

Texas A&M University-Texarkana

Course Syllabus

ED 486.01E:
Content for EC-6
Fall 2021

Instructor: Aaron Marvel, PhD
Office Location: UC260R
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Office Hours:

Monday: 1:00pm-4:00pm
Tues. & Thurs.: 12:30pm-1:30pm
Wednesday: 8:00am-9:00am & 10:00am-1:00pm
Thursday: 12:30pm-1:30pm
Friday: By Appt. Please email for appointment times.

Course Meetings: Tuesdays: 7:00-9:45

Course Description: This course provides students seeking EC-6 certification with a greater understanding of ELAR, Math, Science, Social Studies, Fine Arts, and P.E. content knowledge as outlined by the EC-6 educator competencies. Students will be required to participate in 5 hours of interactive field experiences.

Course Delivery Method: Face to face

Required Textbooks/Resources:

Students will be required to locate, download and print the

- (1) Texas Essential Knowledge and Skills [TEKS](#) for each EC-6 domain
- (2) Texas College and Career Readiness Standards [CCRS](#)
- (3) Core subjects for EC-6 Educators [EC-6 educator standards](#)
- (4) EC-6 Texas Educator competencies [TExES 291 ISTE standards for educators](#)

Course Resources

Code of Ethics: As future educators, students are evaluated on professional/ethical outcomes that meet [TEA Code of Ethics](#) and TPP Professional Expectations.

Texas Instructional Standards: TPP coursework prepares students to teach content standards in the area seeking certification. These standards include the following: [Texas Essential Knowledge and Skills \(TEKS\)](#), [College and Career Readiness Skills \(CCRS\)](#), [Prekindergarten Guidelines](#) and [English Language Proficiencies](#).

Tk20: Upon admission to the Teacher Preparation Program, students will be required to purchase TK20. At that time, written assignments and videos can be stored on TK20 for individual and assessment of the Teacher Preparation Program. A TK20 subscription is a one-time only, non-refundable fee of \$100. You may purchase the program directly online or from the bookstore. Please note prices may be higher at the bookstore although purchasing through the bookstore will allow you to get requisite compensation from financial aid if you are eligible. Whether you pay online or through the bookstore, you register for access at: <https://tamut.tk20.com> (lower left).

The TK20 system allows you to:

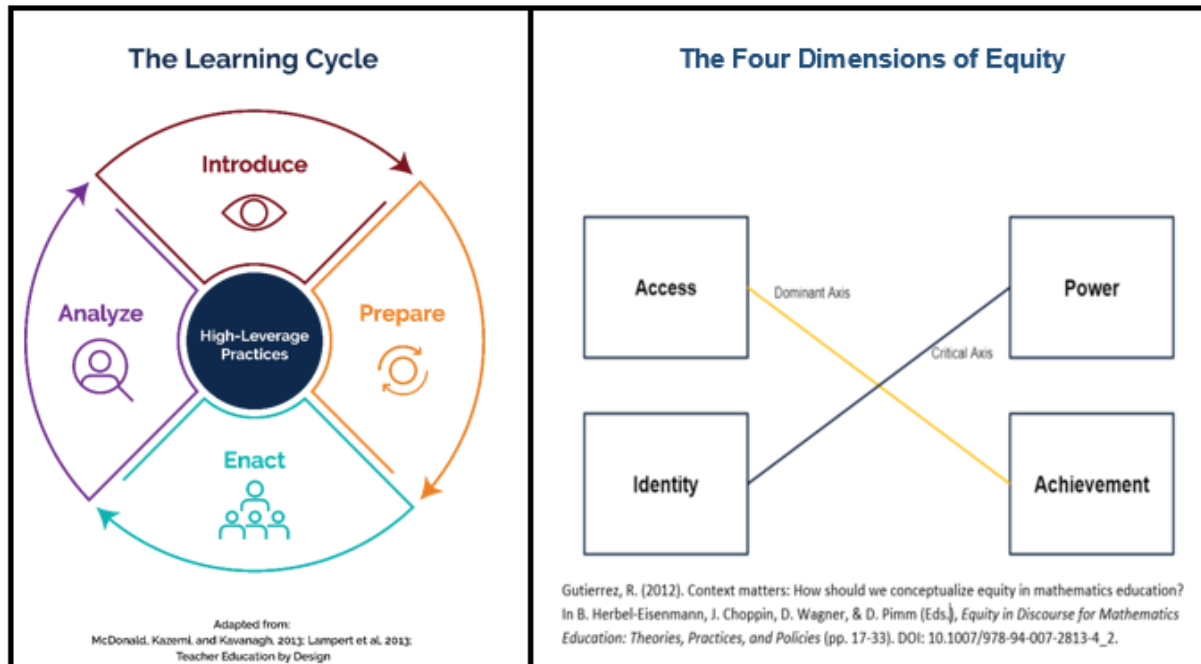
1. Complete applications and forms required for Teacher Preparation Program.
2. Build artifacts of your work electronically which will be accessible for years, even after graduation.
3. Receive timely feedback and have a fully documented record of your field experience work.
4. Design and create electronic professional portfolios which you may share with prospective employers.

Commitment to Diversity, Equity, and Inclusion

At A&M - Texarkana, education faculty value diversity, equity, and inclusion and are actively working to eliminate barriers and injustices in the classroom at the university level and prepare education professionals that will do the same in the future. Courses are designed to provide critical feedback to prospective teachers in order to eliminate barriers and power structures so they may encourage positive identity development and individual academic achievement.

Framework for Understanding

A&M-Texarkana education programming is guided by teacher education research for preparing teachers to be Day 1 ready and equity-minded to promote public education as socially just.



Student Learning Outcomes:

Students will conceptualize relationships between the TEKS and the Texas Educator Standards for classroom instruction. (lesson plans, unit plans, project-based learning)

Students will deconstruct TEKS to determine planning, instructional and assessment goals for individual student learning needs. (lesson plans, project-based learning)

Students will apply Blooms Taxonomy in lesson planning to include College and Career Readiness Skills. (lesson plans, unit plans, project-based learning)

Students will research content knowledge to understand context for elementary instruction.

Students will understand how to connect content to the learners' identity.

Course Requirements

1. Attend all class sessions and actively participate.
2. Demonstrate knowledge of the course **Content Outcomes**.
3. Demonstrate knowledge of **Professional/Ethical Outcomes**.
4. Demonstrate emerging skills towards the **Technology Outcomes**.
5. Complete all **Examinations and assignments**.

Methods of Evaluation: Students will be assessed using (but not limited to) weekly assignments, exams, discussion activities, and projects (educator notebook, STAAR analysis with TEKS alignment, unit plans, lesson plans demonstrating connections with Blooms).

Grading Scale: This course follows the university grading scale.

90-100	A	Excellent
80-89	B	Good
70-79	C	Average
60-69	D	Pass
<60	F	Fail

Methods of Evaluation:

Graded Components	Totals
Level 1- Mastery of Content Outcomes	
Unit Plan	100
Lesson evaluations (5X25)	125
Lesson plans (4X50)	200
Exit Tickets/Quizzes (10X9)	90
STAAR Assessments (4X50) Math/Science/Reading/Social Studies	200
STAAR Analysis (4X50) Math/Science/Reading/Social Studies	200

Discussion (25X4)	100
Level 2- Mastery of Professional/Ethical Outcomes	
Class Activity Involvement	100
Class meeting Attendance	100
Level 3- Mastery of Technology Outcomes	
Technology Outcomes (see detailed information under Level 3)	100
Total Possible Pints for Course	

Level 1 – Mastery of Course Outcomes

1. Assignment Completion Outcomes

1) STAAR Assessments (4X50) Math/Science/Reading/Social Studies (2019 edition, 3-6 grade)

This assignment allows you to explore each subject area of STAAR test. TEA website allows you to access STAAR test 2019 edition. You should try Math, Reading and Science tests for your experience.

2) STAAR Analysis (4X50) Math/Science/Reading/Social Studies (2019 edition)

STAAR assessments need to be analyzed through using the standards and TEKS. For each subject (math, science, and reading), you need to deconstruct each problem to see which standards and TEKS are embedded in the problem. You need to explain how those specific contents can be designed and taught in your own instruction.

3) Unit Plan

Decide one topic and design five-days lesson plans. A whole unit should be designed in a chart, so readers can easily look at both the whole unit at once and an order of your unit plan. One of the lesson plans should be described with details, including topic, grade, date, duration, objectives, TEKS, related standards, key academic vocabulary, materials, narrative purpose of unit, desired learning outcomes, instructions for activities, type of assignments, and evaluation. You can also add differentiations. The purpose of this assignment is making your design and plan a whole unit plan over a topic.

4) Lesson Plan Evaluation (5X25)

Select a pre-designed lesson plan for each subject area (math, science, language arts, social studies, fine arts/health/PE) and analyze it. Under each domain (math, science, language arts, social studies, fine arts/health/PE), you are required to submit each subject lesson eval separately. Evaluation should include standards and TEKS, so your analysis should show how the teacher who designed the lesson applied teaching contents, teaching techniques and instructional materials into their lesson instructions. You should be able to cite competencies (with exact numbers and codes) and teaching standards that you need to teach this lesson.

You also address the knowledge and skills that learners would obtain through the lesson. Teaching standards and TEKS are all uploaded in Blackboard (“Start Here” section).

5) Lesson plan (4X50)

Five subject areas are divided into each domain (Math, Language Arts, Social Studies, Science, Fine Arts/Health), as you have seen in the tentative schedule (in the last page). Using the analysis of your STAAR results as well as quiz results for each subject, you will determine a competency for which you need additional study. You will then create a lesson plan drawing learning objectives from that competency. There are four different submission due dates. Each time create a lesson plan for each subject area (minus ELAR) and submit it. Do not create a lesson plan over four subject areas at once. Each lesson plan should cover instructional goals (contents), standards, and knowledge & skills in detail. Texas standards and TEKS should be clearly visualized in your plan.

6) Exit Tickets/Quizzes (10X10)

Students are expected to pass quizzes in each session. Exit quiz will be created by me for several weeks and yourself for the other weeks. Quiz problems will be created and exchanged among classmates. Purpose of this activity is sorting out content knowledge and exploring essential information.

Level 2 – Mastery of Professional/Ethical Outcomes

1. **Participation:** Active class participation by students is critical to the overall success of the class and its individual students. All students are expected to take responsibility for their membership in the class and be active and willing participants including the following:

a. Student Attendance

Students are expected to attend all face-to-face or virtual classes, to be on time, and attend for the full class. THERE ARE NO EXCUSED ABSENCES nor does the professor “give permission to miss class”. Missing more than two face-to-face classes will result in the student grade dropped one full letter. Missing more than four classes will result in student grade dropped two full letters.

If a student chooses to miss a class, the student is responsible for

- course announcements
- covering the material addressed in class independently
- obtaining notes from a peer

b. Professional Etiquette

Profession Etiquette is an important component and students will meet professional/ethical outcomes for TEA Code of Ethics and TPP Professional Expectations. Etiquette expected for this course includes:

- Appropriate attendance and promptness
- Positive, open attitude towards learning
- Appropriate collaboration skills with peers

- Appropriate grammar, articulation and speech patterns
 - Conduct yourself in a manner that is not distracting to your peers. This includes cell phone use.
 - Be respectful of other students and the professor.
 - Recognize that arriving late or leaving class early is a distraction to your peers!
 - Students are responsible for reading, understanding, and following the A&M-Texarkana Code of Conduct.
2. **Generalist Notebook:** Throughout ED 486 teacher candidates will be required to keep a notebook of all course materials organized by Content Areas required for 291 Core Subjects TExES. The purpose of this notebook is to support student efforts in content comprehension and in taking the TExES 291 Core Subjects exam. Notebook rubric will be provided by instructor at beginning of semester.

Level 3- Mastery of Technology Outcomes

The following 'Technology Outcomes' are infused into the learning opportunities throughout the course. Students do not need to be an expert in technology but are expected to develop the following skills meeting [ISTE Standards for Educators](#). ISTE standards describe the educator as a:

1. **Learner:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
2. **Citizen:** Educators inspire students to positively contribute to and responsibly participate in the digital world
3. **Collaborator:** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
4. **Designer:** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
5. **Facilitator:** Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
6. **Analyst:** Educators understand and use data to drive their instruction and support students in achieving their learning goals.

University Policies

- I. **Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062. <https://www.tamut.edu/Campus-Life/Disability-Services/index.html>

- II. **Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic

dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

<https://www.tamut.edu/currcomm/integrity.html>

- III. A&M-Texarkana Email Address:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.
- IV. Drop Policy:** *Students* who no longer wish to attend their course(s) will be required to submit the necessary paperwork to the Registrar’s Office in order to be officially dropped/withdrawn from their course(s). Those students who do not follow the correct drop/withdraw procedure will remain registered in their course(s) and receive the grade issued by the instructor. Students may find the drop/withdraw form on the “Dropping/Withdraw a Class” page of the Registrar website.

Drop/Withdraw deadlines for the FALL 2021 Semester		
Session	Drop without a grade	Last day drop/withdraw
Fall 2021	Wednesday, Sept. 8	Friday, Nov. 12

- V. Class Participation:** Students are responsible for beginning their participation on the **FIRST-CLASS DAY** by logging on and completing assignments according to the COURSE CALENDAR.

Course Outline:

Weeks 1-2	Domain 1: English Language Arts and Reading
Weeks 3-4	Domain 2: Math
Weeks 5-8	Domain 3: Social Studies
Weeks 9-12	Domain 4: Science
Week 13-14	Domain 5: Fine Arts Health and PE
Week 15	Practice Test

**Schedules can be changed when necessary.

Course Outline and Tentative Schedule

Date	Topic	Assignment for In-Class	Assignment to be completed in Blackboard
DOMAIN 1: ELAR			
Week 1 8/24	<ul style="list-style-type: none"> ▪ Introduction ▪ Syllabus Review ▪ TEA website ▪ Parts of the TEKS ▪ Discuss Readiness vs Supporting Standards 		
Week 2 8/31 IN PERSON	<ul style="list-style-type: none"> ▪ Discuss Content vs. Process Standards ▪ Learning Target Analysis 	ELAR STAAR test (Grade 5, 2019 edition)	<ul style="list-style-type: none"> • Lesson Evaluation 1 • Discussion 1
DOMAIN 2: MATH			
Week 3 9/7 BLACK-BOARD	<ul style="list-style-type: none"> ▪ Evaluate the Math STAAR Test ▪ TEKS Deconstruction 	Math STAAR test (Grade 5, 2019 edition)	<ul style="list-style-type: none"> • Lesson Evaluation 2 • Exit Ticket 1
Week 4 9/14 IN PERSON	<ul style="list-style-type: none"> ▪ Learning Target Analysis 		<ul style="list-style-type: none"> • Lesson Plan 1 • Discussion 2
DOMAIN 3: Social Studies			
Week 5 9/21 BLACK-BOARD	<ul style="list-style-type: none"> ▪ Citizenship test (if no SS Benchmark) comparison to the competencies/TEKS/Standards ▪ TEKS Deconstruction 	Social Studies Benchmark Test	<ul style="list-style-type: none"> • Lesson Evaluation 3 • Exit Ticket 2
Week 6 9/28 IN PERSON	<ul style="list-style-type: none"> ▪ Evaluate the social studies Standards, competencies, and TEKS analysis 	Citizenship/Benchmark test analysis	<ul style="list-style-type: none"> • Exit Ticket 3
Week 7 10/5	<ul style="list-style-type: none"> ▪ TEKS Deconstruction 		<ul style="list-style-type: none"> • Exit ticket 4 • Discussion 3
Week 8 10/12 IN PERSON	<ul style="list-style-type: none"> ▪ Learning Target Analysis 		<ul style="list-style-type: none"> • Lesson Plan 2 • Exit Ticket 4
DOMAIN 4: Science			
Week 9 10/19 IN PERSON	<ul style="list-style-type: none"> ▪ Evaluate the Science STAAR Test 	Science STAAR test (Grade 5, 2019 edition)	<ul style="list-style-type: none"> • Lesson Evaluation 4 • Exit Ticket 5
Week 10 10/26	<ul style="list-style-type: none"> ▪ Video/Lesson evaluation 		<ul style="list-style-type: none"> • Exit Ticket 6

Week 11 11/2	<ul style="list-style-type: none"> ▪ TEKS Deconstruction 	Unit Plan	<ul style="list-style-type: none"> • Discussion 4
Week 12 11/9 IN PERSON	<ul style="list-style-type: none"> ▪ Learning Target Analysis 		<ul style="list-style-type: none"> • Lesson Plan 3 • Exit ticket 7
DOMAIN 5: Fine Arts, Health, and PE			
Week 13 11/16	<ul style="list-style-type: none"> • TEKS Deconstruction 		<ul style="list-style-type: none"> • Lesson Evaluation 5 • Exit Ticket 8
Week 14 11/23	<ul style="list-style-type: none"> ▪ Learning Target Analysis ▪ Complete Course Evaluation 		<ul style="list-style-type: none"> • Lesson Plan 4 • Course Eval • Exit ticket 9
Week 15 11/30	Practice Test		