



## ELED 300.71B – Introduction to Teaching

COURSE SYLLABUS: Fall 2024

### INSTRUCTOR INFORMATION

**Instructor:** Ms. Michele Anderson

**Office Location:** Corsicana-Bain Center Navarro College

**Office Hours:** by appointment-

**University Email Address:** [michele.goady@tamuc.edu](mailto:michele.goady@tamuc.edu)

**Preferred Form of Communication:** email

**Communication Response Time:** within 24-48 hours business days

### COURSE INFORMATION

#### Materials – Textbooks, Readings, Supplementary Readings

**Textbook(s) Required:** **Effective Teaching Methods, Research-Based Practice**

By: Gary D. Borich; Angelica Blanchette

Publisher: Pearson, 10<sup>th</sup> Edition. Copyright year: 2022

eText ISBN: 9780135791622, 0135791626 (option with loose-leaf text)

ISBN-13: 9780135791929 rental edition



**Required On-Line Data Collection Assessment Tool:**



**Tk20 – Must be purchased to successfully complete ELED 300** (more information given in class)

*Cost: \$139 (directly from Tk20) & \$35 T.E.A. Fee*

**What is TK20?** Tk20 is an online data collection assessment tool that houses information/documents/assessments/etc. for our teacher education students. Be sure you purchase the education not nursing version of TK-20 for TAMUC. You only buy TK-20 once, if you have purchased this at a previous institution, please contact [Jill.Woodruff@tamuc.edu](mailto:Jill.Woodruff@tamuc.edu) and she can transfer your account at no cost.

*The syllabus/schedule is subject to change.*

## Where can I buy TK20?

You can purchase TK20 either through the campus bookstore or directly from the vendor. For pricing contact the bookstore or visit the TK20 vendor link. If you plan to purchase TK20 directly from the vendor visit [www.tamuc.edu/teacher](http://www.tamuc.edu/teacher) and then click on the Tk20 link. Otherwise, purchase it at our local campus bookstore. You can reach the bookstore at 903-886-5830.

## Supporting Resources:

[http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

- EC-12 Pedagogy and Professional Responsibility Standards
- Technology Standards
- Content Standards (EC-6 Core Subjects; 4-8 content; All-Level content; Supplemental)
- Texas Teaching Standards .... Adopted in Chapter 149

*Field-Based Teacher Education Program Handbook* [revised 2021]. [Link given in class](#)

ELPS—English Language Proficiency Standards: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Texas Essential Knowledge and Skills (TEKS) [www.tea.state.tx.us](http://www.tea.state.tx.us)

## Course Description

Knowledge and skills concerning the unique needs of all learners, including but not limited to inclusion and English learners, are emphasized in this course. In addition, structure, organization, and management of the American school system, as well as legal and ethical aspects of teaching will receive attention. *Thirty clock hours of professional field experiences are required. Failure to complete 20 hours of Field Based Experiences may result in failing the class.*

Prerequisites: Sophomore standing must have passed TSI, and a minimum overall GPA of 2.5.

Prerequisite or Co-requisite: [ELED 1301](#).

**Goals:** *Introduction to Teaching* is the initial course in the professional education sequence and is designed to acquaint prospective teachers with

- significant influences on education, and what 21st century teachers and schools are like;
- become knowledgeable of the executive, interactive, and organizational functions of teaching;
- the curriculum of Texas public schools: The Texas Essential Knowledge and Skills [TEKS]
- beginning level skills in teaching; i.e., planning, delivering, and evaluating instruction, and
- effective strategies for all learners including but not limited to English learners and special needs learners

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## Student Learning Outcomes

The learner will:

1. successfully complete 20-30 hours of Field Based Experiences within classrooms to gain an understanding of elementary teachers and the diversified needs of all learners in addition to ELLs and learners with special needs.
2. be an active and engaged participant in small and whole group discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, class activities, and field-experience.
3. study the process of creating clear expectations and positive classroom management, the processes of designing curriculum and lesson plans, and standards driven rubrics and assessments.
4. become reflective practitioners, by analyzing and connecting with each of the Units, Teacher standards, PPR (Pedagogy and Professional Responsibilities) competencies, and field based experience by writing learning reflections and applications.
5. become aware of teacher certification requirements, state certification exams, and minimum grade point average to be eligible for internship and clinical residency.
6. begin the application process for admission to Educator Preparation Program-Teacher Certification.

## Technology Applications for All Teachers Standards

**Standard I:** All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

**Standard II:** All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

**Standard III:** All teachers acquire, analyze, and manage content from digital resources.

**Standard IV:** All teachers make informed decisions by applying critical-thinking and problem-solving skills.

**Standard V:** All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

**Standard VI:** All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

**Standard VII:** All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

## Code of Ethics and Appropriate Boundaries

19 TAC §228.30(c)(1)a-c

- (a) professional ethical conduct, practices, and performance;
- (b) ethical conduct toward professional colleagues; and
- (c) ethical conduct toward students

19 TAC §228.30(c)(7)

appropriate relationships, boundaries, and communications between educators and students

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# COURSE REQUIREMENTS

## Minimal Technical Skills Needed

Students will need to use: The D2L learning management system, Tk20 online system for Certification, using Microsoft Word, PowerPoint, or other presentation software, etc.

## Instructional Methods

This course is made up of a series of assignments and assessments to assist you in achieving the learner outcomes. Much of our work will occur within cooperative groups of six or less. Please consider the following points:

- You will strengthen your own understanding through preparation and participation.
- The assignments, points allocated for each, and their contribution to your final grade are specified in the following section.

## Student Responsibilities or Tips for Success in the Course

1. Purchase Tk20 – Required for course - failure to purchase by the **12th class day** will result in being administratively dropped from the course.
2. Participate in **20-30 hours of documented Field Based Experience Hours**.

Note: The documentation will be uploaded into Tk20. Details can be found in the following table.

**MANDATORY** - Participate in school practicum by completing 10 hours of observation and 10 hours of actively engaged activities in an assigned district in order to a) observe lesson planning, delivery, and evaluation by the classroom teacher; b) identify various classroom management strategies used by the teacher; c) assist the classroom teacher in daily routines; and d) complete assignments to increase preparation for teaching. You should maintain the agreed on time frame for observing instruction in the assigned school, and will be evaluated on your work experiences by the assigned mentor teacher in the school. **Note: It is your responsibility to give the original of the completed evaluation form and the field experience log for this course to the instructor. You must also complete the reflection questions online. Failure to do this will result in a failing grade and you will be required to repeat the course.**

During the 20-30 hours of Field Based Experience hours, candidates assist the Cooperating Teacher in ways that provide experience with the complex work of teaching:

- Assisting students with their work, monitoring engagement, and/or providing support to students with misunderstandings
- Helping teacher grade and analyze student work samples
- Co-planning a small or whole group lesson based on work samples
- Instruction/Support with a small group of students and/or individual students
- Planning and implementing an interactive read-aloud with whole group or shared reading with small group

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### Field Based Experience Hours

Teacher Candidates must complete 50 Field Based Experience Hours after admission to EPP and prior to Clinical Teaching. At least 25 hours must be actively engaged (interactive) and up to 25 should be observation.	
Certification Area	Course Requirements
EC-6	ELED 300: 10 observation/ 10 interactive RDG 350: 10 observation RDG 360: 5 observation/ 15 interactive
4-8 ELAR	ELED 300: 10 observation/ 10 interactive RDG 360: 5 observation/ 15 interactive RDG 380: 5 observation/ 5 interactive
4-8 Math, Science, Math/Science	ELED 300: 15 observation/ 15 interactive RDG 380: 10 observation/10 interactive

3. Completion of all assigned readings from the text and any supplemental materials. The completion of all written assignments and projects exhibit your scholarship and professionalism. Some examples of assignments that may be expected of you are: written reflections, textbook content, documents within Modules, self-assessments, thoughtful participation in class/group discussions, group teaches or activities, module quizzes, lesson plan design, and module exams.
4. Take objective exams/quizzes via D2L system, as well as other assessments. Read all required assignments as the basis for tests.
5. Plan and implement Target Teaches, utilizing various teaching models – assessed by instructor and peer group members.
6. Apply for admission to the Educator Preparation Program for teacher certification.

### GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

### Assessments

Components	Percentage of Your Grade	Student Learner Outcomes

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<b>Exams/ Quizzes/Unit Projects</b> -Unit Exams/Projects -Final exam/Project -PPR Quizzes	45 %	SLO 2, 3
<b>Professional Communication</b> Preparation and Participation in class - Attendance, Preparedness, Professionalism, Leadership, Enthusiasm = APPLE	10 %	SLO 2
<b>Field Based Experience Hours- completed          20 hours &amp; TK20 Submission</b> Documentation log Evaluation-from mentor teacher Reflection-online form in Tk20 Submit Tk20 Binder by due date	5 % + certification requirement to pass class	SLO 1, 6, 7
<b>Learning Reflections/          Applications/Activities</b> <ul style="list-style-type: none"> <li>● Writing sample</li> <li>● Unit Reflections</li> <li>● Diversity – All Learners</li> <li>● Classroom Environment/Management</li> <li>● Models of Teaching Jigsaw</li> <li>● Technology Applications</li> <li>● Application to EPP-Teacher Ed. (Tk20)</li> <li>● Other daily assignments/activities</li> </ul>	20 %	SLO 2, 4, 5, 6, 7
<b>Target Teaches</b> <ul style="list-style-type: none"> <li>● Lesson Planning</li> <li>● Individual/Group Teach</li> <li>● Instructor's Assessment</li> </ul>	20 %	SLO 3, 4

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

## ACCESS AND NAVIGATION

*The syllabus/schedule is subject to change.*

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

**If you are having technical difficulty with any part of Brightspace (D2L) please contact Brightspace Technical Support at 1-877-325-7778. Help is available 24/7. qaujw**

Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

I enjoy getting to know my students. Please contact me with any questions you may have. I strive to provide quick feedback on assignments, etc. Please allow 24-48 hour response time during the business week.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

There is NO extra credit awarded for this class. There are several assessment opportunities. You are responsible for initiating communication regarding attendance, lateness, late work, and missed exams/quizzes.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **Use of Artificial Intelligence**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty  
13.99.99.R0.10 Graduate Student Academic Dishonesty

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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## **Students with Disabilities-- 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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-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.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



## COURSE OUTLINE / CALENDAR

This outline serves as a guide for the content we will cover as well as the assignments, discussions, and exams you will complete. Please refer to the course schedule in D2L for specific details and due dates.

*Technology standards and Code of Ethics and Appropriate Boundaries are noted in parentheses.*

*Pedagogy and professional Responsibilities EC-12 covered in each unit are noted at the end of the unit.*

Unit	Content covered in Course:	Assignments, exams, and discussions:
Unit 1	Course Introduction Field-Based Teacher Candidate Handbook Field Based Experience Requirements Course Schedule, Syllabus, Attendance Policy Technology help resources ( <i>technology standard 6.9s</i> ) Student Teaching Application Process TK20 information  <u>Ch. 1 The Effective Teacher</u> What is an effective teacher? Key behaviors & helping behaviors contributing to effective teaching Constructivism Complexity of Teaching Professional teaching standards and Code of Ethics Reflective Practitioner <i>19 TAC §228.30(c)(1)a-c</i>	Course Information Assignment  Context for Learning Assignment ( <i>technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s</i> )  Rapport & Respect Assignment ( <i>technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s</i> )  Unit 1 Exam

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*(a) professional ethical conduct, practices, and performance;*  
*(b) ethical conduct toward professional colleagues; and*  
*(c) ethical conduct toward students*  
*19 TAC §228.30(c)(7)*  
*appropriate relationships, boundaries, and communications between educators and students*

### Ch. 2 Understanding Your Students

#### Differentiated Instruction

The effects of general ability and specific abilities on learning

Multiple intelligences

The effects of culture, socioeconomic status, and language proficiency, learning style, peer group, home life, social context on learning

Teacher's role in improving academic success of all learners

### Ch. 3 Classroom Management I: Establishing the Learning Climate

Connecting with students, earning trust and becoming a leader

Establishing an effective classroom climate

Problem areas in classroom management

Making social, organizational, and procedural structures work for all learners

Making your classroom and school a professional learning community

Planning your first day

### Ch. 4 Classroom Management II: Promoting Student Engagement

Culturally responsive classroom management

The humanist tradition in classroom management

The applied behavior analysis tradition in classroom management

An integrated approach to classroom management

The home school connection, Teacher-Family conferences

Parent involvement

### Pedagogy and Professional Responsibilities EC-12 Standards in Unit 1

*1.3k, 1.4k, 1.5k, 1.6k, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.9k, 2.10k, 2.13k, 2.16k, 2.17k, 2.18k, 2.19k, 2.20k, 2.21k, 2.22k, 2.23k, 3.1k, 3.3k,*

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	3.8k, 3.10k, 3.15k, 3.16k, 4.1k, 4.2k, 4.12k, 4.13k, 4.14k, 4.15k, 4.5s, 4.8s	
Unit 2	<p><u>Ch. 5 Goals, Standards, &amp; Objectives</u>  Educational standards  Frames of understanding  Preparing objectives, Cultural roots of objectives  Cognitive, affective, and psychomotor domains  The rigor and relevance framework</p> <p><u>Ch. 6 Unit and Lesson Planning</u>  Knowledge of instructional goals, objectives, learners, subject matter, teaching methods, content knowledge, collaboration  Reflective practice and tacit knowledge  Unit and lesson plans, Events of instruction  Disciplinary and interdisciplinary unit planning  Making lesson plans</p> <p><u>Ch. 7 Technology Integration</u>  Why teach with technology?  What technologies can be used to improve teaching effectiveness?  <i>(technology standards 1.1k, 1.2k, 2,8s)</i>  Safe and Ethical Behavior <i>(technology standards 5.3k, 5.3s)</i>  Application of Online learning  Integrate technologies into instruction <i>(technology standard 6.1s)</i></p> <p><u>Ch. 8 Questioning Strategies</u>  Purposes and targets of questions  Convergent and divergent questions  Student use of questioning for collaboration  Sequence of questions in lesson  Question probes and wait time  Effective classroom questioning, Culturally responsive questioning</p> <p><u>Ch. 13 Assessing Learners</u>  Norm-referenced, criterion-referenced tests, Standardized tests  Formative versus summative evaluation  The test blueprint  Objective test items, Essay test items  Performance assessments and portfolios  Validity and reliability  Marks and grading system</p>	<p>Assignment: Social Studies TEKS Table – Application of objectives, technology, questioning, assessment  <i>(technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s)</i></p> <p>Unit 2 Exam/Project  <i>(technology standards 2.2s, 5.3k, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s)</i></p>

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	<p>Assessing the academic progress of special learners in the regular classroom</p> <p><u>Pedagogy and Professional Responsibilities EC-12 Standards in Unit 2</u>  1.6k, 1.7k, 1.8k, 1.10k, 1.11k, 1.12k, 1.13k, 1.14k, 1.15k, 1.16k, 1.17k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24k, 1.25k, 1.26k, 1.27k, 1.28k, 1.30k, 1.6s, 1.7s 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.24s, 3.1k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.10k, 3.11k, 3.12k, 3.13k, 3.14k, 3.15k, 3.16k</p>	
Unit 3	<p><u>Ch. 9 Teaching Strategies for Direct Instruction</u>  Categories of teaching and learning  Culturally responsive direct instruction  Mastery learning  Direct instruction strategies</p> <p><u>Ch. 10 Teaching Strategies for Indirect instruction</u>  Culturally responsive indirect instruction  Cognitive processes of learning  Direct vs indirect instruction  Content organization  Inquiry learning  Conceptual movement: induction and deduction  Examples and non-examples  Using questions  Learner experience and use of student ideas  Student self-evaluation  Use of group discussion</p> <p><u>Ch. 11 Self-directed and Constructivist Learning</u>  Deep learning and Constructivism  Culturally responsive self-directed learning  Metacognition  Teacher mediation and zone of proximal development  Functional errors  Reciprocal teaching  Social dialogue of the classroom  Teaching cognitive strategies for lifelong learning  Project-based learning strategies</p> <p><u>Ch. 12 Cooperative Learning and the Collaborative Process</u>  Outcomes of cooperation  Components of a cooperative learning activity  Process of group development</p>	<p>PPR Assignment  <i>(technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s)</i></p> <p>TExES Practice Exam through Mometrix</p> <p>Unit 3 Exam/Project  <i>(technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s)</i></p>

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	<p>Establishing a cooperative task structure in your classroom Team-oriented cooperative learning activities</p> <p><u><i>Pedagogy and Professional Responsibilities EC-12 Standards in Unit 3</i></u> 1.7k, 1.11k, 1.16k, 1.20k, 1.21k, 1.22k, 1.24k, 1.25k, 1.6s, 1.12s, 1.19s, 1.20s, 1.21s, 1.24s, 2.7k, 2.17k, 2.2s, 2.3s, 3.8k, 3.9k, 3.11k, 3.12k, 3.13k, 3.14k</p>	
Unit 4	<p>Target Teach Create a plan and video for a lesson opening, modeling, and closure.</p> <p>Field Based Experiences Reflection Project</p> <p><u><i>Pedagogy and Professional Responsibilities EC-12 Standards in Unit 4</i></u> 1.12k, 1.16k, 1.17k, 1.19k, 1.6s, 1.12s, 1.13s, 1.14s, 1.16s, 1.17s, 1.19s, 1.20s</p>	<p>Target Teach (<i>technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s, 6.21s</i>)</p> <p>Field Based Experience Reflection Project</p> <p>Field Based Experience Hours Due in TK20</p>
Closure	<p>Course Closure and Field Based Experience reflection</p> <p>Final Exam/Project</p>	<p>Final Exam/Project</p>

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