



EDCI 415.01W: Effective Teaching in a Diverse Environment Course Syllabus: Fall 2016

According to State of Texas HB 2504, this course syllabus must be submitted in advance of the when the courses is actually scheduled to begin. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submitting it for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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University Email Sarah.Guthery@tamu.edu **(Best way to contact me.)**

COURSE INFORMATION

Required Text: The text you will need depends on the teacher certification level you are pursuing.

For EC-6 Certification:

Nath, J. L. & Cohen, M. D. (2003). *Becoming an EC-6 Teacher in Texas*. (2nd ed.). Wadsworth CENGAGE Learning. (selected chapters)

For Middle/High School Certification:

Nath, J. L. & Cohen, M. D. (2003). *Becoming a Middle or High School Teacher in Texas*. (2nd ed.). Thomson & Wadsworth. (selected chapters)

Suggested Reading for All: (Not Required)

Wong, H.K. & Wong, R.T. (2009). *The First Days of School: How to be an Effective Teacher*. Harry K. Wong Publications. ISBN: 978-0-9764233-1-7.

Course Description:

This course requires students to apply and expand their knowledge through a number of project-based and research initiatives. Students will synthesize or integrate the knowledge they have developed throughout the prerequisite courses in a clinical/internship experience. The course focuses on understanding diagnostic teaching practices and aligning the needs of a diverse population of students.

Course requirements will include designing and implementing responsive instruction and assessment, creating a community of learners, and exhibiting an understanding of the legal and professional responsibilities outlined on the Pedagogy and Professional Responsibility TExES test. Students will plan, organize, deliver and evaluate instruction effective practices that incorporate the Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Co-requisite: Enrollment is limited to teacher candidates fully admitted into The Alternative Certification Program and completing a clinical teaching or internship via ELED 422.

Format: This course is designed to be taught as an on-line course using a module format. This will allow the continuous flow of information without weekly interruptions. Students are expected to interact with one another by participating in activities and through online discussions. In addition students will be able to have access to online resources, such as PowerPoint presentations, class notes and/or handouts, and relevant website links.

Student Learning Outcomes:

EDCI 415 serves as a capstone course in which students will synthesize their knowledge from prerequisite courses, their teaching/internship experiences and the teaching standards, domains and competencies established by the Texas Education Agency (listed below). Targeted student learning outcomes and goals of EDCI 415 activities and assignments include, but are not limited to providing student the skills necessary to accomplish the following:

1. The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs. (Competency 001)
2. The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. (Competency 002)
3. The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students. (Competency 009)
4. The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families. (Competency 011)
5. The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. (Competency 007)
6. The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities. (Competency 012)
7. The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. (Competency 013)

As a part of the ELED 422 teaching/internship experience, the students will also be expected to apply and demonstrate the following teaching standards, domains and competencies established by the Texas Education Agency:

TEA Standards I-IV. Domains I-IV. Technology Standards I-V.

Primary competencies dealing with classroom and professional application.

Standard I. Domain I. Competencies 001-004. Domain III. Competencies 007-010.

Application: What Teachers Can Do

The beginning teacher is able to:

- 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs.
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners.
- 1.3s use effective approaches to address varied student learning needs and preferences.
- 1.4s plan instruction that motivates students to want to learn and achieve.
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

Content and Pedagogy

- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction.
- 1.7s exhibit appropriate knowledge of a subject to promote student learning.
- 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content.
- 1.9s plan instruction that reflects an understanding of important prerequisites relationships.
- 1.10s plan instruction that makes connections within the discipline and across disciplines.
- 1.11s use a variety of pedagogical techniques to convey information and teach skills.

Selection of Instructional Goals and Objectives

- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate.
- 1.13s develop instructional goals and objectives that are able to be assessed.
- 1.14s develop instruction goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests.
- 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction.
- 1.17s use technological tools to promote learning and expand instructional options.
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities.

Designing Coherent Instruction

- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS.
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning.
- 1.21s use varied activities and instructional grouping to engage students in instructional content and meet instructional goals and objectives.
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure.
- 1.23s provide students with opportunities to explore content from many perspectives.

Standard II. Domain II. Competencies 005-006.

Application: What Teachers Can Do

The beginning teacher is able to:

Creating an Environment of Respect and Rapport

- 2.1s interact with students in ways that reflect support and show respect for all students.
- 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative.
- 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.
- 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work.
- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
- 2.6s establish classroom rules and procedures to promote an organized and productive learning environment.

- 2.7s organize and manage groups to ensure that students work together cooperatively and productively.
- 2.8s schedule activities and manage class time in ways that maximize student learning.
- 2.9s manage transitions to maximize instructional time.
- 2.10s implement routines and procedures for the effective management of materials, supplies, and technology.
- 2.11s coordinate the performance of non-instructional duties with instructional activities.
- 2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures.
- 2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.

Managing Student Behavior

- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.
- 2.15s consistently enforce standards and expectations for student behavior and ethical work habits.
- 2.16s encourage students to maintain ethical work standards and monitor their own behavior.
- 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.
- 2.18s organize the physical environment to facilitate learning.
- 2.19s create a safe and inclusive classroom environment.
- 2.20s use effective strategies for creating and maintaining a positive classroom environment.
- 2.21s respect students' rights and dignity.
- 2.18s organize the physical environment to facilitate learning.
- 2.19s create a safe and inclusive classroom environment.
- 2.20s use effective strategies for creating and maintaining a positive classroom environment.

Standard III. Domain III. Competencies 007-010.

Application: What Teachers Can Do

The beginning teacher is able to:

Communication

- 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing.
- 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students.
- 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds.

Demonstrating Flexibility and Responsiveness

- 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity.
- 3.19s adjust instruction based on ongoing assessment of student understanding.
- 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV. Competencies 011-013.

Teacher Knowledge: What Teachers Know

The beginning teacher knows and understands

- 4.1K the importance of families' involvement in their children's education.
- 4.2K appropriate ways for working and communicating effectively with families in varied contexts.

Interacting with Other Educators and Contributing to the School and District

- 4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions.
- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts.
- 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional).
- 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities).
- 4.7k the various ways in which teachers may contribute to their school and district.
- 4.8k the value of participating in school activities.

Continuing Professional Development

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill.
- 4.10k the importance of documenting self-assessments.
- 4.11k characteristics, goals, and procedures associated with teacher appraisal.
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

Legal and Ethical Requirements and the Structure of Education in Texas

- 4.13k legal requirements for educators (e.g. those related to special education, students' and families' rights, student discipline, equity, child abuse).
- 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community).
- 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification.
- 4.16k Procedures and requirements for maintaining accurate student records.
- 4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments.
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

Standard IV. Domain IV. Competencies 011-013.

Application: What Teachers Can Do

The beginning teacher is able to:

Interacting and Communicating with Families

- 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs.
- 4.2s apply procedures for conducting effective parent-teacher conferences.
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns.
- 4.4s engage families in their children's education and in various aspects of the instructional program.

Interacting with Other Educators and Contributing to the School District

- 4.5s maintain supportive and cooperative relationships with colleagues.
- 4.6s engage in collaborative decision-making and problem solving with other educators to support students' learning and well-being.

- 4.7s work productively with supervisors and mentors to address issues and enhance profession skills and knowledge.
- 4.8s communicate effectively and appropriately with other educators in varied contexts.
- 4.9s collaborate professionally with other members of the school community to achieve school and district educational goals.
- 4.10s participate in decision-making, problem solving, and sharing ideas and expertise.
- 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).

Continuing Professional Development

- 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems).
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework).
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems, improve teaching performance, and achieve instructional goals.
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

Legal and Ethical Requirements and the Structure of Education in Texas

- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations.
- 4.17s serve as an advocate for students and the profession.
- 4.18s maintain accurate records.
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

For Technology Standards

What All Teachers Know

Application: What All Teachers Can Do

Go to:

<http://tea.texas.gov/index2.aspx?id=6230>

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments of Learning Outcomes

This course consists of a series of various combined activities and assessments. These are designed to assist students in achieving the outcomes/ objectives for the course instructional modules. Students will complete an action research project, discussions, readings and activities to synthesize content knowledge from pre-requisite courses, teaching/internship experiences, the TEA Standards and mentor teachers in the field. Each will be explained in more detail during the course. All assignments are worth a specific amount of points, which are provided and explained in the eCollege course.

General instructions for Tasks, Projects, and Assessments

This course occurs in a digital learning environment designed in module format. Each module runs approximately 2-3 weeks during which time you will be expected to complete all assigned tasks/projects for that module. Each module opens and closes on a certain date. Once a module closes, it will not be opened again. Therefore you need to demonstrate a level of time management that allows you to meet deadlines as posted. Late work will not be accepted. See the course "Calendar" for these important dates.

STUDENT EXPECTATIONS

Participate in all online Discussions, which will consist of your online postings and responses. Your discussion should be full of thought, insight and analysis. For others to gain insight from your discussion it should be rich in content with new ideas. You may use details and connections to make a point. A discussion is people exchanging ideas, so you need to comment on the postings of your classmates to add to the original discussion. Try to "think outside the box" when developing your responses. Simply saying "I (dis)agree" is not effective feedback.

Read all required reading assignments and **view** all required videos or websites. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly, as an online course you are expected to read/reflect for meaning.

Written Assignments/Activities should exhibit professionalism in appearance and content at an **acceptable level of university scholarship**. Papers should be typed and carefully edited as specified in the assignment guidelines. Written assignments are to be completed and submitted according to the "Calendar" posted in eCollege. The university Writing Center is available to help students with their written assignments.

GRADING PROCEDURES

The final grade for this course will be calculated by determining the percentage of total possible points you have obtained. This percentage will appear in the eCollege gradebook. Note any grading rubrics or guidelines provided for assignments in the individual assignment instructions. The percentage score will be adjusted for late work.

A = 90-100% of total points
B = 80-89% of total points
C = 70-79% of total points
D = 60-69% of total points
F = <60% of total points

There will be **no reminders** for the close of modules. Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with late due date determined by the instructor. **Extra credit is not an option.**

The campus library (Commerce and MPLX), computer labs and Technology Support Help (24/7) are available for help in the event of technology failure or problems. "Technology failure" does not excuse late work submission. If you experience technology failure which prevents you from completing or submitting your assignments, you should: 1. Contact the Technology Support helpline prior to the due date and forward your "report information" to the instructor to verify your situation; 2. Email your completed assignment directly to the instructor with note that indicates you experienced a problem, prior to the due date.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

The following technology is required to be successful in this course.

- Internet connection – high speed recommended (dial-up often does not work)
- Word Processor (Microsoft Office Word –2007 or 2010)
- Access to University Library site
- Access to email
- **Safari (internet browser typically used on iPhones and iPads) is not compatible with eCollege.** To access eCollege on an iPad, you should download Google Chrome or another browser. Contact Technology Support for assistance.

Students are encouraged to check with different browsers, security levels; and, if settings on home computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. The university strongly recommends you perform the “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “BrowserTest” link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to www.tamuc.edu and follow the prompts to eCollege.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

COMMUNICATION AND SUPPORT

Office Hours

Today’s business etiquette allows a 24 hour, M-F response time and I routinely check my email during the work week. If you experience a true emergency and must contact me immediately, contact the EDCI Office (903-886-5307) and request an office manager contact me. If you would like to make a face-to-face or phone call appointment, email me to set a time (Remember to include your phone number in your email to me).

Announcements:

Announcements are often posted on the course Home Page. At times, I often send the same announcement to you via the eCollege email system.

Email Correspondence

From me to you: all emails from me will be sent to your Leo email account, therefore, it is important to go check your email regularly. Also note that all important university information (financial aid information, graduation info and concerns, transfer credits, etc.) will go to your Leo email, not your personal email address.

From you to me: Always send emails directly to my university email address on the first page of the syllabus.

eCollege Student Technical Support

The university provides technical support in the use of eCollege. The Help Desk may be reached by the following means 24 hours a day, seven days a week.

- **Best Phone:** Call 903-468-6000 for a TAMU-C Tech Support member (located in Commerce).
- **Next Best Phone:** Call 1-866-656-5511 (Toll Free) to speak with an eCollege Technical Support Representative (somewhere in Colorado, I believe).
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege

COURSE AND UNIVERSITY PROCEDURES and POLICIES

Course Withdrawal Policy

Students have the right to drop the course without penalty until the "drop date" as established by the university. Students dropping the course during this time will receive a Drop Pass (DP) grade which does not lower your GPA. After the drop date, students who drop the course receive a Drop Fail (DF) or Fail (F) on their academic records, which will lower your GPA. If you simply stop participating and/or submitting assignments, you will not automatically receive a DP. Instructors cannot enter your academic records and drop the course for you. It is the student's responsibility to officially drop the course via the MyLeo webpage.

Appeal of the Final Grade (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on:
 - a) some basis other than performance, or
 - b) standards different from those applied to other students in the same course section, or
 - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

Academic Integrity/Honest Statement

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in

whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

For information about plagiarism, review the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

Requests for Special Accommodations

Requests by students with disabilities for accommodations must go through the Academic Support Committee. An individual instructor cannot make accommodations for students without committee approval.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

University Non-discrimination Policy Statement

Texas A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.