EDUC 4320.060: Teaching Skills for the Intermediate and Secondary Teacher

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(email is the best way to contact me)
Office Hours Mondays 8am – 10am; 1:30pm -2:30pm, or by appointment
Course Location **Online only**
Time in Schools: Weekly requirements will be
communicated

First Day of Classes January 12, 2026
Holiday MLK Jr Day January 19, 2026
Census Date January 26, 2026
Mid-Term Grades February 16 – March 9, 2026
Spring Break Holiday March 9-13, 2026
Last Day to Withdraw March 30, 2026
Final Exams April 27-30, 2026

Course Description: This course is designed to provide preservice intermediate and secondary teachers with the opportunity to acquire skills of effective planning, implementing, and evaluating instruction. Field Experience is 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.

6. Grow and improve instructional implementation and professionalism in the instructional setting

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	**TEA 2025:** **1.A, 1.A.i–iii** (Learning science, objective clarity, lesson internalization) **1.B, 1.B.i** (Evaluating instructional materials) **1.C, 1.C.i–iii** (Engaging learners, addressing misconceptions) **1.D, 1.D.i–iii** (Connecting prior knowledge, scaffolding) **1.F, 1.F.i** (Intentional sequencing & preparation) **2.B, 2.B.i–iii** (Application of instructional strategies) **3.A, 3.A.i** (Learning environment routines) **3.B, 3.B.i–iii** (Engagement strategies) **3.C, 3.C.i–ii** (Questioning & discussion techniques) **4.B** (Assessment planning) **4.D.ii** (Using data to guide planning) **5.A, 5.A.i–ii** (Assessment design & interpretation) **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	**TEA 2025:** **1.A, 1.A.i–iii** (Learning science & lesson design) **1.B.i–iii** (Evaluating materials for learner needs) **1.C, 1.C.i–iii** (Supporting diverse learners, addressing misconceptions) **1.D, 1.D.i–iii** (Scaffolding & culturally responsive backgrounds) **1.E, 1.E.i–iii** (Using knowledge of students for planning) **1.F, 1.F.i** (Lesson sequencing) **2.B, 2.B.i–iii** (Instructional delivery) **3.A** (Classroom environment expectations) **3.B, 3.B.i–iii** (Engagement strategies) **3.C, 3.C.i–ii** (Discussion & questioning) **4.B** (Assessment) **4.D.ii** (Using data for planning) **5.A, 5.A.i–ii** (Assessment literacy) **5.C.ii** (Feedback practices) **5.D.i** (Supporting learner progress) **6.A.i** (Reflective practice) **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.	Website Resources	**TEA 2025:** **3.A** (Engagement & environment supports)

	Small group discussions. Lesson and Unit Plan writing Teaching lessons in field experience	Lesson Plans Unit Plans Small Group Discussions Quizzes	**3.B.i–iii** (Engagement strategies using tools) **3.C.i–ii** (Using questioning/discussion digitally) **1.A–1.D** (When tech is used to support instruction/learning processes) **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 lesson planning in small groups. TEKS and assessment activity Lesson Plans and Unit Plans	Lesson Plan Unit Plan Observation Activity Quizzes	**TEA 2025:** **1.C.i–iii** (Addressing misconceptions; supporting learners with diverse needs) **1.E.i–iii** (Using student background knowledge) **2.A, 2.A.i–iii** (Differentiating instructional delivery) **2.B.i–iii** (Flexible instructional strategies) **5.A.i–iii** (Differentiating assessment) **5.B.i–iii** (Using assessment data to plan differentiated instruction) **5.C.i–ii** (Providing differentiated feedback) **ISTE:** 5 a **INTASC:** 2, 3, 7, 8

Course Textbook: No textbook required for this course

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 in online modules. Instructions and format will be provided on Canvas. Demonstration of your knowledge and participation is expected.

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 total of 6 complete lesson plans using one of the two UT Tyler School of Education lesson formats. Plans will align with assigned field grades and subjects.

Reflections (15%)
Across the semester, students will write a minimum of 6 self-reflections in response to teaching in field assignments. 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.

Midterm & Final Project (20%)
Exams may be comprised of multiple-choice and essay questions or project based output and will be completed on Canvas.

Professionalism: Participation (15%)
A variety of activities will be implemented to practice and assess student learning of content. Students must actively participate in class to receive these points. There will be no makeup work or extra credit available. Students must be on time to earn credit for participation. Students must be ACTIVE within the course in all requirements 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

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 by midnight on the due date. 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.

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.

Artificial Intelligence (AI) Policy

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required. Students shall not use AI tools during in-class examinations or assignments unless explicitly permitted and instructed to do so.

During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited.

When using AI tools for assignments, add an appendix showing:
(a) the entire exchange (e.g., prompts used), highlighting the most relevant sections
(b) a description of precisely which AI tools were used
(c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.)
(d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.).

You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such

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 earlycareer courses.
• UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

College of Education and Psychology (CEP) Mission and Vision

CEP Mission
The mission of the CEP is to prepare competent and passionate professionals in the fields of

education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision
The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).