Course prerequisites: SEED 3370, and admission to Teacher Education

I. Course Description: This course involves the development of learner-centered curriculum and instruction with an emphasis on culturally relevant teaching. This course also focuses on research-based instructional models relevant to public school education, especially effective and equitable education for racially, culturally, and linguistically diverse students. This course also involves a field experience in local schools over the course of the semester. Classwork includes 10 virtual field hours, weekly reading assignments, formative assessments, reflection papers, and an instructional design project including: a scope and sequence plan, a unit plan, and three lesson plans in students’ content area. Minimum average of coursework is 15 hours (3 hours a day) each week for 5 weeks. There is a critical assignment related to accountability and accreditation in this course. This course is a prerequisite for SEED 4350 and SEED 4360.

II. Course Hour Justification:
SEED 3371 Curriculum and Instructional Design for All Learners (3 credits) meets twice each week in 75-minute segments for 15 weeks and requires one teaching presentation. Outside of class work includes 10 fieldwork hours in classrooms, designing an instructional design plan, reading assignments, reading quizzes, planning for a teaching presentation in which there is application of culturally responsive pedagogy, pedagogical content knowledge, multiliteracies and teaching strategies for students enrolled in special education. Outside activities average a minimum of six hours each week for 15 weeks.

III. Intended Program/Learner Outcomes
A complete listing of the state and national standards associated with this course is located on the Perkins College of Education (PCOE) website.

A. Program Learning Outcomes
1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society. (Training in TEKS)
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society. (Training in TEKS)
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education. (Training in TEKS)

B. Student Learning Outcomes
At the end of this course students will be able to:

1. Demonstrate an understanding of the connection between various components of the Texas assessment program, the state-mandated curricula (TEKS, ELPS, CCRS) and instruction.
2. Demonstrate effective instructional planning at both the long-term level (including scope and sequence and unit planning) and short-term level (weekly and daily planning). (Training in TEKS)
3. Plan lessons and structure units so that activities progress in a logical sequence and support the state-mandated curricula. (Training in TEKS)
4. Plan developmentally appropriate, meaningful instruction that encourages the use of higher-order thinking skills and that incorporate different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices. (Training in TEKS)
5. Design various instructional strategies that promote active student engagement and learning based on students’ needs, and that incorporate varied activities and groupings appropriate to student levels. (Training in TEKS)
6. Write and use appropriate instructional objectives for effective teaching and learning. (Training in TEKS)

**A complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found at:**


For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.

III. Course Assignments, Assessments, Instructional Strategies and use of Technology:

1. **Course Quizzes (100)**- Students will have four quizzes over assigned course readings and materials worth 25 pts. each. **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking. (Training in TEKS)**

2. **Course Assignments: (500)** Students will complete various assignments within course modules, including lesson plans, reading responses, small-group teaching demonstrations, etc.

3. **Instructional Design Project (300 pts)**- Students will create the following parts of an instructional design project, **Supports the PCOE core value of Academic Excellence through critical, reflective, and creative thinking.**

   *A scope and sequence for their content area, including relevant state standards TEKS
   *One unit plan that is part of their scope and sequence that includes TEKS, ELPS, and CCRS standards
   *Three detailed lesson plans that are part of the unit plan, that include TEKS, ELPS, and CCRS standards
   *A summative assessment
   *Answers to reflection questions about the entire planning

As part of the instructional planning format, students are required to list the appropriate standards from ALL of the following state of Texas educational standards:

**Texas Essential Knowledge Skills (TEKS), English Language Proficiency Skills (ELPS) and Career and College Readiness Skills (CCRS) and are available at:**

http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785

Updated: August 2023
4. Classroom Observations/Tutoring of Special Needs Students plus Reflection Questions (100 points.)

Each SFA student will complete 10 hours of observations observing and reflecting teachers working with special needs learners as part of his/her field experiences for this course

**Supports the PCOE core value of Service that enriches the community and the COE core value of Openness to new ideas and to culturally diverse people. CAEP Standard 2.3.**

5. Professional Development Opportunities EXTRA CREDIT (50 pts. each). Just as professional educators have the opportunity for continued professional growth, students will also be given the opportunity to extend, elaborate, and apply their classroom learning to two educational experiences outside of the classroom setting. These experiences will vary with the semester depending upon community and university events.

**Supports the COE core value of Life-long Learning.**

**Total Points: 1000**

Attendance/Late Work Policy:

Attendance is expected, you are allotted 5 absences. If you have accumulated 6 unexcused absences in this course you will automatically earn an F.

Assignments’ dropboxes will remain open for 3 days. After 3 days the dropbox will close, and assignments will not be accepted. Each day that the assignment is late will incur a 20% late penalty, unless previous arrangements have been made with the professor.

1. Failure Clause: You may immediately earn an “F” in SEED 3371 due to the following reasons:
   - You take, consume, buy, sell, provide or have in your possession alcohol or illegal drugs in any form, at any time on a school campus or at an event where you are receiving field experience hours or class credit.
   - You falsify any records or documents, including hour sheets
   - Your placement site teacher or administrator asks for you to be removed
   - You have violated state or federal law
   - You have violated The Code of Ethics and Standard Practices for Texas Educators
   - You have violated school and/or district policy
   - You have violated university policy
   - Any other egregious acts of non-professional behavior
   - You take, consume, sell, provide, or have in your possession, alcohol or illegal drugs in any form, to a school campus or at an event where you are receiving field experience hours
   - You have accumulated 5 unexcused absences in this course.
1. **Students who earn a “D” or “F” in any SEED 3371 course must re-take the course and make at least a “C” to move forward.**

Quality of Assignments—High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.). All assignments are to be submitted in a timely, professional manner. This includes proper use of Standard English, correct grammar and spelling, and appropriate formatting. Remember that the quality of work you present reflects the quality of your desire to be a professional educator. **All submitted work should be typed unless otherwise noted.**

V. Tentative Course Outline/Calendar:

**Weekly Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>8/29 and 8/31</th>
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<tbody>
<tr>
<td>8/29:</td>
<td>Course Introduction</td>
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<tr>
<td>Homework:</td>
<td>Introduction</td>
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<tr>
<td>Name Article</td>
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<tr>
<td>8/31:</td>
<td>Getting to Know Your Students</td>
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<tr>
<td>Homework:</td>
<td>Create Getting to Know You Activity</td>
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<thead>
<tr>
<th>Week 2</th>
<th>9/5 and 9/7</th>
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<tbody>
<tr>
<td>9/5:</td>
<td>Getting to Know You Activity evaluation in class</td>
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<tr>
<td>What is Effective Teaching?</td>
<td>CCVEST chart</td>
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<tr>
<td>CCVEST Assignment</td>
<td></td>
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<tr>
<td>Homework:</td>
<td>Read Learning Styles Myth Article</td>
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<tr>
<td>9/7:</td>
<td>Learning Styles Myth Lecture/Video</td>
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<tr>
<td>Week 3</td>
<td>9/12 and 9/14</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>9/12: Introduction to C&amp;I Theories, Student/Teacher Centered Instruction/Teaching Methods</td>
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<tr>
<td></td>
<td>In class: group work on assigned theory presentation.</td>
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<tr>
<td></td>
<td>Homework: Work on assigned theory presentation. Be ready to present 9/14</td>
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<tr>
<td></td>
<td>9/14: C&amp;I Theory Presentations at table groups</td>
</tr>
<tr>
<td></td>
<td>Submit your presentation to Dropbox 9/14 10:30 AM</td>
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<thead>
<tr>
<th>Week 4</th>
<th>9/19 and 9/21</th>
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<tbody>
<tr>
<td></td>
<td>9/19:</td>
</tr>
<tr>
<td></td>
<td>Constructive Classroom Introduction Constructivist Video Analysis in Class Introduction to Exceptional Students</td>
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<tr>
<td></td>
<td>Homework: Read Chapter One, Quiz Next Class Meeting</td>
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<tr>
<td></td>
<td>9/21: Class Visitors</td>
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<tr>
<td></td>
<td>Quiz Chapter One online. Due by 9/26 11:59 PM</td>
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<tr>
<th>Week 5</th>
<th>9/26 and 9/28</th>
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<tbody>
<tr>
<td></td>
<td>9/26: Chapter Quiz Professional in Special Education Jigsaw Accommodations, Modifications, Interventions in Class Reading/Lecture</td>
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<tr>
<td></td>
<td>Homework: Read Chapter for Quiz</td>
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<tr>
<td></td>
<td>9/28: Makerspace. Meeting in the library. Present in class 10/10</td>
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<tr>
<td>Week 6</td>
<td>10/3 and 10/5</td>
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<tr>
<td>10/3:</td>
<td>Dr. Koltonski to visit: BIP lecture.</td>
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<td></td>
<td>ARD training</td>
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<td></td>
<td>Chapter Quiz Online (504 Verses IEP) Due</td>
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<tr>
<td></td>
<td>10/5 11:59 PM</td>
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<tr>
<td>10/5:</td>
<td>Corrigan Visit</td>
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<td></td>
<td>Homework: Through Your Child’s Eyes Assignment</td>
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<tr>
<th>Week 7</th>
<th>10/10 and 10/12</th>
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<tbody>
<tr>
<td>10/10:</td>
<td>McKinney-Vento Act</td>
</tr>
<tr>
<td>10/12:</td>
<td>Classroom teachers visit</td>
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<thead>
<tr>
<th>Week 8</th>
<th>10/17 and 10/19</th>
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<tbody>
<tr>
<td>10/17:</td>
<td>Instructional Design Plan Introduced.</td>
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<tr>
<td></td>
<td>Scope and Sequence Assignment Introduced</td>
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<td></td>
<td>Backward Design reading in class</td>
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<tr>
<td>10/19:</td>
<td>Explore Scope and Sequence Examples on D2L</td>
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<td>Homework: Bring in Scope and Sequence Draft to next Class</td>
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<tr>
<th>Week 9</th>
<th>10/24 and 10/26</th>
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<tbody>
<tr>
<td>10/24:</td>
<td>Scope and Sequence In Class Workshop</td>
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<tr>
<td>10/26:</td>
<td>Unit Plan Introduction</td>
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<tr>
<td></td>
<td>Formative Assessment Introduction</td>
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<tr>
<td></td>
<td>Homework: Unit Plan Draft</td>
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<table>
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<tr>
<th>Week 10</th>
<th>10/31 and 11/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31:</td>
<td>Unit Plan in Class Workshop</td>
</tr>
<tr>
<td>11/2:</td>
<td>Unit Plan in Class Workshop</td>
</tr>
<tr>
<td></td>
<td>Unit Plan due to Dropbox by 10/28 11:59 PM</td>
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</tbody>
</table>
| Week 11  
11/7 and 11/9 | 11/7: Lesson Plan, Learning Targets, Central Focus, Planning Commentary  
Review teaching strategies  
Homework: Draft Lesson Plan One  
11/9: First Lesson Plan Draft to Class for Workshop  
Homework: Revise Lesson Plan One  
Draft Lesson Plan Two to Class 11/14 |
|---|---|
| Week 12  
11/14 and 11/16 | 11/14: Second Lesson Plan Draft to Class for Workshop 11/8  
11/16: Individual teaching demonstrations |
| Week 14  
11/21 and 11/23 | No Class Thanksgiving Holiday |
| Week 15  
11/28 and 11/30 | 11/28: Individual teaching demonstrations  
11/30: Individual teaching demonstrations  
Submit Observation Hours and Reflection to Dropbox 11/30 11:59 PM |
| Week 16  
12/5 and 12/7 | 12/5: Complete Instructional Design Plan Draft to class for peer workshop.  
12/7: In Class Workday, Bring your computer!  
Submit Final Instructional Design Plan by 12/11 to Dropbox |
| Week 17  
12/11 | FINALS |

**VI. Readings.**  
There are texts required for your purchase. Readings will be provided to students via D2L and class time.

**VII. Other Research-Based Readings Provided in Class:**  

**Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation.
2. Instruction evaluation purposes; and
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in
which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Participation, Personal Responsibility and Professional Dispositions and Staying in Touch with the Instructor

Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important, rewarding, and fun job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students’ lives. There is much to do to prepare for taking on the demands of leading a classroom, so we ask you to put in your best effort. This class will require you
to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that’s a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

I will return emails within 48 hours Monday-Friday.

**Use of Personal Technology**
Appropriate use of electronic devices is also a part of your professional participation in our class. Laptops and tablets are valuable tools for learning; however, they can also be distracting and obstruct good listening and participation. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices are not acceptable in this class at any time and will result in a reduction in your professional disposition grade.