



## School of Education

### EDUC 5316.060 Best Practices for Curriculum and Instruction

#### Spring 2026

<b>Semester:</b>	Spring-7-week Session 1 – January 12 <sup>th</sup> – February 28 <sup>th</sup>
<b>Course Meeting/Room:</b>	Online *There will be a scheduled zoom conference at the beginning of the semester.
<b>Credit:</b>	3 hours
<b>Instructor Information:</b>	Dr. Jill Carter
<b>Office:</b>	BEP 248-A
<b>Student Hours:</b>	<b>Tuesday &amp; Thursday: 1:40pm – 3:10pm (in person &amp; virtually)</b> You may attend in person in my office or via Zoom. No appointment is needed. Please feel free to drop by! If these hours do not fit with your schedule, I am happy to meet with you by appointment. You can schedule this by sending me an email request.
<b>Office Phone:</b>	903-565-5669
<b>Email:</b>	<a href="mailto:jillcarter@uttyler.edu">jillcarter@uttyler.edu</a> (preferred method of contact)
<b>Holiday:</b>	Martin Luther King, Jr. Holiday, January 19 <sup>th</sup>

\*\*Please put your course number and section in your email subject (EDUC 5316.060)

*I welcome you to visit with me in person or online. If you need assistance, please email me. We can schedule a Zoom conference if you wish to discuss your grades or class performance.*

## **Catalog Description**

This course addresses instructional methods and best practices across core content areas. The course will explore research-based teaching methods and equip students with skills needed to implement research-based teaching methods in the classroom. Students will be provided with exemplar examples of teaching methods in core content areas.

## **Student Learning Outcomes**

Students will...

1. demonstrate an understanding of best practices to design developmentally appropriate, standards-driven lessons.
2. identify objectives based on course content and expected student outcomes to develop lessons that build coherently toward mastery of the learning objectives.
3. explore ways to create a learning environment where students are highly engaged in learning that is student-centered.
4. demonstrate understanding of a range of instructional strategies, appropriate to different content areas.
5. explore curriculum and organize it to facilitate student mastery of the content areas.

## **Overview of Topics and Schedule**

### **Module 1: January 12<sup>th</sup> – 25<sup>th</sup>**

Foundations of Curriculum & Instruction  
Gradual Release of Responsibility  
Indicators of Best Practice

### **Module 2: January 26<sup>th</sup> – February 1<sup>st</sup>**

Best Practices for Content Areas

### **Module 3: February 2<sup>nd</sup> – 8<sup>th</sup>**

Instructional Practices for English Learners

### **Module 4: February 9<sup>th</sup> – 15<sup>th</sup>**

Instructional Practices for Gifted and Talented Learners

### **Module 5: February 16<sup>th</sup> – 22<sup>nd</sup>**

Instructional Practices for Special Education & Technology in the Classroom

### **Module 6: February 23<sup>rd</sup> – February 28<sup>th</sup>**

Course Project Final Submission

## Evaluation and Grading

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including class activities, assignments, and exams.

Graded Assignments		
Assignment	Maximum Points	Due Date
Zoom Conference Participation	25	1/14 or 1/16
Discussion: Best Practices	15	1/22 and 1/25
Best Practices Chapter Reading: Visual Aid	25	1/25
Evidence-based Practices Article	25	2/1
Module 2: Best Practices for Your Content Area	25	2/1
Edpuzzle-Standards-based Instruction	15	2/8
Edpuzzle-Assessments	15	2/8
Edpuzzle-Understanding Content Standards	15	2/8
Supporting English Learners	15	2/8
Course Project Parts 1 and 2	20	2/8
Course Project Part 3	30	2/15
Supporting Gifted and Talented Learners	15	2/15
Discussion: Special Populations	15	2/19 and 2/22
Edpuzzle-Differentiation	15	2/22
Supporting Students in Special Education Article	15	2/22
Course Project Part 4	25	2/22
Course Project Final Submission	125	2/26

*Assignments and point values are subject to change – Canvas will have all assignment details.*

### Grading

A = 90-100% of total points

B = 80-89% of total points

C = 70-79% of total points

D = 60-69% of total points

F = 59% or below of total points

**The last day to withdraw from courses is Thursday, February 12<sup>th</sup>, 2026.**

### **Required Text, Materials/Supplies, and Related Readings**

Zemelman, S., Daniels, H., and Hyde, A. (2012). *Best practice: Bringing Standards to Life in America's Classrooms*. Fourth Edition. Portsmouth: Heinemann.

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

### **Communication**

You may contact me via email at [jillcarter@uttyler.edu](mailto:jillcarter@uttyler.edu). I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I work to reply to emails within 24 hours. While I will 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**.

### **Artificial Intelligence Statement**

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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

For this course, the submitted work should be your original effort. You are only allowed to use AI tools for revision and editing tasks, such as identifying logical flaws, clarifying confusing or underdeveloped sections, and correcting citations. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

## Teaching Strategies

Strategies utilized in the delivery of the course will include various readings, lectures, discussions, group collaboration, Zoom conferences, and application activities/assignments.

## Course Policies and Guidelines

### 1) Assignment Submission:

For written assignments, a “page” is defined as:

- 8½” x 11” paper
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top right-hand side.
- Put the title of the assignment, centered at the top of your paper.
- **For all assignments submitted in Canvas, your name, date, class number, or any other information should NOT be included.**
- Upload written assignments on the Canvas website in the marked area in each module.

#### a) Written assignments, quizzes, & exams

Some of the assignments in this course require collaboration with other students; your participation as documented on Canvas will count towards the participation grade.

All other written assignments and all quizzes and exams are **individual** assignments. Students may not collaborate on individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

- b) Late work:** It is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in the day it is due.** You may turn in your assignment early. Late assignments are not accepted unless prior arrangements have been made with the instructor. Assignments and due dates are posted in Canvas.

- c) Plagiarism.** Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.

***Turnitin** is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. It also detects work created by AI. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.*

**2) Participation** and your commitment to your learning are critical to your success in any course. Your timely participation in the class discussion and presentations are a substantial part of your grade in this course. Please plan accordingly!

**3) Zoom etiquette:** During any zoom sessions, you will need to be on time and have your video on. You will need to be an active participant in the class by listening (focused on class content and not on other things) and answering questions. Please make sure you are in a quiet area. You will need to make sure you have a stable internet connection. ***Class participation points will be deducted for not following zoom etiquette.***

**Zoom Conference Expectations:**

- Be on time for class.
- Your video should be on.
- Be in a quiet location that is free from distraction. Our zoom class should be treated like you are in person. It will help to avoid being in a room with other people.
- Be an active participant and active listener.

**4) Dispositions** - All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. Information on dispositions can be found here: [Dispositions](#)

## 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.

<https://www.uttyler.edu/links/>

- 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/>

## College of Education and Psychology (CEP) Vision and Mission

### Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

**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.

**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.

## 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 can be accessed [here](#)..