



TEXAS A&M UNIVERSITY
SAN ANTONIO



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EDCI 4311— Teaching and Pedagogy for Middle and Secondary Teachers
Department of Curriculum and Instruction

INSTRUCTOR INFORMATION

Instructor Name: Michael L. Boucher, Jr., Ph.D.	A&M-San Antonio email: Mboucher@TAMUSA.edu
Office Hours: Mondays: 3-5 PM (in office) Tuesdays: 4-5 PM (in office) And by appointment	Meeting Times: Tuesdays: 11:00 AM Madla: 207 (in-person, on-campus for all class sessions unless otherwise specified)

Please do not hesitate to send an email to set up a convenient and agreed upon appointment time for a phone call, virtual session, or meeting. I endeavor respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically no more than 10 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

TEXTBOOK AND/OR RESOURCE MATERIALS

MANDATORY TEXTBOOK:

- There are no required texts for the course. All readings and articles will be available on Blackboard or in class as assigned by instructor throughout the semester

Recommended Course Materials:

- Microsoft Office suite for a PC. All work must be submitted either as Word or .PDF files and there can be compatibility issues with the Mac word processing programs
- 3 ring-binder for keeping course materials and handouts
- Regular and reliable access to the internet and ability to print copies for class

COLLEGE OF EDUCATION AND PROGRAM POLICIES

COURSE DESCRIPTION

From the course catalog:

Students will develop the knowledge necessary to promote middle and secondary level learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

From the instructor: This course is intended to be a seminar style course that is designed in the constructivist model. I intend to create a learning environment that is relevant to the students and engages them in meaningful dialogue and discussion about teaching and learning. Students enrolled in the course will learn pedagogical and assessment strategies that will assist them in their future classroom and then will be able to practice those concepts to students in a middle or secondary classroom. Students will learn how to develop individual lesson plans as well as an entire unit plan that cohesively connects multiple lessons together around an instructional theme or concept. The students enrolled in this course are expected to be active and engaged participants in all activities, dialogue, and learning in the course. Every student learns a deeper, more meaningful level when every member of the class contributes, and the entire class is engaged. It is imperative that every student's voice is heard and that a community of learning is created throughout the semester.

PROGRAM STUDENT LEARNING OBJECTIVES:

1. **PPR Standard I:** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. **PPR Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
3. Students will be able to construct lesson plans that contain all necessary components to implement effective, meaningful, and engaging instruction.
4. Students will be able to incorporate feedback from peers and the instructor to improve their lesson plan writing.
5. Students will demonstrate an understanding of effective classroom teaching strategies and effective communication skills.
6. Students will clearly articulate the benefits to Backwards Design when designing a curriculum unit.
7. Students will create a unit that illustrates a comprehensive understanding of pedagogy, content, and assessment and how those three components are essential to meaningful learning.
8. Students will reflect on their professional practice and demonstrate the importance of being a reflective educator who can adapt and modify their instructional practice.
9. Students will be able to articulate the importance of culturally relevant teaching and how to create lessons that reflect the culture, heritage, background, and lived experiences of their students.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

PPR Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.19k—1.24k and 1.19s—1.23s **Designing Coherent Instruction**

PPR Standard III: The teacher promotes students learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies, that actively engage students in the learning process, and timely, high-quality feedback.

3.5k—3.11k and 3.7s—3.14s **Engaging Students in Learning**

3.18s—3.20s: **Demonstrating flexibility and responsiveness**

TEXAS COMMISSIONER TEACHER STANDARDS

- TAC Code Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
- TAC Code Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

The table below includes alignment to standards relevant to the program. Each of the assessments in this course

directly relate to either the PPR standards or the Texas Administrative Code (TAC) standards. Each assessment in this course will provide preservice teachers with the skills and knowledge to write effective and engaging lesson plans and units.

Assessment	Accompanying Standard
Context for Learning and Unit Overview Narratives	3.5k –3.11k and 3.7s – 3.14s
Essential Question Submission	1.19k – 1.24 k and 1.19s –1.24s
Content & Skills T-Chart, Objective Alignment Thoughtsheet, Unit Graphic Organizer	1.19k – 1.24 k and 1.19s –1.24s
Culturally Relevant Book/Literature Selection	3.5k –3.11k and 3.7s – 3.14s
Pre-Test Question Writing Assignment	3.18s – 3.20s
Traditional and Authentic Assessment Submissions	3.18s – 3.20s
Rough Drafts of Lessons 1-3	1.19k – 1.24 k and 1.19s –1.24s
Lesson Plan Submissions (4 lessons)	1.19k – 1.24 k and 1.19s –1.24s
Lesson Plan Modification Paper	3.5k –3.11k and 3.7s – 3.14s
Full Unit Plan Development	1.19k – 1.24 k and 1.19s –1.24s
Daily Formative Assessments	PPR 1 & 3, TAC Standard 1 and 2
Final Exam	PPR 1 & 3, TAC Standard 1 and 2

TECHNOLOGY REQUIREMENTS

COMPUTER HARDWARE:

To participate in this course, you should have reliable and dependable access to a computer with high-speed internet connection via cable modem, LAN or DSL.

STUDENT TECHNICAL SKILLS:

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

SOFTWARE:

Current Web Browser
 Adobe PDF reader
 Microsoft Office

BLACKBOARD SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:
 *Visit the Blackboard Student Help Site.

COURSE POLICIES

ATTENDANCE:

This course is offered as an in-person course. We will meet **every week** for an on-campus/in-person class to enable students to personally experience several different types of learning activities and learn different pedagogical strategies and techniques to use in their own future classroom.

It is expected that students will be at all class sessions as well as prepared for each class. I will be conducting formative assessments throughout the semester. These assessments will be worth points toward the final grade in the course but, equally as important, I use these to gauge the students' level of understanding in the course. Therefore, formative assessment points, based on student learning, will be taken every class period. I understand that emergencies or crisis situations that cause a student to miss a class period do, at times, occur. If such an emergency arises, it is the student's responsibility to contact me as soon as possible altering me to the situation. This course is designed to prepare future teachers for the classroom and a large part of that preparation is being part of the learning community. Daily attendance enables this preparation and community building to happen. And the manner in which we conduct ourselves, including attendance, reflects on the teacher candidate and his or her commitment to the profession.

STUDENT REQUIREMENTS:

1. In-class participation:

- a. Students are expected to demonstrate active participation via in-class discussions, assessments, and activities as well as actively read the weekly readings each week before the class session.
- b. Class attendance and punctuality are an expectation and include being on time and ready for active engagement in classroom activities and/or participation in on-line discussions.

2. Planning and Preparation: Success in this course demands that reading assignments are completed before class begins in order to:

- a. develop an in-depth understanding of the content, and
- b. promote familiarity of concepts that will facilitate effective participation in classroom activities.

3. Group projects and Activities: Active participation is expected in group activities in order to organize, plan, develop and present group projects of high quality in class in collaboration with classmates. All members must be present during the day of the presentation of projects since the absence will negatively impact the grade of the student that is absent on the day of the presentation.

4. Professionalism and Respect: Substantially, successfully, and equally contribute to the planning, organization, and the completion of individual/group assignments and projects.

PROFESSIONAL DISPOSITIONS:

Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructor on campus and with students and teachers in school settings.

LATE WORK POLICY:

Any papers submitted after the date that is due will be subject to a grade reduction. Late work will be accepted at the discretion of the professor and may not receive full credit.

ASSIGNMENT SUBMISSION:

All assessments must be neatly typed. **The content of tests and assessments will be evaluated based on the level of higher-ordered thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assessments must be submitted through Blackboard** unless otherwise specified by the instructor.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

INCLUSIVITY SYLLABUS STATEMENT

Because I value the respectful expression and exchange of ideas, students who use violent, harassing, and/or discriminatory language, including, but not limited to, sexist, racist, homophobic, classist, ableist, and/or anti-ethnic language, will be reported to the university and may be subject to Student Code of Conduct policies, as well as any classroom conduct or civility policies.

SCHOLASTIC INTEGRITY:

As a member in an academic community, students at Texas A&M University- San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed and be able to manage their own affairs. Student who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University- San Antonio Code of Conduct.

Texas A&M University- San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

For more information, please refer to the [Texas A&M University- San Antonio Handbook](#) under Academic Policies: Violations of Academic Conduct.

DEFINITIONS:

1. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
 - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
 - b. Having another person other than oneself attempt to complete an assignment or exam.
 - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
 - d. Unauthorized collaboration on assignments and exams;
 - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
 - f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the test;
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonest. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.

4. **Lying:** The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

GRADING POLICIES

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0.0

- All assessments and assignments in the course are intended to provide both the student and the instructor with a gauge of students’ level of understanding of the course content and ideas throughout the semester. Each assessment will build off the previous one to provide a multi-layered understanding of the concepts in the course.
- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.
- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations and descriptions, and/or grading rubrics provided in Blackboard.
- There will be both formative and summative assessments in the course.

Grading Scale

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|------------------|--|--------------------|
| ✓ A 90 or above | | 500-450 points = A |
| ✓ B < 90% to 80% | | 449-400 points = B |
| ✓ C < 80% to 70% | | 399-350 points = C |
| ✓ D < 70% to 60% | | 349-300 points = D |
| ✓ F < 60% | | 299 and below = F |

**** It should be noted that I do not “round up” in terms of overall points for the course. Therefore, an 89.5% is still an 89% which would actually be a “B” for the course. In order to receive an “A” for the course, a student would need to receive a 90.0% or above.**

CALENDAR OF ACTIVITIES

The Texas A&M-San Antonio academic calendar can be found at:

<https://www.tamusa.edu/provost/documents/academic-calendar-2022-2023-05192022.pdf>

TEXAS A&M SAN ANTONIO POLICY STATEMENTS

IMPORTANT POLICIES AND RESOURCES:

Academic Accommodations for Persons with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student

receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting

status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color,

national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).

Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates:

January 16	First day of class
March 11-17	Spring Break – No classes
March 29	Study Day – No classes
April 13	Last day to drop with an automatic “W”
April 20	Last day to drop a course or withdraw from the University
April 29	Last day of classes
April 30	Study Day – No classes
May 1-7	Final exams

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>

COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

FORMATIVE AND SUMMATIVE ASSESSMENTS:

Assessments	Description
Context for Learning Narrative	A description of the classroom, school campus, district, and the surrounding community where the unit will be taught.
Unit Overview Narrative	A description of the unit plan that will be designed.
Essential Question Submission	A draft of the Essential Question that will be used to guide the entire unit writing process.
Content & Skills T-Chart	Listing the content and skills from a specific TEKS standard.
Objective Alignment Thoughtsheet	A handout/worksheet that will assist in writing effective and thoughtful objectives for each lesson.
Unit Graphic Organizer	A visual representation of the entire unit.
Authentic Assessment and Traditional Drafts	A rough draft of both parts of the summative assessment for the unit, the Traditional Assessment (a pen/paper exam) and the Authentic Assessment (a project for the students complete).
Pre-Test Question Writing Assignment	A pre-test of 10 questions that the (K-12 classroom students) would respond to that would be provide data for the teacher.
Culturally Relevant Book/Literature Selection	A list of 5 culturally relevant books to use in a classroom.
Rough Drafts of Lessons 1-3	Rough drafts of the first three lessons written for the unit.
Lesson Plan Submissions	The lesson plans L1-L4 that are submitted for a grade.
Designing a Plan to Re-Teach Assignment	A written explanation of how the classroom teacher would re-teach the students based on data demonstrating students’ performance on one task.
Lesson Plan Modification Paper	A paper that describes the thinking and decision-making process used when designing modifications and accommodations for students with special needs.
Full Unit Plan Development	The completed unit plan with all components and materials compiled together.
Daily Formative Assessments	Points will be taken throughout the class sessions (in-class activities and experiences)

	that demonstrate the preservice students' learning.
Mid-Term and Final Exams	Exams that are completed by the preservice students at the mid-way (half-way) mark of the semester and at the end of the semester and are a comprehensive demonstration of learning throughout the course.

COURSE STRUCTURE:

The instructional methods for this course will include small group discussion, whole group discussion, analysis of course readings, lecture, and hands-on learning activities and experiences. The course is designed to model effective teaching strategies and provide real-world teaching experiences and examples in order to best prepare preservice teachers for their future classroom.

The assessments for this course, with their accompanying point value is as follows:




Context for Learning Narrative	10
Unit Overview Narrative	10
Essential Question Submission	5
Content & Skills T-Chart	5
Objective Alignment Thoughtsheet	15
Unit Graphic Organizer	10
Authentic Assessment Draft	15
Culturally Relevant Book/Literature Selection Assignment	10
Traditional Assessment Draft	15
Rough Drafts of Lessons 1-3 (5 points each)	15
Mid-Term Exam	40
Lesson Plan Submissions (for a grade -- 4 lessons—30 points each)	120
Lesson Plan Modification Paper	20
Full Unit Plan Development	100
Formative Assessments and Certify Teacher checks	40
One-on-one Conference Meeting	10
Final Exam	40
In-class assessments	20

500 Points Total

Tentative Course Schedule & Calendar of Assessments EDCI 4311

W	Themes/Topics for the Week	Class Day	Readings for the Week	Assessment Assessment Due Date
1	Introduction and syllabus Focus and goals of the course Understanding Backward Design Discuss Context for Learning and Unit Overview	1/16	Understanding Backward Design_Ch. 1 Understanding Backward Design_Framework	Assignment Instructions: -Flipgrid -Context for Learning -Unit Overview
2	Essential Questions Understanding assessments Formative and Summative assessments	1/23	Handouts: -Finding the TEKS -How to create a folder on your desktop	Context for Learning Narrative DUE Bring copy to class Unit Overview Write-Up DUE Bring copy to class

3	<p>Writing objectives/TEKS Alignment</p> <p>Finding the TEKS</p> <p>Matching the TEKS to your assessments</p>	1/30	<p>Assignment Instructions: -Objective Alignment Thoughtsheet -Unit Graphic Organizer</p> <p>Lesson Plan templates folder</p> <p>In-Class Group Work— Objective Alignment Thoughtsheet</p>	<p>Essential Question DUE Bring copy to class</p> <p>Content & Skills T-Chart (in class)</p>
4	<p>Learning the components of lesson planning</p> <p>Learning the components of the Unit Plan</p>	2/6	<p>Assessing Learners— Ch. 13 -Ending Curriculum Violence</p> <p>Assignment Instructions: -Unit Plan Instructions -Authentic Assessment</p>	<p>Objectives Alignment Thoughtsheet DUE Bring copy to class</p> <p>Unit Graphic Organizer DUE</p>
L1 Rough Draft DUE— <i>Sunday, 2/11</i>				
5	<p>Meeting the needs of your diverse students- Culturally Relevant Pedagogy</p> <p><i>Peer Review L1—in class</i></p>	2/13	<p>Casterono & Castillo Ladson-Billings Lynch Gist, Jackson, Nightengale & Allen Love</p> <p>Handouts: -Specific focus questions for peer review -Searching for Historical Fiction (YA)</p>	<p>Traditional Assessment DUE</p> <p>Culturally Relevant Book/Literature Selection DUE</p>
L2 Rough Draft DUE— <i>Sunday, 2/18</i>				
6	<p>Meeting the needs of your diverse students (cont.) Discipline and Student Engagement</p> <p>School-to-Prison Pipeline</p> <p>Writing exam questions</p> <p><i>Peer Review L2</i></p>	2/20	<p>Anderson Associated Press Elias Howard Hurley</p> <p>Assignment Instructions: -Traditional Assessment</p> <p>Handouts: -Graphic organizers</p>	<p>L1 Original Submission DUE Bring copy to class</p> <p>Authentic Assessment draft DUE Bring copy to class</p>
7	<p>Meeting the needs of your diverse students (cont.) Special Education Modifying lessons</p> <p>Meeting the needs of your diverse students (cont.) Emergent Bilinguals</p>	2/27	<p>Alter Grieco Mitchell Samuels Cunningham Hinrichs Mitchell</p>	<p>L2 Original Submission DUE</p> <p>Mid-Term Exam during class time</p> <p>Handouts: -Academic and behavioral Accommodations -ELPS Proficiency Packet</p>

	L3 Rough Draft DUE— Sunday, 3/24			
8	Mid-Term Exam	3/5	In-class	
9	Spring Break 	3/12		
10	One-on-one meetings	3/19	No in-person class session on this day	L3 Original Submission DUE Work on unit during this time
11	Meeting the needs of our diverse students (cont.)—LGBTQ youth	3/26	Chung Collins Cunning Dreher English Maglaty Mitchell TAMUSA Transgender Day of Visibility 2022 Resources	LAST DAY to turn in any missing/late work for credit 3/26
12	One-on-one meetings	4/2	No in-person class session on this day	Lesson Plan Modification Based on a Case Study Paper DUE Work on unit during this time
13	Moving from Unit Planning to Semester and Year-Long Planning Discussing the Lesson Plan Modification Paper T-TESS and PPR Teaching in the Real World	4/9	Assignment Instructions: -Lesson Plan Modification Paper -Unit Plan Instructions Handout: -How to create a folder on your desktop Handouts:	L4 Original Submission DUE
14	Answering Final Questions and Assisting with Preparing the Final Unit	4/16	-Sample Planner Book -Weekly Planner Example -T-TESS Domains -T-TESS Rubrics Assignment Instructions: -Unit Plan Instructions Handout: List Unit Plan	MY FAVORITE LESSON! Make sure you are there!
15	Answering Final Questions and Preparing for the Final Exam Last Class Period	4/23	Final Exam Review	Final Unit Plan DUE
	Final Exam		TBA	