# Course Syllabus

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<table>
<thead>
<tr>
<th>Class #</th>
<th>Week</th>
<th>Location</th>
<th>Seminar topics</th>
<th>Outside Activities</th>
</tr>
</thead>
</table>
| 1       | 8/26     | UT Seminar     | Course Syllabus  
Class orientation  
What is a middle school  
Standard IV          |                          |
| 2       | 8/29 9/2 | UT Seminar     | Middle school teacher  
Standard III   | Reading 1  
Standard IV      |
| 3       | 9/9      | UT Seminar     | Discuss Observation  
Positive Classroom  
Standard II  | Reading 2  
Standard IV      |
| 4       | 9/12 9/16| UT Seminar     | Discuss Observation / Lesson  
**Hemisphere Presentation**  
**Standard II**   | Reading 3  
Observation  
Standard IV      |
| 5       | 9/19 9/23| UT Seminar     | Discuss observation / Lesson  
Lesson Plan  
Standard I and III  | Reading 4  
Observation  
Standard IV      |
| 6       | 9/26 9/30| UT Seminar     | Discuss Observation / Lesson  
Instructional strategies / Assessment  
Standard I and III  | Reading 5  
Observation / Lesson  
Standard II      |
| 7       | 10/3 10/7| UT Seminar     | Discuss Observation / Lesson Plan  
Diversity  
Standard II  | Observation / Lesson      |
| 8       | 10/10 10/14| UT Seminar | Discuss Observation / Lesson Plan  
Classroom management  
Standard II  | Reading 6  
Observation / Lesson  
Standard II      |
| 9       | 10/17 10/21| UT Seminar | Discuss Observation/ Lesson Plan  
Classroom management  
Standard II  | Observation / lesson      |
| 10      | 10/24 10/28| UT Seminar | Discuss Observation / Lesson Plan  
Communication  
Standard IV  | Reading 7  
Observation / Lesson  
Standard II      |
| 11      | 10/31 11/4| UT Seminar     | Discuss Observation / Lesson Plan  
Communication  
Standard I  | Observation / Lesson      |
A lesson is complete when the lesson plan, teacher evaluation and reflection are turned in to me.
Email me the lesson plan before you teach the lesson. The teacher evaluation and reflection must be Turned in within a week of having taught the lesson.

| Lesson Plan 1, Teacher evaluation and Reflection (Turn in to instructor) |
| Lesson Plan 2, Teacher evaluation and Reflection (Turn in to instructor) |
| Lesson Plan 3, Teacher evaluation and Reflection (Turn in to instructor) |
| **Important** All the Lesson Plans listed above should be completed by October 12 |
| Lesson Plan 4, Teacher evaluation and Reflection (Turn in to instructor) |
| Lesson Plan 5, Teacher evaluation and Reflection (Turn in to instructor) |
| Lesson Plan 6, Teacher evaluation and Reflection (Turn in to instructor) |

**The Portfolio must be turned in to the instructors office by December 5**

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Bibliography

Faber, Sharon. *If these are the kids, who should the adults be? and how do we teach them?* Milledgeville, GA: Georgia Middle School Association, 2001.


Research and resources in support of this we believe. Westerville, OH: National Middle School Association, 2003.


This we believe. Westerville, OH: National Middle School Association, 2003

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UTL 202  Pedagogy and Professional Responsibilities Standards

Standard I  The teacher designs instruction appropriate for all students

P&P

1.1k   Plans lessons that reflect an understanding of students developmental characteristics and needs.

1.3k   Adapts lessons to address students varied backgrounds, skills, interests and learning needs.

1.5k   Acknowledge and respect cultural and socioeconomic differences when planning instruction.

1.16k  Use various types of material and other resources to aid in preparing and implementing instruction.

1.19k  Designing instruction that reflects state standards

1.28   The role of technology in assessing student learning
Standard II  The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.1k  The importance of creating a learning environment in which diversity and individual differences are respected.

2.3k  Ways to establish a positive classroom climate that fosters active engagement in learning among students.

2.4k  Communicate teacher expectations for student learning

2.6k  How classroom routines and procedures affect student learning and student achievement

2.16k  The importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior

2.18k  Appropriate responses to a variety of student behaviors and misbehaviors.

Standard III  The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process

3.1k  Use of clear, accurate communication in the teaching and learning process

3.4k  Skills and strategies for engaging in questioning and leading effective student discussions

3.6k  How to present content in relevant and meaningful ways linking students prior knowledge and experiences
3.10k Techniques for structuring and pacing lessons in ways that promote student engagement and learning.

**Standard IV**  The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

4.1k The importance of families’ involvement in their children’s education

4.2k Appropriate ways for working and communicating effectively with families in varied contexts

4.3k Types of interaction among professionals in a school (vertical teaming, team teaching and mentoring)

4.9k The importance of participating in professional development activities to enhance content knowledge and pedagogical skills

4.12k The importance of using reflections and ongoing self-assessment to enhance teaching effectiveness

4.16k Procedures and requirements for maintaining accurate records