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Office: 126 Malloy Hall
Office Hours: Monday/Wednesday/Thursday 12:30-3 p.m. or by appointment

Prerequisites:
Admission to Teacher Education

Textbook:

Recommended Reference Books

*How to Survive and Thrive in the First Three Weeks of School* by Elaine K. McEwan

*The Teacher's Guide to Success* by Ellen L. Kronowitz

*Starting Strong, Surviving and Thriving as a New Teacher* by Kristen J. Neslon & Kim Bailey

*Classroom Activators* (2nd Ed.) by Jerry Evanski

*The Teacher's Craft, The 10 Essential Skills of Effective Teaching* by Paul Chance

*What Successful Teachers Do* by Neal A. Glasgow & Cathy D. Hicks

*The Essential 55* by Ron Clark

*What Great Teachers Do Differently, 14 Things That Matter Most* by Todd Whitaker

*Teach Like a Champion* by Doug Lemov

*Tools for Teaching* by Fred Jones

Additional Resources
Articles posted through Blackboard® for additional classroom discussion.

Course Description
Effective teachers are considered by the UST School of Education faculty as those who have an understanding of the diverse nature of their students and hold positive expectations for their success; are good classroom managers; and know how to design lessons for student mastery. This course will strive to provide this knowledge and these skills.

This syllabus is a work-in-progress and will be adjusted as necessary. When such adjustments occur, students will be notified via email and in class.

Course Objectives
The following TExES competencies will be addressed as foundational objectives related to preparing for success on the Professional Development TExES:

Domain I – Understanding Learners

- The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.
- The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.
- The teacher appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.
- The teacher understands how learning occurs and can apply this understanding to design and implement effective instruction.
- The teacher understands how cultural and socioeconomic differences affect student learning and is able to address these issues in instructional planning.
- The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

Domain II – Enhancing Student Achievement

- The teacher uses planning processes to design outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.
- The teacher uses effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration, and supportive interactions.
- The teacher uses a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and the real world.
- The teacher is able to understand, design, and demonstrate appropriate instruction that reflects the TEKS, follow logical sequencing, integrates content across disciplines, and takes advantage of technology and other materials that support instructional goals and engage learners.
- The teacher uses processes of informal and formal assessment to understand individual learners, monitors instructional effectiveness, and shape instruction.
- The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual support.
Domain III – Understanding the Teaching Environment

- The teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professional in the system to create a school culture that enhances learning and encourages positive change.
- The teacher knows how to foster strong school-home relationships that support student achievement of desired learning outcomes.
- The teacher understands how the school relates to the larger community and knows strategies for making interactions between school and community mutually supportive and beneficial.
- The teacher understands requirements, expectations, and constraints associated with teaching in Texas, and can apply this understanding in a variety of contexts.

TExES Competencies

The following are competencies that you will be responsible for demonstrating successfully as part of the TExES exam. This exam is taken during your last semester before graduating.

- **Standard I** – The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II** – The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- **Standard III** – The teacher promotes student learning by providing responsive instruction makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- **Standard IV** – The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Topics to be Discussed

- The Educator and Education as a Career
- Characteristics of an Effective Teacher
- 3 Dimensions of an Effective Teacher
- What’s Trending in Education?
- Curriculum Development and Alignment
- Writing Goals and Objectives
- Lesson Planning
- Instructional Strategies – Direct and Indirect
- Examples of indirect instructional strategies:
  - Service-based Learning/Project-based Learning
- Cooperative Learning
- Invitational Learning
- Classroom Meetings
- Being a Professional Educator

Course Requirements

1. In a small group, create an innovative project/skit on the characteristics of an effective teacher.
2. Write a lesson plan according to your subject and grade level interest. Relate it to some TEK(S).
3. Create a Portrait of a Famous Person. This assignment will be done individually or in small groups.
4. Collect 3 first day activities
5. Print out and summarize information regarding a professional organization in general and/or related to a specific subject field (art, drama, communication, reading, math, science, social studies, writing, etc).
6. Summarize one article on the topic of Project-Based Learning or Service-based learning
7. Present a “What’s Trending” educational topic in a classroom format.
8. Bring in a favorite quotation.
9. Final Exam

**Course Grade Composition**

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<thead>
<tr>
<th></th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Effective Teacher Discussion</td>
<td>50</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>100</td>
</tr>
<tr>
<td>Famous Person Group Portrait</td>
<td>100</td>
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<tr>
<td>First Day Activities</td>
<td>25</td>
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<tr>
<td>Professional Organization Summary</td>
<td>25</td>
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<tr>
<td>Project/Service Based Learning</td>
<td>25</td>
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<tr>
<td>What's Trending/Classroom Meeting</td>
<td>25</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>450</strong></td>
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**Grading System**

A = 94 – 100% of 450 points
A- = 90 – 93% of 450 points
B+ = 88 - 89% of 450 points
B = 84 – 87% of 450 points
B- = 80 – 83% of 450 points
C+ = 78 – 79% of 450 points
C = 74 – 77% of 450 points
C- = 70 – 73% of 450 points
D = 60 - 69% of 450 points
F = less than 60 points

**Notes**

Attendance is extremely important. Students will be expected to attend all classes and to arrive on time. You should exert every effort to attend class meetings. Please note that your final grade will reflect your attendance. For each unexcused absence, 3 points will be deducted from the final course grade. I will
allow two absences without penalty. Any absence for which the professor has not given prior approval will automatically be considered unexcused. Allowances for absences that result from emergencies will be made at the discretion of the professor. One point will be deducted from the final course grade for each unexcused late arrival.

In all written work, grammar, sentence structure, organization, spelling, and handwriting are to be of such quality that would be an acceptable model for elementary students. Points will be deducted for such errors.

All assignments should be turned in on the designated due dates. For each assignment turned in one class day late, a letter grade will be deducted from the total score.

**Tips on how to be successful in class**

- Come to each class prepared-do the assigned homework and bring materials to share and discuss.
- Share ideas-orally or hand in articles that relate to the topics being studied in class.
- Speak up during discussions of the chapter or other assigned work.
- Listen to the ideas of others and respond positively.
- Be open-minded and help those that need help.
- Attend all classes and contribute to each class by speaking, discussing class issues, etc. One must come to class prepared and energetic. Sitting quietly is not contributing.
- Have a positive attitude.
- Be quiet and sensitive when others are sharing their ideas.

**Professional Standards of Behavior**

Student Disability—any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities will need to also contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-6953 or 3162.

Academic Integrity—the university system is based on a respect of intellectual property. Citing sources of information used in one’s work and total reliance on personal ability in individual assessments are fundamentals in scholarly behavior. Any instance of breach in academic integrity will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course.

Students may not bring their children to class as this can be disruptive to other students and to my instruction.

Students should not bring a complete meal into class and eat. Water, soft drinks, and snacks are ok.

Students should not be talking on their phone or texting during class.
Selected Social Justice Teachings

Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.