

## **EDUC 3420, Instructional Planning and Delivery**

**Fall 2020**

Texas A&M University-Central Texas

### **COURSE DATES, MODALITY, AND LOCATION**

-- August 24<sup>th</sup> – December 11

-- This is a 16-week course

-- This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

-- Zoom will be used for check-ins and office hour meetings

### **INSTRUCTOR AND CONTACT INFORMATION**

**Professor:** Jason Miller, Ph.D.

**Office:** TBD

**Phone:** TBD

**Email:** [j.miller@tamuct.edu](mailto:j.miller@tamuct.edu)

#### **Office Hours**

-- Office hours will be held on an appointment basis. Please contact me to schedule dates and times.

#### **Student-instructor interaction**

-- Normally, I will be checking my email from between 7:00am – 5:00pm, Monday – Friday. These hours may be extended at varies times during the semester.

-- I will be meeting for short (5-10 minute) check-ins with each student on a bi-weekly basis. These will be informal check-ins to provide feedback on the course and assignments, meet the needs of each student, and help each student throughout the course.

### **WARRIOR SHIELD**

#### **Emergency Warning System for Texas A&M University-Central Texas**

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

### **COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face

courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

## **COURSE INFORMATION**

### **Course Overview and description**

This course addresses the lesson cycle; instructional models; use of technology to enhance instruction; resources to plan, deliver, and assess instruction; the role of assessment in driving instruction; Texas Essential Knowledge and Skills (TEKS) and the curricula scope and sequence. This course should be taken in the first block of the teacher education program.

Prerequisite: Admission to teacher education program.

**Overview:** Topics include the TEKS, vertical alignment, scope and sequence, lesson content, pedagogical practices, instructional goals, objectives, learning needs, and assessment.

### **Course Objective or Goal**

Upon completion of this course students will understand and be able to implement the elements of effective instruction. These include: lesson planning, classroom management, writing effective lesson plan objectives, utilizing appropriate assessments and all elements of best practice.

Upon successful completion of this course, the pre-service teacher will:

- Know the lesson cycle and how it relates to lesson planning.

- Know how to use the Texas Essential Knowledge and Skills in lesson planning.
- Know how to write effective lesson plan objectives.
- Know the importance of how and when to utilize bloom's taxonomy.
- Know the various types of assessments and their uses.
- Know and apply best practices of teaching.
- Know how to implement technology in the classroom.

### **Student Learning Outcomes**

The learner will:

1. develop lessons with measurable objectives based on course content, curriculum scope and sequence, and expected student outcomes.
2. plan instruction that is engaging, developmentally appropriate, differentiated, and standards driven.
3. select the appropriate lesson plan model for the content and expected outcomes.
4. incorporate effective strategies into the instructional plans.
5. monitor and assess student progress and provide constructive and timely feedback to facilitate the learning.
6. analyze content standards to identify enduring concepts.

### **Competency Goals Statements (certification or standards)**

-- Please see the PPR EC-12 Standards at the following website:

<https://tea.texas.gov/sites/default/files/PPR%20EC-12%20Standards.pdf>

### **Required Reading and Textbook(s)**

This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills.

Here are the six requirements for WI courses:

1. A range of writing assignments
2. Syllabus indicates writing is integral part of course mastery
3. Explains nature of WI courses
4. Ties writing to SLOs
5. Expected turnaround time for feedback (be explicit)
6. Includes at least one assignment involving revision; OR all assignments are sequenced in such a way that students can improve quality of submissions

Writing Instructive courses vary across programs, just as writing adopts diverse forms and functions across different disciplines. In a WI course, writing facilitates learning; as such, a number of written assignments have been incorporated to allow students to learn both the subject matter of the course and discipline-specific ways of reasoning and writing.

### **WI Course Requirements**

- This course has a range of writing assignments worth a significant part of the final grade.
- Writing assignments are an integral part of measuring the mastery of the content in a course.
- All written assignments are tied to specific course objectives and outcomes.
- You will receive feedback on submitted writing assignments.
- You will be required to revise four assignments (unit plan outline, lesson plan, assessment

items/rubrics, and micro-teach) to improve your understanding of what it means to be a reflective practitioner and to gain an understanding of the foundational principles of classroom instruction.

### Required Readings

Borich, G. D. (2017). *Effective Teaching Methods: Research-Based Practice*, 9th Ed. Pearson.

Texas Essential Knowledge and Skills (TEKS):

<https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>

College and Career Readiness Standards (CCRS):

<http://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/texas-college-and-career-readiness-standards/>

Pedagogy and Professional Responsibilities EC-12 Exam

[http://www.tx.nesinc.com/Content/StudyGuide/TX\\_SG\\_about\\_160.asp](http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_about_160.asp)

### COURSE REQUIREMENTS

\* See assignment handouts for specific rubric and conversion details.

Assessment	Points	SLO
1. Reflective Document/Pedagogy and Professional Responsibilities EC-12 items/Discussion posts/Scavenger hunt	25	2, 3, 4, 5, 6
2. Unit Plan Outline	25	1, 2, 3, 4, 5, 6
3. Lesson Plan	25	1, 2, 3, 4, 5, 6
4. Assessment Items/Rubrics	5	5
5. Micro-Teach	20	1, 2, 3, 4, 5
Total	100	

### Grading Criteria Rubric and Conversion

See assignment handouts for specific rubric and conversion details.

93 – 100 = A

90 – 92 = A-

87 – 89 = B+

83 – 86 = B

80 – 82 = B-

77 – 79 = C+

73 – 76 = C

70 – 72 = C-

60 – 69 = D

59 < = F

## Posting of Grades

All grades will be posted within one week of the due date.

## Grading Policies

-- All assignments are due by 11:59 pm on the Sunday at the end of the week. For example, the first assignment for the course, 1 reflection in your google document, is posted as due in week 2 (8/31-9/6). This assignment must be submitted in Canvas by 11:59 pm on Sunday 9/6.

-- All discussion posts will be due on the Friday of the week in question.

-- All instructor recordings will be uploaded on the Monday of the week in question.

-- The student will lose 5% of the total grade for the assignment for each week the assignment is late.

## COURSE OUTLINE AND CALENDAR

Week	Date/Due	Content
1	8/24-8/30  <b>Recording uploaded: Monday 8/24 by 11:59 pm</b>  <b>Discussion Due: Friday 8/28 by 11:59 pm</b>  <b>Assignments Due: Sunday 8/30 by 11:59 pm</b>	<b>Topic</b> -- Course Introduction  <b>Activity:</b> -- Scavenger Hunt: complete -- Develop bi-weekly check-in meeting time. -- PPR items  <b>Recording:</b> -- Introduction and summary of activity  <b>Discussion:</b> -- Post three questions. One regarding TEKS, one regarding CCRS, and one regarding PPR.  <b>Reflective Doc:</b> -- What are the TEKS? What is the purpose of the TEKS? What are the CCRS? What is the purpose of the CCRS? What do you notice about the TEKS and the CCRS that is specific to your content area?  <b>Readings Due:</b> Texas Essential Knowledge and Skills (TEKS): <a href="https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills">https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills</a>  College and Career Readiness Standards (CCRS): <a href="http://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/texas-college-and-career-readiness-standards/">http://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/texas-college-and-career-readiness-standards/</a>

		<p>Pedagogy and Professional Responsibilities EC-12 Exam</p> <p><a href="http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_about_160.asp">http://www.tx.nesinc.com/Content/StudyGuide/TX_SG_about_160.asp</a></p> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>-- Write in reflective doc.</li> <li>-- Submit scavenger hunt</li> </ul>
2	<p>8/31-9/6</p> <p><b>Recording uploaded: Monday 8/31 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 9/4 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 9/6 by 11:59 pm</b></p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>-- The Effective Teacher</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>-- PPR items</li> </ul> <p><b>Recording:</b></p> <ul style="list-style-type: none"> <li>-- My take-a-ways from chapter 1 and summary of activity</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>-- Write down 3 take-a-ways from chapter 1 and 3 questions about the information in chapter 1.</li> </ul> <p><b>Reflective Doc:</b></p> <ul style="list-style-type: none"> <li>-- Define the key terms on pp. 30 of Borich, Chapter 1.</li> </ul> <p><b>Readings Due:</b></p> <p>Textbook (Borich): Chapter 1: The Effective Teacher pp. 1-34</p> <p><b>Assignments Due:</b></p> <ul style="list-style-type: none"> <li>-- Work on PPR items</li> <li>-- Write in reflective doc.</li> </ul>
3	<p>9/7-9/13</p> <p><b>Recording uploaded: Monday 9/7 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 9/11 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 9/13 by 11:59 pm</b></p>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>-- Understanding Your Students</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>-- Read through the Case History on pp. 62-63 in Borich, chapter 2, and answer the following questions:</li> </ul> <ol style="list-style-type: none"> <li>1. How does the case history relate to chapter 2's key concepts?</li> <li>2. What can you learn from Mrs. Dodge's instruction?</li> </ol> <p><b>Recording:</b></p> <ul style="list-style-type: none"> <li>-- Overview of chapter 2 and summary of activity</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>-- Write down 3 comments and 3 questions from chapter 2.</li> </ul> <p><b>Reflective Doc:</b></p>

		<p>-- Answer the Discussion and Practice Questions on pp. 65 in Borich, chapter 2</p> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 2: Understanding your students pp. 34-67</p> <p><b>Assignments Due:</b></p> <p>-- Write in reflective doc.</p> <p>-- Submit PPR items for revisions</p>
4	<p>9/14-9/20</p> <p>Labor Day: 9/7</p> <p><b>Recording uploaded: Monday 9/14 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 9/18 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 9/20 by 11:59 pm</b></p>	<p><b>Topic:</b></p> <p>-- Goals, Standards, and Objectives</p> <p><b>Activity:</b></p> <p>-- Use the TEKS and CCRS (standards). You will be constructing a unit plan and a detailed lesson plan over the course of the semester. For this activity, please choose standards in your content area that will drive both your unit and lesson plans. You will then create objectives for your unit plan and your lesson plan.</p> <p><b>Recording:</b></p> <p>-- Summary of goals, standards, and objectives. And, summary of activity</p> <p><b>Discussion:</b></p> <p>-- Write down 3 comments and 3 questions regarding selected response goals, standards, and objectives.</p> <p><b>Reflective Doc:</b></p> <p>-- Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Provide examples of two behavioral objectives that differ in the degree of expressiveness they allow.</li> <li>2. Write an objective for each level of the taxonomy of cognitive objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation. If you would like, select verbs for each level from the list provided in the chapter.</li> </ol> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 5: Goals, Standards, and Objectives pp. 127-157</p> <p><b>Assignments Due:</b></p> <p>-- Write in reflective doc.</p> <p>-- Submit your unit plan outline and lesson plan's standards and objectives for feedback.</p> <p>-- Submit revised PPR items.</p>
5	9/21-9/27	<p><b>Topic:</b></p> <p>-- Unit Planning</p>

	<p><b>Recording uploaded: Monday 9/21 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 9/25 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 9/27 by 11:59 pm</b></p>	<p><b>Activity:</b></p> <p>-- Using the standards and objectives you created, construct a unit plan using Figure 6.7 on pp. 169 as your guide.</p> <p><b>Recording:</b></p> <p>-- Summary of unit planning and summary of activity</p> <p><b>Discussion:</b></p> <p>-- Write down 3 comments and 3 questions regarding unit planning.</p> <p><b>Reflective Doc:</b></p> <p>-- Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How do you use the four inputs (knowledge of goals and objectives, knowledge of your learner, knowledge of the subject matter, and knowledge of teaching methods) to inform your decisions in the unit planning process?</li> <li>2. Describe the system perspective to creating unit plans and explain how you plan to meet national and district standards and objectives and achieve your learning outcomes?</li> <li>3. How do you determine when to use vertical and lateral unit planning for disciplinary and interdisciplinary unit planning?</li> </ol> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 6: Unit and Lesson Planning pp. 157-174</p> <p><b>Assignments Due:</b></p> <p>--Write in reflective doc.</p> <p>-- Submit unit plan outline for feedback</p>
6	<p>9/28-10/4</p> <p><b>Recording uploaded: Monday 9/28 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 10/2 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 10/4 by 11:59 pm</b></p>	<p><b>Topic:</b></p> <p>-- Lesson Planning</p> <p><b>Activity:</b></p> <p>-- Pick one lesson from your unit plan to create a lesson plan. Then, include the standards that the lesson will address and create objectives for the lesson.</p> <p>-- Familiarize yourself with the following lesson plan materials:</p> <ul style="list-style-type: none"> <li>-- 5e Lesson Plan Template</li> <li>-- Backwards Planning Template</li> <li>-- Danielson Framework Lesson Plan</li> <li>-- Madeline Hunter Lesson Plan</li> <li>-- Example lesson plans: pp. 186-194 at the end of chapter 6 as a guide.</li> </ul> <p><b>Recording:</b></p> <p>-- Summary of Lesson Planning and summary of activity</p>



		<p><b>Discussion:</b></p> <p>-- Write down 3 comments and 3 questions regarding lesson planning.</p> <p><b>Reflective Doc:</b></p> <p>-- Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Describe the system perspective to creating lesson plans and explain how you plan to meet national and district standards and objectives and achieve your learning outcomes.</li> <li>2. Assess your own lesson-planning using the seven events of instruction.</li> </ol> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 6: Unit and lesson Planning pp. 174-197</p> <p><b>Assignments Due:</b></p> <p>-- Write in reflective doc.</p> <p>-- Submit your lesson plan for feedback.</p>
7	<p>10/5-10/11</p> <p><b>Recording uploaded: Monday 10/5 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 10/9 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 10/11 by 11:59 pm</b></p>	<p><b>Topic:</b></p> <p>-- Direct Instruction</p> <p><b>Activity:</b></p> <p>-- Using your Unit Plan Outline and Lesson Plan. Create a direct instruction strategy</p> <p><b>Recording:</b></p> <p>-- Summary and demonstration of direct instruction and summary of activity</p> <p><b>Discussion:</b></p> <p>-- Write down 3 comments and 3 questions regarding direct instructional strategies</p> <p><b>Reflective Doc:</b></p> <p>-- Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How can you distinguish between Type 1 and Type 2 outcomes and explain how your selection of each impacts your instructional choices?</li> <li>2. How do you recognize when direct instruction is the appropriate choice for achieving mastery of content</li> </ol> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 9: Teaching Strategies for Direct Instruction pp. 250-280</p> <p><b>Assignments Due:</b></p> <p>-- Write in reflective doc.</p> <p>-- Submit your unit and lesson plan direct instructional strategy</p>

8	<p>10/12-10/18</p> <p><b>Recording uploaded: Monday 10/12 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 10/16 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 10/18 by 11:59 pm</b></p>	<p><b>Topic:</b></p> <p>-- Indirect Instruction</p> <p><b>Activity:</b></p> <p>-- Using your Unit Plan Outline and Lesson Plan. Create an indirect instruction strategy</p> <p><b>Recording:</b></p> <p>-- Summary and demonstration of an indirect instructional strategy and summary of activity</p> <p><b>Discussion:</b></p> <p>-- Write down 3 comments and 3 questions regarding indirect instructional strategies</p> <p><b>Reflective Doc:</b></p> <p>-- Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How do you successfully implement the constructivist approach to teaching and learning?</li> <li>2. How do you apply indirect instructional strategies that promote inquiry and problem-solving?</li> <li>3. How do you apply inductive and deductive instructional strategies and know the content for which each works best?</li> <li>4. How do you organize group discussions that teach students to provide feedback on the accuracy of their responses?</li> <li>5. How do you apply indirect instructional strategies that enhance student engagement in the culturally diverse classroom?</li> </ol> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 10: Teaching Strategies for Indirect Instruction pp. 282-317</p> <p><b>Assignments Due:</b></p> <p>-- Write in reflective doc.</p> <p>-- Submit your unit plan outline and lesson plan indirect instructional strategy for feedback.</p>
9	<p>10/19-10/25</p> <p><b>Recording uploaded: Monday 10/19 by 11:59 pm</b></p> <p><b>Discussion Due: Friday</b></p>	<p><b>Topic:</b></p> <p>-- Self-Directed and Constructivist Learning</p> <p><b>Activity:</b></p> <p>-- Using your Unit Plan Outline and Lesson Plan. Create a project-based learning strategy</p> <p><b>Recording:</b></p> <p>-- Summary of self-directed and constructivist learning and summary of activity</p>

	<p><b>10/23 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 10/25 by 11:59 pm</b></p>	<p><b>Discussion:</b></p> <p>-- Write down 3 comments and 3 questions regarding self-directed and constructivist learning</p> <p><b>Reflective Doc:</b></p> <p>-- Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How do you implement activities that promote self-directed learning?</li> <li>2. How do you use mental modeling to teach metacognitive skills?</li> <li>3. How do you adjust the instructional dialogue of the classroom to the unique abilities, learning histories and personal experiences of your learner?</li> <li>4. How do you use problem-solving and project-based learning to promote lifelong learning skills?</li> <li>5. How do you teach learners criteria for evaluating their self-directed learning activities?</li> </ol> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 11: Self-Directed and Constructivist Learning pp. 318-349</p> <p><b>Assignments Due:</b></p> <p>-- Write in reflective doc.</p> <p>-- Submit your unit plan outline and lesson plan project-based learning strategy for feedback.</p>
10	<p>10/26-11/1</p> <p><b>Recording uploaded: Monday 10/26 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 10/30 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 11/1 by 11:59 pm</b></p>	<p><b>Topic:</b></p> <p>-- Assessing Learners</p> <p><b>Activity:</b></p> <p>-- Using your Unit Plan Outline and Lesson Plan. Create assessment items for both your Unit Plan and your Lesson Plan and corresponding rubrics. These should include objective test items, essay test items, and performance assessments. See assignment handout for more details</p> <p><b>Recording:</b></p> <p>-- Summary of Assessing Learners and creating assessment items. And, summary of activity</p> <p><b>Discussion:</b></p> <p>-- Write down 3 comments and 3 questions regarding assessing learners</p> <p><b>Reflective Doc:</b></p> <p>-- Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How do you distinguish between norm-referenced and criterion-referenced tests and how to use the results of each to gain a better understanding of a student's progress?</li> </ol>

		<p>2. Compare and contrast the advantages and disadvantages of different objective test formats.</p> <p>3. How do you create essay questions that require students to use higher-order thinking to organize, integrate, and synthesize knowledge?</p> <p>4. Describe the different types of validity and reliability and explain their roles in ensuring that tests are measuring and examining their intended content and yielding the same results consistently.</p> <p>5. How do you create performance assessments that allow you to measure higher-order cognitive processes?</p> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 13: Assessing Learners pp. 374-418</p> <p><b>Assignments Due:</b></p> <p>-- Write in reflective doc.</p> <p>-- Submit your assessment items and rubric for feedback</p>
11	<p>11/2-11/8</p> <p><b>Recording uploaded: Monday 11/2 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 11/6 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 11/8 by 11:59 pm</b></p>	<p><b>Topic:</b></p> <p>-- Technology Integration in Instruction</p> <p><b>Activity:</b></p> <p>-- Using your Unit Plan Outline and Lesson Plan. Incorporate technology into your Unit Plan and Lesson.</p> <p><b>Recording:</b></p> <p>-- Summary of technology and integration in instruction. And, summary of activity</p> <p><b>Discussion:</b></p> <p>-- Write down 3 comments and 3 questions regarding integrating technology in instruction.</p> <p><b>Reflective Doc:</b></p> <p>-- Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the value and purpose of using technology for teaching and learning?</li> <li>2. Identify the different types of Web 2.0 technologies and explain how they can be used to promote higher-order thinking, collaboration, and self-regulated learning.</li> <li>3. How do you integrate technology into your instruction using the seven conditions necessary for students' learning?</li> <li>4. How do you determine whether you have achieved your instructional goals for integrating technology by assessing whether your students are engaged in active, constructive, collaborative, authentic, and intentional learning tasks?</li> </ol> <p><b>Readings:</b></p>

		<p>Textbook (Borich): Chapter 7: Technology Integration in Instruction pp. 198-219</p> <p><b>Assignments Due:</b></p> <p>-- Write in reflective doc.</p> <p>-- Submit unit plan outline and lesson plan with technologies included for feedback.</p>
12	<p>11/9-11/15</p> <p>Veteran's Day: 11/11</p> <p><b>Recording uploaded: Monday 11/9 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 11/13 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 11/15 by 11:59 pm</b></p>	<p><b>Topic:</b></p> <p>-- Questioning Strategies</p> <p><b>Activity:</b></p> <p>-- Using your Lesson Plan. Create a probe that could take place between you and a student during you Lesson. Use pp. 235 as an example.</p> <p><b>Recording:</b></p> <p>-- Summary of questioning strategies and summary of activity</p> <p><b>Discussion:</b></p> <p>--Write down 3 comments and 3 questions regarding questioning strategies.</p> <p><b>Reflective Doc:</b></p> <p>-- Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How do you use the key components of an effective question to engage students and solicit question-asking behavior?</li> <li>2. What are the general categories that help you shape questions that provide a framework for learner responses?</li> <li>3. What is the difference between convergent and divergent questions?</li> <li>4. How do you formulate questions at different levels of cognitive complexity?</li> <li>5. Describe the key interaction patterns effective teachers use when asking culturally responsive questions.</li> <li>6. List the common problems that question-asking teachers should avoid.</li> </ol> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 8: Questioning Strategies pp. 221-248</p> <p><b>Assignments Due:</b></p> <p>-- Write in reflective doc.</p> <p>-- Submit unit plan outline and lesson plan with probe for feedback.</p>
13	<p>11/16-11/22</p> <p><b>Recording uploaded:</b></p>	<p><b>Topic:</b></p> <p>-- Cooperative Learning and the Collaborative Process</p> <p><b>Activity:</b></p> <p>-- Using you Unit Plan and Lesson Plan. Include two "Team-Oriented</p>

	<p><b>Monday</b> <b>11/16 by</b> <b>11:59 pm</b></p> <p><b>Discussion</b> <b>Due: Friday</b> <b>11/20 by</b> <b>11:59 pm</b></p> <p><b>Assignments</b> <b>Due: Sunday</b> <b>11/22 by</b> <b>11.59 pm</b></p>	<p>Cooperative Learning Activities” and describe them in relation to your content. For reference see pp. 366-367.</p> <p><b>Recording:</b> -- Summary of cooperating learning and the collaborative process and summary of activity</p> <p><b>Discussion:</b> Write down 3 comments and 3 questions regarding cooperative learning and the collaborative process</p> <p><b>Reflective Doc:</b> -- Answer the following questions: 1. How do you plan a cooperative learning activity that promotes the formation of attitudes and values, differing perspectives and viewpoints and prosocial behaviors? 2. Explain the four components of a cooperative learning activity and the primary goals of each. 3. How do you plan cooperative task structures that specify goals, structure the task and evaluate the collaborative process? 4. Compare and contrast four cooperative learning activities and explain how you would use each to achieve desired outcomes. 5. How do you determine the appropriate structure for field dependent and field independent learners when preparing cooperative learning activities for a diverse classroom?</p> <p><b>Readings:</b> Textbook (Borich): Chapter 12: Cooperative learning and the Collaborative Process pp. 35-374</p> <p><b>Assignments Due:</b> -- Write in reflective doc. -- Submit unit plan outline and lesson plan with Team-Oriented Cooperative Learning Activities for feedback.</p>
14	<p>11/23-11/29</p> <p>Thanksgiving: 11/26-11/27</p> <p><b>Recording</b> <b>uploaded:</b> <b>Monday</b> <b>11/23 by</b> <b>11:59 pm</b></p> <p><b>Discussion</b></p>	<p><b>Topic:</b> -- Classroom Management: Establishing the Learning Climate</p> <p><b>Activity:</b> -- Micro-Teach (see handout)</p> <p><b>Recording:</b> -- Summary of chapter 3 and summary of activity</p> <p><b>Discussion:</b> -- Write down 3 comments and 3 questions classroom management.</p> <p><b>Reflective Doc:</b></p>

	<p><b>Due: Friday 11/27 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 11/29 by 11:59 pm</b></p>	<p>-- Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Identify the four stages of group development and provide some examples of student behavior at each stage.</li> <li>2. Provide 3-5 examples of classroom activities that will create (a) a competitive, (b) a cooperative, and (c) an individualistic classroom climate.</li> <li>3. How can you bridge different cultures to form a productive and cohesive classroom?</li> </ol> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 3: Classroom Management I: Establishing the Learning Climate pp. 67-100</p> <p><b>Assignments Due:</b></p> <p>-- Write in reflective doc. -- Revise lesson</p>
15	<p>11/30-12/6</p> <p><b>Recording uploaded: Monday 11/30 by 11:59 pm</b></p> <p><b>Discussion Due: Friday 12/4 by 11:59 pm</b></p> <p><b>Assignments Due: Sunday 12/6 by 11:59 pm</b></p>	<p><b>Topic:</b></p> <p>-- Classroom Management: Promoting Student Engagement</p> <p><b>Activity:</b></p> <p>-- Micro-Teach 2.</p> <p><b>Recording:</b></p> <p>-- Summary of classroom management and summary of activity</p> <p><b>Discussion:</b></p> <p>-- Write down 3 comments and 3 questions regarding developing classroom management chapter 4.</p> <p><b>Reflective Doc:</b></p> <p>-- Imagine having to conduct a teacher-family conference concerning a student's failure to complete assignments on time. Prepare some "talking points" in an outline format that you want to be sure to bring up during the conference. Your talking points should include the following:</p> <ol style="list-style-type: none"> <li>1. What you will do to gain the parents' acknowledgement of the problem</li> <li>2. A plan of action for addressing the problem at home and at school</li> <li>3. Follow-up activities that will monitor that progress is being made</li> <li>4. A summary or restatement of the agreements made between you and the parents.</li> </ol> <p><b>Readings:</b></p> <p>Textbook (Borich): Chapter 4: Classroom Management II: Promoting Student Engagement</p> <p><b>Assignments Due:</b></p> <p>--Write in reflective doc.</p>

		-- Submit Micro-Teach feedback assignment
16	12/7-12/15 Fall Semester Ends: 12/11 <b>Recording uploaded: Monday 11/30 by 11:59 pm</b> <b>Assignments Due: Sunday 12/15 by 11:59 pm</b>	<b>Topic:</b> Thanks for a Great Semester! <b>Activity:</b> PPR items <b>Recording:</b> PPR items and close out the semester <b>Discussion:</b> None <b>Reflective Doc:</b> Course feedback <b>Readings:</b> None <b>Assignments Due:</b> -- Submit final unit plan outline and lesson plan -- Submit final rubrics and assessment items -- Submit PPR items -- Write in reflective doc – Course feedback

### Important University Dates

See academic calendar for important university dates: <https://www.tamuct.edu/registrar/academic-calendar.html>

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.



## Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

## **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

## **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

## **Tutoring**

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

## **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of

the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

## **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

**For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

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## **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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