

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

BED 4355 CRN 29147 & TED 4355 CRN 29149

Spring 2022

January 18 – May 5

Instructor: Jessica Pussman

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COURSE DELIVERY

50-85% Online, Synchronous Meetings: **Mondays @ 5:30pm-8:20pm** Face to Face meetings will take place at UTEP 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.

This course requires 10 hours in field experience.

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.

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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: The Formula for Quality Instruction Book by Mike Laird and Sean Cain
- Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College Book by Doug Lemov
- 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

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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 100% online course, attendance will be determined by class participation online. 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 the Discussion Boards
- o Completing all module activities (assignments, quizzes, etc.)

NETIQUETTE

- o Always consider the audience in discussions. Remember that members of the class and the instructor will be reading any postings.
- o Respect and courtesy must be provided to classmates and to instructors at all times. No harassment or inappropriate postings will be tolerated.
- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
- o 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

Assignments are posted ahead of time to give you enough 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.

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

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COVID-19 INFORMATION AND ACCOMMODATIONS

During this difficult time filled with uncertainty, your health and well-being is very important. I want to support you in ensuring that you remain safe. Please complete the COVID-19 student training at [this site](#).

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). Prior to any campus visit, you must complete the self-screening (screening.utep.edu). 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 COVIDac-tion@utep.edu. For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. 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.

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- [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

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.

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COURSE ASSIGNMENTS/REQUIREMENTS

Reading Reflections

Your reading response should be 500-750 words in length, and should do three main things: (1) summarize the main arguments of the readings for the week; (2) identify common themes/threads across the readings; and (3) make connections between the theme(s) of the reading and in relationship to your own (present or future) teaching practice. You should also include any questions that you thought of while reading.

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.

Diversity Interviews Paper/Connection to Community

You will interview 2 members of an ethnic group of which you are NOT a member. As a class, we will develop interview questions to be asked of the people you selected to be interviewed. Possible interview questions could be those that will ask about participants' perspective of U.S. schooling, their personal experiences in schooling, or of their personal views of students in U.S. schools if they themselves did not attend school here in the U.S. More about these interviews will be discussed in class to ensure that there is consensus and a clear focus of the interview and writing process to that is ethno-sensitive and dignity to those being interviewed. Final Interviews should follow APA 6th edition to include a cover page, be doubled spaced, 12 fonts, Times New Roman Format and should include the following components: Profile of the Participants; Transcript of Interview; reflective Summary.

Learning Experience Unit [LEU] & Presentation (Based on POP Cycle 2)

You will create, implement and evaluate a Learning Experience Unit modeled on your POP cycle. This assignment includes a detailed "know your students" essay, the creation of an anti-biased or multicultural literacy-based learning experience (3-5 consecutive lesson plans that develop an anti-bias/ multicultural them and address state literacy/TEKS standards appropriate for your assigned grade), 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). A specific edTPA handbook with detailed directions and guidelines will be assigned and a lesson plan template provided. In addition to written documentation submitted, you will also conduct an oral presentation to your classmates summarizing the components of your Learning Experience Unit.

Learning Experience Unit [LEU] Commentaries

For each section of your LEU ["Know your students"; each Lesson Plan (separately and as a sequential unit), video analysis of teaching; assessment of student learning] you will provide a 500-750 word commentary that offers justifications, reflections and next step actions related to your work.

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Summary of components of course grade

Requirements/Assignments	How many	Total Points
Attendance (seminar course and other meetings)	16	16x 2.5 = 40
POP Cycles	2	20 x 4 = 80
Quick Writes (Motivational Mondays)	16	12x 2.5 = 40
Weekly Reflections	16	16x 6.25 = 100
Field Observations	10	10 x 4 = 40
Learning Experience Unit	1	100
Learning Experience Commentaries	1	100
Diversity Interviews Paper	1	100
Grade Distribution: Total Points 600 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*

Spring 2022			
Week	Date	Topic/Activities	Homework for Next Week
1	Jan 24	Syllabus Overview, The Fundamental 5 Teach Like a Champion	Purchase Textbooks
2	Jan 31	Class Introductions, TEKS Deep Dive TEKS Exploration Tool with Lead4Ward The Fundamental 5 Intro and Overview	The Fundamental 5 - Chapter 3 240 Tutoring for Content Exams and PPR Bring Teach like a Champion to Class
3	Feb 7	Framing the Lesson, Connection to POP Cycle Lesson Plan, How do we plan for ALL students? PPR Connection, Weekly Reflection	The Fundamental 5 - Chapter 4 240 Tutoring for Content Exams and PPR
4	Feb 14	Teach Like a Champion Strategy PPR Connection, Weekly Reflection	The Fundamental 5 - Chapter 5 240 Tutoring for Content Exams and PPR
5	Feb 21	Teach Like a Champion Strategy PPR Connection, Weekly Reflection	The Fundamental 5 - Chapter 6 240 Tutoring for Content Exams and PPR
6	Feb 28	Teach Like a Champion Strategy PPR Connection, Weekly Reflection	The Fundamental 5 - Chapter 7 240 Tutoring for Content Exams and PPR

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7	Mar 7 Face to Face	Teach Like a Champion Strategy PPR Connection, Weekly Reflection	The Fundamental 5 - Chapter 8 & 9 240 Tutoring for Content Exams and PPR
8	Mar 14	Spring Break - no class	Enjoy your break!
9	Mar 21	Teach Like a Champion Strategy PPR Connection, Weekly Reflection	Teach Like a Champion 240 Tutoring for Content Exams and PPR
10	Mar 28	Teach Like a Champion Strategy PPR Connection, Weekly Reflection	Teach Like a Champion 240 Tutoring for Content Exams and PPR
11	April 4	Teach Like a Champion Strategy PPR Connection, Weekly Reflection	Teach Like a Champion 240 Tutoring for Content Exams and PPR
12	April 11	Teach Like a Champion Strategy POP Connection, PPR Connection, Weekly Reflection	Teach Like a Champion 240 Tutoring for Content Exams and PPR
13	April 18	Teach Like a Champion Strategy POP Connection, PPR Connection, Weekly Reflection	Teach Like a Champion 240 Tutoring for Content Exams and PPR
14	April 25	Teach Like a Champion Strategy POP Connection, PPR Connection, Weekly Reflection	Teach Like a Champion 240 Tutoring for Content Exams and PPR
15	May 2 Face to Face	POP Connection and Goals for Residency 2 Class Reflections How has this course/residency prepared me to be a teacher? How has it strengthened my teaching?	Prepare for final presentation Teach Like a Champion 240 Tutoring for Content Exams and PPR
16	May 9 Face to Face	Final Project Presentations	

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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 Diversity Interviews Paper
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
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 Diversity Interview Paper POP Cycle lesson plans 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
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

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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.