

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

BED 4355 CRN 25762 & TED 4355 CRN 25769- Tuesday

Spring 2024

January 16 - May 10

Instructor: Jessica Pussman **E-mail:** jpussman@utep.edu

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COURSE DELIVERY

50-85% Online, Synchronous Meetings: **Tuesdays @ 9:00am-11:50am** *Face to Face meetings* will take place at UTEP in **EDU 305**. 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.

We will review each of the Fundamental 5 strategies from class textbook in depth through group activities, discussions, quickwrites, observations, and reflections. Students will immediately put each practice to use during their residency with ease and fidelity. Students will also learn and incorporate best practices for supporting English learners in a diverse classroom.

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.

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
- 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
- Analyze and apply the five high-yield instructional practices of The Fundamental Five that every teacher should use to improve instruction rigor, relevance, and student performance.

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REQUIRED Materials

- o **The Fundamental 5 Revisited: Exceptional Instruction In Every Setting** Book by Mike Laird and Sean Cain - Used is \$21.99 and New is \$27.99
- o **240 Tutoring monthly subscription** _ \$20.00 per semester with coupon code
- o Selected Chapters, Journal articles, other publications and readings on websites.
- o [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
- o [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
- o [Lead4Ward](#)
- o [English Language Proficiency Standards](#)
- o **Additional readings** will be available via email

NETIQUETTE

- o Always consider the audience in Zoom live and asynchronous discussions.
- o Respect and courtesy must be provided to classmates and to instructors at all times. No harassment or inappropriate postings or conversations will be tolerated.
- o When reacting to someone else's response, address the ideas, not the person.

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, 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 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 jpussman@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 have been diagnosed with COVID-19.

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

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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.
- [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 is based on student needs and will be communicated to the class as needed***

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.

ATTENDANCE POLICY

Professional behavior includes consistent and punctual attendance. Students are expected to attend every face to face

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and zoom live meeting of this course. If you are planning on being absent you will need to let your instructor know within 24 hours, failure to do so may affect your grade. In addition, because this is a hybrid course, attendance will be determined by class participation, completion of weekly reflection and class assignments. Participation is determined by completion of the following activities:

- o Reading/Viewing all course materials to ensure understanding of assignment requirements
- o Participating in engaging discussion with your peers on zoom live and face to face
- o Completing all class activities (weekly reflection, assignments, quizzes, 240 tutoring, observations, etc.)

****In the event of excessive absences(3 absences), your grade may drop a letter grade.***

LATE WORK / MAKE-UP WORK POLICY

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

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, textbook chapters, articles and viewings of teaching videos presented in class, as well as, closure reflections at the end of class.

The Fundamental 5 Observation and Reflection

Students will complete multiple observations focused on The Fundamental 5 throughout the semester. Students will be required to observe a video from the field and complete the observation and reflection. We will meet face to face once a month to connect The Fundamental 5 observation and reflection to our learning.

The Fundamental 5 Assignments

After each observation students will be asked to complete a specific notetaker that supports their learning for each fundamental 5 component. The notetakers will have students experience multimodal notetaking skills. Such as AVID notetakers, 2-column notes, 3-column notes, mind maps, doodle notes, graphic organizers, anchor charts, google slides, and lead4ward resources, ect.

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Content Exam 240 Tutoring Checkpoints

In efforts to support your preparation for residency 1, you will need to have an active 240 tutoring account for this semester. There will be 4 checkpoints to ensure completion of the **math** component of the 391 exam preparation on 240 tutoring. For those of you that are middle school 4-8 you will be completing your content focus. An email with a 240 tutoring discount code will be sent by the second week of class.

Check Points Due Dates	391 EC-6/EC-6 Bilingual (Math Component Only) Middle School Content 4-8
February 18	25% Complete
March 10	50% Complete
April 7	75% Complete
May 5	100% Complete

NOTE: If you do **not** meet the completion benchmark for any of the checkpoints, you will be asked to create a 240 Tutoring Calendar to help get you back on track for remaining checkpoints.

Bridging the Fundamental 5 to The Residency Lesson Plan

You will create, implement, and evaluate a lesson plan during the semester. The lesson plan will include detailed sections -**Standards and Learning Objectives, Breaking Apart the Standard, Procedures Planning to Support Varied Student Learning Needs, Identifying and Supporting Academic Language, Assessment to Monitor and Support Student Learning, Materials, Resources** teaching and videotaping 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 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 MAT**

In a written response, you will synthesize your five (5) observations by connecting those experiences to the [Miner Assessment Tool-MAT](#). You will connect each observation to one of the following two domains and its dimensions based on the evidence you collected for each.

MAT - (Use only Domain 1 and 2, DO NOT use Domains 3 and 4)

- Domain 1:Planning
 - 1.1 Standards & Alignment
 - 1.2 Data & Assessment
 - 1.3 Knowledge of Students
 - 1.4 Activities

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- Domain 2:Instruction
 - 2.1 Achieving Expectations
 - 2.2 Content Knowledge and Expertise
 - 2.3 Communication
 - 2.4 Differentiation
 - 2.5 Monitor and Adjust

For your RtOP, create the heading: “Connect to MAT,” and in this section, you will need to examine the domains and select one to discuss in light of your observation/practice. How do the domains speak to what you observed, saw, or did? Be specific and give a detailed discussion that thoroughly demonstrates your understanding of the domains you selected. Keep in mind, that you are expected to use both domains 1 and 2 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**
- **Attach each Observation Tool**

Summary of components of course grade

Requirements/Assignments	How many	Weighted Percentage
Weekly Attendance	15	15%
Weekly Participation & Quick Writes	15	10%
Fundamental 5 VIDEO Observations & Reflections	6	15%
The Fundamental 5 Assignments	6	10%
Content Exam 240 Tutoring Checkpoints	4	10%
Bridging the Fundamental 5 to The Residency Lesson Plan	1	20%
Response to Observation & Practice (RtOP) - Final Exam	1	20%
Grade Distribution: A 90% - 100 % B 80% - 89.9% C 70% - 79.9 % D 60% - 69.9 F 59% and below		

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COURSE CALENDAR - *Subject to Change*

Spring 2024			
Week	Date	Topic/Activities	Preparation for Next Week
1	Jan. 16-19 Asynchronous	Welcome! Review Course Syllabus Reach out with any questions	Purchase Textbook <u>The Fundamental 5 Revisited</u> Read Fundamental 5 Ch 1 Introduction
2	Jan.22-26 Zoom Live	Get to Know You activity Join Google Classroom What are the TEKS? How do I read the TEKS? Cognitive vs. Content Expectations Process of Understanding the TEKS <i>Weekly Attendance & Reflection</i>	Download TEKS for your grade level/subject area Read Fundamental 5 Ch 2 Frame the Lesson Activate 240 Tutoring account and begin diagnostic exam <ul style="list-style-type: none"> ● TExES CORE Subjects EC-6(391): Mathematics ● Middle Grades (speak to instructor)
3	Jan. 29 - Feb. 2 Face to Face	TEKS Deep Dive TEKS Exploration Tool from Lead4Ward <i>Weekly Attendance & Reflection</i>	Bring completed lesson frame to analyze next week 240 Tutoring
4	Feb. 5-9 Zoom Live	Analyze Lesson Frames Framing the Lesson VIDEO & Application Gradual Release of Responsibility (GRR) Intro <i>Weekly Attendance & Reflection</i>	Read Fundamental 5 Ch 3 Recognize & Reinforce 240 Tutoring Domain 1: Identify F5 within MAT
5	Feb. 12-16 Zoom Live	GRR (continued) Essential Questions HOT Questions, Prompts, Cues - Develop HOTs VIDEO Observation #1: Higher-Order Questions A Path to Deeper Learning <i>Weekly Attendance & Reflection</i> Checkpoint #1 Due	240 Tutoring
6	Feb. 19-23 Face to Face	Teaching Emergent Bilingual (EB) Students VIDEO Observation #2: Effective Strategies for working with Emergent Bilinguals Domain 1: Identify F5 within MAT <i>Weekly Attendance & Reflection</i>	Read Fundamental 5 Ch 4 Frequent Small Group Purposeful Talk (FSGPT) 240 Tutoring

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7	Feb. 26-Mar.1 Asynchronous	Fundamental 5-Frequent Small Group Purposeful Talk Note Taker <i>Weekly Attendance & Reflection</i>	240 Tutoring Check Point Due March 10 Domain 2: Identify F5 within MAT
8	Mar. 4-8 Zoom Live	FSGPT BME of a Lesson T-TESS Video Observation #3: 4th Grade Math (Fractions & Decimals) <i>Weekly Attendance & Reflection</i> Checkpoint #2 Due	Read Fundamental 5 - Ch 5 Critical Writing 240 Tutoring
9	Mar. 11-15 NO Class	Spring Break	240 Tutoring
10	Mar. 18-22 Zoom Live	BME Debrief of Video #3 The Fundamental 5 - Ch 5 Critical Writing Writing Critically Deep Dive <i>Weekly Attendance & Reflection</i>	240 Tutoring
11	Mar. 25-29 Face to Face	Differentiation Resource Dig (Modifications vs Accommodations, Translanguaging, ELPS, GT) <i>Weekly Attendance & Reflection</i>	240 Tutoring Check Point Due April 7
12	Apr. 1-5 Zoom Live	Application of Resource Dig Lead4ward App Lesson Plan Introduction <i>Weekly Attendance & Reflection</i> Checkpoint #3 Due	240 Tutoring Domain 3: Identify F5 within MAT
13	Apr. 8-12 Zoom Live	The Power of Anchor Charts Opening & Closing the Lesson Practice MAT Application <i>Weekly Attendance & Reflection</i>	240 Tutoring Read Fundamental 5 - Ch 6 Work in the Power

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14	Apr. 15-19 Face to Face	Power Zone Doodle Notes Formal & Informal Assessment Video Observation #4: Kindergarten Math Identifying 2D Shapes Weekly Attendance & Reflection	240 Tutoring Create your Anchor Chart
15	Apr. 22-26 Zoom Live	Anchor Chart Showcase Video Observation #5: Mr. Knoll's Literature Circles Video Observation #6: Classroom Management Rough Draft Lesson Plan Review RtOP Introduction Weekly Attendance & Reflection	240 Tutoring Checkpoint #4 Due May 5 Finalize your Lesson Plan
16	Apr. 29-May 3 Asynchronous	Completion of Field-based Observation Record Sheet Submit Final Lesson Plan Checkpoint #4 Due Weekly Attendance & Reflection	Analysis of F5 in POP 2 Lesson Plan Final- Written Reflection for RtOP Register for State Exams
17	May 6-10 Asynchronous	End of Course Reflections How has this course prepared me to be a better teacher? How has it strengthened my teaching during residency? Weekly Attendance & Reflection	

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
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

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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

*** 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.