

EDUC 5311-125, CRN 10078, Methods of Effective Teaching

Spring 2020 rev. 01.08.2020

Texas A&M University-Central Texas

Tuesdays: 6:00-9:00, Warrior Hall Room 315

Thursdays: online, see calendar

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Kevin Bott

Office: by appointment

Phone: 512-564-0025

Email: kevin.bott@tamuct.edu

Office Hours:

By appointment, in-person or online

Mode of instruction and course access:

This course meets face-to-face and online, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

All assignments, handouts, notes, and activities will be available on Canvas. I check my email throughout the day and evenings. All students have access to my cell phone and are free to contact me anytime.

Important University Dates

Emergency Warning System for Texas A&M University – Central Texas

911Cellular 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 911 Cellular through their myCT email account.

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

COURSE INFORMATION

Course Overview and description:

An examination of the relationship between the state-adopted curriculum, learner-centered proficiencies and best practices. Topics include: the lesson cycle, models of learning, instruction, uses of technology, assessment, micro-teaching, learning styles, multiple intelligences and emotional intelligence

Course Objective:

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.

Student Learning Outcomes:

1. Understand how to manage a classroom;
2. Know the lesson cycle and how it relates to lesson planning;
3. Implement practice teaching using micro-teaches;
4. Know the importance of how and when to utilize Bloom's taxonomy;
5. Know how to write effective lesson plan objectives and the various types of objectives;
6. Know the various types of assessments and their uses;
7. Understand the value and use of direct instruction
8. Observe of classrooms through field experience
9. Know best practices of teaching

Competency Goals Statements (certification or standards): Texas Teacher Standards:

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.

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.

Standard 3: Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4: Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5: Data-Driven Practice. Pre-service teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6: Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity

Required Reading and Textbook(s):

Joyce, B. R., Weil, M., & Calhoun, E. (2015). *Models of teaching*. 9th Edition. Pearson Education, Inc.

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.

COURSE REQUIREMENTS

Grading Criteria Rubric and Conversion

Grading Criteria:

A---90 to 100

B---80 to 89

C---70 to 79

D---60 to 69

F---0 to 59

Assignments and projects are 100 Pts.

Lesson Plan	10 Pts.
Models of Teaching - Research Paper	20 Pts.
Journal Article Critique	10 Pts.
Micro-Teach 1	20 Pts.
Micro-Teach 2	20 Pts.
Mid-Term Exam	10 Pts.
Final Exam	10 Pts.

Specific Assignments:

Micro-Teach and Evaluation (2). Each student is required to plan, teach, and evaluate two lessons (one from the material in class and one from regular course content). **(20 pts. each). Outcomes 2, 3, 4 & 7.**

Lesson Plan. Each student will prepare a one-hour (less time if you are elementary) lesson plan in his/her major field using a model of instruction as discussed in the book. The lesson plan will follow all components of the lesson cycle in terms of organization. Each lesson plan will include the appropriate TEKS and lesson objectives. **(10 pts.). Outcomes 2, 4, 5, 6, & 7.**

Models of Teaching Research Paper. In pairs, students will research a model of teaching from the book. Students will examine the model, list key components, cite classroom examples and give a detailed explanation on how to use the model in their classroom. The paper will include a cover sheet and reference page. Three sources will be used. APA style. 5-7 pages.

Journal Article Critique. Students will find a current research-based article (2017 and newer) that explains how implementing a specific model of instruction benefits the classroom. 2 pages, APA.

Exams. There will be a midterm exam and a final exam in this course **(10 Pts. each). Outcomes 1-9.**

Posting of Grades

Grades are posted on Canvas

COURSE OUTLINE AND CALENDAR

Tentative Schedule

Spring 2020

The instructor reserves the right to change the schedule:

Date	Assignments, Topics and Activities	Assessments and Evaluations
March 17 <i>(in-class mtg)</i>	Introductions. Discuss syllabus and expectations. Review course objectives, field experiences, and interactive response protocols. Teacher Leadership Activity. Class survey and feedback. Overview of Joyce Chapters 1 & 2 and Models of Teaching Families. Form Learning Groups (Building a Community of Expert Learners, Partners in Learning).	Assign Field Experience Reflection.
March 19 <i>(online)</i>	Observe and evaluate online lesson (Scientific Inquiry) using online rubric. Complete feedback and evaluation tool. Post Micro-Teach guidelines for review. <i>Read Joyce Chapters 3, 4, & 5.</i>	
March 24 <i>(in-class mtg)</i>	Review and discuss online lesson and Micro-Teach expectations. Basic Information Processing Models. Discuss the Lesson Cycle Model, Lesson Plan rubric, and Lesson Plan Objectives. Students write Lesson Plan Objectives.	Assign Lesson Plans and 1 st Micro-Teach. Set Micro-Teach Schedule.
March 26 <i>(online)</i>	Read/Critique assigned research articles (Synectics, Memorization, Scaffolding). Respond via online discussion. Micro-Teach question and answer. <i>Read Joyce Chapters 6-10.</i>	
March 31 <i>(in-class mtg)</i>	Review and discuss Joyce Part III, David Ausubel, meaningful learning. Video and application materials – Bloom’s Taxonomy and Maslow’s Hierarchy. Activity: Keys to Effective Teacher Leadership. Finalize Objectives and Lesson Plans. Discuss Journal Article Critique.	Assign Journal Article Critique.
April 2 nd <i>(online)</i>	Field Experience chat. Respond to classroom scenarios and online exercise using Bloom’s Taxonomy. Overview of Mid-Term Exam material.	Lesson Plans DUE (10 pts.) <u>Submit on Canvas by 9:00 p.m.</u>
April 7th <i>(in-class mtg)</i>	Mid-Term Exam (10 pts.) Begin presenting 1 st Micro-Teaches. Discuss Research paper guidelines and requirements. Begin working in pairs on research and preparation.	Assign Research Paper – Models of Teaching.

April 9 th (online)	View TED Talks clips, see links (What Great Teachers Do, Every Kid Needs a Champion, Know Your Why). Respond to online prompts. <i>Read Joyce Chapters 11-13.</i>	
April 14 th (in-class mtg)	Continue presenting 1 st Micro-Teaches. Discuss and assign 2 nd Micro-Teaches. Social Family of Models. Group investigation: Classroom scenarios.	Assign 2 nd Micro-Teach. Set 2 nd Micro-Teach Schedule.
April 16 th (online)	Edutopia Video and Article – Multiple Intelligences. Notable differentiation techniques (G/T, ESL, and Special Needs students). Field Experience question and answer. <i>Read Joyce Chapters 14 & 15.</i>	Journal Critique DUE (10 pts.) <u>Submit on Canvas</u> by 9:00 p.m.
April 21 st (in-class mtg)	Finish presenting 1 st Micro-Teaches. Field Experience takeaways. Personal Family of Models. Learning Self-Actualization Activity: How we contribute to Effective Teaching and Effective Schools.	Field Experience Materials Due.
April 23 rd (online)	Review and submit responses to articles. “What a Child Doesn’t Learn” and “Technology Integration.” Synthesis and Mastery Learning. Research Paper Question and Answer. <i>Read Joyce Chapters 16-18.</i>	
April 28 th (in-class mtg)	Students begin presenting 2 nd Micro-Teaches. Behavioral Family of Models. Carroll and Bloom. Direct Instruction “Dos and Don’ts.” Video Clip/Discussion – Making Learning Relevant. Finalize Research Papers.	
April 30 th (online)	Case Study: Effective School Leadership. Respond to Prompt - Making Discomfort Productive. <i>Read Joyce Chapters 19-20.</i>	
May 5 th (in-class mtg)	Students continue presenting 2 nd Micro-Teaches in class. Finalize course review items and course discussion.	Research Paper DUE (20 pts.)
May 7 th (in-class mtg)	Finish presenting 2 nd Micro-Teaches in class. Final Exam (10 pts.)	

Spring 2020, University Calendar (see link below)

<https://www.tamuct.edu/about/calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail 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.

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

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.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed 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, 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 reported 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://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. 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 Department 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 Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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 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, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

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 72,000 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 twenty-four 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](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

POLICY STATEMENTS:

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 A&M-Central Texas, 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 Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

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/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Attendance Policy:

Class discussions and participation are keys to becoming professional educators; therefore class attendance is vital to your success. Due to the short duration of this course, students who miss more than one class will have their grade lowered one letter. If students miss more than 3 classes they will lose credit for the course.

Late Work:

You must turn your work in by the end of the course day (9:00 p.m.) for which it is due. After the due date and time, you will lose 10% per day.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student

Conduct.

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Your Instructor...

Background

Kevin Bott is currently the Assistant Superintendent of Curriculum and Instruction for Lampasas ISD. Dr. Bott began his career as a middle school reading/writing teacher before transitioning into school administration as an elementary assistant principal. He has served as an elementary principal, a high school principal, a central office administrator, and a college instructor. He earned his bachelor's degree in education (B.S.E) from Baylor University, his Master's Degree (M.S.E.) from Tarleton State University, and his Doctorate in Education from Baylor University (Ed.D.) in Curriculum & Instruction. At Baylor, Dr. Bott's research and dissertation focused on reading instructional practices and Response to Intervention (RTI).

Prior to his tenure in Lampasas ISD, Dr. Bott was recognized as a Midway ISD Teacher of the Year Nominee (2004) and a Midway Education Foundation Distinguished Educator (2007, 2008, 2010). He has served as the Vice-President on the Board of Directors for the JonMarie Center for Educational Therapy in Waco, TX, the Texas A&M Central Texas (TAMU-CT) Principal CAPS Advisory Board, the Rollins Brook Hospital Advisory Board, and the Texas A&M AgriLife Extension Leadership Advisory Board. In addition, Dr. Bott is a two-time recipient of the "Raise Your Hand Texas" Harvard Leadership Grant (2013, 2015) and a recipient of the Student Spotlight Award in Curriculum & Instruction at Baylor University (2009).

Dr. Bott and his wife, Jennifer, currently reside in Lampasas, Texas. They have four children – Caleb (14), Emily (11), Jonathan (9) and Noah (2).

Philosophy of Education

My philosophy of education is that all students are unique individuals who always require our absolute best. This means that we must strive to differentiate for our students mentally, emotionally, and socially. It is also important that our students, teachers, and parents feel encouraged and supported. The culture and atmosphere of a school makes all the difference in learning and performance. Students and staff need a safe environment where they are all invited to share their ideas, take risks, collaborate with others, and maintain an ongoing "growth mindset." This is how we truly maximize learning and engagement.