

EDUC 5311, CRN 80157, Methods of Effective Teaching

Fall 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is an 8-week, 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Shelley B. Harris

Office: WH 332R

Phone: 254-519-5797

Email: shelley.harris@tamuct.edu

Office Hours

Tuesdays from 12-4, Virtual, by appointment only

Thursdays from 2:00 – 4:00pm

Student-instructor interaction

As your professor, my role is to facilitate in your learning and help assist you in your college journey. Please take advantage of the office hours provided – they are your time to visit.

I will do my best to help you in any way. I will be checking email daily. My response time will be returned within 72 hours. When sending an email, please put the course name and number in the subject line. For the body of the email, remember to include your W# and follow netiquette guidelines. Professional communication is expected at all times.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[<https://www.tamuct.edu/covid19/>]

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)

The students will demonstrate mastery of the content knowledge required of an entry-level educator in this field in Texas public schools for the following TExES Competencies:

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

Standard 1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- *Content and Pedagogy
- *Selection of Instructional Goals and Objectives
- *Resources
- *Designing Coherent Instruction Designing Coherent Instruction
- *Assessment of Student Learning Assessment of Student Learning

Required Reading and Textbook(s)

Borich, G. (2016) Effective Teaching Methods: Research Based Practice. 9th Ed. Pearson. ISBN-10:0134054873; ISBN-13: 978-0134054872

COURSE REQUIREMENTS

- 1. Discussion Prompts.** (3 @ 25 each - 75 points) Students will respond to a Discussion Prompt from our selected readings and videos. Each student will reply to two classmates in a meaningful way. APA format, 400 word count, and netiquette rules apply. Rubric is in Canvas.
- 2. Lesson Plans.** (3 @ 25 points each - 75 points) Students will create three (3) lesson plans using the Madeline Hunter, 5E and student choice. Subject matter and grade level will be indicative of the certification being sought. Students will be graded based on appropriateness of topic in connection to the format and creativity. Lesson Plan templates and rubrics are in Canvas.
- 3. Mini-Teach.** (50 points) Students will select one of their lesson plans to teach using Studio. The lesson will include a powerpoint and other visual aids. Presentations must be interesting, engaging and incorporating all aspects of the lesson cycle. Rubric is in Canvas.
- 4. Formative Assessment Starter Pack.** (100 points) Students will create a “notebook” of 25 formative assessments they can use in the classroom. Each assessment item will include the name, description, application/steps and appropriateness to the content/grade level. Rubric and sample assessments are in Canvas.
- 5. Certification Preparation and Testing.** (100 points) Students will be expected to complete modules in 240 Tutoring and a diagnostic test as proof of studies. Students will take a representative exam on September 10, WH 306. Students will take their content test no later than October 7.

Grading Criteria Rubric and Conversion

Grades will be assigned at the end of the semester on the following basis:

- A = 360 – 400 points
- B = 359 – 320 points
- C = 319 – 280 points
- D = 279 – 240 points
- F = <239 points

Posting of Grades

All assignments are due on Sunday at 11:59 as assigned for that week. Grades will be posted on the Canvas Grade book where students can monitor their status. Turn-around time for grades to be posted are within 1 week. Larger projects may take more time. If you have any questions or concerns, please do not hesitate to email me or come by my office.

Grading Policies

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 25% deduction or not accepted per the instructor’s decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the

situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of assignments are necessary to receive a grade.

COURSE OUTLINE AND CALENDAR

Module 1: *Content and Pedagogy

Topics	Learning Activities	Assessments
1.7k the importance of the state content and performance standards as outlined in; 1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues; 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills; 1.10k how lesson content and skills connect with other disciplines and within the discipline; and 1.11k current research on best pedagogical practices.	Module Readings and Activities	Assignment 8/28: Discussion Prompt #1 9/4: Lesson Plan #1 *240 Tutoring

Module 2: *Selection of Instructional Goals and Objectives

Topics	Learning Activities	Assessments
1.12k the importance of developing instructional goals and objectives that are clear, 1.13k the importance of developing instructional goals and objectives that can be assessed; 1.14k the importance of developing instructional goals and objectives that are mental level, prior skills and knowledge, background, and interests; and suitable for students with varied learning needs; and 1.15k the importance of aligning instructional goals with campus and district goals.	Module and Reading Activities	Assignment 9/10: Certification: Rep Test 9/11: Discussion Prompt #2 9/18: Lesson Plan #2 *240 Tutoring

Module 3: *Designing Coherent Instruction Designing Coherent Instruction

Topics	Learning Activities	Assessments
<p>1.19k the importance of designing instruction that reflects the TEKS; 1.20k features of instruction that maximize students' thinking skills; 1.21k the importance of planning lessons and structuring units so that activities achievement, and engage students in learning; progress in a logical sequence; 1.22k how materials, technology, and other resources may be used to support instructional content and meet instructional goals and objectives; engage students in meaningful learning; 1.23k the benefits of designing instruction that integrates content across disciplines; adequate opportunities for students to engage in reflection and closure; 1.24k the importance of engaging in continuous monitoring and self-assessment of perspectives.</p>	<p>Module and Reading Activities</p>	<p>Assignment 9/25: Lesson Plan #3</p> <p>*240 Tutoring</p>

Module 4: *Assessment of Student Learning Assessment of Student Learning

Topics	Learning Activities	Assessments
<p>1.25k the role of assessment in guiding instructional planning; 1.26k the importance of creating assessments that are congruent with instructional objectives; goals and objectives; 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies; 1.28k the role of technology in assessing student learning; 1.29k the benefits of and strategies for promoting student self-assessment; 1.30k the connection between the Texas statewide assessment program, the TEKS, needs and instruction; 1.31k how to analyze data from local, state, and other assessments using common individuals.</p>	<p>Module and Reading Activities</p>	<p>Assignment 10/2: Micro-Teach</p> <p>10/7: TExES Exam</p>

Module 5: *Resources

Topics	Learning Activities	Assessments
1.16k the use of appropriate materials and resources for preparing instruction, learning; 1.17k the importance of knowing when to integrate technology into instruction and 1.18k the use of resources beyond the campus to help students meet academic.	Module and Reading Activities	Assignment 10/14: Discussion Prompt #3 10/14: Assessment Starter Pack

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

*Computer/phone with webcam and microphone

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

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

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 Warrior Center for Student Success, Equity 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](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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 referral](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

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

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000

eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 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 [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OPTIONAL 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 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 Wellness and 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](#) online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

OTHER POLICIES

Communication

It is the expectation that all students use and check their TAMUCT email account and Canvas Announcements daily for class updates and university notices. Communication is vital in all classes and therefore, an expectation to be successful. Please utilize both your student email and Canvas email for interactions with your Professor.

Professionalism

As a pre-service teacher, it is expected that a high level of professionalism be used at all times. This includes interactions with peers, faculty and staff, and property. In the event there is a concern about excessive phone use, working on something other than classwork on a laptop, lack of participation in class, absences, arriving late or leaving early, a conversation will occur with the professor of record. At any time there is a question, concern or suggestion, please contact your professor of record for a meeting.

Community

This class is a community of learners. As such, in order to build and foster a sense of community, students are required to attend each class session, participate in a robust discussion, and challenge each of us to think with an open mind. Students will need to use their webcam (phone or computer) to participate in class or meetings. If at any times there is a concern, please feel free to notify the professor.

Testing – ACP is a one semester plus internship program. Students must take and pass their content certification exam prior to internship. Therefore, there are course requirements to take the representative test and complete 240 Tutoring. Failure to complete these items will extend your program.

Unforeseen Occurrences

Please be aware that changes may be made to this syllabus at the discretion of the professor and the best interest of students. In the event of an unfortunate event, natural disaster or global pandemic, this course (contents, assignments, delivery) may have to change. Students will be notified immediately of any change.

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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