



ELED 300, SECTION 01W
Pedagogy & Lesson Planning
COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Julie Byrnes
Office Location: Education South, Sowers, Room 221
Office Hours: Monday & Wednesday 8am-2pm
University Email Address: julie.byrnes@etamu.edu
Preferred Form of Communication: **email**
Communication Response Time: 24-48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: No textbook purchases are required for this course. We will use free online reading and resources, which will be linked in the D2L course each week.

Software Required: Students will need access to a standard office suite (e.g., Microsoft Word or compatible software) for written assignments. A reliable web browser is also required to access the D2L course and any linked online content. Some assignments may involve creating short videos, which can be completed using free or built-in recording tools such as [ScreenPal](#) or similar software. Please note that ScreenPal is provided as an example; students may use any comparable video capture program that meets the assignment requirements.

Optional Texts and/or Materials: None

The syllabus/schedule are subject to change.

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 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.

Course Description

This course introduces foundational principles of pedagogy, effective lesson planning, and instructional strategies that support a wide range of learner needs. Students will examine the Texas Essential Knowledge and Skills (TEKS) framework, emphasizing alignment between curriculum standards, instructional objectives, and assessments. The course promotes thoughtful planning that considers multiple learning contexts and fosters responsive, student-centered teaching practices.

As a **performance-based assessment**, students will complete 10 hours of classroom observation and 10 hours of interactive field experience that align with their intended certification area (EC–3, EC–6, or 4–8 in their content area). Using TEA and district resources, students will research and reflect on professional practices and responsibilities related to lesson planning, TEKS implementation, Texas-mandated assessments, student advocacy, accurate record-keeping, appropriate technology use, and professional development. Students will document their experiences and reflections in accordance with the Field-Based Experience ([FBE Handbook](#)).

Student Learning Outcomes (SLOs)

1. **Explain foundational principles of effective pedagogy** and the teacher's role in designing structured, engaging instruction aligned to state standards.
2. **Interpret and apply the Texas Essential Knowledge and Skills (TEKS)** to guide instructional objectives, lesson design, and assessment alignment.
3. **Design lesson plans** that demonstrate clear objectives, logical sequencing, alignment to TEKS, and strategies for monitoring student understanding.

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4. **Identify and describe professional practices and responsibilities** of Texas educators, including legal and ethical obligations, accurate record-keeping, and appropriate technology use.
5. **Analyze classroom observations and field experiences** to evaluate instructional effectiveness and professional behaviors.
6. **Reflect on personal teaching practice** to identify strengths, areas for improvement, and measurable goals for professional growth.

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-3 / 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

Please refer to the FBE Handbook.

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

Accreditation Standards Associated with this Class

Texas Educator Standards are included in this course. See below for the standards addressed (either partially or in full) in this course. The full text of these standards can be viewed [here](#).

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SLO	Curriculum Standards	Certification Domains / Competencies
1. Explain foundational pedagogy and the teacher's role in designing structured, engaging, TEKS-aligned instruction.	Teacher Prep: 6.D.iii · TEKS: §228.57(d)(1)(1),(3) · Tech Apps: §228.57(a) · PPR Std: 4.16K · Comm.: 2.B	EC–6 / EC–3: Dom I (001–004) · PPR Test: III.009.B, III.009.C, III.009.H · NEW PPR (235C): Planning & Instruction · STR: Dom II
2. Describe TEKS intent, vertical alignment, and cross-disciplinary links via a graphic organizer (DAP-Content Area).	TEKS: §228.57(d)(1)(1),(3) · Teacher Prep: 6.D.iii · Tech Apps: §228.57(a) · PPR Std: 4.17K · Comm.: 2.B · ELPS: §74.4	EC–6: Dom I (003) · PPR Test: III.009.B · NEW PPR: Planning · ELPS: Integrated supports
3. Plan a standards-based objective connecting context, TEKS, ELPS, accommodations, and supports (DAP-Assets).	Teacher Prep: 6.D.iii · TEKS: §228.57(d)(1)(1),(3) · ELPS: §74.4 · Tech Apps: §228.57(a) · PPR Std: 4.16K, 4.16S · Comm.: 2.B, 5.C.i	EC–6: Dom I (004) · EC–3: Dev. Appropriate Instruction · PPR Test: III.009.C, III.009.H · STR: Dom III
4. Design a developmentally appropriate environment integrating technology, assessment, and data-driven strategies (DDI-Data Collection).	Teacher Prep: 6.D.iii · TEKS: §228.57(d)(1)(1),(3) · Tech Apps: §228.57(a) · PPR Std: 4.17S, 4.18S · Comm.: 5.C.i	EC–6: Dom III (007–009) · PPR Test: IV.013.A, IV.013.B, IV.013.C, IV.013.D, IV.013.E · STR: Dom II
5. Identify professional practices and responsibilities (ethics, records, technology ethics).	Teacher Prep: §228.41 · Tech Apps: §228.57(a) · PPR Std: 4.16K · Comm.: 6.A.i	EC–6/EC–3: Dom IV (010–013) · PPR Test: IV.013.G · NEW PPR: Professional Roles & Ethics
6. Apply reflective practice to identify growth areas and set goals aligned to T-TESS / T-PESS (DDI-Reflection & Growth).	Teacher Prep: 6.D.iii · §228.35(e)(2)(B); TAC A–L (H & I) · Tech Apps: §228.57(a) · PPR Std: 4.17K · Comm.: 5.C.i	EC–6/EC–3: Dom IV (012) · PPR Test: IV.013.A – IV.013.G · T-TESS: Dom 4 (Reflection & Growth)

Referenced Standards Key

- **Teacher Prep:** 19 TAC §228.35; §228.41; 6.D.iii
- **TEKS:** 19 TAC §228.57(d)(1)(1),(3)
- **Technology Applications:** 19 TAC §228.57(a)
- **Commissioner's Teacher Standards:** 19 TAC §149.1001 (2.B, 5.C.i, 6.A.i)
- **ELPS:** 19 TAC §74.4
- **NEW PPR:** 19 TAC Ch. 235 Subch. C (4.16K–4.18S)
- **PPR Test Framework:** III.009 (B, C, H) · IV.013 (A–G)

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need to be comfortable:

- Navigating and using the D2L platform,

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- Accessing linked resources and readings on the internet,
- Conducting internet searches/browsing,
- Using basic office suite software such as word processing,
- Creating basic multi-media presentations such as short videos, slide presentations, and informational flyers with images,
- Viewing, downloading, and electronically printing PDF documents as needed

Instructional Methods

This course consists of several kinds of tasks that are designed to help you apply content to the real work of teaching. Students will be expected to demonstrate their understanding through their work products. Within each unit you will have several tasks. The tasks for each week are listed in the course outline/calendar at the end of this syllabus. The final grade will be calculated from these assignments using the percentages listed in the “Grading” section of this syllabus.

Student Responsibilities or Tips for Success in the Course

Professionalism and Ethical Behavior

As a future educator, you are expected to interact with your instructor and peers in a professional manner. Please be courteous to classmates in online discussions, even when giving constructive feedback. Adhering to the [Educators' Code of Ethics](#) and university policies related to academic honesty is a baseline expectation for behavior.

Begin each module early in the week.

Did you know that college students typically underestimate how long it takes to complete their work? This can lead to late assignments, even when we have the best intentions. Starting early and working toward finishing early each week is the secret to finishing on time with a quality work product (because you are giving yourself that extra time to get it done).

Ask questions early and often.

Instructors want to support you, but this is difficult if you don't communicate about your struggles. Please reach out to the course instructor with questions about assignments. You can set yourself up for success by asking your questions early enough to use the instructor's feedback before an assignment is due.

Designate a study space and time(s) that are free from distractions.

Did you know that multi-tasking is less effective for learning than paying full attention to one task at a time? Use your brain power more efficiently by finding a place free from distractions for your coursework. This can mean a quiet room or place in the library, turning off your phone notifications, etc.

Don't cram. Space out your work instead!

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You will learn more effectively if you work for 45 minutes to an hour at a time instead of a marathon study session. This can be difficult to schedule with our busy lives, but the amount of information you retain will be improved if you can do some work each day instead of all at once.

READ.

AI is a fantastic tool that can be useful for summarizing information. However, part of building your understanding through reading is mentally interacting with the text – asking questions, making predictions or connections, summarizing information as you go, etc. If you have AI do this for you, you're going to be missing out on the mental processes that make your learning stick!

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.

Example:

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

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Assessments

PBA	From Theory to Practice: Professional Practices & Responsibilities	ELED 300 PBA
	<p>Students will gain understanding through research and demonstrate through 10 hours of observation and 10 hours of interactive field experience (EC-3, EC-6, or 4-8 in desired certification subject area) of professional practices and responsibilities focusing on TEKS, administering 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.</p>	
Alignment	<p>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)</p> <ul style="list-style-type: none"> • Code of Ethics & Professional Conduct <p>19 TAC 228.30(d)(1)</p> <ul style="list-style-type: none"> • TEKS State content and performance standards & Intent of TEKS & Vertical alignment <p>19 TAC §228.30(d)(4)</p> <ul style="list-style-type: none"> • Teacher Standards Ethics <p>19 TAC §228.35(b)(2)</p> <ul style="list-style-type: none"> • H-meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities; • I- reflecting on his or her practice; 	

Assessment in this course is performance-based and emphasizes applied learning through observation, field experience, and standards-aligned lesson design. Candidates complete **20 total hours** of field-based observation and interaction within classrooms that match their intended certification area (**EC–3, EC–6, or 4–8**). Coursework assesses understanding of pedagogy, TEKS alignment, and professional responsibilities through written analyses and reflections, providing evidence of readiness for the profession aligned with **PPR Standards I and IV, 19 TAC §228.35, and Commissioner’s Teacher Standards (2.B, 5.C.i, 6.A.i)**.

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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.etamu.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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.etamu.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](http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx).

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

<http://www.etamu.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](http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03)

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Undergraduate Student Academic Dishonesty Form

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.etamu.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.etamu.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.etamu.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.etamu.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.



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SAMPLE COURSE OUTLINE / CALENDAR

As stated previously in the syllabus, this calendar is subject to change based on instructor evaluation of students' needs. Please refer to D2L and course announcements for any changes that may occur.

Week	Module / Topic	Key Focus & Activities	SLOs
1	Introduction to Pedagogy	Overview of course, pedagogy, and teacher effectiveness.	1
2	Learning Theories and Instructional Design	Foundations of learning and implications for teaching.	1
3	The TEKS Framework	Structure, purpose, and use of TEKS in lesson design.	2
4	Writing Measurable Learning Objectives	Aligning standards, objectives, and assessments.	2, 3
5	Lesson Planning Basics	Components of effective lesson plans; sample analysis.	3
6	Curriculum Alignment and Assessment	Connecting TEKS, instruction, and assessment strategies.	2, 3
7	Field Preparation	Selecting field sites, reviewing FBE Handbook, ethics and expectations.	4
8	Performance-Based Assessment Launch: Observation & Field Experience Plan	Develop plan for 10 observation and 10 field hours aligned with certification area (EC–3, EC–6, or 4–8).	4
9	Observation Techniques	Strategies for observing lessons and recording data.	5
10	Professional Practices & Responsibilities	Attendance, record-keeping, decorum, and technology use.	4
11	TEA and TExES Resources	TEA and PPR alignment; connecting field experience to standards.	2, 4
12	Lesson Planning Workshop	Drafting and revising sample TEKS-aligned lessons.	2, 3
13	Reflection and Analysis	Respond to prompts evaluating field experiences.	5
14	Professional Growth and Goal Setting	Identify strengths, needs, and measurable goals.	6
15	Final Submission: Field Experience Reflection and Analysis	Submit reflection, analysis, and goals report.	4, 5, 6
16	Course Synthesis and Next Steps	Review connections to standards and professional goals.	6

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