

**College of Education, Teacher Education
University of Texas at El Paso**

BED 4355 CRN 19940 - Monday

Fall 2022

August 22-December 5

Instructor: Gloria E. Martinezz

E-mail: gemartinez8@utep.edu

Cell Number: (915) 329-9593

COURSE DELIVERY

50-85% Online, Synchronous Meetings: **Mondays 5:30 pm - 8:20 pm.**

Face to Face meetings will take place at UTEP in **EDU Rm 202 Mondays 5:30 – 8:20 pm.**

In the event that a seminar class is canceled an updated cancellation notice will be sent accordingly. Please make sure you are checking your email daily to ensure that you do not miss important updates.

COURSE DESCRIPTION (3 credit hours)

This course focuses on the cultural, structural and institutional dynamics of schooling in multicultural communities. It covers the multiple roles of the 21st century teacher, equity issues in elementary education, and how teachers can utilize the linguistic, cultural and personal resources of children to support meaningful academic growth. Students will explore empowering approaches to teaching as they select, plan, provide and evaluate educational experiences appropriate to the developmental level, sociocultural background, and diverse learning needs of elementary-aged children.

PREREQUISITE / COREQUISITE

Pre-Req: Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

Co-req: ELED 4310; RED 4338; ELED 4680

COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION

This course aligns with the University's and College of Education's mission and vision in addressing the preparation of educators with a special emphasis on and support for student learning and development within linguistically and culturally diverse border region settings. It provides students with opportunities to apply knowledge of EC-12 education as they develop and deliver presentations and teaching activities that are aligned to the state standards for educators. Students will engage in work that addresses equity and access in education for all students.

**College of Education, Teacher Education
University of Texas at El Paso**

COURSE LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

- Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification
- Critically analyze and deconstruct hegemonic social structures present in elementary schooling in the U.S.
- Outline how class, race, and gender are related to learning at school and outside the school
- Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in the elementary classroom
- Identify the components of learning environments, classroom interactions and educational activities in which children’s diversity, cultural assets and individual differences are respected
- Apply empowering approaches to teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children

REQUIRED READINGS

- **The Fundamental 5 Revisited: Exceptional Instruction In Every Setting** Book by Mike Laird and Sean Cain
- Selected Chapters, Journal articles, other publications and readings on websites.
- [Texas Essential Knowledge and Skills \(TEKS\)](#) for different grade levels or subject matter. The TEKS can be found in the Texas Education Agency (TEA) website
- [TExES exam preparation materials](#): You are required to access some materials that will acquaint you with the TExES certification exams. At a minimum, you must access the materials available for free through the ETS website
- **Additional readings** will be available via email

College of Education, Teacher Education University of Texas at El Paso

ATTENDANCE POLICY

Professional behavior includes consistent and punctual attendance. Teacher candidates are expected to attend every synchronous meeting of this course. In the event of excessive absences, as specified in the MTR Handbook, a Performance Improvement Plan will be initiated. In addition, because this is a hybrid course, attendance will be determined by class participation online. Participation is also determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the Discussion Boards
- Completing all module activities (assignments, quizzes, etc.)

NETIQUETTE

- Always consider the audience in discussions. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructors at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Information posted on these online spaces is intended for classmates and professors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

LATE WORK POLICY

Assignment expectations and due dates are discussed weekly during class. Assignments are typically due the following week to provide students ample time to plan and prepare. Know the expectations and deadlines for each assignment. Familiarize yourself with the syllabus to help you meet all the deadlines. 15 points will automatically be deducted from any assignment turned in late. Students must be in class (Virtual or F2F) to receive full credit for attendance.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities. This allows for equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause

College of Education, Teacher Education University of Texas at El Paso

undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

COVID-19 INFORMATION AND ACCOMMODATIONS

If you feel you may need accommodations as you deal with COVID-19, please let me know by emailing me at gemartinez8@utep.edu. My main focus is to assist and be a resource for you to ensure your overall well-being and the successful completion of this course.

Even though our course is 50-85% online, you may plan on going to campus for other reasons (e.g., library, computer or internet access). You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

STUDENT RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

College of Education, Teacher Education University of Texas at El Paso

- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.

POLICIES AND PROCEDURES

Food insecurity, mental health, and access to support services

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning. I want you to be aware of a variety of support services on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of **Counseling and Psychological Services** offers mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/student-affairs/counsel/resources/services-students.html>. Additional support services and resources are listed at <https://www.utep.edu/student-affairs/resources/index.html>. If you are facing an obstacle to your learning, I encourage you to check out these resources, or let me know, and I will be happy to help you find the supports you need. You are not alone.

Changes to the syllabus

I strive to respond in my teaching to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and needs for growth. Some changes may be made to the syllabus along the way. I will always notify you or ask you to participate in the decision to make changes. If there are significant changes, the updated syllabus will be made available via email.

**College of Education, Teacher Education
University of Texas at El Paso**

COURSE ASSIGNMENTS/REQUIREMENTS

Quick Writes/Written Closure Reflections

A Quick Write is a strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess current thinking. The strategy asks learners to respond in 5–10 minutes to an open-ended question or prompt posed before, during, or after reading or [viewing]. Its purpose is to activate prior knowledge, help make personal connections, promote reflection about key content concepts, encourage critical thinking, organize ideas for better comprehension, and demonstrate understanding of key concepts. You will be writing quick writes on articles, activities and viewings of documentaries presented in class, as well as, closure reflections at the end class. There will be no make-ups for missed Quick Writes/Written Closure Reflections due to non-attendance.

The Fundamental 5 Observation and Reflection

Each month students will complete an observation focused on the Fundamental 5 of the month. Students will be required to observe their mentor teacher or other teacher(s) on campus to complete the observation and reflection. We will meet face to face during the end of each month to connect The Fundamental 5 observation and reflection to our learning.

PPR 240 Tutoring Checkpoints

There will be 4 checkpoints throughout the semester to ensure completion of PPR exam preparation on 240 tutoring.

Checkpoint 1: 25% Completion

Checkpoint 2: 50% Completion

Checkpoint 3: 75% Completion

Checkpoint 4: 100% Completion

Bridging the The Fundamental 5 to The POP Cycle

You will create, implement and evaluate a lesson plan modeled from your second POP cycle. The lesson plan will include detailed sections - **knowledge of self, knowledge of students, student achievement chart, knowledge of curriculum and resources, and knowledge of standards**, teaching and video taping one or more of your designed lessons in your assigned Residency I classroom and reflective analysis of your teaching (via video analysis).

Response to Observation and Practice(RtOP)

To help you synthesize your observations during the semester you will be required to submit “Response to Observation/Practice” (RtOP) reflections.

There are 4 necessary components for each of your RtOP reflections.

1. First, **OBSERVE**

There are a series of observation tools that you will be provided that assist you in looking at classroom practice in a purposeful way. When you observe, you will collect data by using each tool to help you make sense of what you are seeing, what it means and questions that may emerge for you. Additionally, this process will help you with the CONNECT to Standard, Text

**College of Education, Teacher Education
University of Texas at El Paso**

and Self portion of the RtOP written below. You will attach this completed form with each RtOP and submit it within the required timeline in order to receive credit.

2. Second, **CONNECT to Standard**

In a written response, you will synthesize 5 of your observations by connecting the experience to one of the *TEXES Secondary and All Levels Professional Development Standards*:

- **Standard I:** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
- **Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- **Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

For your RtOP, create the heading: “Connect to Standard,” and in this section you will need to examine the standards and select one to discuss in light of your observation/practice. How does the standard speak to what you observed, saw or did? Be specific and give a detailed discussion that thoroughly demonstrates your understanding of the standard you selected. Keep in mind that you are expected to use all 4 standards at least once over the course of the semester; however, there is not a particular order you must go in—just make sure you address each of them thoroughly.

3. Third, **CONNECT to Text**

Under the heading: “Connect to Text” and in this section you will connect your experience to one or more of the course readings. How do the readings speak to what you are observing or doing? What are the contradictions and/or challenges? How do the readings help you understand what you are observing, doing and/or thinking about? Make sure you properly cite your response in APA or MLA style. No excuses about APA or MLA formatting.

See <http://owl.english.purdue.edu/> for an excellent resource.

4. Fourth, **CONNECT to Self**

Finally, for each RtOP, under the heading: “Connect to Self,” you are expected to connect what you have observed yourself. What are you learning about yourself? What are you learning about teaching elementary, middle, and/or high school? How does this awareness inform your notion of teaching and learning—that is, what it appears to be and what it can be? So, to recap, each RtOP should have the following components with appropriate section headings:

- **Connection to Standard**
- **Connection to Text**
- **Connection to Self**
- **Attached Observation Tool**

**College of Education, Teacher Education
University of Texas at El Paso**

Summary of components of course grade

Requirements/Assignments	How many	Total Points
Attendance (seminar course and other meetings)	16	16 x 6.25 = 100
Quick Writes (Motivational Mondays)	16	16 x 6.25 = 100
Weekly Reflections	16	16 x 6.25 = 100
Fundamental 5 Observations and Reflections	5	20 x 5 = 100
PPR 240 Tutoring Check Points	4	25 x 4 = 100
Bridging the Fundamental 5 to The POP Cycle	1	100
Response to Observation & Practice (RtOP)	1	100
Grade Distribution: Total Points: 700 points	A 90% - 100 % of point total C 70% - 79.9 % of point total	B 80% - 89.9% of point total D 60% - 69.9% of point total

COURSE CALENDAR - *Subject to Change*

Fall 2022			
Week	Date	Topic/Activities	Preparation for Next Week
1	Aug 22	Welcome Syllabus Overview, Get to know you activity What are the TEKS? How do I read the TEKS? Cognitive vs. Content Expectations Process of Understanding the TEKS	Homework (HW): Purchase the Textbook <u>The Fundamental 5 Revisited: Exceptional Instruction in Every Setting</u> Bring a HARD COPY of your grade level / content area TEKS. Preferably the Snapshot available on L4W. If not available, print a PDF copy from TEA's website. The Fundamental 5 - Chapters 1 & 2
2	Aug 29 Face to Face	Class Introductions face to face, TEKS Deep Dive TEKS Exploration Tool from Lead4Ward The Fundamental 5 Intro and Overview Fundamental 5-Framing the lesson Scripting Activity	The Fundamental 5 - Chapter 3 240 Tutoring for PPR Teaching Beliefs and Mindset Survey MIni Lesson/Opening-Video Script Bring in a lesson frame to analyze next week

**College of Education, Teacher Education
University of Texas at El Paso**

3	Sep 5	Labor Day	No Class
Fall 2022			
<i>Week</i>	<i>Date</i>	<i>Topic/Activities</i>	<i>Preparation for Next Week</i>
4	Sep 12	Framing the Lesson, Connection to POP Cycle Lesson Plan, How do we plan for ALL students? PPR Connection, Weekly Reflection Framing the Lesson Application Partner Feedback - POP connection - Lesson Opening and Lesson Closure	The Fundamental 5 - Chapter 4 240 Tutoring for PPR Checkpoint 1 - should be 25% completion Teaching Beliefs and Mindset Survey Bring roster of students with coding and assessment data
5	Sep 19 Face to Face	PPR Connection, Weekly Reflection Student Achievement Chart Case Study Fundamental 5-Frequent Small Group Purposeful Talk How do we plan for ALL students?	240 Tutoring for Content Exams and PPR Mentor Teacher Letter
6	Sep 26	PPR Connection, Weekly Reflection Fundamental 5-Frequent Small Group Purposeful Talk Student Achievement Chart Case Study	The Fundamental 5 - Chapter 5 240 Tutoring for Content Exams and PPR Student Achievement Chart Connection Domain 1: Identify F5 within MAT
7	Oct 3	PPR Connection, Weekly Reflection Fundamental 5-Frequent Small Group Purposeful Talk	The Fundamental 5 - Chapter 6 240 Tutoring for Content Exams and PPR Domain 1: Identify F5 within MAT
8	Oct 10	PPR Connection, Weekly Reflection Presenting Instructional Content and Lesson Structure and Pacing	240 Tutoring for PPR Checkpoint 2 -should be 50% completion
9	Oct 17 Face to Face	PPR Connection, Weekly Reflection Fundamental 5-Work the Power Zone Managing Student Behavior and Teacher Knowledge of Students	The Fundamental 5 - Chapter 7 240 Tutoring for Content Exams and PPR Domain 2: Identify F5 within MAT
10	Oct 24	PPR Connection, Weekly Reflection Feedback, Thinking and Questioning	240 Tutoring for PPR Domain 2: Identify F5 within MAT

**College of Education, Teacher Education
University of Texas at El Paso**

Fall 2022			
Week	Date	Topic/Activities	Preparation for Next Week
11	Oct 31	PPR Connection, Weekly Reflection Assessment Teacher Knowledge of Students	240 Tutoring for Content Exams and PPR 240 Tutoring hours content
12	Nov 7	POP Connection, PPR Connection, Weekly Reflection Fundamental 5-Recognize and Reinforce Student Achievement Chart High Expectations for Students	240 Tutoring for PPR Checkpoint 3 -should be 75% completion
13	Nov 14	POP Connection, PPR Connection, Weekly Reflection	240 Tutoring for PPR Domain 3: Identify F5 within MAT
14	Nov 21	POP Connection, PPR Connection, Weekly Reflection	240 Tutoring for Content Exams and PPR
15	Nov 28 Face to Face	POP Connection and Goals for Residency 2 Fundamental 5-Write Critically	Prepare for final presentation 240 Tutoring for PPR Evidence of F5 in POP 2 Lesson Plan
16	Dec 5 Possible Face to Face	Final Project Presentations & RtOP Class Reflections How has this course prepared me to be a better teacher? How has it strengthened my teaching during residency?	240 Tutoring for PPR Checkpoint 4 -should be 100% completion Final-POP Cycle 2 Lesson Plan Evidence of Fundamental 5 - Written Reflection for RtOP

STUDENT LEARNING OUTCOMES

Student will:	Assessments
Demonstrate knowledge of the policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;	Reading Reflections Quick Writes/Written Closure Reflections POP Cycle lesson plans and reflections

**College of Education, Teacher Education
University of Texas at El Paso**

Critically analyze and deconstruct hegemonic social structures present in elementary schooling in the U.S.;	Reading Reflections Quick Writes/Written Closure Reflections The Fundamental 5 observations and reflections
Outline how class, race, and gender are related to learning at school and outside the school;	Quick Writes/Written Closure Reflections Reading Reflections POP Cycle lesson plans and reflections Student Achievement Chart - POP Cycle Lesson Plan
Critically examine their own beliefs and values and how these could affect attitudes towards students, families, and the community, as well as the organization and practices of instruction in the elementary classroom;	Reading Reflections Quick Writes/Written Closure Reflection POP Cycle lesson plans and reflections Student Achievement Chart The Fundamental 5 observations and reflections
Identify the components of learning environments, classroom interactions and educational activities in which children’s diversity, cultural assets and individual differences are respected;	Reading Reflections Quick Writes/Written Closure Reflections POP Cycle lesson plans and reflections Student Achievement Chart The Fundamental 5 observations and reflections
Apply empowering approaches to teaching by selecting, planning, providing and evaluating educational experiences for culturally and linguistically diverse elementary children.	POP Cycle lesson plans and reflections Student Achievement Chart The Fundamental 5 observations and reflections

TEXES: Texas Examinations of Educator Standards

TEXES Standards Incorporation: Class activities and assignments use the best practice methods that support the competencies from the TEXES Standards. Discussions will focus on how the lesson/ activity/ assignment addresses the competencies that support best practice while also providing pre-service teachers insight into questions that may appear on TEXES.

**TEXES Elementary Professional Development Standards
(Pedagogy and Professional Responsibilities Standards, EC Grade-12)**

* **Standard I:** The teacher designed instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Students, Content and Pedagogy, Selection of Instructional Goals and Objectives
Resources, Designing Coherent Instruction, Assessment of Student Learning

* **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Creating an Environment of respect and Rapport, Establishing an Environment for Learning and Excellence, Managing Classroom Procedures, Managing Student Behavior, Maintaining a Physical and Emotional Environment that is Safe and Productive

College of Education, Teacher Education University of Texas at El Paso

* **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Communication, Engaging Students in Learning, Providing Feedback to Students,
Demonstrating Flexibility and Responsiveness

* **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Interacting and Communicating with Families, Interacting with Other Educators and Contributing to the School and District, Continuing Professional Development,
Legal and Ethical Requirements and the Structure of Education in Texas

To demonstrate the incorporation of standards students will be practicing teaching using a constructivist and a multicultural curriculum designed to provide successful learning experiences for all the children. Through actual classroom teaching experience, students will be practicing concepts from all four standards listed above.