45 AM
Location: HPR 262
First Day of Spring 2020: Monday January 13, 2020
First Day of EDUC 4322: Wednesday, January 15, 2020 8:00-10:45 AM

Instructor Information: Dr. Joanna Neel
Associate Professor of Reading
Office: HPR 268
Phone: 903-565-5750
Email: jneel@uttyler.edu (preferred method of contact)
Office Hours: Wednesdays 11:00 AM-2:00 PM *appointments available
please email to schedule an appointment.*

Last Day to Withdraw: March 30, 2020

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 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. Demonstrate a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.
4. Differentiate instruction to meet the needs of diverse learners.

Assessment and Standards Matrix:

Course Topics and/or Student Learning Outcomes	Activities	Assessment (including performance-based)	Standards Alignment
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	TES: 1Ai-iii; Biii; 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 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	TES: 1Ai-iii; Biii; 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 EC-6 students in the learning of lesson objectives,	Review and critique educational websites and programs. Small group discussions. Lesson, Unit, & Small Group Lesson Plan Writing	Website Resources Lesson Plans Unit Plans Small Group Discussions Quizzes/Midterm	TES: 3Ai; 3Bi- iii; 3Ciⅈ ISTE: 3c, 3d, 6a, 6b, 6c, 6d INTASC: 7, 8

	Teaching lessons in field experience		
Differentiate instruction to address the needs of all learners through the development of effective and thorough lessons.	Engage in small lesson plan study groups. TEKS and assessment activity Small group discussions Lesson Plans and Unit Plans	Lesson Plan Unit Plan Observation Activity Quizzes/Midterm	TES: 1Ci-iii; 2Ai-iii; 2Bi-iii; 5Ai-iii; 5B i-iii; 5Ci-ii ISTE: 5 a INTASC: 2, 3, 7, 8
Demonstrates meaningful application of data driven decision making.	Analysis of DMAC data STAAR Analysis Deconstructing TEKS Differentiation	Completed Analysis of student learning. Completed analysis of DMAC and STAAR data. Quizzes/Midterm	TES: 1Di; 2Aii&iii; 2Cii&iii; 5Aiⅈ 5Biii; 5Ciⅈ 5Dii ISTE: 7c INTASC: 6

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 (200 points)

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 a number of 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 1 (50 points)

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. Observation Activity 1 (100 points)

Students in this course complete clinical field experiences throughout the semester. 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 Observation Activities associated with these clinical field experiences. Each of the Observation Activities is divided into Tasks to be completed over a series of Field days and NOT completed in one day of field.

4. Midterm Exam (100 points)

An exam comprised of multiple choice questions, short essays and two long essays to be completed ONLINE.

5. Observation Activity 2 (100 points)

Students in this course complete clinical field experiences throughout the semester. 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 Observation Activities associated with these clinical field experiences. Each of the Observation Activities is divided into Tasks to be completed over a series of Field days and NOT completed in one day of field.

6. Lesson Plan 2 (50 points)

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 the UT Tyler School of Education Teacher-Directed 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.

7. Class Activities (100 points). 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.

8. Ten Lesson Plans to Be taught over the course of Field Experiences (30 points each X 10=300 Points).

Maximum Total of Points = 1000

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

****Last Day to Withdraw from Courses: March 30, 2020***

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 2nd 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 (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.

Topical Outline:

See Addendum Attached

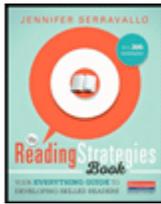
Final Exam: To Be Determined & Will be Announced 1st Day of Class.

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



READING STRATEGIES BOOK

REQUIRED |By *SERRAVALLO*

EDITION: 15

PUBLISHER: HEINEMANN

ISBN: 9780325074337

SELECT FORMAT



WRITING STRATEGIES BOOK

RECOMMENDED |By *SERRAVALLO*

- **EDITION:** 17
- **PUBLISHER:** HEINEMANN
- **ISBN:** 9780325078229

Reading Strategies

Writing Strategies

Bibliography

Bransford, J., Brown, A., & Cocking, R. (2000). *How people learn: Brain, mind, experience, and school (expanded edition)*. Washington, DC: National Academy Press.

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.

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.

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](#).