

**ED 4314.001 – [Reading Skills for Content Subjects]  
Spring 2020  
Course Syllabus**



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<b>Instructor: Teacher Assistant</b>	Diana Rodriguez Rebecca Garcia
<b>Office Hours:</b>  Rebecca Garcia	M/W 9:00 a.m.-12:00 noon; T/TR 9:00 a.m. – 11:00 a.m. Email for appointment.
<b>Office Location:</b>	MAB 305
<b>Telephone:</b>	(432) 837-8433
<b>Email Address:</b>	<a href="mailto:drodriguez5@sulross.edu">drodriguez5@sulross.edu</a> <a href="mailto:rpg13ya@sulross.edu">rpg13ya@sulross.edu</a>
<b>Class Schedule:</b>	Web Delivered
<b>Classroom Location:</b>	MAB 308
<b>Required Texts:</b>	McKenna, M. C. & Robinson, R. D. (2014). <i>Teaching through text: Reading and writing in the content areas (2<sup>nd</sup> ed.)</i> . Pearson ISBN:0132685728 or ISBN-13: 9780132685726
<b>Required Software:</b>	You are to purchase the <b>Certify Teacher</b> software that aligns with your content area and/or grade level. You will use this software in Block I to prepare for the TExES content exam. Your goal is to pass this first step toward your certification by the end of this semester.  To purchase the software, have your credit card ready and go to: <a href="http://www.certifyteacher.com">http://www.certifyteacher.com</a>

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### **Section I. Introduction**

This course will focus on methods and materials for teaching skills needed for locating, interpreting, and organizing reading materials used in science, social studies, mathematics and other content subjects. The core subject that the student will focus upon will align to the content area and/or grade levels sought for initial certification.

A variety of instructional approaches will be integrated in the course that include writing, discussion, cooperative groups, media presentations, student presentations, lectures, and observations in K-12 classrooms.

## Section II. Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21<sup>st</sup> century by developing your communication skills across multiple courses. This [insert program/discipline/course name] course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:

## Section III. QEP Student Learning Outcome

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

The student will take an assessment in regards to the QEP mapped course. TBA (required)

## Section IV. Course Objectives

The student will be able to:

- Write lesson plan(s) that are developmentally appropriate for students.
- Create a positive classroom environment.
- Teach developmentally appropriate lessons.
- Adhere to the legal and ethical requirements for teachers.

## Section V. Student Learning Outcomes

Upon completion of this course, students will:

- Define the role of content literacy instruction/instructor.
- Explain the responsibilities of the content area teacher.
- Through observation, examine literacy skills that are used in core content area classrooms.
- Discern literacy practices, which students can transfer to each content area.
- Describe the role of motivation in promoting literate behaviors and success in content classrooms.

### Marketable Skills SLOs:

1. Students will demonstrate public speaking skills to a variety of audiences.
2. Students will demonstrate writing skills for lesson plans and other scholarly documents.
3. Students will demonstrate organizational skills to effectively manage time and meet deadlines.

### PPR Standards:

#### **Domain I — Designing Instruction and Assessment to Promote Student Learning**

**Competency 002:** The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. The beginning teacher:

- Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning and assessment. (Ch. 4 in textbook)

- D. Knows strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs. (WK 4; Differentiated Instruction; ELPS Lesson Plan)
- E. Knows how to plan and adapt lessons to address students’ varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities. (WK 4; Differentiated Instruction; ELPS Lesson Plan)

**Competency 003:** The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. The beginning teacher:

- Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives. (Lesson Plan alignment practice)
- D. Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students’ strengths and needs. (Analyzes mock data to write lesson plan)
- F. Plans lessons ~~and structures units~~ so that activities progress in a logical sequence and support stated instructional goals.

**Competency 004:** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. The beginning teacher:

- A. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).
- N. Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS.

## **Domain II — Creating a Positive, Productive Classroom Environment**

**Competency 005:** The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive. The beginning teacher:

- D. Presents instruction in ways that communicate the teacher’s enthusiasm for learning.
- E. Uses a variety of means to convey high expectations for all students.

## **Domain III — Implementing Effective, Responsive Instruction and Assessment**

**Competency 007:** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. The beginning teacher:

- Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students’ ages, interests and backgrounds.
- B. Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students’ knowledge; and fosters active student inquiry, higher-order thinking, problem solving and productive, supportive interactions, including appropriate wait time.
- C. Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools).

- D. Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts.

**Competency 008:** The teacher provides appropriate instruction that actively engages students in the learning process. The beginning teacher:

B. Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).

C. Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.

**Competency 009:** The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students. The beginning teacher:

E. Knows how to use productivity tools to collaborate and communicate information in various formats (e.g., slide show, multimedia presentation, and newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, and video).

F. Knows how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology; knows how to use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.

G. Knows how to promote creative thinking and innovative process to construct knowledge, generate new ideas, and create products (e.g., design multimedia presentations, explore complex systems or issues, and develop steps for the creation of products).

#### **Domain IV — Fulfilling Professional Roles and Responsibilities**

**Competency 012:** The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities. The beginning teacher:

B. Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals.

D. Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).

I. Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.

**Competency 013:** The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. The beginning teacher:

C. Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.

## **Section VI. Course Requirements and Grading**

### **Attendance Policy:**

You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site three times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

- Spend 10 hours preparing for your content exam with Certify Teacher in Study Mode and Flash Cards. You are to purchase the **Certify Teacher** software that aligns with your content area and/or grade level. You will use this software in Block I to prepare for the TExES content exam. Your goal is to pass this first step toward your certification by the end of this semester. If the page with the TExES Certification Practice Tests does not open immediately, click on Products, then TExES Certification Practice Tests (if you don't see your content test, click "Click here to see all TExES Certification Practice Tests"). Scroll down until you find the test that aligns with your content area (Science 8-12; Generalist EC-6, etc.). When you find the right test for your area, click on the *online* version **that costs \$88**. The Certify Teacher software consists of three modes: Study, Flashcards, and Practice Test. As soon as you have your software, begin working immediately in Study Mode and Flash Cards only. If the software prompts you to take an initial exam, then do so. Once you take the initial exam, Certify Teacher will create a study plan for you. You will need to clock ten hours in Study Mode and Flash Cards during this course. The dates when I will check and give credit for each 2-hour practice time in Study Mode are on your Course Calendar. Credit will only be given if you have completed a full 2-hour time for each due date. Remember that frequent short sessions will be much more effective than long, irregular sessions. Consider setting a schedule for yourself and adhering to it rigorously. Do not use EXAM Mode at this time! You will not be given credit for any minutes you spend in exam mode. Using the practice exams as a study tool now will invalidate the results when you take the initial certify teacher exam at the end of block I. Remember, that you are given a diagnostic exam when you purchase the software.
- Spend **10 hours** preparing for your content exam with a **Study Notebook you have created**.
- **Participate in class activities and upload your classwork to Blackboard each week.**
- **Use a student planner to organize responsibilities, manage time and meet course deadlines. Required.**
- Read, examine, reflect on, and evaluate a variety of resources.
- Demonstrate correct usage of English grammar, reading fluency, and written and oral language. Teachers must be able to communicate effectively in writing. Use this course to sharpen your writing skills.
- Demonstrate correct usage of American Psychological Association (APA) documentation. **(More information about APA will be discussed in a video).** Get help from the Tutoring Lab.
- There are **no incompletes** given in this course. See *grading* section.
- Email is the best way to contact me. Please contact me for help with course content issues, as my goal is to help you have a successful learning experience.
- Print your Pearson content study guide the first week of class and place in a binder. You will be working with the study guide throughout the course.

### **Required Study Notebook and Student Planner:**

- **Content Study Notebook (100 pts)**  
You will need to create a content TExES Study Notebook for this course. I will not micro-manage the organization of this notebook. However, it must represent an additional 10 hours of study time for your content exam. These 10 hours are additional to the 10 hours on Certify Teacher. Log your start time on the top right of the first page each time you begin a study session. Log your end time on the top right of the last page each time you conclude a study session. Each hour is worth 10 points.

- **Student Planner (50 pts)**

You will need to manage and consistently update a student planner in this course. I will not micro-manage the organization of this planner. However, it must represent your self-discipline to organize course responsibilities, manage time and meet course deadlines.

This planner will be checked periodically and will be due at the end of week 15.

### **Field Experience Requirements PRIOR to Observations:**

#### **- DPS Computerized Criminal History (CCH) Verification**

Prior to beginning your 10-hour Field Experience Observations in the Alpine Public Schools, you are required to have a computerized criminal history background check. Please complete a DPS form and return it to me or deliver it Ms. Marsha Roach at the AISD Administration Offices, 704 W. Sul Ross Avenue.

#### **- VIPS Program Application**

Prior to beginning your 10-hour Field Experience Observations in the Alpine Public Schools, you are required to complete an Alpine ISD VIPS Program Application. In the Volunteer Opportunities section, check "Other: SRSU Classes - Observation." Please complete the VIPS form and return it to me. You can access and print the form under the Course Forms link.

**Midland College students** will find a school to complete field experience observations on their own. Write your Letter of Introduction to the campus Principal as well as present a short presentation of who you are, why you are on their campus, and ask for their permission to observe on their campus. Share what you hope to accomplish and your willingness to help out on the campus during the observation experience (if you are granted permission). **Required:** Provide the instructor of ED 3302 and ED 4314 with an email or letter from the principal stating their permission for you to observe on their respective campus.

#### **Texas Administrative Code**

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU. In this course, we will concentrate on the following:

- Child development
- Learning theories
- TEKS organization, structure, and skills
- TEKS in the content areas
- Classroom management/developing a positive learning environment
- Pedagogy/instructional strategies

## Texas Administrative Code

<a href="#">TITLE 19</a>	EDUCATION
<a href="#">PART 7</a>	STATE BOARD FOR EDUCATOR CERTIFICATION
<a href="#">CHAPTER 228</a>	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30	Educator Preparation Curriculum

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(a) The educator standards adopted by the State Board for Educator Certification shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure educator effectiveness.

(c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

(1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:

- (A) professional ethical conduct, practices, and performance;
- (B) ethical conduct toward professional colleagues; and
- (C) ethical conduct toward students;

(2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);

(3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or research-based practices shall be implemented as required by the provider of the best practice-based program or research-based practice;

(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;

(5) the importance of building strong classroom management skills;

(6) the framework in this state for teacher and principal evaluation;

(7) appropriate relationships, boundaries, and communications between educators and students; and

(8) instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

(A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

(B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and

(C) include resources to address any deficiencies identified by the digital literacy evaluation.

(d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

(1) the relevant TEKS, including the English Language Proficiency Standards;

(2) reading instruction, including instruction that improves students' content-area literacy;

(3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

(4) the skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards).

(e) For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards).

(f) The following educator content standards from Chapter 235 of this title (relating to Classroom Teacher Certification Standards) shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

(1) Child Development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;

(2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and

(3) Science of Teaching Reading Standards.

**Source Note:** The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016; amended to be effective October 27, 2014, 39 TexReg 8388; amended to be effective December 27, 2016, 41 TexReg 10280; amended to be effective December 20, 2018, 43 TexReg 8091

Requirement	Points Possible	Due Date	Grading Scale
Homework, participation, in-class activities			Entire Course A = 900-1000-Exceeds B = 800-899- Proficient C = 700-799- Acceptable D = 600-699- Emerging F = < 600- Unacceptable
WTLJ Peer Feedback (QEP Rubric) on Bb	155	Ongoing/be present	
Writing to Learn Journal (10 @ 10 pts/ea.	100	Journal Post: Saturdays Peer Response Post: Sundays View Calendar for dates/times	
Letter of Introduction	25	Jan. 23 / WK 2/ Bb	
Lesson Plan &	50	Nov. 9/ WK 11/ Bb	
Content Study Notebook	100	April 11/ WK 13/Bb	
Instructional Video Presentation	200	March 28/ WK 11Bb	
Field Experience Reports (5 @ 20 pts/ea.)	100	Review Calendar for due dates	
Field Experience Log	20	April 16 / WK 14	
Study Planner	50	April 25/ WK 15/ Bb	
Certify Teach 600 min. / 10 points per hr.	100	April 18 / WK 14 midnight	
Certify Teacher Exam/Final	100	TBA	
<b>Possible Points</b>	<b>1000</b>		

## Section VII. Course Assignments

### Homework, participation, activities: (Ongoing).

Students are expected to participate on the Coursework Share link on Blackboard. Activities will be assigned weekly and assignments include answering guided questions, designing instruction, developing graphic representations of text and vocabulary, written reflections, Writing to Learn Journal Media Presentations (WTLJ), reading response activities, technology activities, and other appropriate

assignments. Students will lead and/or participate in weekly discussions about the readings, WTLJ, and QEP Rubric. I recommend that you save and organize your work in this course in a digital or manual binder. This binder will become a useful tool of pedagogy in your future career.

**Letter of Introduction -- Classroom Teacher: (Due: Jan 23/ WK2 on Blackboard)**  
**Print a hard copy for your cooperating teacher to deliver during the Meet & Greet: TBA**

**Dress Professionally; This is a mandatory meeting.**

The objective of this assignment is to build a professional relationship with the teacher in whose classroom you will be observing. To do this you will write a letter to introduce yourself to him or her. Include the following:

1. Salutation -- Dear Classroom Teacher (use teacher's name if known)
2. Introduce yourself -- name and contact info; home town; why you chose education
3. To give the teacher an idea of your background list the education courses you have already taken and write a sentence or two to summarize what you learned in each. Include the title of each course. If this is your first semester to take a course in education, include that information.
4. Ask permission to conduct the teacher interview (see the Pyramid of a Professional assignment).
5. Describe what you are required to do during your 10 hours of observation -- a) complete the focused observation reports; b) interact with students as allowed or encouraged by the classroom teacher; c) perform other related tasks as directed by the classroom teacher.
6. Indicate your willingness to engage in other activities suggested by the classroom teacher.
7. Describe what you hope to learn from the 10 hours of observation.
8. Closing -- include your signature.

**You must take your letter to the tutorial center to be revised and edited prior to submitting. One grammatical mistake will omit you from receiving any credit.**

**Meet and Greet Presentation:** Date TBA (Class Participation Grade)

In this course, you will be observing in a public school classroom. If you attend classes in Alpine, TX, you will have an opportunity to meet your mentor teacher prior to your observations. You will hand deliver your Letter of Introduction to the mentor teacher (MC will hand deliver to a campus principal). Additionally, you will present a two-minute presentation to the principal and in-service teachers (MC will present to principal) on your assigned campus. In this presentation, you will need to include the following:

- Full Name and what name you prefer.

- Your hometown
- Why you have chosen to be a teacher
- One thing you hope to learn or achieve through the classroom observations.

**Field Experience Reports (APA Format): 5 @ 20 points each= 100 points**

**FYI:** Each checklist is equal to 2 hours of observation

(Therefore, **plan to observe in two-hour increments.**)

**5 Field Experience Reports = 10 hours of observation**

Download the document from Blackboard under the “Course Documents” link to help guide your observations. Write your report using Times New Roman; 12-point Font; Single Space.

The objective of the field experience activity is to provide you with opportunities for observing and reflecting on authentic situations in academic settings. The course goals, objectives, content, and your specific areas of interest will guide the focus for the field observations. The goal of the experience is to provide you with the essentials for becoming a reflective practitioner.

During the observations, you will use the observation guidelines to help you focus your observations. You will also document student reactions to instructional techniques, classroom management strategies, your personal thoughts, and other generalities about the learning environment you are observing.

The focus of the field experience is not about evaluating teachers. Rather, it is about student engagement and classrooms being “learner centered.” What effects do different aspects such as activating prior knowledge or beginning class promptly – have on learners? What effects do things like having set procedures for entering the classroom, getting the teacher’s attention, sharpening pencils, collecting papers, and dismissing at the end of the period have on the learners? What effects do such things as connecting the lesson to the students’ interests and beginning the lesson by stating its purpose or objective have on the learners? What effects do things like seating arrangements, posted rules, classroom ambience, number of students in a group, and time of day have on the learners? How do students respond to various situations that occur during the observation? How would you describe the learners? What surprised you? What inspired you? What was significant? What did you learn from the observation that you can take with you?

Review the Observation Guidelines document prior to your classroom visits. If the situation is not conducive to completing the checklists during the time, you are in the classroom, complete them as soon after the observation as possible. Utilize what you are learning in ED 3302 and ED 4314 to engage actively in observations and field experience Reports.

Remember that you are a guest in the school. Behaviors that will make you a welcome guest include:

- Dress professionally. Take your cue from the teachers in the school. In the eyes of the students, you are a teacher. Step up onto the stage and enjoy your new role.
- Males should not wear earrings. Females should not wear huge, distracting earrings.
- Tats should be covered and piercing jewelry removed.
- Caps and hats should not be worn in the building.
- Refrain from eating, drinking, and gum chewing in the classroom.
- Wear your nametag.
- Sign in at the main office. Knowing who is on campus at all times is part of keeping students safe.
- Always make sure the classroom teacher is expecting you. Situations change. Some days are better for visiting than others are. Some days might not be good at all. Attempt to set up your

observation days and times during your initial (meet & greet) visit with the teacher. Find out how the teacher wants to communicate email, text, or phone. **ALWAYS notify** the teacher if you have to change your plans and will not be able to observe when you had planned to observe.

- Arrive at the classroom ahead of schedule. Wait outside the door if the teacher has not yet arrived.
- Always bring your Field Observation Log with you. Getting this signed by the classroom teacher is a TEA requirement and proof that you are meeting the TEA field observation requirement.
- Bring your Checklist and a pen or pencil for writing notes. Review the Checklist prior to your visit to help you focus.
- **Participate or interact with the students if invited to do so. Let the teacher know prior to your visits that you are willing to help in any way you can.**
- If you use any of the classroom materials, be **ABSOLUTELY, POSITIVELY, COMPLETELY, and TOTALLY** sure that you return them to the appropriate place and that you **NOTIFY THE TEACHER** that you have done so. If items disappear, you do not want to be blamed.
- At the end of the observation, ask the teacher to initial your Field Observation Log. Politely provide a pen for him or her to do so.
- Thank the teacher for allowing you to visit.
- Return to the main office and sign out.
- Reflect on what you observed.
- Complete your Field Reports and submit to Blackboard.
- Use Times New Roman/12 pt. font.; 1-2 pages
- Organize your reports in two-hour increments. (Hours #1 & # 2, Hours #3 & #4, etc.)

Due Dates: (**All Field Reports Essays are due on Sunday by midnight**). Use the report headers to complete your Reports/Essays in APA Format. **More information will be provided in a video.**

Field Report #1: Feb 23/ WK 6

Field Report #2: March 15 / WK 9

Field Report #3: March 22/ WK 10

Field Report #4: April 12 /WK 14

Field Report #5: April 26 /WK 15

**Schedule accordingly and plan wisely.**

Please be advised that an audit is conducted based on your observations and Field Reports in ED 3302 and ED 4314. Remain punctual and professional.

**Field Experience Log: Due: Thursday, April 16/ WK 14:**

**FYI:** hand-deliver, mail, or put under my door, as the Education Dept. must have original teacher initials.

The classroom teachers whose students you observe will initial the Field Observation Log and it documents your ten hours of classroom observations. It is a **TEA requirement** that will be filed in your permanent SRSU folder as proof of your classroom observations. **In order to receive a grade for this course, the Field Observation Log must be completed and turned in to me by April 16**

When you have completed your ten hours of observations you may turn your Field Observation Log in to me in MAB 305-C during my office hours, slide it under my door if I am unavailable, mail it to me if you are an MC student: Diana Rodriguez, SRSU, Education Department, Box C-115, Alpine, TX 79832. MC students need to scan and email a copy to prevent late credit. However, make sure you mail the original to me by April 16 as it is an official TEA document.

**Certify Teacher Study Mode: Ongoing...Plan Accordingly.**

**600 min. Due no later than Dec. 18 by midnight.**

**You will take the CT Exam TBA (subject to change if necessary)**

**You must arrange a time to take the exam in our office if you need more time than what is allotted during the proctored exam TBA More details will be provided later.**

The objective of Certify Teacher is to help you prepare for the TExES Test in your content area. You will use this program in Block I and again in Block II if you do not pass the test at the end of Block I. During Block I, you are to work in Study Mode only. You must supplement with the Pearson Study Manual (required) and passthetexes.com workbook (optional).

Consider setting and following a regular weekly practice schedule. Such a routine will build your content knowledge as well as boost your confidence for the eventual exam. If you do not log onto the site regularly, your program will be deactivated. Should this happen, you must contact the company in order to re-activate it. You will need to re-activate the program approximately once a month. You only pay for the program once and you may keep it as long as you need it until you pass the TExES Test.

To start practicing with the program, follow these steps:

1. Open Certify Teacher and take an initial exam (this will give you data and a personalized study guide)
2. After your initial exam you always enter CT in "Study Mode."
3. Click "See Explanation" on the bottom right of the screen.

(As you answer the questions, the explanations for the answers will appear on your screen. Study the explanations. Knowing the "why" of the answer will help you remember it. )

During the semester, you will be given points for study requirements. If you have not completed the requirement, you will not receive points. Points for partial completion of this assignment will not be given. Points will only be given for required time spent in Study Mode and Flash Cards as you must pass your content area exam.

I will add your points in the grade book under Study Mode at the end of the semester. You will not need to submit anything to Blackboard for this assignment. I will check your times through the Certify Teacher Database.

**You will take a CT exam the last class day. You must score a 260 or higher to be given test approval for your official content exam. You will have three opportunities to test on CT. If you exceed these opportunities, other remedial growth plans will be put in place to help you pass your content exam. You must pass your content exam before you can register for Block III (Student Teaching). No exceptions. If you are given test approval and you do not test between Sept. 1 and May 31, your approval will be removed. No test approvals are given June 1-August 31, unless you failed your first attempt.**

**Lesson Plan (you must integrate LITERACY):**

Throughout this course, we will discuss the importance of knowing whom our students are in order to provide effective instruction for them. You will write an instructional lesson plan that delineates how you would teach and support students' literacy and content learning. Use your content areas and language standards. Your plan must take into account the students' needs and accommodations.

You will complete one lesson plan based on your content area.

Again, this course is meant to help you learn how to integrate literacy (reading, writing, listening, speaking, researching) in your content area.

Your lesson plans will be graded with the SRSU lesson plan rubric. In addition, my evaluation of your lessons will look for:

- Establishing and maintaining high expectations for learners
- Using instructional strategies to facilitate learning and literacy
- Providing content for learners

### ***Writing the Lesson Plan Guidelines:***

The objective of this assignment is to give you an opportunity to develop a lesson plan to teach. Use the Sul Ross Lesson Plan Model found on the main menu in Blackboard. You will develop the lesson plan, step-by-step. This lesson plan requires a demonstration as it will be expected of you daily in the real classroom.

On the lesson plan model, first fill in the Subject/Grade Level and the Created By spaces. As you develop the lesson, fill in the other spaces (Lesson Title; Lesson Goal, etc.). Next, copy and paste into the appropriate space on the lesson plan form the TEKS that you have chosen to teach. Now you are ready to develop your Lesson Objectives.

#### *Lesson Objectives:*

Writing clear objectives and making students aware of the objectives has a greater influence on student achievement than most other strategies. The students should be given the objectives before the lesson begins. After the lesson, the teacher and students should review the objectives to see if they have been met. If the objectives have not been met, the lesson is not finished. The teacher and students will need to spend more time with the objectives until they have been met.

A clear objective tells exactly, **in a single sentence**, what a student must do to accomplish what is to be learned. Clear objectives help you, the teacher, keep focused on what is to be taught. Clear objectives help your students understand what is to be learned.

The formula given in Nath & Cohen for writing objectives is:

Objective = (1) The exact learner + (2) the observable or measurable behavior + (3) the circumstances or condition under which the behavior will be measured + (4) the assessment of the behavior.

- (1) The exact learner tells who the student will be.  
(For example, the 2<sup>nd</sup> period history students, the first grade class, the group reading *Night*.)
- (2) The observable or measurable behavior tells exactly what the student will do with the TEKS you will teach.  
(For example, recall, describe, conclude, classify, design, judge. This will always be a verb. The verb will determine the cognitive level. See Bloom's Taxonomy.) Make (2) as general and as brief as possible. DO NOT include anything except information from the TEKS.
- (3) The circumstances or condition under which the behavior will be measured tells the conditions in which the student will work.

(For example, working alone, working in a group, using a calculator, working in a lab, reading from a chart.)

- (4) The assessment of the behavior tells how much is enough.  
(For example, list 3 major events, write 5 interrogative sentences, achieve 90% accuracy on a quiz.)

**Here are some examples of clear objectives:**

- (1) The 3<sup>rd</sup> period 10<sup>th</sup> grade English students will (2) analyze how place and time influence theme (3) working in pairs (4) locating four examples.
- (1) The kindergarten students will (2) select the primary colors (3) from a box of crayons (4) with 100% accuracy.
- (1) The 1<sup>st</sup> period 7<sup>th</sup> grade history students will (2) compare the economies of two cities (3) using a Venn diagram (4) listing six similarities.

Before you begin planning a lesson, ask yourself, “What, exactly, do I want my students to learn?”

For example,

**§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

(b) Knowledge and skills.

- The **knowledge and skills** are *content standards* represented by numbers, which outline the essential concepts and skills students must learn.

(7) **Multiple genres:** listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) **analyze** how themes are developed through the **interaction of characters and events**;

- **The Student Expectations (SEs)** represented by capital letters describe what students should be able to do to demonstrate proficiency in what is described within the knowledge and skills statement.

If you want your students to learn how themes are developed through the interaction of characters and events, your objective might look like this:

(1) The 8th grade English students will (2) analyze how the theme of a story is developed (3) by reading Title of a story (4) and identifying and analyze three examples of how the character(s) interact in certain situations to conclude the overall theme of the text.

For this assignment, use the Nath & Cohen four-part formula. **Number the four parts.** Remember that an objective is a behavior that is observable or measurable and reflects the TEKS you are teaching. Write your objective in the appropriate section of the Lesson Plan Model.

In summary, for this assignment:

3. Choose the TEKS from each content that you want to develop into a lesson. Include the complete number(s) and complete text that identifies the TEKS. Write your TEKS in the appropriate section of the Lesson Plan Model.
2. Use the Nath & Cohen four-part formula to write a lesson objective based on the TEKS you've chosen.

Reference:

Nath, J. L & Cohen, M. D. (2005). *Becoming a middle school or high school teacher in Texas A course of study for the pedagogy and professional responsibilities (PPR) TExES*. Belmont, CA: Cengage Learning.

Please be prompt with this assignment. **If you are absent the day of your Lesson Plan Demonstration, you will not receive credit.**

**After you have written your Lesson Plan,** you will reflect and respond to the readings and class discussions that have informed your instructional lesson plans. The purpose of the reflection is to deepen your understanding of the readings and topics explored, as well as prepare you for discussions and Lesson Planning. Below you will read the description of the Reflective Narrative expectations.

**Reflective Narrative: Extra Credit 25 pts.** (Aligned to your Lesson Plan)

The reflection should be a typed 2-3 page reflection (double-spaced) and should follow APA format. You are not to summarize the readings. Dig deeper. This is a space for you to raise questions, explore and react to issues raised in the readings and in class, and to connect the readings to your own experiences. I want to know what the readings make you think about, your new insights, and any questions or wonderings you have. In your paper, you need to cite the readings that helped develop your thoughts and growth. Include an APA reference page of the readings you used at the end of your reflection.

Reflection Narrative goals:

- Becomes a collection of insights and citations that are reflective of your thinking as you move through the theoretical and practical frameworks of learning about reading and writing in the content areas.
- Show/demonstrate a reflection about your dispositions, knowledge, and practices.
- Clearly demonstrate that you have read each assignment thoughtfully and carefully.

**Instructional Video:** A content specific lesson plan that integrates literacy through the medium of digital presentation...

You will present your Lesson Plan through any digital platform of your choice. Use a reading/writing strategy informed by the English Language Proficiency Standards (ELPS). The instructional video will be approximately 10 minutes. Plan accordingly. Engage and help your future students know how to integrate literacy in your content. Do not exceed 12 minutes. Learning how to pace your lesson will be a skill that takes practice. If you want to know more about the theory behind digital mini lessons you can find more information by researching the “Flipped Classroom Model” or Khan Academy to see how other educators use digital platforms to present lessons.

### **Writing to Learn Journal: 10 Media Presentations:**

A reflective practitioner develops habits of responding to professional readings with intentional, consistent, and reflective thinking. As you read texts and articles for this course, you will utilize strategies with the learner and teacher’s eye for capturing and responding to important insights in the readings. Strive to reveal your understanding, musing, thinking, exploring, and questioning about issues, approaches, and methods posed by the material.

When you use writing to reflect intentionally and systematically about the readings, you will:

- Make new connections;
- Articulate your beliefs about language, literacy, and learning;
- Make solid predictions and pose new questions;
- Theorize from descriptions of exemplary practice and
- Imagine practices that reflect current theory.

What will you do? Every week, you will create a Media Presentation by reflecting on the assigned chapters in your text and apply your content to the chapter concepts. You will integrate your content by selecting a TEK(S) in your content as a framework to apply the chapter concepts. Please integrate thoughtful, tangible responses to the readings you have engaged with in your Writing to Learn Journals. In doing so, you will be able to expand the presentations and peer discussions at a conceptual level.

You will submit 10 Writing to Learn Journals (WTLJ). Each chapter of the text will represent one journal entry. However, you are also required to integrate one TEK based on your content. **I will discuss this expectation in a video.** What you put in to the journal is what you will get out of it. Be constructive. No superficial reflections will receive credit.

WTLJ Post: Media Presentation on assigned chapter and selected TEKS.

Peer Post: Min. 75 words of constructive feedback.

QEP Peer Post: Min. 75 words providing peer feedback by using the QEP rubric. (ongoing)

How the journal works on Blackboard.

1. **You will be required to post your journal for the chapter each week on Saturday, by midnight.** However, you have specific class presentation due dates. Each WTLJ must use the medium of video. You can use Google +, VoiceThread, YouTube, or any other platform that you can upload to the Bb discussion board. You may not upload PPT Presentations with audio links directly into Blackboard. PPTs take up too much space. However, you can use PPT or Google Slides as a

platform for the visual presentation, but you will need to embed the file to a video/audio platform like YouTube, Vimeo, VoiceThread, Screen-Cast-Omatic, Screencastify, etc.... You will upload the presentation URL to Bb. Do not upload PPT files. You may embed PPT files in a platform that produces MP4s or URLs.

2. **You will need to respond on Blackboard to two students' journal each Sunday, by midnight.**

Give feedback, ask questions, give suggestions, provide clarifications, and help each other learn. You are teachers in the making now. Use the QEP Rubric to give each other feedback.

**Final Exam: Certify Teacher Exam TBA.**

Learning is a life-long process and learners are constantly in the process of outgrowing themselves. You too will outgrow yourself as you engage in reading, writing, listening, speaking, and thinking this semester. Many of your thoughts, ideas, and reflections will be captured in your "Writing to Learn Journal and Reflective Narrative", all of which will provide rich resources to help you see where you have "grown your knowing". As a life-long learner, you will chronicle how you have grown as a reader, writer, speaker, listener, and thinker. You will address what you know about learners, the process for both reading and writing, and the significance of reading and writing across the curriculum. Your career will require you to reflect on your knowledge growth.

## **Section VIII. Policies**

**Attendance.** Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

**Classroom Demeanor.** Cell phones must be turned off or on silent. Put them away unless we are using them! Refrain from text messaging in class. No texting in class! Snacks are acceptable. It is up to you to obtain missed notes, handouts, etc. from a peer.

**Academic Integrity.** All work submitted for a grade in this course must be **your original effort**. The work cannot be copied from:

- Materials purchased or copied from a pre-made kit,
- A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
- Another individual's work (to include but not be limited to a current or former student, current or former classroom teacher
- Your own work completed for another class
- Any other copyrighted materials.

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual using APA format on your assignments.

**Grading.** Rubrics are provided for many of the assignments completed in this course. While these can help guide you toward successfully completing each assignment, *it is not enough* to read the rubrics and ignore the assignment descriptions. Reading **both** the criteria listed in the rubrics and the details provided

in the assignment descriptions (and bringing questions to class *prior* to the due dates) will best prepare you for successful completion of this course.

Use the rubrics for your benefit – become accustomed to using them and they will guide you toward completing assignments that are more effective.

### **Course Assignments Rubric:**

- “A” Demonstrates the **highest level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Consistently and often, contribute constructive comments and questions that expand and enrich class assignments. Projects must be of highest scholarly level.
- “B” Demonstrates a **proficient level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Occasionally contribute constructive comments and questions that expand and enrich class assignments. Submitted projects must be at a proficient level.
- “C” Demonstrates an **average level** of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor’s expectations. Rarely contribute constructive comments and questions that expand and enrich class assignments. Submitted projects are at an average level.
- “D” Demonstrates an **inadequate level** of class attention, responsibility, participation, preparation and professionalism as judged by the instructor’s expectations. Submitted projects are at an inadequate level.

### **Written Assignments: (Please do not overlook the 2<sup>nd</sup> bullet).**

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- If you do not demonstrate/exhibit written professional quality with your assignments then you will be put on a required growth plan to continue in this course.
- There will be **no pre-grading of assignments**, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.
- All assignments are to be turned in on the due date. Since most assignments will require you to submit via Blackboard, you will have until midnight of the same day to submit. No assignments will be accepted after the due date. Technology problems are **NOT** acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, Blackboard, etc.
- No assignments or parts of assignments will be accepted via email. ALL assignments should be submitted through Blackboard, unless the instructor has indicated that the assignment should be brought to class.

- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted, unless noted. **Times New Roman/ 12 pt. font/ 1-inch margins/ double spaced/APA format, unless otherwise noted. ALWAYS submit your assignments using the assignment guidelines.**

**Late Work.** It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for quizzes, exams, and presentations. If an emergency arises, please contact me to make arrangements. Otherwise:

\* **Meet due dates for all assignments.** *Most* assignments are due on Blackboard by midnight.

**Distance Education Statement.** Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.

The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

## **Section IX. Notes on University Programs and Services**

**ADA.** It is Sul Ross University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, psychological, or learning impairment/disability/challenge, please contact the ADA Coordinator for Program Accessibility located in FH 112 or call 837-8203.

Sul Ross is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

**Technical Support.** If you find yourself having technical-difficulties contact Technical Support (837-8888). If you find yourself having content-difficulties please do not hesitate to contact me.

## Course Calendar

(This syllabus/calendar is subject to change)

**NOTE: You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is a consistent way for you to be successful in the course.**

**NOTE: Complete assigned readings and homework prior to attending class.**

Week	Course Suggested Assignment Timelines	Essential Questions, Readings, Topics  FYI: It is your responsibility to read the material/text PRIOR to class.	Assignments/Activities
WK 1	T January 14	Introductions, syllabus overview  Work on your Content Study Notebook.	
	TR January 16	<p>Chapter 1: Teaching and Learning through Text</p> <p><b>Task 1:</b> Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>What is the meaning of literacy? Why is content literacy not the same as content knowledge? What role do reading and writing play in content literacy?</p> <p><b>Task 2:</b> QEP Lesson 1: Analyze all the components of the QEP Cardinal Rubric</p> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Content Development</li> <li>• Purpose</li> <li>• Academic Language</li> <li>• Supporting Material</li> <li>• Technique</li> <li>• Review Bb for details (Week 1)</li> </ul> <p><b>Task 3:</b> Complete WTLJ 1 and Respond to two peers using the QEP Rubric.</p> <p>Work on your Content Study Notebook.</p>	<p>Activity: Disciplinary Literacy Work on your first Writing to Learn Journal entry (WTLJ) for Ch. 1 Only focus on <b>“Organization”</b> for your WTLJ 1. Remember: You will submit 10 journal entries. One for each chapter by midnight every Saturday. Then a peer post every Sunday by midnight.</p> <p><b>Due: January 18 WTLJ 1</b> <b>Due: January 19 Peer Posts</b></p>

WK2	T Jan. 21	<p>Chapter 2: Literacy Processes</p> <p><b>Task 1:</b> Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>What is the role and purpose of prior knowledge in reading and the role of intention in writing?          What similarities are shared in reading and writing? Explain their implications for content instruction.</p> <p><b>Task 2:</b> Complete and submit the “Think Sheet” found under “Coursework Share” WK2.          Work on your Content Study Notebook.</p>	<p><b>Due: Intro Letter:</b>          January 23</p> <p><b>Due: Jan. 25 WTLJ 2</b>  <b>Due: Jan. 26 Peer Post</b></p>
	TR Jan. 23	<p>QEP Lesson 2: <b>“Content Development”</b></p> <p><b>Task 3:</b> Complete WTLJ 2 and Respond to two peers using the QEP Rubric.</p> <p><b>WTLJ #2:</b> For WTLJ 2, you will only focus on <b>“Content Development”</b> using the QEP Rubric.</p> <p><b>Peer Responses:</b> Use ONLY THE <b>“Content Development”</b> component of the QEP Rubric to provide peer feedback to two peers.</p> <p>Work on your Content Study Notebook.</p>	
WK3	T Jan. 28	<p>Chapter 3: Getting to Know Your Students, Your materials, and Your Teaching</p> <p><b>Task 1:</b> Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>What is reading ability?          Describe the three dimensions of assessment necessary for content literacy-based instruction.          Define: independent, instructional, and frustration reading levels.</p>	<p><b>Due: Feb. 1 WTLJ 3</b>  <b>Due: Feb. 2 Peer Post</b></p>

	TR Jan. 30	<p>Chapter 3 Continued...</p> <p>QEP Lesson 3: "Purpose"</p> <p><b>Task 2:</b> Complete WTLJ 3 and Respond to two peers using the QEP Rubric.</p> <p><b>Peer Responses:</b> Use ONLY THE "Purpose" component of the QEP Rubric to provide peer feedback to two peers.</p> <p>Work on your Content Study Notebook.</p>	
WK4	T Feb. 4	<p>Chapter 4: Teaching for Diversity</p> <p><b>Task 1:</b> Answer the guiding questions below in "Coursework Share" on Blackboard (Bb).</p> <p>What are the dimensions of diversity present in U.S. classrooms?  Why must we be cognizant of the instructional challenges posed by diverse classrooms?  How can you develop culturally responsive strategies for better addressing the needs of a diverse classroom?</p> <p><b>Task 2:</b>  Create a diversity map of yourself. Then compare yourself to a colleague. Upload to "Coursework Share".</p> <p>Work on your Content Study Notebook.</p>	<p><b>Due: Feb. 8 WTLJ 4</b>  <b>Due: Feb. 9 Peer Post</b></p>
	TR Feb. 6	<p>Chapter 4 Continued...</p> <p>QEP Lesson 4: "Academic Language"</p> <p><b>Task 3:</b> Complete WTLJ 4 and Respond to two peers using the QEP Rubric.</p> <p><b>Peer Responses:</b> Use ONLY THE "Academic Language" component of the</p>	

		QEP Rubric to provide peer feedback to two peers.	
WK5	T Feb. 11	<p>Chapter 5 Building Prior Knowledge</p> <p><b>Task 1:</b> Answer the guiding questions below in “Coursework Share” on Blackboard (Bb). What is meant by considerate and inconsiderate text?</p> <p><b>Task 2:</b> Complete in “Coursework Share” This chapter focuses on the “Before Reading” Lesson Plan component. Read the chapter thoroughly and select a TEK in your content. How would you use appropriate techniques to build and activate background and prior knowledge based on your selected TEK</p> <ul style="list-style-type: none"> <li>• Work on the above. Develop your thoughts and share on “Coursework Share”. This activity will serve as a pre-writing strategy for your WTLJ 5.</li> </ul> <p>Work on your Content Study Notebook.</p>	<p><b>Due: Feb. 15 WTLJ 5</b> <b>Due: Feb. 16 Peer Post</b></p> <p><b>Select a TEKS to create your digital Lesson Plan.</b></p>
	TR Feb. 13	<p>Chapter 5 Continued...</p> <p>QEP Lesson 5: “<b>Supporting Materials</b>” <b>Task 3:</b> Complete WTLJ 5 and Respond to two peers using the QEP Rubric.</p> <p><b>Peer Responses:</b> Use ONLY THE “<b>Supporting Materials</b>” component of the QEP Rubric to provide peer feedback to two peers.</p> <p>Work on your Content Study Notebook.</p>	
WK6	T Feb. 18	<p>Chapter 6: Introducing Technical Vocabulary</p> <p><b>Task 1:</b> Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p>	<p><b>Due: Feb. 22 WTLJ 6</b> <b>Due: Feb. 23 Peer Post</b> <b>Due: Feb 23 Field Report #1</b></p>

		Describe the nature and function of words and their relationship to human experience. Construct a graphic organizer for this chapter. Select a TEK and introduce vocab.	
	TR Feb. 20	Chapter 6 Continued...  QEP Lesson 6: "Technique" <b>Task 2:</b> Complete WTLJ 6 and Respond to two peers using the QEP Rubric.  <b>Peer Responses:</b> Use ONLY THE "Technique" component of the QEP Rubric to provide peer feedback to two peers.  Work on your Content Study Notebook.	
WK7	T Feb. 25	Chapter 7: Making Reading Purposeful  <b>Task 1:</b> Answer the guiding questions below in "Coursework Share" on Blackboard (Bb). What are some reasons for setting purposes prior to reading?  <b>Task 2:</b> Based on the chapter: Create a literal, inferential, and critical level question. AND Explain how student created questions can best serve reading assignments. Discuss purpose-setting techniques.  Work on your Content Study Notebook.	<b>Due: Feb. 29 WTLJ 7</b> <b>Due: Mar. 1 Peer Post</b>
	TR Feb. 27	Chapter 7 Continued...  QEP Lesson 7: "ALL 6 QEP Components"  <b>Task 3:</b> Complete WTLJ 7 and Respond to two peers using the QEP Rubric.  <b>Peer Responses:</b> Use All 6 components of the QEP Rubric to provide peer feedback to two peers.	

		Work on your Content Study Notebook.	
WK8	T March 3	<p>Chapter 8 Reading Guides</p> <p><b>Task 1:</b> Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>What are advantages to using guides in written form? Defend the use of guides for a wide range of reading selections and for students of both high and low ability.</p> <p><b>Task 2:</b> Select a TEK and Create a Reading Guide. Upload to “Coursework Share”. Integrate this reading guide somehow in your WTLJ 8.</p> <p>Work on your Content Study Notebook.</p>	<p>Due: March 7 WTLJ 8</p> <p>Due: March 8 Peer Post</p>
	TR March 5	<p>Chapter 8 Continued...</p> <p>QEP Lesson 8: ALL 6 QEP Components</p> <p><b>Task 3:</b> Complete WTLJ 8 and Respond to two peers using the QEP Rubric.</p> <p><b>Peer Responses:</b> Use All 6 components of the QEP Rubric to provide peer feedback to two peers.</p> <p>Work on your Content Study Notebook.</p>	
WK9	T March 10	No class- Spring Break	
	TR March 12	No class- Spring Break	Due: March 15 Field report #2
WK 10	T March 17	<p>Chapter 9</p> <p>Providing Time to Read: When, Where, and How?</p> <p><b>Task 1:</b> Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p>	<p>Due: Mar. 21 WTLJ 9</p> <p>Due Mar. 22 Peer Post</p> <p>Due: March 22 Field report #3</p>

		<p>Describe effective teacher practices to use during silent reading.</p> <p>Describe team and partner approaches to reading and describe their strengths and limitations.</p> <p>List the difficulties inherent in round-robin oral reading as a means of “covering” the material.</p> <p>Work on your Content Study Notebook.</p>	
	TR March 19	<p>Chapter 9 Continued...</p> <p>QEP Lesson 9: ALL 6 QEP Components</p> <p><b>Task 2:</b> Complete WTLJ 9 and Respond to two peers using the QEP Rubric.</p> <p><b>Peer Responses:</b> Use All 6 components of the QEP Rubric to provide peer feedback to two peers.</p> <p>Work on your Content Study Notebook.</p>	
WK11	T March 24	<p>Chapter 10: Questioning and Discussion</p> <p><b>Task 1:</b> Answer the guiding questions below in “Coursework Share” on Blackboard (Bb).</p> <p>Write questions based on the chapter and engage in a peer discussion. Upload your questions and respond to at least two peers on “Coursework Share”</p> <p>QEP Lesson 10: All QEP Components and Peer feedback to three classmates.</p> <p><b>Task 2:</b> Complete WTLJ 10 and Respond to three peers in the class using the QEP Rubric.</p> <p><b>Peer Responses:</b> Use All 6 components of the QEP Rubric to provide peer feedback to THREE peers in the course.</p>	<p><b>Due: March 28 WTLJ 10</b></p> <p><b>Due: March 29 Peer Post/</b></p> <p>Respond to THREE peers in the class for WTLJ 10. Use the QEP rubric for each peer. Save accordingly so that you provide feedback to the right peer.</p>

		Work on your Content Study Notebook.	
	Instructional Video	<p><b>Instructional Video.</b> For this Lesson Plan you will use the SRSU Lesson Plan template. However, instead of presenting a traditional lesson to the class, you will use your Lesson Plan to produce an instructional video. Again, this is a digital lesson. How you create this lesson is up to you. You just need to make sure you follow your Lesson Plan Template and be creative. You are free to select the digital platform of your choice. Your digital lesson should be at least 10 minutes and not exceed 12 minutes. Points will be deducted for lessons that exceed 12 minutes. Students must still have a formative and summative assessment. You must also create a rubric to assess the learning.</p> <p>Work on your Content Study Notebook.</p>	
	TR March 26	<p>By now you should have selected the TEKS and ELPS for your Instructional Video.</p> <p>Begin putting the Lesson Plan together.</p> <p>Work on your Content Study Notebook.</p>	
WK12	T March 31	<p>Continue working on the Lesson Plan.</p> <p>Work on your Content Study Notebook.</p>	
	TR April 2	Continue working on the Digital Lesson Plan.	

		<p>Upload the Completed Lesson Plan to “Assignment Submissions” on Bb for grading purposes by Saturday, April 4 by midnight.</p> <p>Work on your Content Study Notebook.</p>	
WK13	T April 7	<p>Begin working on the instructional video.</p> <p>Work on your Content Study Notebook.</p>	
	TR April 9	<p>Continue working on the instructional video.</p> <p>Work on your Content Study Notebook.</p>	Due April 12 Field report #4
WK14	T April 14	<p>Continue working on the Instructional Video.</p> <p>Work on your Content Study Notebook.</p>	
	TR April 16	<p>Continue working on the Instructional Video.</p> <p>Upload the Instructional Video to “Assignment Submissions” on Bb for grading purposes by Saturday, April 18 by midnight.</p> <p>Upload the Instructional Video to “Coursework Share” on Bb and give feedback to two peers by Sunday, April 19 by midnight. When you give feedback, use the QEP Rubric. This is worth 200 pts.</p> <p>Work on your Content Study Notebook.</p>	<p>Due: April 16</p> <p>Field Experience Log</p>
WK15	T April 14	<p>Study your content on Certify Teacher.</p> <p>Work on your Content Study Notebook.</p>	
	TR April 16	<p>Study your content on Certify Teacher.</p> <p>Work on your Content Study Notebook.</p> <p>All CT hours and Study Notebook (10 hours for ED 4314) due May 3 by midnight.</p>	<p>Due: May3</p> <p>Certify Teacher 600 min.</p> <p>Due April 26 Field report # 5</p>
WK16	T April 28	<p>Study your content on Certify Teacher.</p>	
	TR April 30	<p>Dead Day</p>	

WK16	TBA	Final Exam: Certify Teacher Exam Score  Certify Teacher Final Exam during ED 3302 on May 6. <b>If you need extra time, we will make arrangements accordingly. Bring your laptops.</b> No Make-up	You must score a 260 or higher to get testing approval for the official content TExES exam. You must pass content exam to get approval for student teaching.
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