ELED 300 01E Introduction to Teaching

COURSE SYLLABUS: Fall 2025

Instructor: Dr. Lindsay Morgan
Office Location: Sowers Ed South
Office Hours: by appointment
University Email Address: lindsay.morgan@etamu.edu
Preferred Form of Communication: email
Communication Response Time: within 24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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

By: Gary D. Borich; Angelica Blanchette

Publisher: Pearson, 10th 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

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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 ETAMU. You only buy TK-20 once, if you have purchased this at a previous institution, please contact Jill.Woodruff@etamu.edu and she can transfer your account at no cost.

ELED 300 - Introduction to Teaching
Course Description
Knowledge and skills concerning the unique needs of special 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. Twenty clock hours of professional field experience are required.   **Standards and Framework Items Addressed by the course as a whole: Teacher Preparation Standards**: 6.D.i-iii; **TEKS Standards:** 1,3, 4; **PPR Standards**: 4.13k-17k, 4.16s-18s **PPR Test Framework:** III.009.B-C & H, IV.013.A-G
Performance Assessment Description
Students will gain understanding through research and demonstrate through 10 hours of observation and 10 hours of interactive field experience (prekindergarten-3rd grade) of professional practices and responsibilities focusing TEKS, administrating Texas mandated assessments, advocates for students and the profession, maintaining accurate student records, appropriate use of technology, and professional development by reflecting on his or her practice. Utilizing the TEA website, TExES Pedagogy and Professional Responsibilities EC-12 (160) preparation materials, district and campus website, students will research professional practices and responsibilities and the context for learning for the classroom, campus, and district chosen for field experience. Students will then conduct 10 hours of observation and 10 hours of interactive field experience at the chosen site to observe and engage in professional practices and responsibilities. Students will respond to question prompts to reflect on their learning experience providing an overall analysis of their own strengths and weakness then set clear, measurable, relevant goals, to improve knowledge of professional practices and responsibilities.

Student Learning Outcomes

1. Analyze the Structure, Organization, and Management of the American School System: Students will research and explain the roles, responsibilities, and legal/ethical considerations of educators, including Texas Education Agency (TEA) guidelines, TEKS, and mandated assessments.
2. Demonstrate Understanding of Professional Practices and Responsibilities: Students will observe and engage in 10 hours of observation and 10 hours of interactive field experience, documenting and analyzing professional teaching practices, student advocacy, and professional development.
3. Evaluate Strategies for Supporting Special Learners: Students will identify and assess instructional strategies, accommodations, and legal frameworks that address the unique needs of diverse and special learners in an inclusive classroom setting.

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4. Apply Reflective Practice to Identify Strengths and Areas for Growth: Students will use guided reflection prompts to analyze their observations, assess their strengths and weaknesses, and set clear, measurable goals for professional growth in teaching.
5. Synthesize Learning into a Professional Multimedia Presentation: Students will develop a final presentation that integrates their field experience, research on professional practices, and self-reflection, demonstrating readiness for continued growth as an educator

COURSE RELATED TEA EXPECTATIONS

Accreditation Standards Associated with this Class

COURSE REQUIREMENTS

Field Based Experience

Candidates complete hours of early field-based experiences integrated into coursework during ELED 300. See the chart below to see how many hours you will need to complete during ELED 300 based on your certification area.

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

The candidate will be completing experiences that include:
      (i) authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose;
      (ii) instruction by content-certified teachers;
      (iii) actual students in classrooms/instructional settings with identity-proof provisions;

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(iv) content or grade-level specific classrooms/instructional settings; and
(v) written reflection of the observation

Minimal Technical Skills Needed

Students will need to use: The D2L learning management system, Tk20 online system for Certification, using Microsoft Word, PowerPoint, Zoom 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 Field Experience handbook.

MANDATORY - Participate in school practicum by completing observation and actively engaged hours 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 communicate with the teacher you have been placed with to set up times to completer your hours. It is also you responsibility to communicate with your instructor if you are struggling to complete your hours._ **_Failure to complete the required number of hours, submit the required signed log sheet(s), signed mentor rating form and written reflections will result in a failing grade and you will be required to repeat the course._**

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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

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.	
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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

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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. Students must complete all Performance Based Assessments (PBAs). Your instructor will provide feedback if your submission does not meet the required level of proficiency. You will be provided a chance to resubmit to meet this level of proficiency. If you do not submit these PBAs to the required level of proficiency and/or you do not upload them into TK20 you will not receive credit for this course. ***Failure to complete the PBAs at the required level of proficiency and/or failure to upload the PBAs into Tk20 will result in a failing grade and you will be required to repeat the course.***

5. Complete unit assessments.

6. Plan and implement Target Teaches, utilizing various teaching models – assessed by instructor and peer group members.

7. Apply for admission to the Educator Preparation Program for teacher certification.

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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

Total points corresponding to the final letter grades
A = 451- 500 Points
B = 401- 450 Points
C = 351- 400 Points
D = 301- 350 Points
F = 300 & >   Points

Weights of the assessments in the calculation of the final letter grade.

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Example:

Assignments	20%
Discussions	20%
Midterm Exam	30%
Final Exam	30%
TOTAL	100%

Assessments

PBA	From Theory to Practice: Professional Practices & Responsibilities	ELED 300 PBA
	Students will gain understanding through research and demonstrate through 10 hours of observation and 10 hours of interactive field experience (prekindergarten-3rd grade) of professional practices and responsibilities focusing on TEKS, administrating Texas-mandated assessments, advocates for students and the profession, maintaining accurate student records, appropriate use of technology, and professional development by reflecting on his or her practice. Utilizing the TEA website, TExES Pedagogy and Professional Responsibilities EC-12 (160) preparation materials, and district, and campus website, students will research professional practices and responsibilities and the context for learning for the classroom, campus, and district chosen for field experience. Students will then conduct 10 hours of observation and 10 hours of interactive field experience at the chosen site to observe and engage in professional practices and responsibilities. Students will respond to question prompts to reflect on their learning experience providing an overall analysis of their strengths and weaknesses then set clear, measurable, relevant goals, to improve their knowledge of professional practices and responsibilities.	
Alignment	**Teacher Preparation Standards**: 6.D.i-iii **TEKS Standards:** 1,3, 4 **PPR Standards**: 4.13k-17k, 4.16s-18s **PPR Test Framework:** III.009.B-C & H, IV.013.A-G **19 TAC §228.30(c)(1) (A-C)** ● Code of Ethics & Professional Conduct **19 TAC 228.30(d)(1)** ● TEKS State content and performance standards & Intent of TEKS & Vertical alignment **19 TAC §228.30(d)(4)** ● Teacher Standards Ethics **19 TAC §228.35(b)(2)** ● H-meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities; ● I- reflecting on his or her practice;	

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

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@etamu.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 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, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

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

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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 are no extra credit opportunities in this class. There are several assessment opportunities.

You are responsible for initiating communication regarding attendance, lateness, late work, and missed exams/quizzes.

1. Participate **in 20-30 hours of documented Field Based Experience Hours. *Failure to complete the required number of hours, submit the required signed log sheet(s), signed mentor rating form and written reflections will result in a failing grade and you will be required to repeat the course.***
2. Students must complete all Performance Based Assessments (PBAs). Your instructor will provide feedback if your submission does not meet the required level of proficiency. You will be provided a chance to resubmit to meet this level of proficiency. If you do not submit these PBAs to the required level of proficiency and/or you do not upload them into TK20 you will not receive credit for this course. ***Failure to complete the PBAs at the required level of proficiency and/or failure to upload the PBAs into Tk20 will result in a failing grade and you will be required to repeat the course.***

Use of Artificial Intelligence

East Texas A&M University 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.

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.

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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

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.

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

ETAMU 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 East Texas A&M University 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
Undergraduate Student Academic Dishonesty Form

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http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

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

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
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu

Website: Office of Student Disability Resources and Services

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

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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)

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46.035 and East Texas A&M University 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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counseling-center**

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.

Department or Accrediting Agency Required Content

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COURSE OUTLINE / CALENDAR

Unit	Content Covered	Assignments, Exams, Discussions
Unit 1	Course Introduction Field-Based Teacher Candidate Handbook Field Based Experience Requirements Course Schedule, Syllabus, Attendance Policy Technology help resources (technology standard 6.9s) Student Teaching Application Process TK20 information Ch. 1 The Effective Teacher 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 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 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	Course Information Assignment Context for Learning Assignment (technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s) Rapport & Respect Assignment (technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s) Unit 1 Exam

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| | 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, 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** | Ch. 5 Goals, Standards, & Objectives
Educational standards
Frames of understanding
Preparing objectives, Cultural roots of objectives
Cognitive, affective, and psychomotor domains
The rigor and relevance framework

Ch. 6 Unit and Lesson Planning
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

Ch. 7 Technology Integration
Why teach with technology?
What technologies can be used to improve teaching | Assignment: Social Studies TEKS Table – Application of objectives, technology, questioning, assessment (technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s)

Unit 2 Exam/Project (technology standards 2.2s, 5.3k, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s) |

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	effectiveness? (technology standards 1.1k, 1.2k, 2,8s) Safe and Ethical Behavior (technology standards 5.3k, 5.3s) Application of Online learning Integrate technologies into instruction (technology standard 6.1s) Ch. 8 Questioning Strategies 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 Ch. 13 Assessing Learners 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 Assessing the academic progress of special learners in the regular classroom Pedagogy and Professional Responsibilities EC-12 Standards in Unit 2 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	
Unit 3	Ch. 9 Teaching Strategies for Direct Instruction Categories of teaching and learning Culturally responsive direct instruction Mastery learning Direct instruction strategies Ch. 10 Teaching Strategies for Indirect instruction Culturally responsive indirect instruction	PPR Assignment (technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s) TExES Practice Exam through Mometrix

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	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 Ch. 11 Self-directed and Constructivist Learning 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 Ch. 12 Cooperative Learning and the Collaborative Process Outcomes of cooperation Components of a cooperative learning activity Process of group development Establishing a cooperative task structure in your classroom Team-oriented cooperative learning activities Pedagogy and Professional Responsibilities EC-12 Standards in Unit 3 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	Unit 3 Exam/Project (technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s)
Unit 4	Target Teach Create a plan and video for a lesson opening, modeling, and closure. Field Based Experiences Reflection Project Pedagogy and Professional Responsibilities EC-12 Standards in Unit 4 1.12k, 1.16k, 1.17k, 1.19k, 1.6s, 1.12s, 1.13s, 1.14s,	Target Teach (technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s, 6.21s) Field Based Experience Reflection Project

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	1.16s, 1.17s, 1.19s, 1.20s	Field Based Experience Hours Due in TK20
Closure	Course Closure and Field Based Experience reflection Final Exam/Project	Final Exam/Project

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