



THE UNIVERSITY OF TEXAS AT EL PASO
College of Education- Department of Teacher Education

Title of Course: TED 5310 CRN 25933 Instructional Design/Methods Semester: Spring 2025	Course Credits: 3 Course Level: Graduate Note: This course requires 25 hours of Field Observations.
Day/Time: This course is hybrid, meaning it is 50% - 85% online (though this may vary). This semester is composed of 16 weeks and we will have some Monday night classes on Zoom and some will be face to face in the Education Building at UTEP, Room 307 . Meeting times are scheduled on Mondays from 5:30-8:20 whether they are on Zoom or in person. Refer to the Course Schedule below for details.	Instructor Information: Name: Heather Click-Cuellar, Ph.D. Office: Zoom Office hours: Email any time for a Zoom appointment hclick@utep.edu Here is our course Zoom link: https://utep-edu.zoom.us/j/3909549239

Course Description

This course will provide the foundations of curriculum planning and delivery within the context of PK-12 schooling. The course will include concepts and practices that are critical to effective classroom teaching, including but not limited to: unit planning, lesson planning, standard-based instruction focused on student learning, and assessment. The course is meant to provide research-based approaches and hands-on practice for aspiring teachers seeking certification.

Course Format Information

This course is hybrid, meaning that 50-85% of the planned instruction occurs when the students and instructor are not in the same place (utilizes an Online Instructional Method). We will alternate between meeting face to face (Education Building 307) and online via Zoom on Mondays from 5:30-8:20. Refer to the Calendar below for details.

The standard recommendation across American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time plus 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information in the course BlackBoard site VERY carefully, understand what you need to do and when you need to do it, and then plan course study time in your week accordingly. If you do not understand what to do or when to do it, you should contact Dr. Cuellar (hclick@utep.edu).

Some course content is delivered via the Internet through the BlackBoard Learning Management System. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard and Zoom; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

For Technical Assistance

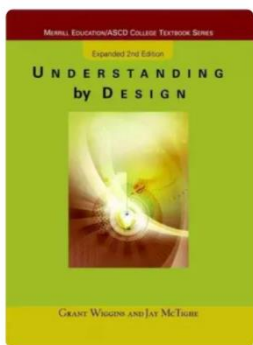
For technical problems with BlackBoard or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 PM. Phone: 915.747.4357. If

you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Required Text & Readings

McTighe, Jay, & Wiggins, Grant. (2005). *Understanding by design*. Expanded 2nd Edition. ASCD Paperback. ISBN-13: 978-1416600350 ASCD product#103055

**Please note, this textbook is available via digital form through the UTEP Library at no fee.



Required articles and other resources will be posted in BlackBoard, shared on Zoom, or emailed.

Additional Required Readings/Resources

[Miner Assessment Tool](#)

Texas Essential Knowledge and Skills (TEKS) <https://tea.texas.gov/curriculum/teks/>

Texas Teacher Evaluation and Support (T-TESS) <https://www.teachfortexas.org/Views/Teachers>

Lead4ward <http://www.Lead4ward.com/resources>

English Language Proficiency Standards: <https://www.txel.org/media/3s0nxm4w/elps-interactivelanguageobjectives.pdf>

Student Learning Outcomes

TEXAS TEACHING STANDARDS [SBEC] TED 5310 students will be able to:	Assessment of SBEC Learning Outcomes
Instructional Planning and Delivery	
Develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes	Content-Specific Unit Plan Daily Lesson Plan
Effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement	Unpacking Standards and Concept Mapping Content-Specific Unit Plan Daily Lesson Plan
Connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities	Content-Specific Unit Plan Daily Lesson Plan
Plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn	Content-Specific Unit Plan Daily Lesson Plan
Use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students	Daily Lesson Plan
Differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans	Daily Lesson Plan Student Achievement Chart Data-Driven Daily Lesson Plan/Reflection
Ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction	Content-Specific Unit Plan Daily Lesson Plan

Set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems	Content-Specific Unit Plan Daily Lesson Plan
Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving	Content-Specific Unit Plan Daily Lesson Plan
Monitor and assess students' progress to ensure that their lessons meet students' needs	Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Knowledge of Students and Student Learning	
Connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts	Content-Specific Unit Plan Daily Lesson Plan
Understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible	Daily Lesson Plan Data-Driven Daily Lesson Plan
Understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.	Content-Specific Unit Plan Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Content Knowledge and Expertise	
Organize curriculum to facilitate student understanding of the subject matter	Content-Specific Unit Plan Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions	Daily Lesson Plan
Promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners	Content-Specific Unit Plan Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Teach both the key content knowledge and the key skills of the discipline	Unpacking Standards and Concept Mapping Content-Specific Unit Plan Daily Lesson Plan Data-Driven Daily Lesson Plan/Reflection
Data Driven Practices	
Gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning	Student Achievement Chart Data-Driven Daily Lesson Plan/Reflection
Analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning	Student Achievement Chart Data-Driven Daily Lesson Plan/Reflection
Design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes	Student Achievement Chart Data-Driven Daily Lesson Plan/Reflection
Professional Practices and Responsibilities	
Adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s)	Field Observations
Communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff	Demonstrated in ALL interactions and correspondence throughout the course...in and outside of class (during Field Observations and in all electronic communications to include email, text, and discussion boards).

There will be weekly, embedded quizzes, activities, and assignments in addition to the major performance tasks listed below to support the acquisition, application, and assessment of essential content and skills throughout the course. This coursework **may or may not be** included in the general syllabus. It is imperative that you maintain an active presence with attendance at face to face class meetings/Zoom virtual meetings each week so that you are aware of and can complete all necessary course requirements.

UTEP Learning Resources

UTEP provides a variety of student services and support, including the resources below:

UTEP Library: You can access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference services and librarian assistance for enrolled students.

The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There is no shame in it. The UWC [Library Building, Rm. 227: (915) 747-5112] provides online consultations to all UTEP students at no cost. They also have walk-in services if you are local. It is a terrific resource! If I suggest you attend the Writing Center, it is because I think you will benefit from it. It is not a punishment – it is intended to help you. Check the website for more information: <https://www.utep.edu/uwc/>

Standards of Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. ***This includes submission of work created by AI instead of original student work.** Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension, or dismissal, among others.

Students with Disabilities Statement

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

Guide to Online Etiquette

As a member of the learning community of this hybrid class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

- **You are expected to actively engage in the learning community of this class.**
This includes: completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if you ask your question), and exhibiting professional courtesy during interactions with classmates and your instructor. Class participation includes, but is not limited to: engaging in in-class activities and writing, volunteering input in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your instructor and/or classmates.
- **You are expected to exhibit appropriate behavior for a higher education learning environment.**
On the days that we do not meet face-to-face, logging in to our Zoom link is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course Zoom site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are, and will differ from our peers. Sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to fully participate in all activities possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- **When on Zoom, have your camera on and microphone on mute** (unless you are speaking).
- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate in the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful of how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
- Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!

- **You are expected to exhibit high-level time management skills and turn your work in ON TIME.**

Timely completion of all coursework is essential for this class to run smoothly. Therefore, late work will NOT be accepted for full credit. All online assignments are due by the due date and time listed in the task directions (see each weekly session on our BlackBoard course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you need to devote to this class accordingly.

Attendance Policy

Absences for any reason are discouraged. If extenuating circumstances make it necessary for you to miss a class, arrive late, or leave early, please let the instructor know ahead of time; excessive absences (missing more than 2 face-to-face or Zoom class meetings) and/or missing 3 assignments could result in your being dropped from the course.

Note: Exceptions may be made in case of *extreme emergency* with supporting documentation. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation *prior* to the due date of the assignment. Without prior notice, late assignments will NOT receive full credit. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester.

If BlackBoard is down and you cannot get into our course site to post work by the required due date:

If you find that you are unable to log into Blackboard when trying to post your work by the due date, you must email me (through regular e-mail hclick@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR COMPLETED WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted. If you email me indicating that you did not post your coursework because BlackBoard was down, but you do not send your work as an attachment in the message, you will not receive full credit for your work.

- **You are expected to contact me for help if needed throughout the semester.**

I am available for office hours via Zoom if you need to meet with me. You can email me for a quick response or to set up a Zoom meeting. My email is hclick@utep.edu. Please include your first and last name in the subject of your message. You can expect a response from me within 48 hours for any email you send.

If you are unclear of expectations for the course material or completing course work for any reason—BE PROACTIVE! I am here for you (email, Zoom). I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

Evaluation & Coursework Requirements of Students

Coursework Assignments

Unpacking Standards & Leveled Questions	10 points
Unit Plan	10 points
Daily Lesson Plan	20 points
Pre-Assessment/Student Achievement Chart	15 points
Field Observation Reflections and Log	25 points
Weekly Work*	20 points

Total	100 points

*Weekly Work includes: embedded quizzes, discussion posts, other assignments

Grading:

A	90-100 points
B	80-89 points
C	75-79 points
D	70-74 points
F	Below 70 points

Note: 2 weeks of inactivity and/or 3 missed assignments and failure to communicate with instructor will constitute automatic drop from the course.

Collaboration

School districts expect teachers to collaborate regularly throughout the school year for planning, data analysis, and brainstorming targeted strategies to best serve students, special events/conferences, etc. Similarly, our class will be a community of learners and each member is expected to collaborate on tasks and signature assignments. Be considerate of your group members by ensuring you contribute your portion of the work in a timely manner.

Signature Assignments for TED 5310

Unpacking Standards and Leveled Questions 10 points

Students will *unpack* a content and a process skill standard ([TEKS](#)- Texas Essential Knowledge and Skills). This standard unpacking will focus on embedded noun(s) and verb(s). Students will also explain the evidence of learning, possible misconceptions, instructional implications, relevance to students, and enduring understanding(s) of each standard. Additionally, students will develop a list of at least 3 questions (at differing DOK levels) that may be asked as part of class discussions, assignments, and informal and formal assessments to support students in the acquisition and application of the knowledge and skills of the standard. Unpacking standards will be an essential component of all signature assignments throughout this course. *It is the expectation that students are bringing to this course a strong foundation in the content and skills of their discipline.* *Additional resource: [lead4ward](#).

Unit Plan 10 points ([Miner Assessment Tool](#) 1.1, 1.4)

Mirroring a common practice in public schools, you will utilize resources provided to PLCs (Professional Learning Community) to develop a Unit Plan using the Understanding by Design unit planning template. You will choose a unit from the elementary, middle, or high school documents available on the TEKS Resource System online. You will develop at least one performance task that will demonstrate students' transfer of knowledge of the standards in the unit. In many cases, more than one performance task is needed to allow students to demonstrate mastery of all standards in a unit of study. The unit plan will require a well-developed and logically sequenced series of potential daily lesson topics and activities. The unit plan will also include a

GRASPS activity, Essential Questions, and a description of the enduring understandings for the unit. *Your subsequent assignments will rely upon the development of this unit plan.

Daily Lesson Plan with Webb's Depth of Knowledge 20 points ([Miner Assessment Tool](#) 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5)

Students will create and submit a daily lesson plan utilizing portions of a Residency-aligned lesson planning template. This template will be required for your daily lesson plan. Students must address the learning objectives, lesson procedures (HOPE, MAQ, and SOAR), instructional strategies, planning to support varied student learning needs, knowledge of students, materials, resources, academic language, and assessment of the 45 minute lesson. Pre-planned questions will need to represent a range of levels from Webb's Depth of Knowledge. **Alignment** of the standards to the learning objective, procedures, and assessment will be the primary focus for this assignment. *It is the expectation that students utilize their strong foundation in the content and skills of their discipline.*

Pre-Assessment/Student Achievement Chart 15 points ([Miner Assessment Tool](#) 1.1, 1.2, 1.3, 2.2, 2.4)

Students will develop a short, formal pre-assessment of the knowledge and/or skill(s) required in their daily lesson plan, including a scoring rubric. If time allows, the assessment will be administered to classmates and the resulting data will be collected and analyzed. The Student Achievement Chart (SAC) component of the lesson plan template will be used for this component. Students will then compose a reflective essay describing how to revise their daily lesson plan to better/best meet the needs of students based on the student data collected.

Field Observation Logs and Reflections 25 points

Students will complete a minimum of 25 hours of field observations during this course. Observations and subsequent reflections are expected to inform your teaching philosophy and support you in making connections between theory and practice when planning curriculum to maximize student learning.

You will complete multiple Field Observation Reports/Reflections via Google Forms (one reflection per field-based experience). These forms and details will be posted on BlackBoard. In the reflection you will be asked to reflect on the following topics based on your 25 hours of field observations.


- Learning Environment (MAT 3.1, 3.2, 3.3)
- Differentiation (MAT 1.2, 1.3, 1.4, 2.4)
- Collaboration (MAT 1.4, 2.3, 2.4, 3.1, 3.3)
- Use of Questioning (MAT 1.4, 2.3, 2.4, 2.5)
- Assessment (MAT 1.1, 1.2, 2.1, 2.4, 2.5)

You will need to track your field-based observation hours by completing an [observation log](#) to receive credit for field observations for this course; and for required documentation for the Texas Education Agency. Please email your completed log (with at least 25 hours and teacher signature/s) to me at hclick@utep.edu as soon as it is complete.

***Remember that your 25 hours for this class must be separate from the hours you accumulate for your RED course.** You will submit 2 separate logs: 1 for TED 5310 and a separate one for your RED class.

Course Schedule

This schedule is a *guide* and *may be changed* as needed to meet the needs of students. Changes to the calendar will be shared during class, or via UTEP email. Please check your UTEP email daily and check Blackboard regularly so that you do not miss important updates! Details about assignments and readings are in the BlackBoard weekly coursework module task descriptions.

Week/Dates	Topics	Assignments and Due Dates *Refer to BlackBoard each week for assignment details	
Week 1 1/27-2/2 In person EDUC 307 1/27	<i>Building Knowledge of Students</i> <i>Critical Perspectives of Deeper Learning</i>	Gaining Knowledge of Students Forum Post Reflective essay on deeper learning Reading before next class: Miner Assessment Tool	Due: 2/2 @ 11:59 pm Due: 2/2 @ 11:59 pm
Week 2 2/3-2/9 No class- see BlackBoard for assignments	<i>UbD: Stage 1 Identify Desired Results; DOK</i>	<i>UbD</i> : Chapter 1-2 Reading/Quiz Intro to DOK (Depth of Knowledge)	Due: 2/9 @ 11:59 pm Due: 2/9 @ 11:59 pm
Week 3 2/10-2/16 In person EDUC 307 2/10	<i>UbD: Stage 1 Unpacking Standards</i>	<i>UbD</i> : Chapter 3 Reading/Quiz Unpacking Standards (Part 1) Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu .	Due: 2/16 @ 11:59 pm Due: 2/16 @ 11:59 pm
Week 4 2/17-2/23 In person EDUC 307 2/17	<i>UbD: Stage 1 Big Ideas, Addressing Misconceptions, Student Understanding, Essential Questions, Crafting Understandings</i>	<i>UbD</i> : Chapters 4-6 Reading/Quiz Unpacking Standards (Part 2) Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu .	Due: 2/23 @ 11:59 pm Due: 2/23 @ 11:59 pm
Week 5 2/24-3/2 No class- see BlackBoard for assignments	<i>UbD: Stage 2 Performance Tasks Evidence of Learning</i>	<i>UbD</i> : Chapter 7 Reading/Quiz Unpacking Standards (Part 3) Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu .	Due: 3/2 @ 11:59 pm Due: 3/2 @ 11:59 pm
Week 6 3/3-3/9 In person EDUC 307 3/3	<i>Unit Planning Alignment The Design Process</i>	<i>UbD</i> : Chapter 11 Reading/Quiz Analysis of Sample Unit Plan Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu .	Due: 3/9 @ 11:59 pm Due: 3/9 @ 11:59 pm
Week 7 3/10-3/16 No class	UTEP Spring Break- Work on 240 Tutoring! 		
Week 8 3/17-3/23 No class- see BlackBoard for assignments	<i>Unit Planning The Design Process Feedback</i>	Draft of Unit Plan Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu .	Due: 3/23 @ 11:59 pm

<p>Week 9 3/24-3/30 In person EDUC 307 3/24</p>	<p><i>UbD Stage 3 Daily Lesson Planning Student Engagement Strategies</i></p>	<p><i>UbD</i>: Chapters 9-10 Reading/Quiz Unit Plan Feedback</p> <p>Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu.</p>	<p>Due: 3/30 @ 11:59 pm Due: 3/30 @ 11:59 pm</p>
<p>Week 10 3/31-4/6 In person EDUC 307 3/31</p>	<p><i>Alignment and Learning Objectives</i></p> <p><i>Checks for Understanding</i></p>	<p>Final Unit Plan Daily Lesson Plan Preview</p> <p>Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu.</p>	<p>Due: 4/6 @ 11:59 pm</p>
<p>Week 11 4/7-4/13 In person EDUC 307 4/7</p>	<p><i>Managing Collaboration Subpops/ Considerations for planning</i></p>	<p>Checks for Understanding Post Draft of Daily Lesson Plan</p> <p>Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu.</p>	<p>Due: 4/13 @ 11:59 pm Due: 4/13 @ 11:59 pm</p>
<p>Week 12 4/14-4/20 In person EDUC 307 4/14 *May be on Zoom</p>	<p><i>Review: Lesson Opening & Closing Strategies</i></p> <p><i>Planning for Instruction</i></p>	<p>Peer Daily Lesson Plan Feedback Daily Lesson Plan Assessment and Rubric (SAC)</p> <p>Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu.</p>	<p>Due: 4/20 @ 11:59 pm</p>
<p>Week 13 4/21-4/27 In person EDUC 307 4/21</p>	<p><i>Planning for instruction</i></p>	<p>Draft #2 Daily Lesson Plan Plan for Microteaching: Lesson Opening</p> <p>Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu.</p>	<p>Due: 4/27 @ 11:59 pm</p>
<p>Week 14 4/28-5/4 In person EDUC 307 4/28</p>	<p><i>Data-Driven Instruction</i></p>	<p><i>UbD</i>: Chapter 8 Reading/Quiz Assessment Data Analysis/Post <i>Microteaching</i>: Lesson Opening (In class)</p> <p>Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu.</p>	<p>Due: 5/4 @ 11:59 pm Due: 5/4 @ 11:59 pm</p>
<p>Week 15 5/5-5/8 In person EDUC 307 5/5</p>	<p><i>Putting knowledge into practice</i></p>	<p>Final Daily Lesson Plan</p> <p>Record observation hours on your Observation Log and work on 2 Reflection Form entries. Email completed logs to hclick@utep.edu.</p>	<p>Due: 5/8 @ NOON</p>
<p>Last day to submit Observation Log & both Reflection Forms</p> <p>Note: There is no final for this course.</p>		<p>Due: 5/8 @ NOON</p>	

****Syllabus is subject to change.****

Texas Certification Exam Study Sessions

The UTEP Teacher Education Department is offering 240 Tutoring Boot Camp study sessions throughout the semester. These sessions will be made available to you if you would like a quiet, distraction-free setting to

complete your 240 Tutoring requirements in preparation for taking your certification exams. Snacks and drinks are provided, but feel free to bring your own, as well.

The dates and locations are included below. You are not required to attend the sessions this semester, however, you are highly encouraged to attend and you certainly will be required to study and complete 240 Tutoring this semester.

Date	Time	Location
January 29, 2025	8:00-12:00	UTEP Education Building 401
February 26, 2025	8:00-12:00	UTEP Education Building 401
March 26, 2025	8:00-12:00	UTEP Education Building 401
April 30, 2025	8:00-12:00	UTEP Education Building 401
May 28, 2025	8:00-12:00	UTEP Education Building 401