



ELED 300 SECTION 02E
Pedagogy & Lesson Planning
COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Karen Walker

Office Location: Sowers Education South 227

Office Hours: Tues & Thur 9am-1:30pm Zoom <https://tamuc.zoom.us/j/3046434632>

Office Phone: (903)886-5537

Preferred Form of Communication: Email Karen.Walker@etamu.edu

Communication Response Time: Please allow 24 business hours for a response time

This class meets Mon & Wed from 2:00p-3:15p

Main Campus Education South, Sowers Room: 131

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

Required On-Line Data Collection Assessment Tool:

Aggie Portal – Candidates must create a free account to successfully complete ELED 300 (more information given in class).

Cost: Free of charge

Create your account: https://etamu-ep.education.tamu.edu/admission/start_application/3

The syllabus/schedule are subject to change.

What is Aggie Portal? Aggie Portal is East Texas A&M University's online application and data collection system that houses information, documents, and assessments for our teacher education students. There is no cost to create or maintain your account.

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.

This course includes two performance-based assessments embedded directly in coursework: a TTESS Observation Analysis, in which candidates apply the state T-TESS rubric to a recorded lesson, and a Lesson Plan in Action, in which candidates plan, teach, and receive coaching on a standards-aligned lesson with peers. Both are described further in the Assessments section below.

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.
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.

Accreditation Standards Associated with this Class

Standards & Test Framework Competencies Addressed in ELED 300
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Commissioner's Teacher Standards	6.D.i, 6.D.ii, 6.D.iii
TExES 160 Crosswalk / Framework	I.004.A III.009.B-H IV.013.A-G
Pedagogy & Professional Responsibility Standards (Aligned with TExES 160)	1.22k, 1.24k-1.28k, 1.20s, 1.24s, 1.26s 2.1k-2.9k, 2.19k-2.23k, 4.13k-4.18k, 4.1s-4.19s
Classroom Teacher Standards (TAC 235)	(b) 1A, 1B, 1C, 1D (b) 2A, 2B, 2C, 2D, 2E (b) 3A, 3B, 3C, 3D (b) 4A, 4C (b) 5A, (b) 6A, 6B, 6D, 6E, 6F, 6G
Technology Applications for All Teachers	None
Texas Essential Knowledge & Skills (TEKS) Standards Alignment	(1) Knows and understands the importance of the state content and performance standards as outlined in the TEKS (3) Understands the intent of the TEKS for the candidate's specific content area (4) Understands the TEKS vertical alignment for the candidate's specific content area
English Language Proficiency Standards	(c)(1)(A)(B)(C)(H) (c)(2)(C)-(I) (c)(3)(E)(G)(I) (d)(3) (d)(4) (d)(5) (d)(6)
Pre-K Guidelines	VIII.A.1, VIII.A.2, VIII.A.3, VIII.B.1, VIII.B.2, VIII.C.1
Science of Teaching Reading Standards	None

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TExES 293 Science of Teaching Reading Crosswalk / Framework	None
Core Subjects EC-6 Standards	Mathematics 2.1k, 2.3k, 2.9s-2.12s Art 1.1k-1.6k, 1.1s-1.10s, 2.1k-2.8k, 2.1s-2.9s, 3.1k-3.8k, 3.1s-3.9s, 4.1k-4.4k, 4.1s-4.4s, 5.1k-5.4k, 5.1s-5.3s Music 1.1k-1.2k, 1.1s-1.9s, 2.1k-2.2k, 2.1s-2.2s, 3.1k-3.2k, 3.1s-3.6s, 4.1k, 4.1s, 5.1k-5.3k, 5.1s-5.4s, 6.1k, 6.1s-6.3s, 7.1k-7.13k, 7.1s-7.16s, 8.1k, 8.1s, 9.1k-9.3k, 9.1s-9.4s, 10.1k-10.5k, 10.1s-10.4s Theatre Arts 1.1k-1.12k, 1.1s-1.14s, 2.1k-2.13k, 2.1s-2.12s, 3.1k-3.7k, 3.1s-3.8s, 4.1k-4.12k, 4.1s-4.12s, 5.1k-5.5k, 5.1s-5.8s, 6.1k-6.6k, 6.1s-6.10s
TExES 391 Core Subjects EC-6 Crosswalk/Framework	Fine Arts, Health and Physical Education V.001.A-M V.002.A-L V.005.A-I
Early Childhood:PK-3 Standards	§235.13(g) Fine Arts, Including Theatre, Art, and Music

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TEGES 292 Early Childhood: Prekindergarten-Grade 3 Crosswalk/Framework	None
TAC 228.57 Curriculum Requirements for Teacher Certification	§228.57(c)(1) - Code of Ethics §228.57(c)(4) - Educator Skills & Responsibilities §228.57(c)(6) - Evaluation Framework §228.57(c)(9) – Students with Disabilities and Proactive Instruction (exposure to accommodations and modifications) §228.57(c)(10) – Open Education Resources (OER) §228.57(d)(1) – Relevant TEKS §228.57(d)(3) – PreK Guidelines §228.57(d)(4) – Ch. 235 Skills & Competencies
Program Required Performance Task(s) §228.41(2)(A-L)	§228.41(2)(D) §228.41(2)(H) §228.41(2)(I) §228.41(2)(A) §228.41(2)(B) §228.41(2)(C) §228.41(2)(E) §228.41(2)(G) §228.41(2)(L)

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need to be comfortable:

- Navigating and using the D2L platform,
- 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.

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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!

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 miss 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%

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F = 59% or Below

Total points corresponding to the final letter grades.

Example:

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%

Assessments

PBA	TTESS Observation Analysis	
	Candidates apply the official Texas Teacher Evaluation and Support System (T-TESS) rubric to a recorded PK-6 lesson, rating instructional practice across the Planning, Instruction, and Learning Environment domains and justifying each rating with observed evidence and the relevant TEKS. This task builds the standards-based observational and evaluative skills candidates will need to understand and act on feedback about their own teaching throughout the program and their careers.	
Alignment	T-TESS Domains: 1 (Planning), 2 (Instruction), 3 (Learning Environment) Classroom Teacher Pedagogy Standards (19 TAC §235.21): (b) Instructional Preparation, (c) Instructional Delivery & Assessment, (e) Learning Environment 19 TAC §228.57(c)(6): Evaluation Framework TEKS Standards: TEKS for the content area and grade level of the assigned observation	

PBA	Lesson Plan in Action	
	Working with an assigned group, candidates select a PK–6 TEKS, design a standards-aligned lesson with a measurable objective, and teach that lesson to peers using purposeful technology. Candidates complete peer and group-member evaluations, and the instructor evaluates lesson delivery and lesson-plan quality using a criteria-based rubric. Each	

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	candidate meets with the instructor afterward for a post-lesson coaching conference to review evidence-based feedback and set specific, standards-referenced goals for the next field-based or clinical placement.
Alignment	T-TESS Domains: 1 (Planning), 2 (Instruction), 4 (Professional Practices & Responsibilities) Classroom Teacher Pedagogy Standards (19 TAC §235.21): (b) Instructional Preparation, (c) Instructional Delivery & Assessment, (d) Content Pedagogy Knowledge & Skills, (f) Professional Practices & Responsibilities TEKS Standards: Candidate-selected PK–6 TEKS 19 TAC §228.57(c)(6) & (c)(10): Evaluation Framework; Open Education Resources (OER) 19 TAC §228.41(2): (A) planning sequential lessons, (B) using student data, (C) differentiated instruction, (D) communication, (E) safe/efficient classroom, (G) collaborative classroom culture, (H) professional/ethical responsibility, (I) reflecting on practice, (L) approved OER/technology use

Coursework and its embedded performance-based assessments assess understanding of pedagogy, TEKS alignment, T-TESS-based evaluation of instruction, and professional responsibilities through written analyses, an observation-based evaluation task, and a taught-and-reflected-upon lesson, providing evidence of readiness for the profession aligned with **PPR Standards I and IV, 19 TAC §228.41 and §228.57, and Commissioner’s Teacher Standards (2.B, 5.C.i, 6.A.i).**

TECHNOLOGY REQUIREMENTS

Technology and Video Recording Requirements

As part of educator preparation coursework and field-based experiences, candidates may be required to utilize educational technology platforms and applications, including but not limited to GoReact, learning management systems, video submission platforms, and other technology tools designated by the instructor, program, or Educator Preparation Program (EPP). Candidates are responsible for ensuring access to the technology necessary to complete course and program requirements.

Some courses may require candidates to record and submit instructional activities, presentations, tutoring sessions, small-group instruction, or lessons taught in approved field-based, clinical teaching, residency, or internship settings. Candidates must comply with all university, district, campus, and EPP policies regarding video recording, confidentiality, student privacy, and professional conduct.

Candidates may not audio record, video record, photograph, or otherwise capture images of students, classrooms, teachers, or school personnel during field observations or field-based experiences unless expressly authorized by the school district, campus administrator, classroom teacher, and course instructor, and only when such recording is required for an approved course or program assignment. Unauthorized recording may result in disciplinary action and/or removal from the field experience site.

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LMS

All course sections offered by East Texas A&M University (ETAMU) 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>

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.

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University Specific Procedures Student Conduct

All students enrolled at the ETAMU 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](https://acrobat.adobe.com/id/urn:aaid:sc:US:48349258-f9fe-4333-badd-24b69cb253d1).
<https://acrobat.adobe.com/id/urn:aaid:sc:US:48349258-f9fe-4333-badd-24b69cb253d1>
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.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at ETAMU 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](#)

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

[Graduate Student Academic Dishonesty Form](#)
<https://acrobat.adobe.com/id/urn:aaid:sc:US:ab41daef-198f-470d-834a-c2340549cd62>

[Graduate Student Academic Dishonesty13.99.99.R0.10](#)

https://acrobat.adobe.com/id/urn:aaid:sc:US:69363520-423b-4983-9ec1-2256f2c74f13?x_api_client_id=chrome_extension_viewer&x_api_client_location=share

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

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Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](https://www.etamu.edu/student-disability-services/)

<https://www.etamu.edu/student-disability-services/>

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) 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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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	Module 1: Foundations of Effective Teaching	Overview of course, pedagogy, and teacher effectiveness.	1
2	Module 1 continued: Foundations of Effective Teaching	Learning Theories and Instructional Design; Foundations of learning and implications for teaching.	1
3	Module 1 continued: Foundations of Effective Teaching	The TEKS Framework; Structure, purpose, and use of TEKS in lesson design.	2
4	Module 2: Planning for Learning	Writing Measurable Learning Objectives; aligning standards, objectives, and assessments.	2, 3
5	Module 2 continued: Planning for Learning	Lesson Planning Basics; Lesson plan models and considerations	3
6	Module 2 continued: Planning for Learning	Lesson Planning Basics; Components of effective lesson plans; sample analysis.	1, 2, 3
7	Module 3: Assessment, Alignment, and Curriculum	Curriculum Alignment and Assessment; Connecting TEKS, instruction, and assessment strategies.	1, 2, 3
8	Module 3 continued: Assessment, Alignment, and Curriculum	Practice with Internalizing HQIM	1, 2, 3
9	Module 3 continued: Assessment, Alignment, and Curriculum	Internalizing HQIM and providing justification for those instructional choices	1, 2, 3,
10	Module 4: Lesson Development and Implementation	Professional Practices & Responsibilities; Attendance, record-keeping, decorum, and technology use.	4, 6
11	Module 4 continued: Lesson Development and Implementation	TEA & TexES Resources; TEA and PPR alignment; connecting field experience to standards.	2, 4

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12	Module 4 continued: Lesson Development and Implementation	Lesson Planning Workshop; Drafting and revising sample TEKS-aligned lessons. TTESS Observation Analysis (PBA): apply the T-TESR rubric to a recorded lesson.	2, 3, 5
13	Module 5: Reflection, Practice and Professional Growth	Lesson Plan in Action (PBA) prep: peer evaluating TEKS aligned lesson, reflection, adjusting plan as needed.	5
14	Module 5 continued: Reflection, Practice and Professional Growth	Lesson Plan in Action (PBA): finalize and prepare the standards-aligned lesson with your group.	6
15	Module 5 continued: Reflection, Practice and Professional Growth	Lesson Plan in Action (PBA): teach the lesson, complete peer/group evaluations, and meet with the instructor for a post-lesson coaching conference.	1, 2, 3, 6
16	Course Synthesis and Next Steps	Professional Growth and Goal Setting; Identify strengths, needs, and measurable goals, building on the goals set during the Lesson Plan in Action coaching conference.	6

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