

**EDUC 3370-120, 10055, Instructional Strategies
Spring, 2023
Texas A&M University-Central Texas**

COURSE DATES, MODALITY, AND LOCATION

This 100% Online Course will run from Jan 17, 2023 – May 12, 2023, with synchronous meetings each Monday. Meetings will be recorded and posted to Canvas.

This class meets Synchronously for class meetings on Monday from 3:30-4:45

INSTRUCTOR AND CONTACT INFORMATION

Instructor: J. Elizabeth Casey, Ph.D.

Office: Warrior Hall 322 J

Phone: 254-519-5491

Email: j.casey@tamuct.edu preferred contact email.

Office Hours

Monday 1:30-3:30 Office or Virtual

Thursday 2:00-4:00 Office or Virtual

Virtual by appointment

Student-instructor interaction

I am here to support you during this course. You can meet with me by appointment (either in-person or virtually). I do stay online after class to meet with students individually as needed to ensure students have an opportunity to express concerns, get clarification on assignments/requirements, etc. I typically respond to emails within 24 hours. Please do not hesitate to reach out if you are stressed about an assignment or if anything is unclear. I do check emails on weekends.

Key Requirements

There will be some key milestones that need to be achieved during EDUC 3370. First, you will apply to the Educator Preparation Program (EPP) during this course by February 1st. Information will be provided during class. You will be required to come to campus to take the representative exam after acceptance to the EPP. You will also complete 30 hours of observation in an elementary or middle school to meet Texas certification requirements. Ms. Blassingame will provide information about contacting schools and completing background checks during class in February.

The primary milestone this semester will be passing the TExES content exam in your area (EC-6, ALSE, 4-8 mathematics, 4-8 ELAR/SS). This is required to move forward into Block III coursework.

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

(WI) This course is designed to develop advanced strategies to identify readiness for learning; and to understand when and how to adjust content, process, or product in order to differentiate responsive instruction effectively. This course should be taken in the second block of the teacher education program. Certification Fee - \$150. Prerequisite(s): Completion of teacher education block 1 with a minimum 2.75 GPA.

Overview: Topics include the effective instructional strategies, including use of feedback, grouping techniques, and other effective instructional strategies.

Course Objective or Goal

Upon completion of this course students will understand and be able to implement effective instructional strategies in the classroom. These include use of feedback, grouping techniques, and other effective instructional strategies.

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

- Know how to use instructional strategies to promote student engagement
- Know how to effectively communicate instructional strategies
- Know how to implement effective instructional strategies, such as leading discussions
- Know how to implement effective feedback strategies
- Know how to use resources and materials to create effective instructional strategies

This course will focus on a **High Leverage Practice**, with the intention of **expanding** preservice teacher candidates' use and awareness of the strategy:

Leading a group discussion: In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting, agreeing and disagreeing. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions. Teachers work to ensure students are positioned as competent among their peers, that patterns of interaction are respectful, and that the collective work of the group uses the strengths of and benefits each student.

Student Learning Outcomes (SLOs)

The learner will be able to:

1. use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
2. differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
3. adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
4. actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
5. design instruction, change strategies, and differentiate teaching practices to improve student learning based on assessment outcomes.
6. explore current developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
7. become conversant with basic assumptions, concepts, and principles of major learning theories.
8. distinguish key concepts, models, and strategies related to different theories of learning.

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)

Marzano, R. J. (2017). *The New Art and Science of Teaching*. Solution Tree Press: Bloomington, Indiana.

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/>

*****WI Course (Writing Instructive Course)**

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 two assignments (Theorist Paper and Reflection) to improve your understanding of what it means to be a reflective practitioner and to gain deep understanding of educational theories/theorists.

COURSE REQUIREMENTS

* See assignment handouts for specific rubric and conversion details.

***Will be required to revise paper for WI component.

1. Exit Slips-four @ 10 pts each (40 pts): Using information presented in class or in the text, you will respond to a prompt twice during the semester. Refer to the rubric in Canvas to determine all required components.

2. Discussion Posts-Four @ 10 pts each (40 pts): Using information in Canvas for each assignment, complete the assignment. Refer to the rubric in Canvas to determine all required components. You will write an initial post (8 pts) and then respond to two peer posts (2 pts).

3. Strategy Assignment: Lesson Plan (LP) Creation and Reflection (30 pts): You will create three LPs using three formats: Madeline Hunter, Danielson, and a longer version that requires more detail. Use the assignment in canvas to complete this lesson.

4. *Reflection 3 on Observations (30 pts):** You will write a reflection on your observations in K-12 schools (20 pts). You will be given a prompt in Canvas to respond to. Rubric will be provided. This reflection will be revised (10 pts) after feedback from the professor.

5. Reflection 1 (MRS) and Reflection 2(Small Group) (20 pts each) (40 total points) You will write one reflection on your interactions with Mixed Reality Simulation (MRS). You will write a second reflection on small group instruction after watching videos in assignment module.

6. 240 Tutoring (10 pts): Complete the diagnostic exams in your cert area. This will help you prepare for the representative exam.

7. WHIT Tutoring Program (50 pts) Write a report/reflection on the progress your assigned student has made across this semester.

8. Theorist presentation (20 pts): Based on information from your theories and other education classes, you will prepare and present information about one major educational theorist. Choice will be first come, first served. There will not be more than two presentations on any one theorist. You will present during class.

9. *Theorist Paper (60 pts):** Students will write a paper that details significant contributions of two educational theorists. Students will select from a list provided in canvas. Students will

have an opportunity to revise the paper. This paper will have three revisions. The first paper will detail the work of one theorist. The second iteration will add information on another theorist and describe differences/similarities between the theorists. The first paper will be two pages detailing the work from one theorist (25 pts). The second submission will be four pages long and contain edits made to the first paper and relevant information about a second theorist (25 pts). The final paper will include edits from round two, and an introduction and conclusion about how the learning theories have impacted K-12 education across the years (10 pts).

Assessment	Total Points	SLO
1. Exit-Slips Four @ 10 pts each	40	1-6
2. Discussion Posts Four @ 10 pts each	40	1-6
3. Strategy Assignment: Lesson Plan Creation and Reflection	30 pts	1-6
4. Reflections 1 (MRS) and 2 (Small Group)	40 pts	1-6
5. Reflection 3 and Revision	30 pts	1-6
6. Theorist Presentation	20 pts	7, 8
7. Theorist Paper (Initial draft, Revised Draft, Final Draft)	60 pts	7, 8
8. Certify Teacher Report	1 pt	TExES
9. 240 Tutoring Diagnostic report	5 pts	TexES
10. Field Experience Observation Log	2 pts	1-6
11. Discussion Start Here	5 pts	
12. WHIT Tutoring	50 pts	1-7
Total	323 pts	

Grading Criteria Rubric and Conversion

See assignment handouts for specific rubric and conversion details.

Grade	Percentage
A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% – 69%
F	< 60%

Posting of Grades

All assignments will be graded, and grades posted, in a timely manner, typically within one to three days of due date. Longer assignments, such as the papers, will be graded and grades posted in approximately five to seven days.

The student may lose 10% of the total grade for any assignment for *each week* the assignment is late.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

*****The instructor reserves the right to modify assignments and due dates to enhance student learning outcomes. Assignments may be altered/modified/changed, but no additional assignments will be added.**

Date	Module Topics	Assignment Due Dates
Module 1 Weeks 1&2	Topics: Assessment-formal and informal Theorists of the week: Piaget and Vygotsky	Discussion--Start Here 1: due 1/29 @ 11:59 pm. Interview due in Studio 1/25 (application to EPP) Exit Slip 1 due 1/29 @11:59pm. Theorist Reflection due 1/29 @11:59pm. Certify Teacher Report due 1/29 @11:59pm.
Module 2 Weeks 3&4	Topics: Instructional Strategies-Jigsaw and Jigsaw II, Reciprocal Teaching Theorists of the week: Gardner and Skinner	Contact Placement School 240 tutoring diagnostic exam(s) due 2/5@11:59 pm. WHIT Tutoring due 2/5@11:59 pm ***Representative Exam on campus 2/10 Discussion 1 due: 2/12 @11:59pm. Week 4: theorist presentations Monday in class
Module 3 Weeks 5&6	Topics: Behavior in the classroom, planning effective lessons, and promoting a positive classroom environment. Chapters 4 & 7. Theorists of the week: Maslow and Bronfenbrenner	Exit Slip 2 due: 2/19 @11:59 pm. Theorist Reflection revised due 2/19 @11:59pm Reflection 1 due: 2/26 @11:59pm. ***MRS-Mixed Reality Simulation February 13 and 20-you will need to engage to complete Reflection 1.

Module 4 Weeks 7&8	Topics: Motivation-students and motivation, readers' theater, Chapters 9 & 10. Theorists of the week: Vroom, Theory of the Week: Self-efficacy	Discussion 2 due 3/5 @11:59 Reflection 2 due 3/12 @11:59 pm. Weeks 7 and 8: theorist presentations Monday in class
Module 5 Weeks 9&10	Topics: Special education, classroom set-up and rules, and direct instruction. Chapters 8, 6, and 3. Laws and Education: IDEA, ESSA, ADA, 504	Exit Slip 3 due 3/26 @11:59 pm. Theorist Reflection Final due 3/26 @11:59 pm Weeks 9 and 10: theorist presentations Monday in class
Module 6 Weeks 11&12	Topics: Professional development, collaborative learning groups, Chapter 11 and 2. Theorists of the week: Erikson and Piaget	Lesson Planning: Due: 4/2 @ 11:59 pm. Discussion 3 due 4/9 @11:59pm. Reflection 3 due: 4/9 @11:59pm. Weeks 11 & 12: theorist presentations Monday in class
Module 7 Weeks 13&14	Topics: Professional development, collaborative learning groups, metacognitive strategies, Philosophies of education Chapter 5 Theorists of the week: Watson, Dewey, Bloom	Exit Slip 4 due: 4/16 @11:59 pm. Reflection 3 Edits due: 4/23 @11:59 pm.
Module 8 Weeks 15&16	Catch up on everything!	Discussion 4 due 4/30 @11:59 pm. Observation log due 5/7@11:59 pm.

Important University Dates (including add/drop/holiday etc.)

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

TECHNOLOGY REQUIREMENTS AND SUPPORT

You will need access to Canvas to complete modules during weeks when class will not meet. You will also need to upload assignments to Canvas as needed.

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/>] 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

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

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

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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](https://tamuct.instructure.com/courses/717) 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),
[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),
[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/samlso&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 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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) [https://tamuct.libcal.com/appointments]. 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/index) [https://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 [WCOOnline](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.

OTHER 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.

INSTRUCTOR POLICIES

Late work will be accepted. Contact Dr. Casey if you fall behind so that arrangements can be made. Points may be deducted based on circumstances.

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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