



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: Teaching Math in Middle School/High School

Gordon T. & Ellen West College of Education

EDUC 4076-Y10

Fall 2025 August -25 – December 12, 2025

Contact Information

Instructor: Mrs. Angie Bullard

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Office hours:

Tuesday 10:00 am – 11:00 am

Wednesday 10:00 am – 1:00 pm

Thursday 10:00 am – 11:00 am

*Other times available by request

Instructor Response Policy

The most reliable way to reach me is via email. I make every effort to respond within 24 hours. At most, you can expect a reply within 48 hours (or two business days). Messages sent over the weekend will be answered on the following Monday.

Textbook & Instructional Materials

- Dillon, F. L., Perry, A. D., Cheng, A. N., & Outz, J. (2022). Answers to your biggest questions about teaching secondary math. Corwin, a SAGE Company.
- Handouts and copied materials as required throughout the semester.

Course Description

This field-based, 6 credit hour, course focuses on middle and secondary school math pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include appropriate use of creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc. An important component of this field-based block of classes is the course time spent in active participation in field (classroom) experiences

Prerequisite(s): EDUC 3163, EDUC 3183, EPSY 3153, and SPED 3613 & Admission to the teacher education program.

Co-requisite(s): Concurrent enrollment in ETEC 4003.

Course Objectives

- Learners will be able to understand, describe and implement learning and thinking in mathematics in middle/high school level.
- Learners will be able to develop curriculum and use effective instructional planning skills.

- Learners will be able to develop appropriate assessment tools to assess students' learning and use the assessment data to design appropriate learning activities.
- Learners will be able to develop lesson plans that involve students in an active learning environment, including flexible instructional strategies and differentiation.
- Learners will be able to develop lesson plans/unit plans that incorporate national standards and state standards in mathematics.
- Learners will be able to develop technology integrated instructional and assessment strategies and activities.
- Learners will be able to develop and implement effective teaching strategies including learner-centered instruction, integrating effective modeling, questioning and self-reflection strategies.
- Learner will be able to effectively implement discipline management procedures and communicate clear expectations for achievement and behavior for their students.
- Learners will be able to develop and implement learning environments (positive, engaging) that utilize various teaching/learning strategies, integrating critical thinking, inquiry, and problem solving.
- Learner will be able to assume various roles in the instructional process (facilitator, instructor, audience, ...)
- Learner will be able to provide quality and timely feedback to students.
- Learner will be able to differentiate instruction to meet the academic needs and behavioral needs of students with disabilities and LEP-ELL and to provide appropriate ways of the students to demonstrate their learning.
- Learner will be able to collaborate with professionals in meeting the needs of students with disabilities.
- Learner will be able to understand and adhere to federal and state laws and district and campus policies regarding Students with disabilities and LEP-ELL students and implement IEP decisions and assessments related with IEP goals and objectives.
- Learner will be able to model and teach the forms and functions of academic English in content areas.
- Learner will be able to build and maintain positive rapport with students and their families.

See Appendix A for a complete list of standards, competencies, and other expectations.

Grading/Assessment

Table 1: Points allocated to each assignment.

Assignments	Grade Points
Technology Assignments	120 points
Lesson Plan	250 points
Classroom Observation	150 points
Written Assignments	100 points
Quizzes	130 points
Attendance	100 points
Disposition & Class Participation	25 points
Final Exam (Unit Plan)	100 points
TOTAL	1000 points

Table 2: Total points for final grade.

Grade	Points
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 59%

Quizzes

There are several quizzes with varying grade points in this course that align with the book chapters. Quizzes will consist of multiple choice and open-ended questions. Quiz details as well as a rubric for open-ended questions will be provided.

Assignments

There will be written assignments and technology assignments in this course that will build your understanding of thinking about how students assimilate mathematics and also prepare you to become aware of research-based practices in teaching mathematics. Details for each assignment will be provided in class and also available on D2L. Integration of technology needs to be purposeful and intentional in teaching of mathematics. During the semester, you will be exposed to numerous technologies and also have opportunities to demonstrate your understanding of integrating technology. The assignments will provide variety and space to express your understanding in different ways. Details about the assignment along with rubrics will be shared in class.

Expectations for written work:

Correct grammar, punctuation, and spelling are expected on all written assignments (web discussions are not held to the high standard of a research project or other written assignment).

Written assignments should be:

- Done in Microsoft Word and turned in as an attachment in the Dropbox on D2L or
- Converted to a PDF and turned in as an attachment in Dropbox on D2L.
- Discussions (if applicable) should be completed within the D2L discussion space and NOT uploaded as an attachment.

Presentation/Mini-Teaching

Students will be required to give presentations during the course to provide you with a space to practice teaching as well as receive peer and instructor feedback. These may vary from individual

presentations to group presentations. These opportunities will provide students with different pedagogies in teaching. Details about the expectations, rubric, and implementation will be provided in class and also available on D2L.

Lesson Planning (WCOE Template)

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning objectives. Candidates also describe the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on and explain:

- the lesson delivery and appropriateness of instructional strategies,
- the impact for future planning using evidence from gathered data and
- collaboration opportunities with the mentor teacher.

The skills acquired during lesson planning provide the foundation and are also built upon for unit planning and other key assessments.

Unit Planning

Unit Plan is a WCOE key assessment. Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

As you complete the assignments for this class, you will demonstrate skills from the following five categories and will be assessed based on them:

Domain I: Planning and Preparation

Domain II: Classroom Environment

Domain III: Instruction

Domain IV: Professionalism

Domain V: Technology Integration

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Must be able to use D2L, Microsoft Office, and Google Suites.

Field Hours

All math certification candidates should get a minimum of 35 field hours in their mathematics methods course.

During your field observations, you are required to submit time logs in TK20 to your cooperating teacher for attendance and participation verification. You must accumulate a minimum of 50 hours total prior to clinical teaching. This will need to be approved by the cooperating teacher. Submission of time logs should be done weekly, and you should periodically check TK20 to ensure that your time logs have been approved. For this course, a minimum of 32 hours in the classroom should be dedicated to engaging with students in instructional or educational activities, although you will likely spend more than 32 hours doing so. Prior to your clinical teaching experience, you should have a minimum of 50 hours of field-based experience, 30 of which show active engagement in instructional or educational activities. All time log entries must have a detailed description/reflection explaining the instructional or educational activities. At the end of the course, on the date indicated on the calendar, you must upload a screenshot of every approved time log to the appropriate Dropbox in D2L. Preservice teachers should complete at least 20 cumulative math field hours. Students should record the field hours in TK20 under time logs. Please see the specific details provided through D2L for when and how to complete time logs.

Observations

Preservice teachers are required to have three teaching observations. The math observations for this class should be done in your mentor teacher's classroom. There are three essential components for each observation.

1) Pre-Conference

Preservice teachers should schedule a pre-conference with the math methods instructor at least one week before the observation. We will meet in person for the preconference, in the event of an emergency, we can use Zoom, Google Meet, or Teams for the pre-conference. You must submit the lesson plan, teaching materials, evaluation instruments, documents, and technology applications that you plan for the lesson BEFORE the pre-conference. You may still amend your plan after the pre-conference, but it should be complete so we can discuss your plan. If you'd like to discuss ideas for the lesson, please contact me prior to your pre-conference to make an appointment. You will email the instructor to schedule the pre-conference. All details can be found in D2L.

2) Recorded teaching in mentor teacher's classroom.

Preservice teachers will be observed in person during their math lesson in their mentor teacher's classroom.

The preservice teacher should teach an appropriate grade level classroom lesson after getting approval from the instructor, as part of their pre-conference. The lesson plan, teaching materials, evaluation instruments, documents, technology applications, and post lesson reflection are to be submitted by midnight the same day. The templates for the lesson plan and reflections can be found in D2L in the resources module. You will also find the rubric for the observation and the T-TESS evaluation instrument in the module.

3) Post-Conference

Preservice teachers should contact the Math Methods instructor via email to schedule a post-conference. The observation is not complete without a successful post-conference. The post-conference will be done in person.

INSTRUCTIONAL METHODS

Learning activities include assorted reading and videos, discussions (pre and post conferences), recorded observations, reflections, field hours, and a final project which is the Unit Plan. The field hours should be recorded in TK20 after getting teacher-approval. Instructions on how to complete the time logs will be in D2L. The instructor will advise preservice teachers when this should be done.

Student Responsibilities and Tips for Success in the Course

To be successful in this course, plan to spend at least 10 hours a week to read and review online content, prepare for the observation lessons, teach classes, complete assignments, and study the course material.

Assessments

Performance-Based Final Project – See Unit Plan

Assignments related to Observation due the DAY OF Observation are:

- 1) Completed Lesson plan for observation
- 2) Completed General Reflection

OBSERVATION LESSON PLAN

The pre-conference lesson plan is submitted prior to the preconference meeting. The final Observation lesson plan (with any needed changes) for your math lesson should be submitted by 11:59pm to the D2L Dropbox on the day of your observation/teaching.

You have learned how to plan a lesson. You will put the theory of lesson planning into practice during this semester when you teach the lesson plan in your classrooms. Details of the lesson plan requirements, template, and the rubric can be found in the corresponding module.

CLASSROOM TEACHING OBSERVATION

This is the evaluation of your math lesson taught during observation in class. The evaluation is based on the observation rubric in the corresponding module.

TEACHING REFLECTION

(DUE 11:59 pm ON THE SAME DAY of your observation class in D2L.) The prompts for the reflection paper will be provided. Use Times New Roman, 12-point font, and 2-line spacing. Length will not be considered but writing should explain/ reveal your thoughts and insights. It should also answer all questions and prompts that are provided.

TECHNOLOGY INTEGRATION CRITIQUE

I will provide feedback for this assignment in the “Classroom Teaching Observation” Dropbox. However, the grade for this assignment will be given separately. This is the evaluation of the technology integration in your observed class, based on ISTE 2a and ISTE 2d. The details and the rubrics found in the corresponding module.

FIELD HOURS

The preservice teachers should record 20 field-hours (along with Teacher approval) in TK20 when the Math Methods instructor advises.

TECHNOLOGY REQUIREMENTS

Desire 2 Learn – D2L (LMS)

All course sections offered by MSU have a corresponding course shell in the D2L Online Learning Management System (LMS). See the technical requirements and associated system check in the webpage, D2L Technical Requirements

ACCESS AND NAVIGATION

You will need your username and password to log into the course. If you do not know your username or have forgotten your password, contact helpdesk@msu.edu. For more information on MSU IT services, see Information Technology.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Math Methods Instructor.

Technical Support

If you are new to D2L or if you are having technical difficulty with any part of D2L, please contact Distance Education. Other support options can be found on their webpage.

DISPOSITION AND READING FEEDBACK

It is crucial that you read the feedback for your assignments and exhibit professionalism. There are a lot of moving pieces in this course such as certification requirements, IRB requirements, participants and research location, data analysis and many other things. Your success will be supported throughout feedback and guidance during the course. However, you must read feedback, answer emails timely, show growth and professionalism as needed for a master's student and ask questions if/when you have them. The feedback will have instructions to improve your understanding of the topics discussed and to point out any areas for growth in the submitted assignments. If you would like to meet face to face or virtually at any point, please contact the Math Methods Instructor via email to schedule an appointment. I am happy to discuss any questions face to face, over the phone, or virtually.

Dispositions

- Candidates (Preservice teachers) in the teacher education classes are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:
- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning. Candidates respect learners' strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as evaluated by the academic committee on program quality. Throughout the program, candidates are evaluated at the beginning, developing, and mastery levels of competency based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information. [Tutoring & Academics Supports Programs](#)

Student Handbook

Refer to: **Student Handbook** which can be found on the Office of Student Rights and Responsibilities

Academic Honesty

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. I use Turnitin for the written assignments and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date.

Any plagiarism of 30% and above is too much! Your assignment will be reduced by one letter grade for anything above 30%.

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#)

AI / Chat GPT

Artificial intelligence (AI) can be a valuable tool in academic writing, offering support with brainstorming, organization, and clarity; however, it must be used ethically, accurately, and responsibly.

In a collegiate environment, all students are expected to demonstrate academic integrity and develop their own voice in writing. Since writing, analytical, and critical thinking skills are central to the learning outcomes of this course, all writing assignments must be prepared by the student. Developing strong competencies in these areas will prepare you for success in a competitive workplace.

While AI tools serve as helpful resources to guide learning and improve communication, they should never replace a student's own original work. Copying and pasting directly from AI tools or submitting

AI-generated content as your own constitutes plagiarism and will not be tolerated. If AI is used, its use must be disclosed within the assignment. Ultimately, academic work should reflect your own thinking and writing.

Instructor Drop

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The Math Methods Instructor will give the student a verbal or written warning prior to dropping the student from the class. The instructor-drop takes precedence over the student-initiated course drop at a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of this semester. After this period, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Extra Credit

Extra Credit opportunities may be given and will depend on the flow and needs of the class.

Late Work

There is a 25% deduction taken per day per assignment (including Saturday and Sunday). So, if the assignment is worth 100 points, the maximum score is 75 for submission one day late, 50 for submission two days, 25 for submission three days late, and zero on the 4th late day. *There is NO late work on discussion boards or quizzes!* If there is an issue, contact me **BEFORE** the assignment is due (at least 24 to 48 hours before the assignment is due). Time shown on D2L, or email will be used.

Please note: Even though this is a face-to-face class, this class requires you to have access to a computer (with Internet access) to check for class news updates, materials, instructions, resources and upload your assignments in D2L. Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with D2L as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. It is your responsibility to have (or have access to) a working computer in this class. **Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission.**

Make Up Work/Tests

There will be no make-up or resubmissions allowed on assignments, quizzes, discussion boards, or any other activity in class.

Important Dates

Last day for term schedule changes: 8/28/2025

Deadline to file for graduation: December graduation 9/22/2025

Last Day to drop with a grade of "W:" 11/24/2025 by 4 PM

Refer to: Drops, Withdrawals & Void

Refer to the Academic calendar for more details.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Please note: This class requires you to have access to a computer (with Internet access) to complete weekly activities, check for class news updates, have access to materials, instructions, resources and to upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. **Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission. Each time you log into D2L is documented. You should open D2L often to reference content, materials, and updates.**

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L.

Attendance

Absence Policy - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. *Candidates will receive a grade of F on the third absence. Any absences from class and/or field days at the Professional Development School count toward the total.*

After an absence from the course, it is imperative that a student schedule an appointment with the course instructor to discuss attendance. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points and also in the overall grade being lowered by one letter. It is the candidate's responsibility to make up any missed work. It is also expected that you will complete all course field experience hours in a professional manner.

Professional conduct is expected when observing or participating in school settings (e.g., dressing appropriately, arriving on time, remaining for the entire pre-arranged time, not canceling, and demonstrating respect in all interactions with young people, parents, teachers, and staff).

If you must miss your field experience for any reason, you are expected to contact the school and the teacher you are working with before school begins for the day. You must also contact the course instructor by e-mail or text to let me know you will not be present and arrange a time with me when we can discuss the most appropriate way to make up that absence. Excessive tardiness can be defined as an absence and subject to the absentee policy.

Three instances of tardy arrival will be counted as one absence.

In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. **It is impossible to provide a summary of all that takes place during any given class via email.** If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. Late work, unless arrangements are made by the student and approved **in advance** by the instructor, **will not be accepted for full credit.**

Class Participation

Students should participate in all the activities of this course. It is important that students meet all the deadlines as posted. In the case of any emergency situation (like death or illness in family, etc.) it is important that the student should report the same to the professor in a timely manner. It is your course, and the primary intention should be to reach the goals and acquire proficiency in the topics discussed in the course. Generally, students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential.

Excessive tardiness or absence (as determined by the professor), disruptive attitude, or failure to consistently meet class requirements might result in instructor-drop, if required. Being repeatedly late for class will also result in a grade reduction regardless of other marks. Tardiness will result in loss of classroom disposition points and three instances of tardy arrival will be counted as one absence.

Each student brings a unique perspective and life experience to the learning environment and is expected to participate actively and thoughtfully by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. Moreover, the course instructor may assign additional readings. *Participating in class discussions and following expectations is a part of your grade.* Please come to class with questions or issues from the reading that you found central or worthy of further exploration. Students may also be asked to do activities and exercises related to the assigned readings or to lead discussions on a topic or reading. You will have many opportunities to participate in class and on D2L. These opportunities are a very important part of this course.

Students are expected to log into D2L at least 3 times per week. This demonstrates the student is dependable, reliable, and responsible. Students are also expected to participate in all class activities and discussions each week. If a student fails to log in each week, this is considered evidence of a lack of dependability, and is taken seriously. It is the student's responsibility to make up for any missed assignments. Discussion boards cannot be made up.

Preservice teachers should participate in all classes. Logging into D2L at least three times a week and working diligently on assignments will be considered your attendance for the week. In case of an emergency situation that will not allow you to log on to D2L, please let me know as early as possible. Excessive absences (or lack of participation in assignments) may also result in the Preservice teacher being dropped from the class.

In the event that a class member is "absent", for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. If a student is unable to participate, they have the responsibility to contact the instructor to turn in assignments. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in D2L well in advance of the specific date. Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit. **Participation points will be deducted for a lack of weekly participation.** You will be given a verbal or written warning prior to being dropped from the class.

Note: Late work will not be accepted for full credit unless arrangements are made by the student and approved in advance by the instructor.

As previously mentioned, cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. Turnitin is used for the written assignments and D2L directly syncs with it (the student does not have to do anything). Each student will be able to see the plagiarism percentage and is welcome to make changes and resubmit **BEFORE** the due date. **Any plagiarism of 30% and above is too much! The assignment will be reduced by one letter grade for anything above 30%.**

Instructor Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes but is not limited to pagers and cell phones. In the classroom or during virtual meetings, cell phones need to be put away so that they do not disrupt the learning environment for you and others. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

Any student who misses class (for any reason) remains responsible for contacting other students to obtain class materials. In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. ***Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit.***

As previously mentioned, cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. I use Turnitin for the written assignments and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date. **Any plagiarism of 30% and above is too much and the assignment will not be graded, given a zero, and no make-up allowed!!!**

Important Course Information

I will use D2L for posting the syllabus, course communication, course schedule, attendance, and gradebook. There will be online office hours announced through D2L. You should check D2L at least three times per week.

Expectations for written work:

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments can be done in one of the following:
 - Microsoft Word and turned in as an attachment in Dropbox on D2L

- PDF Document and turned in as an attachment in Dropbox on D2L
- Google doc with the share link submitted to D2L (Make sure share settings are set to “anyone with the link can view or edit”)
- Discussions should be completed within the D2L discussion space and NOT uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

ONLINE COMPUTER REQUIREMENTS

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have or have access to a working computer for this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow preservice teachers extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings including the Clark Student Center (CSC). Your computer being down is not an excuse for missing a deadline. There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student help desk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they will be able to help you get connected to our online services.

Inclement Weather

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- Tu/Th class day: Delay to 11 AM; all classes prior to opening do not meet
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.

Notification processes - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and

website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

Activity	Recommendation
Face-to-face or hybrid courses	Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus.
Online courses	Fully online courses may continue as scheduled, but should communicate course practices in syllabus statements and news items on D2L.
Graded assessments	If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Electronic Network Access

Students using the university network facilities and services will indemnify and hold harmless the university against any and all actions or claims of infringement of intellectual property rights arising from the use of a network-based service or facility provided by the university. Network access is provided by password control. All passwords are managed and controlled by Information Systems. See [Student Handbook](#) for specific policies on electronic network access.

Students with Disabilities:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services

(DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.

Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: "*Run. Hide. Fight.*"

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting: Laura Hetrick, Title IX Coordinator, Sunwatcher Village Clubhouse. 940-397-4213, laura.hetrick@msutexas.edu. You may also file an online report 24/7 on

the Sexual Misconduct Report Form. Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the MSU Sexual Misconduct Resource Page.

Course Specific Procedures/Policies

In order to demonstrate competency, you must achieve 80% or higher on each required competency assessment.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings indoors among groups of people, regardless of vaccination status. Although MSU Texas does not currently require facial coverings, they have been an effective strategy in slowing the spread.

Other Expectations

As a part of your preparation for becoming a teacher, you are expected to begin acting in a professional manner – starting today. This includes, but is not limited to:

Internship Experience – Throughout your internship experience, ask your mentor teacher to provide you with constructive feedback regarding your classroom presence, interactions with students and lessons that you present to the students. Use this information to make necessary improvements during the time that remains in the schedule. Always conduct yourself in a professional manner.

Participation – It is not enough to just “show up.” In other words, you cannot give a minimal contribution to the discussion board and gain full credit overall. Be prepared to discuss the assigned chapters, contribute appropriately, and encourage the participation of your peers.

Preparation – Complete all assignments on time. Complete readings assigned in order to participate in class discussions and activities.

Classroom Observation - The student must achieve a Developing or Above on all criteria- failure to achieve a Developing or above will result in teaching a mini-lesson that specifically addresses the deficit(s).

Attitude – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)

- Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of the classroom.

Respect – Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week #	Tuesday Dates	Class/Field Day Information	Assignments and Due Dates
1	8/26	Tuesday – Class Thursday – Class	Assignment: Technology Introduction Due: Tuesday 9/2
2	9/2	Tuesday – Field Thursday – Class	Assignment: In Class Presentation on 9/4
3	9/9	Tuesday – Field Thursday – Field	Assignment: TEK Presentation Due: Thurs 9/16
4	9/16	Tuesday -Field Thursday Field	Assignment: Chapter Quiz Due: Thurs 9/23
5	9/23	Tuesday – Field Thursday – Class	No Assignment: Work on lesson plans, Vertical Alignment Assignment and/or Unit Plan Part 1
6	9/30	Tuesday – Field Thursday – Class	Assignment: Vertical Alignment Due: 10/7 Unit Plan Part 1 (1 st Draft) Due: 10/7
7	10/7	Tuesday – Field Thursday – Field	Assignment: Chapter Quiz Due: Thurs 10/14
8	10/14	Tuesday – Class** Thursday – Field	No Assignment: Work on Data Analysis and/or Lesson Plans for OBS 2
9	10/21	Tuesday – Field Thursday – Class	Assignment: Data Analysis Due: Thurs 10/28
10	10/28	Tuesday – Field Thursday – Field Remember to work on	Assignment: Chapter Quiz Due: 11/4 lesson plans and/or Literature Inspired Math Task - Presentation
11	11/4	Tuesday – Class** Thursday – Field	Assignment: Literature Inspired Math Task Assignment - Work Submitted to D2L 11/3 - *DONE IN CLASS Tuesday 11/4
12	11/11	Tuesday – Field Thursday – Class	Assignment: Unit Plan Part 2 Due: 11/18 Observation 3 Dates:
13	11/18	Tuesday – Field Thursday – Field	Assignment: Chapter Quiz Due: Thurs 11/25
14	11/25	Tuesday – Workday Thursday- HOLIDAY	No Assignment – Happy Thanksgiving (Remember to work on the Unit Plan)

Week #	Tuesday Dates	Class/Field Day Information	Assignments and Due Dates
15	12/2	Tuesday – Class Thursday – Class	Assignments: Time Logs Due TUESDAY 12/4 *Will work on in class if needed Unit Plan Due: Sunday 12/7 Reflection Assignment Due: Sunday 12/7 NOTICE THE SUNDAY DUE DATE
16	12/8-13	<u>FINALS WEEK</u>	NO FINAL – Key Assessment is the Unit Plan GRADUATION DECEMBER 13

Disclaimer Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor to meet the needs of the class appropriately.

All assignments are due on Tuesday of each week by 11:59pm.

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Appendix A: Standards/Competencies/Course Objectives

WCOE Standards

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

1. **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
2. **Learning Differences** - understand individual differences to ensure learning environments that enable each learner to meet high standards.
3. **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Objectives

1. Learners will be able to understand, describe and implement learning and thinking in mathematics in middle/high school level.
2. Learners will be able to develop curriculum and use effective instructional planning skills.
3. Learners will be able to develop appropriate assessment tools to assess students' learning and use the assessment data to design appropriate learning activities.

4. Learners will be able to develop lesson plans that involve students in an active learning environment, including flexible instructional strategies and differentiation.
5. Learners will be able to develop lesson plans/unit plans that incorporate national standards and state standards in mathematics.
6. Learners will be able to develop technology integrated instructional and assessment strategies and activities.
7. Learners will be able to develop and implement effective teaching strategies including learner-centered instruction, integrating effective modeling, questioning and self-reflection strategies.
8. Learner will be able to effectively implement discipline management procedures and communicate clear expectations for achievement and behavior for their students.
9. Learners will be able to develop and implement learning environments (positive, engaging) that utilize various teaching/learning strategies, integrating critical thinking, inquiry, and problem solving.
10. Learner will be able to assume various roles in the instructional process (facilitator, instructor, audience, ...)
11. Learner will be able to provide quality and timely feedback to students.
12. Learner will be able to differentiate instruction to meet the academic needs and behavioral needs of students with disabilities and LEP-ELL and to provide appropriate ways of the students to demonstrate their learning.
13. Learner will be able to collaborate with professionals in meeting the needs of students with disabilities.
14. Learner will be able to understand and adhere to federal and state laws and district and campus policies regarding Students with disabilities and LEP-ELL students and implement IEP decisions and assessments related with IEP goals and objectives.
15. Learner will be able to model and teach the forms and functions of academic English in content areas.
16. Learner will be able to build and maintain positive rapport with students and their families.

Competencies for Math Instruction

Please refer to [TEA](#) Math Standards for Grades 4-8

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

Appendix B: Learning experiences at WCOE

Clinical experiences at the WCOE, including both initial clinical experiences (e.g., classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of settings (e.g., urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience.

Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.
- Candidates respect learners' strengths and needs and are committed to using this information to plan effective instruction.
- Candidates are committed to deepening awareness and understanding the strengths and needs of learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of the Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon unit planning and other key assessments.

Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing. This key assignment should be submitted in TK20.

Co-Teaching

WCOE adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

- One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of the student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well-planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are

actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

Midwestern Impact on Student Learning [MISL]

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning.

Appendix D _ Competency List - Commissioner's Standards

Commissioner's Standard 1--Instructional Planning and Delivery.

Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Commissioner's Standard 2—Knowledge of Students and Student Learning.

Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational developmental backgrounds and focusing on each student's needs.

Commissioner's Standard 3— Content Knowledge and Expertise.

Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Commissioner's Standard 4— Learning Environment.

Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Commissioner's Standard 5— Data-Driven Practice.

Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Commissioner's Standard 6—Professional Practices and Responsibilities.

Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Appendix E – Content Standards PK-3

Standards for Certification Exams can be found in the Preparation Manuals on the Texas Educator Certification Examination Program Website ([Nesincv](#))

Appendix B: Required assignment/standard alignment matrix

Assignment	Course Objectives - (CO #)	WCOE Standard (WCOE #) EC-6 Competency (EC6C #)
Intro Technology Assignment	CO #10	WCOE #4
Vertical Alignment Assignment	CO #1	WCOE #1,4,5, EC6C #1,2,3,4,5,6
Literature Inspired Mini Teaching	CO #2,4,5,7,8,10	WCOE #1,2,4,5,7,8, EC6C #1,2,6
Lesson Plan and Reflection	CO #2,4,5,7,8	WCOE #1,2,4,5,6,7,8,10 EC6C #1,2,3,4,5,6
Classroom Observation	CO #2,6,7,8,9	WCOE #1,2,3,4,5,6,7,8,10 EC6C #1,2,3,4,5,6
Technology Lesson and other assignment	CO #3,8,10	WCOE #4,6,8 EC6C #1,2,3,4,5,6
Reflection Assignment	CO #1,3,4,6	WCOE #1,2,5 EC6C #1,2,6
Notice/Wonder/Think Presentation	CO #1,3,4,10	WCOE #2,4,5,6,10 EC6C #1,2,6
Data Analysis Assignment	CO #1,9	WCOE #1,2,3,7,8,9,10 EC6C #1,2,3,4,5,6
Unit Plan	CO #1,2,3	WCOE #1,2,3,4,5,7,8,10 EC6C #1,2,3,4,5,6
Field Experience	CO #1,2,3,4,6,9,10	WCOE #1,2,3,4,5,6,7,8,9,10 EC6C #1,2,3,4,5,6
In Class Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, exploration, and role playing	CO #1,2,3,4,5,6,7,8,9,10	WCOE #1,2,3,4,5,6,7,8,9,10 EC6C #1,2,3,4,5,6