Note: Nomination packets from the previous year’s award recipients are posted only to provide nominees with an example of a successful portfolio.

Nomination guidelines may vary slightly from year to year. Please refer to the Presidential Awards website for current guidelines.

http://utsa.edu/facultyawards/awards/pres.html
Date: 2-7-11

<table>
<thead>
<tr>
<th>NOMINEE INFORMATION</th>
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</thead>
<tbody>
<tr>
<td>Last name: Thornton</td>
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<tr>
<td>First: Jennifer</td>
</tr>
<tr>
<td>Middle I: Dr.</td>
</tr>
<tr>
<td>Title / Rank: Assistant Professor</td>
</tr>
<tr>
<td>Campus address: Main Bld 2, 212</td>
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<tr>
<td>Department: IIT</td>
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<td>Phone: (458) 7939</td>
</tr>
</tbody>
</table>

I endorse this person for the following President’s Distinguished Achievement Award (check one):

- Teaching Excellence (tenured faculty)
- Teaching Excellence (tenure-track faculty)
- Teaching Excellence (non-tenure-track faculty)

These awards are to recognize, encourage, and reward accomplished faculty whose command of their respective disciplines, teaching methodologies, communication skills, and commitment to learning translate into a superior learning experience for students. These awards are aimed at faculty who maintain high expectations and standards for their students, ensuring academic rigor, while meeting the challenges of motivating students and helping them develop into educated, ethical, and responsible citizens.

- Research Achievement (tenured faculty)
- Research Achievement (tenure-track faculty)

**Tenured:** This award is to recognize, encourage, and reward faculty who have conducted a sustained program of high quality, high impact research that has translated into national and international recognition and has made a substantial contribution to the faculty member’s field.

**Tenure-Track:** This award is to recognize, encourage, and reward faculty who have conducted high quality, high impact research that shows distinct promise for national and international recognition and substantial contribution to the faculty member’s field.

- Performance, Creative Production, or Other Scholarly Achievement (tenured and tenure-track faculty)

This award is to recognize, encourage, and reward those individuals whose performance, creative production, or other scholarly achievement in the arts or other appropriate disciplines has manifested unusual excellence and merit. Further, this production has directly or indirectly benefited students and the University as well as the artistic or scholarly domain of the faculty member.

- Excellence in University Service (tenured and tenure-track faculty)
- Excellence in University Service (non-tenure-track faculty)

This award is to recognize, encourage, and reward those tenured and tenure-track faculty who are exemplary in their commitment to service within the University whose service has had major impact on the opportunities, lives, and future of UTSA students by providing leadership in
critical areas such as advising students; student, department, college and university committee service; and/or creating new student programs and opportunities.

_____ Excellence in Community Service (tenured and tenure-track faculty)
This award is to recognize, encourage, and reward those tenured and tenure-track faculty who are exemplary in their service outside of the university, providing leadership and making significant contributions in external civic organizations and settings. Serving on civic boards and committees, and leading critical and valuable community initiatives, are some examples of desired involvement. This award recognizes the importance of sustained contributions to the external community that create connections with the university.

_____ Advancing Globalization (tenured and tenure-track faculty)
This award is to recognize, encourage and reward either an individual or a team of faculty who have significantly expanded UTSA’s involvement in the global arena. The distinguished faculty should have made contributions in one or more of the following areas: the development and implementation of international components into the curriculum, study abroad programs, collaborations with foreign institutions.

*Please submit separate supporting materials for this nomination. Specific guidelines and a listing of prior award recipients are available online at [http://www.utsa.edu/facultyawards/](http://www.utsa.edu/facultyawards/) (click on Presidential Awards).*

*Electronic nominations are due no later than Wednesday, February 10, 2011.*

Signed: ___________________________________________

Dean, College of ___________________________________
February 5, 2011

To Whom It May Concern:

I am pleased to nominate Dr. Jenifer Thornton for the President’s Distinguished Achievement for Teaching Excellence Award (tenure track).

Dr. Thornton is an assistant professor in a program in the COEHD that provides professional development for students striving to become classroom teachers. Dr. Thornton’s teaching philosophy centers around the belief that instructors should meet students where they are, and help students to make personal connections to content. She firmly embraces the philosophy of differentiation, striving to honor students’ diversity by recognizing their individual gifts and strengths, and embracing ways for them to demonstrate their understandings through assignment choice and alternative means of assessment. This approach embodies the UTSA’s mission to embrace multicultural traditions, and serve as a resource for intellectualism and creativity.

One of Dr. Thornton’s strengths as a teacher is the way she connects to her students as individuals, establishing rapport, and creating a community of learners. For her, this relationship does not end at the conclusion of the semester either. In many cases, she continues to support these relationships long after the students have left her classroom and have classrooms of their own. This is a critical piece of her success as a teacher, and one that is oftentimes overlooked in institutes of higher learning. It is in this way that we at the university are able to impact transformative learning and teaching within our community and help to bridge the divide between students’ experiences at the university level and their experiences as professionals in the field. Students’ responses to the learning experiences Dr. Thornton provides is consistently positive as articulated by students’ comments and in her course evaluations:

- Best teacher I have had my entire education (6-years). I struggle with a disability so it is tuff for me to get all the acquired knowledge but Mrs. Thornton made it possible for everyone to understand all the information. She went out of her way to make her students comfortable with the assignments and tests. (Fall, 2007)

- I have really enjoyed this class! I love being here. Ms. Thornton is intellectual and thoughtful...She was approachable and understanding, but let you know she had high expectations for your quality of work. I left the classroom every time calling my husband to tell him what I had learned. I am not a student that loves school, but Ms. Thornton made me love her class. I will be sad when it is over! (Fall, 2007)

- Dr. Thornton teaches with a passion for all her students to succeed and learn the material. She offers tips, ideas, guidance and motivates the class.... (Spring, 2009)

Since being hired as an Assistant Professor of Early Childhood and Elementary Education in the teacher preparation program, Dr. Thornton has taught a total of eight
different courses. Of these eight courses, she developed six (two undergraduate and four graduate) and co-developed one (undergraduate). No matter the course or subject matter she teaches, Dr. Thornton consistently receives high marks for her teaching averaging between 4.8-4.9 on the IDEA surveys. Dr. Thornton has been particularly instrumental in redesigning the preservice teacher methods courses in mathematics and science. Both content areas were covered in one class, and it was very difficult to cover all of the pedagogical information as well as provide insight to preservice teachers regarding state and national guidelines and standards in math and science. Dr. Thornton proposed splitting this course into two classes, C&I 4303: Approaches to Teaching Science EC-6, and C&I 4403: Approaches to Teaching Mathematics EC-6. She developed a course syllabus for the math course that contains class projects and activities that closely align with state and national guidelines (based on the National Council of Teachers of Mathematics-NCTM- recommendations) for mathematics in an effort to improve the efficacy and pedagogical knowledge of our preservice teachers. The class is organized around the five mathematics content strands as put forth by NCTM with class activities rooted in a problem-based structure. Course content is integrated with other content areas in an effort to model for students the interrelatedness of the content they will be required to teach. As recently as the fall semester of 2009, there are now nine sections of each of these courses, serving approximately 167 students. This is just one example of Dr. Thornton’s passion for teaching and her outstanding teaching abilities. Student feedback to these changes has been positive as reflected in course evaluations:

- Love Dr. Thornton and this class! It is engaging, educational, and encouraging. Watching Dr. Thornton encourages me to be the best teacher I can and makes me believe that we still have excellent teachers out there! (Fall, 2008)

- Dr. Thornton is an excellent teacher. She makes approaches fun and motivating by her activities in class. Also, when you are having trouble with a lesson plan she helps every step of the way. (Spring, 2009)

- I love the way Dr. Thornton teaches us how to do the different lessons and approach different problems. I've taken her before and I plan to take her again next semester. (Spring, 2009)

In keeping with her philosophy of trying to meet the individual learning needs of all her students, Dr. Thornton scaffolds course content in each of the courses she teaches by incorporating real-world examples, hands-on activities, and cooperative and individual learning opportunities to support a wide-variety of learners. She also includes elements of choice in each class so that students have opportunities to personally connect to class content by exploring specific areas that are of particular interest to them. Students are asked to develop an electronic project menu (E- Menus) focused on mathematics. E-menus are a means by which to provide mathematics curriculum choices for her students. By implementing the use of E- Menus, students have the choice to gravitate towards mathematics projects that spark their interest and that may align to their preferred learning styles.

Dr. Thornton also works extensively with students who lack a strong foundation in writing processes, formatting and/or APA style. First. She has created a set of resources for students to use including tips for documenting sources and for developing narratives
and works one on one with some students on written assignments. She encourages all students to resubmit work and allows them the opportunity to modify their writing based on feedback as many times as necessary for them to master the guidelines of the assignment without a grade penalty. Many students take advantage of this opportunity, and later communicated to her that this was the only time in their academic careers that they were given an opportunity to master an assignment instead of simply failing it and learning little in the process.

In a further attempt to meet the needs of students who continually voice their desire for alternate class formats, Dr. Thornton offered a core course, ECE 4143: Principles and Practices of Differentiated Instruction in a hybrid format. The course combined both purposeful online components with five face-to-face class meetings that took place on five, full-day Saturday sessions throughout the course of the semester. This was one of the first classes of this kind to be offered in the Department of Interdisciplinary Learning and Teaching. In addition to being able to cover course content and award students the 30 hours of Gifted and Talented training required by the state of Texas, student response to this type of course format was overwhelmingly positive.

Dr. Thornton practices mastery teaching in each of her classes. For students who struggle with conceptual understanding, she provides opportunities to meet one on one and provide additional insights and guidance. She also requires that students redo work that is not indicative of mastery, and encourages students who are not personally satisfied with their grades on, or understandings of, assignments to revisit their work and resubmit it with no grade penalty. Dr. Thornton fosters and sustains a “risk-free” environment in which students are able to focus more on actual learning as opposed to grades. Furthermore, if a student fails to develop specific understandings, they do not leave Dr. Thornton’s course without gaining the necessary knowledge.

Finally, one of Dr. Thornton’s greatest qualities as a teacher is her ability to collaborate with other faculty regarding the development and strengthening of courses to ensure that assignments are rigorous and that timelines for assignments are well-distributed across the semester. In these ways, she tries to set students up for academic success.

For Dr. Thornton, the goal of teaching is to foster the creation of a learning community in which she is able to collaborate with people who share her passion. Her goals for each of her classes is to validate what students might already know, teach them something that perhaps they did not know, and come together to create new understandings. Dr. Thornton expects her students to leave UTSA with a deeper understanding of themselves, of their beliefs, and with a set of tools that will help them to meet the needs of all learners. She accomplishes this par excellence.

Without question, Dr. Thornton is one of the most effective and committed teachers at UTSA. She serves as an excellent teaching role model for the students who are themselves preparing to become teachers. Students are very fortunate to have the opportunity to benefit from her outstanding teaching abilities.
Sincerely,

Christine Moseley, PhD
Chair and Professor
Department of Interdisciplinary Learning and Teaching
How does one describe Dr. Jenifer Thornton? I have had the pleasure and honor of learning from Dr. Thornton on numerous occasions while studying as an undergraduate student at the University of Texas at San Antonio. She is professional, graceful, and understanding, while being firm and having high expectations for all students. Anytime a student had concerns, no matter how minor, we could be sure she would help as much as she could.

Dr. Thornton is a model professor. When I started the teacher certification program, I was able to glean so much! She had us to continuously reflect on the practices that worked and did not work. She did not judge our mistakes harshly, but guided them into ways to strengthen our craft. To this day, I find it necessary to continually reflect in order to assess my own strengths and weaknesses. She provided activities that we could use in our classes and that we were able to learn from.

Her classes depicted what should be seen in our future classrooms. She showed us what differentiation and engagement should look like with a hands-on approach. It was definitely a struggle, but she pulled us out of the box we so comfortably fit in. For example, there was a science activity that had to do with sound. In groups, we were presented with white boxes with different items in them. The objective was to guess what was in the box given to us. We also had to justify why we thought so. We worked in groups to guess and try to prove what we thought was correct. We came up with good answers and had great discussions. Once the activity was done, I remember we all wanted to know what items were in the boxes. Dr.
Thornton would not tell us, explaining we didn’t need the answers; it was about the questions and discussions. The objective of the activity was to reiterate the role of inquiry as opposed to simply finding a correct answer.

Presently, as a Graduate student, the opportunity to learn under Dr. Thornton has come around again. I chose her class because although there will be challenges, I know she strives to pull out great potential from her students. I feel that those students who are really in it for the students can really benefit from her practices. When you meet and get to know her, you begin to strengthen the view of your own abilities.

In conclusion, Dr. Jenifer Thornton is an awesome professor at the University of Texas at San Antonio. She has a great work ethic and is not teaching just to collect a check. She is here because she wants to help the future youth by equipping educators with the tools that will help these children succeed. She has definitely inspired me to be the best I can be! Thank you for your time.

Sincerely,

Cinnamon N. Warner
To whom it may concern,

This letter is to recommend Dr. Thornton for the presidents distinguished achievement award at the University of Texas at San Antonio. I attended U.T.S.A as a student in the College of Education and had the opportunity of having Dr. Thornton as a professor for credit hours and student teaching.

I decided to become a teacher in the hopes of inspiring the next generation of kids to become great leaders, great thinkers, and ethical decision makers. I had big dreams and big ideas that I often spoke of with friends and family. More often than not, people would smile nicely and wish me luck, yet warm me that these dreams I had would never come to fruition. They would tell me that the education system was too rigid, too focused on standards and testing to ever get a group of kids excited and inspired enough to change the world for the better. They filled my head with stories of how their kids were lost in the cracks, or not prepared for college, or forced into assignments that seemed only for the purpose of getting a grade to fill teacher grade books. They told me that teachers were underpaid and overworked, and that I might not even make it through my first three years of teaching. Still, with all these stories swirling in my head, I slid through the door of Dr. Thornton’s class, plopped myself down in the front row, crossed my fingers, and wished for the best. Dr. Thornton’s classes convinced me that there was a way to engineer my vision. She engaged our class in the active exploration and articulation. Her classes became learning communities.

Usually undergrad students would fill their schedules up with classes that were readily available and convenient. However, it was not uncommon for groups of students to work their schedules around attending Dr. Thornton’s class, making sure to sign up on the first day. Her classes were life changing events. Any student would wish to emulate the poise, confidence, and leadership she seemed so effortless to portray. Dr. Thornton not only taught us the foundations of equitable teaching, she challenged us to go beyond our books, to question our own experiences, to look at education through a new lens. She asked of us to drive our instruction as if we were stakeholders in the future.

As a student teacher undertaking the daunting tasks of walking into another teachers classroom and asking them to hand over their students, Dr. Thornton provided the stability and encouragement that allowed me to evolve from a student of theory into a teacher of application and practice. Her foresight and composure gave me the confidence to meet any challenge. Although Dr. Thornton had a full class, she was always readily available to meet face-to-face and always presented a willingness to help me when needed.

In addition to class requirements, I was given experiences that propelled me into the world of educational research and national conventions. Dr. Thornton, and a team of other professors, included me in an in depth study of aesthetic representations as form of alternative assessments. This experience allowed me authentic exposure to the national academic community and empowered me to see that change is possible. When I walked the stage and shook Dr. Thornton’s hand on the way back to my seat, she whispered “I better see you in Grad school next semester.” I am currently in my 4th year of teaching in N.E.I.S.D and hold a Masters in Curriculum and Instruction. My students have pulled off
some amazing altruistic feats ranging from planting butterfly gardens to funding micro-loans. Dr. Thornton is a teacher who inspires. The cycle is complete.

I unreservedly endorse Dr. Thornton as a superb and deserving recipient of the presidents distinguished achievement award at the University of Texas at San Antonio.

Sincerely,

Jennifer Brooks
Statement of Teaching Philosophy

My teaching philosophy has been strengthened and my personal understandings have grown tremendously here at UTSA as I have had the opportunity to collaborate with colleagues, conduct research, and interact with, and receive feedback from, students. My ongoing research in the area of differentiation has helped to not only better inform my teaching, but also has impacted my pedagogy as I strive to teach to students’ strengths. I have always believed strongly in the practice of meeting students where they are, and helping students to make personal connections to content. I have embraced firmly the philosophy of differentiation, striving to honor students’ diversity by recognizing their individual gifts and strengths, and embracing ways for them to demonstrate their understandings through assignment choice and alternative means of assessment.

Connecting to my students as individuals, establishing rapport, and creating a community of learners (myself included) are things that I strive for each semester. In addition to helping me build relationships with my students, these strategies help me to learn more about my students and their individual strengths and interests. For me, this relationship does not necessarily end at the conclusion of the semester. In many cases, it continues to develop long after the students have left my classroom and have classrooms of their own. I believe this is a critical piece in the learning process and one that is oftentimes overlooked in institutes of higher learning. It is in this way that we at the university are able to impact transformative learning and teaching within our community and help to bridge the divide between students’ experiences at the university level and their experiences as professionals in the field.

I strive for transparency in my teaching, and have taken measures to enhance student understanding of concepts, theoretical perspectives, and course expectations in each of the ten
different courses I have taught since coming to UTSA. In keeping with a theoretical framework supporting the integration of differentiated instruction into classroom learning environments, I scaffold course content in each of the courses I teach by incorporating real-world examples, hands-on activities, and cooperative and individual learning opportunities to support a wide-variety of learners. I include elements of choice in each class so that students have opportunities to personally connect to class content by exploring specific areas that are of particular interest to them. Additionally, I have sought to include alternative methods of assessment so that students can demonstrate course understandings in ways that are most meaningful to them. I have integrated both the use of aesthetic representations as well as project/assignment choices into many of my classes.

Mastery teaching is something I believe very strongly in. For students who struggle with conceptual understanding, I provide opportunities to meet one on one and provide additional insights and guidance. I also require that students redo work that is not indicative of mastery, and encourage students who are not personally satisfied with their grades on, or understandings of, assignments to revisit their work and resubmit it with no grade penalty. It is my strong belief that this practice fosters and sustains a “risk-free” environment in which students are able to focus more on actual learning as opposed to grades. Furthermore, if a student fails to develop specific understandings, they do not leave the learning environment without gaining the necessary knowledge. In classes like the approaches to teaching courses, this is particularly important. Failing to develop a basic understanding of lesson plan models and difficulties designing developmentally appropriate and engaging lessons, for example, will seriously impact their instructional effectiveness as they enter into the teaching field.
Student response to these types of instructional practices and learning experiences are consistently positive as articulated by students' responses and in course evaluations:

- *I have really enjoyed this class! I love being here. Ms. Thornton is intellectual and thoughtful...She was approachable and understanding, but let you know she had high expectations for your quality of work. I left the classroom every time calling my husband to tell him what I had learned. I am not a student that loves school, but Ms. Thornton made me love her class. I will be sad when it is over!* (Fall, 2007)

- *Love Dr. Thornton and this class! It is engaging, educational, and encouraging. Watching Dr. Thornton encourages me to be the best teacher I can and makes me believe that we still have excellent teachers out there!* (Fall, 2008)

- *Dr. Thornton teaches with a passion for all her students to succeed and learn the material. She offers tips, ideas, guidance and motivates the class....* (Spring, 2009)

- *Dr. Thornton is one of the most knowledgeable professors I have taken a class from. Her passion and dedication to the field of education is consistently modeled for the future educators in her courses. This class has been one of the most interesting and thought provoking classes I have taken in my education career...* (Fall 2010)

| Fall 2007   | ECE 4143: Principles and Practices of Differentiated Instruction | 33 | 4.8 |
| Fall 2007   | ECE 3603: Language and Cognitive Development                  | 28 | 4.9 |
| Spring 2008 | ECE 6473: Seminar: Early Childhood/Elementary Education*        | 6  | 4.9 |
| Spring 2008 | ECE 6303: Advanced Methods in ECE- Mathematics Emphasis*       | 12 | 4.9 |
| Fall 2008   | ECE 4143: Principles and Practices of Differentiated Instruction | 35 | 4.9 |
| Fall 2008   | C&I 4403: Approaches to Teaching Mathematics/Science EC-4*     | 20 | 4.9 |
| Fall 2008   | C&I 5523: Metacognitive Thinking and Learning Strategies*      | 9  | 4.8 |
| Spring 2009 | ECE 4143: Principles and Practices of Differentiated Instruction | 23 | 4.9 |
| Spring 2009 | C&I 4403: Approaches to Teaching Mathematics EC-6*             | 20 | 4.8 |
| Spring 2009 | ECE 4143: Principles and Practices of Differentiated Instruction | 30 | 4.8 |
| Fall 2009   | C&I 4403: Approaches to Teaching Mathematics EC-6              | 22 | 4.8 |
| Fall 2009   | ECE 6213: Current Issues/ Trends in ECE.*                      | 14 | 4.7 |
| Fall 2009   | ECE 4143: Principles and Practices of Differentiated Instruction | 22 | 4.9 |
| Spring 2010 | FMLA Leave                                                    |    |    |
| **Fall 2010 | ECE 4143: Principles and Practices of Differentiated Instruction | N=1 | 5   |
| **Fall 2010 | ECE 4143: Principles and Practices of Differentiated Instruction | N=18 | 4.94 |
| **Fall 2010 | ECE 3143:Child Growth and Development                          | N=23 | 4.78 |

For me, teaching allows for the creation of a learning community in which I am able to collaborate with people who share my passion. My goals for each of my classes is to validate
what students might already know, teach them something that perhaps they did not know, and come together to create new understandings. It is my hope that students leave UTSA with a deeper understanding of themselves, of their beliefs, and with a set of tools that will help them to meet the needs of all learners.
JENIFER THORNTON

Assistant Professor of Early Childhood and Elementary Education
University of Texas at San Antonio
College of Education and Human Development
Department of Interdisciplinary Learning and Teaching
One UTSA Circle
San Antonio, Texas 78249
Phone: 210-458-7939
Email: Jenifer.Thornton@utsa.edu

EDUCATION

Ed. D. CURRICULUM AND INSTRUCTION

MASTER OF ARTS (1995)
Baylor University- Waco, Texas

BACHELOR OF ARTS (1994)
Baylor University- Waco, Texas

CERTIFICATIONS

Texas Elementary Certifications
- Elementary Self Contained Grades 1-8 (Lifetime)
- Elementary Speech Communications Grades 1-8 (Lifetime)
- Early Childhood and Elementary EC-4

Specialist Certifications/Hours
- Certified facilitator for TEXTEAMS (Texas Teachers Empowered for Achievement in Mathematics and Science) Mathematics Institute for Pre-kindergarten and Kindergarten
- Gifted and Talented
- Project WILD facilitator
- Project Learning Tree facilitator

PROFESSIONAL ACTIVITIES

University of Texas at San Antonio (Assistant Professor) - San Antonio, Texas (Fall 2007- Present)
- Instructed and evaluated undergraduate preservice teachers in the area of early childhood and elementary education at the undergraduate and graduate level for each of the following courses carrying a 3/3 course load:
  
  ECE 5503: Theoretical Foundations in Early Childhood and Elementary Education
  ECE 4143: Principles and Practices of Differentiated Instruction
  ECE 3603: Language and Cognitive Development
  ECE 6303: Advanced Methods (Early Childhood Mathematics)
  ECE 6473: Seminar in Early Childhood and Elementary Education
  ECE 5523: Metacognitive Thinking and Learning Strategies
C&I 4403: Approaches to Teaching Math/Science EC-4
C&I 4403: Approaches to Teaching Math EC-6
ECE 6213: Current Issues in Early Childhood and Elementary Education
ECE 3143: Child Growth and Development

University of Texas at San Antonio (Lecturer I)- San Antonio, Texas (Spring 2005- Spring 2007)
- Prepared curriculum, taught and evaluated students in the area of early childhood and elementary education for the following courses:
  RDG 3823: Reading Comprehension
  ECE 3603: Language and Cognitive Development
  RDG 4733: Literacy Problems
  ECE 4143: Principles and Practices of Differentiated Instruction
  ECE 4403: Approaches to Teaching Math & Science EC-4
  RDG 3803: Writing Development and Processes
  C&I 4616: EC-4 Generalist Student Teaching Supervisor

- Initiated and maintained partnerships with urban and rural schools for preservice elementary teachers for field-based courses

University of Texas at San Antonio (Student Teacher Supervisor)- San Antonio, Texas (Spring, 2007)
- Supervised and mentored a cohort of student teachers at the elementary level

Texas Educational Consultants (Literacy Consultant)- San Antonio, Texas (2005-2007)
- Developed and facilitated professional development sessions for elementary teachers in diverse school settings throughout the state of Texas
- Assisted in the alignment of district and Reading First curriculum
- Integrated a balanced literacy approach with existing district curricula

Research Assistant - C3 Coaching Professional Development for Prekindergarten Teachers - University of Houston Grant funded by the US Department of Education (2004 - 2005)
- Data collection, data analysis, and descriptive analyses

C3 Coaching Literacy and Mathematics Coach- Heritage Elementary- Spring, Texas (2004)
C3 Coaching Literacy and Mathematics Coach- Link Elementary- Spring, Texas (2004)
- Mentored elementary teachers and provided information pertaining to early childhood instructional practices appropriate for diverse student populations
- Modeled age-appropriate lessons and worked one-on-one with teachers to promote student achievement

University of Houston (Adjunct Instructor)- Houston, Texas (2001-2003)
- Instructed and assessed undergraduate university students
- Prepared curriculum and designed objectives for courses of study in Early Childhood Development and Organizing Teaching Environments

University of Houston (Math Coach and Facilitator Post Elementary)- Houston, Texas (2003)
- Facilitated a collaborative partnership between the University of Houston and a socioeconomically and culturally diverse campus
- Worked with inservice elementary teachers to develop a supplemental mathematics curriculum
- Modeled mathematics lessons and activities for inservice and preservice teachers

Lawhon Elementary School (1st Grade Classroom Teacher, Inclusion Teacher)- Pearland, Texas (1999- 2003)
Stewart Elementary School (3rd Grade Classroom Teacher)- Lubbock, Texas (1997)
McWhorter Elementary School (K-5th Special Education Teaching Assistant, 1st Grade Classroom Teacher)- Lubbock, Texas (1997; 1998- 1999)

- Assisted special education professional in preparing curriculum and instructing K-5th grade students with exceptional needs
- Developed a balanced literacy framework for reading and language arts
- Developed and taught first grade curriculum using the project approach
- Maintained an inclusive classroom
- Facilitated Family Math Night and Family Literacy Night

REVIEWED/ PEER REVIEWED BOOK CHAPTERS


REVIEWED/ PEER REVIEWED JOURNAL ARTICLES


NON-PEER REVIEWED PUBLICATIONS


**JOURNAL ARTICLES COMPLETED OR IN PREPARATION**

Thornton, J.S., & Crim, C.L. (manuscript in preparation) The role of project menus in mathematics and beyond: Examining the role of choice when differentiating assessment in the university classroom.


Crim, C. L., Cuero, K. K., & Thornton, J.S. (completed manuscript). Putting the alternative in assessment: A study of aesthetic representations to promote critical and creative thinking.

Thornton, J.S., Crim, C.L., & Hawkins, J. (completed manuscript). The impact of an expert coaching model within an ongoing prekindergarten professional development program on the classroom literacy environment.


**PROFESSIONAL PRESENTATIONS**

**International/ National**


Teachers of English (NCTE). San Antonio, TX.

Crim, C. L. & Thornton, J.S. (November, 2008). *Assessment through aesthetic representations: Aligning learning to areas of Multiple Intelligences.* Presentation at the annual national meeting of the National Association for Gifted Children (NAGC), Tampa, FL.

Thornton, J.S. & Crim, C. L. (November, 2008). *Differentiating mathematics curriculum with electronic project menus.* Presentation at the annual national meeting of the National Association for the Education of Young Children (NAEYC), Dallas, TX.


**Regional/State**

Andrews, N. & Thornton, J.S. (2007, December). *Blob to bar graphs: Data analysis with students in pre-kindergarten through grade 2.* Presentation at the annual regional meeting of the National Council of Teachers of Mathematics (NCTM), Houston, TX.


**University**

- Summer 2009- Invited speaker for C&I 5923: Mentoring. Topics: Conflicts in Mentoring and Mentoring Contexts.

**PROFESSIONAL SERVICE**

**University**

(2009) Greeter: UTSA Fall Graduation
(2008) Member: Scholarship Committee
(2007) Participant: UTSA Fall Convocation
(2007) Greeter: UTSA Spring Graduation
College

(2009-2011) ILT Departmental Library Liaison
(2008) Member: College Outstanding Student Committee

Department

2011 Member: EC-6 Course Scheduling Ad Hoc Committee
(2009-2011) Coordinator: ECE Program Area
(2009-2011) Member: Department of Interdisciplinary Learning and Teaching Search Committee
(2009-2011) Lead Faculty: C&I 4403 Approaches to Teaching Mathematics EC-6
(2010) Lead Faculty: ECE 4143 Principles and Practices of Differentiated Instruction EC-6
(2009) Member: Departmental Merit Ad Hoc Committee
(2009) Mentor: New ILT Faculty Member
(2009) Coordinator/Member: Ad-Hoc Committee to Review Mathematics Standards/Teacher Certification EC-6
(2009) Member: Ad-Hoc Committee to Review English/Language Arts Standards/Teacher Certification EC-6
(2009) Member: EC-6 Course Scheduling Ad-Hoc Committee
(2008-2010) ECE Representative: New Graduate Student Orientation
(2008-2010) Member: EC-6 Teacher Certification
(2008-2009) Member: ILT Awards Committee
(2008) Member: ILT PhD Program Doctoral Handbook Committee
(2008) Member: ILT PhD Program Recruitment Committee
(2008) Member: ILT PhD Program Course development team for IDS 7633 Multiple Perspectives on Learning and Teaching.
(2008) Lead Faculty/Designer: C&I 4403 Approaches to Teaching Mathematics EC-6
(2008) Co-developer: C&I 4353 Approaches to Teaching Science EC-6
(2008) Lead Faculty: C&I 4403, Approaches to Teaching Math/Science-EC-4
(2008) Chair: EC-6 Certification Program: Mathematics strand sub-committee
(2008) Member: EC-6 Certification Program: English/Language Arts strand sub-committee
(2008) Member: Stemension Committee
(2008) Chair: ILT Hospitality Committee
(2007-2008) Member: Department of Interdisciplinary Learning and Teaching Degree Program
(2007-2009) Member: ECE Search Committee
(2007-2008) Member: ECE Graduate Program
(2007-2008) Member: EC-4 Certification Committee
(2007-2008) Member: ILT, Doctoral proposal revision Ad-hoc Committee
(2007-2008) Member: EC-4 Subcommittee on developing an early childhood course block

Students

(2008-2009) Graduate Advisor:
• Advisor for 32 graduate students

• Attended training to facilitate PLT training for EC-6 students beginning spring 2009.

(2008-2010) Trainer: Gifted and Talented State Professional Development Hours
• Provided training that was integrated into ECE 4143 so that approximately 168 students (as of fall, 2010) had the opportunity to receive the 30 hours mandated by the state of Texas to be the teacher of record for students identified as gifted/talented.

- Provided training for EC-4/EC-6 students so that they are able to receive six professional development hours and certification in Project WILD. This training also allows students the chance to contribute to the 45 hours necessary to receive recognition in Environmental Education in the state of Texas.

Community Service

(2011) Member: First Annual UTSA Early Childhood Institute
(2011) Advisory Committee, San Antonio Head Start
(2012) Advisory Committee, Grace House
(2005-2010) Board Member, Grace House
(2008) Facilitator: Mathematics Professional Development UTSA/Elm Creek Partnership
- Provided ongoing professional development for early childhood and elementary teachers that focused on the development and implementation of mathematics learning centers.
(2007) Facilitated activities at *Nature Venture*, an outdoor environmental education experience for all 6th grade students in NISD Gifted and Talented program. We conducted Project WILD activities for students for 2 full days at McGimsey Boy Scout Park.

Professional Service/Memberships

(2010) National Association of the Education of Young Children (NAEYC)
(2010) National Council of Teachers of Mathematics (NCTM)
(2008) National Council of Teachers of Mathematics (NCTM)

HONORS/AWARDS

2010 Department of Interdisciplinary Learning and Teaching Piper Award Nominee
2009 Nominated commencement speaker for the Honors College
2009 Nominated for the Department of Interdisciplinary Learning and Teaching Outstanding Teaching Award
2009 Nominated for the College of Education and Human Development Outstanding Teaching Award

GRANT ACTIVITY

Funded


Non-Funded

Co-PI: Learning Math and Science Concepts through the Family Institute for Early Literacy Development. Submitted to San Antonio Area Foundation. Amount requested: $15,000.


THESIS/ DOCTORAL DISSERTATIONS SUPERVISED

Doctoral Dissertation Committee: Edgar, Sesa (2008 Completed). The impact of a research-based professional development project on the literacy environment of prekindergarten teachers’ classrooms over a three year period. University of Houston


OTHER PROFESSIONAL ACTIVITY: CONSULTING


(2005-2009) TEXTEAMS (Texas Teachers Empowered for Achievement in Mathematics and Science) Mathematics Institute for Pre-kindergarten and Kindergarten: Region IV ESC, Abilene, TX.


(2007) Writing Instruction for Young Children: Edinburg ISD, TX.


(2005) Literacy Centers in the Elementary Classroom (Kindergarten): San Benito ISD, TX.

(2005) C3 Coaching Professional Development Session- Counting Activities for Prekindergarten Classrooms: C3 Coaching Basic Academy. Houston, TX.


OTHER PROFESSIONAL ACTIVITY: PROFESSIONAL DEVELOPMENT

- LiveText Training (2010)
- Moodle Training (2009)
- Regional Academic Decathlon Judge (January, 2008)
- Institutional Review Board (IRB) Compliance Training (October, 2008)
- ATE Diversity Training: Providing Students with Disabilities access to the General Education Curriculum (August, 2007)
- UTSA Community of Researchers’ Third Annual Research Symposium (November, 2007)
- University Faculty Recruitment Training (August, 2007/ October, 2008)

Last Updated January 2011
Note: Evaluation survey results have been removed from this online portfolio to protect student confidentiality.
This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Department of Interdisciplinary Learning and Teaching – ILT

Mission
The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

Goals
The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity
Course Description
(2-2) 3 hours credit.
Prerequisites: Admission to Teacher Certification Program, ECE 3143, ECE 3313, and ECE 3603
Concurrent enrollment in: ECE 4203, C & I 4353, and RDG 3823
This course involves the study of instructional methods and materials that support diverse children’s meaningful exploration, discovery, and development of basic concepts and skills in mathematics from EC-Grade 6. Emphasizing a constructivist approach to the teaching and learning of mathematics, this course also advances the use of technology to facilitate mathematics understanding. Attention will be given to understanding the interrelatedness of mathematics and other content areas, creating effective learning environments, planning and implementing lesson plans to meet the differentiated needs of a wide variety of learners, and assessing student learning in mathematics. This course must be completed with a grade of “B” or better for it to serve as a prerequisite for C & I 4616 Student Teaching: EC-6. Restricted course; advisor code required for registration. Field experiences required.

Rationale
The early grades of Early Childhood through grade 6 provide prime opportunities for teachers to work with students on developing, exploring, and understanding mathematics. Teacher candidates must learn how to apply the knowledge and concepts of the mathematics curriculum in classroom settings using a variety of instructional methods and strategies. This will be done in an EC-6 school environment that will allow preservice teachers to work directly with classroom teachers and students in an ongoing school context of learning and reflection. Emphasis will be placed on constructivist and socio-constructivist theoretical frameworks for the development of all learners. While the focus of this course will be on mathematics curricula, there will be expectations for integration across other content areas.

Course Objectives
The student will be given the opportunity to:
1. examine the PreKindergarten Guidelines and K-6 Texas Essential Knowledge and Skills (TEKS) in mathematics and the national mathematics guidelines (NCTM) and relate these standards to instructional practices in diverse settings.

2. become familiar with theories and research detailing how children learn mathematical concepts and develop mathematical understanding.

3. develop an understanding of teaching models that reflect research-based instructional methods and strategies and to be able to apply this knowledge to teaching and learning specifically related to mathematics.

4. become familiar with a variety of materials, including technology, that facilitate mathematics learning in EC-6 classrooms and develop an understanding of, and facility in using, both concrete and virtual mathematics manipulatives in EC-6 settings. Go to http://nlvm.usu.edu/en/nav/vlibrary.html for access to virtual manipulatives.

5. explore the five areas of mathematical content (number and operations, geometry and measurement, algebraic thinking and data analysis and probability) and mathematical process skills (problem solving, reasoning and proof, communication, connections, and representation) that need to be taught in EC-6 classrooms.
6. develop lesson plans and projects that take into account children's diverse languages, culture, and communities and that provide active, meaningful learning opportunities consistent with community norms and the goals of the instructional program.

7. plan, implement, monitor, assess, and differentiate mathematics instruction to enhance the learning of all students within classrooms

8. develop and apply principles of classroom management that facilitate a classroom ecology that promotes success for all learners.

**Required Texts/ Reading**


LiveText Registration: LiveText is a web-based comprehensive assessment system required for all students in the teacher preparation program in the COEHD. All students in the teacher preparation program are required to purchase a one-time LiveText key code. If you have not yet purchased your LiveText key code, you may do so at the UTSA bookstore or purchase your key code on line at www.livetext.com. This is a one-time registration fee and is good for 5 years.

Download and print a hard copy of Math TEKS for the grade level you’re assigned to: [http://www.tea.state.tx.us/teks/index.html](http://www.tea.state.tx.us/teks/index.html). You need to bring this copy to class each week.

**Overview of Course Requirements**

**Field Work**

The field experiences associated with this course will offer you opportunities to not only interact with diverse children and school settings, but will also allow you to extend and refine your understandings about children, children’s learning and development, and the nature of the teaching field, under the supervision of university professors and cooperating teachers in elementary schools. Field experiences include, but are not limited to, teaching lessons, participation in faculty and parent meetings, participation in extracurricular school activities, and experiences in special area classrooms. **It is expected that you interact with children, not simply observe classroom routines and practices, during the field placement.**

You will be required this semester to spend the equivalent of one full day a week in your assigned school for field work for the full semester beginning with your school orientation. Five of these days will be scheduled for you by your UTSA Block instructors and will take place during class time. You will be responsible for scheduling the additional weekly field work days in collaboration with your campus administrator and your classroom cooperating teacher. It is strongly suggested that, whenever possible, these additional field work days be consistent, that is, the same day every week. In addition, please keep in mind the following field work policies:

- All teacher candidates enrolled in a course that includes a field placement will be responsible for meeting the same course requirements for field experiences regardless of their employment status. Teacher candidates who work in an area school district or another educational environment will be required to complete their field experiences outside of their place of employment.
Teacher candidates must remain in the assigned field placement throughout the semester. Teacher candidates may not alter their assigned schedule or placement in any way and may not choose their own field placements.

The completion of the minimum number of field experience days as required by the individual courses is required for a passing grade. Teacher candidates who do not meet the minimum requirement of field experience hours as required by the course will automatically receive an “F”.

Students enrolled in field-based classes are required to pass a criminal history screening prior to participation in learning opportunities with children. UTSA student identification badges must be visible at all times while on the elementary school campus.

If you must miss a field experience day or if you are going to be late to your field site, you are responsible for calling the school before 8:00 a.m and leaving a message for and your classroom teacher.

Professional Attributes
Because of the nature of the teaching profession, it is critical that you are able to interact appropriately with students, parents, school faculty and staff, and others within the community. Always be prepared.

Complete your assignments on time. Be ready for class and be prepared to teach your lessons with your elementary students. Bring all necessary materials with you when you teach your lessons and arrive to your field site, and to our class, on time. In addition, always maintain the highest level of professionalism in both your field placement school and within our classroom. Professionalism includes (but is not limited to) the way in which we present ourselves in the school in which we’ll be working. Be aware of the way that you dress, talk, and act around students, parents, school faculty and staff, and peers. If you ever have any questions regarding issues pertaining to professionalism, please do not hesitate to ask me.

Any breach of professional ethics or conduct deemed unsuitable by the cooperating teacher in the field placement site and/or the course instructor could result in disciplinary action as specified in the Fitness to Teach Guidelines and/or the UTSA Student Handbook.

Note: During the semester you will be using materials from the field-based elementary school and/or from your instructor. You are encouraged to use these materials and are expected to return the materials as soon as you are finished. All materials must be returned by the last day of class. A grade of “Incomplete” will be assigned for students who have not returned all materials by the last day of class.

Assignments
Grading criteria and specifications for each assignment will be given by the instructor. The following conditions apply to all assignments:

1. Assignments must be turned in on the specified due date. Assignments are due at the beginning of class. Assignments that are submitted late will only be evaluated at the discretion of the instructor and points will be deducted from your final grade.
2. Assignments must be complete upon submission. No incomplete assignments will be accepted. Resubmissions may be requested by the instructor.
3. All written assignments must reflect competence in grammar, spelling, punctuation, and sentence construction. Assignments should be neat and error free. Points will be deducted for excessive, extraneous mistakes.
4. Assignments must be prepared on a computer using appropriate word processing software. Facilities are available to students on campus for this purpose.

Fitness to Teach Review
The UTSA College of Education and Human Development has created an implemented a Fitness to Teach policy to ensure a high level of teaching standards. This policy is intended to make sure that you fully understand the requirements of professional behavior as a student in the COEHD. In order to enter into your field placement with your cooperating teacher, you must review the Fitness to Teach policy (http://coehd.utsa.edu/FTT/FTT.htm) and complete the Fitness to Teach Reflection which can be found on Blackboard under “Assignments.”

Project WILD
Project WILD is an interdisciplinary conservation and environmental education program for PK-12th grade students. Project WILD training provides preservice and inservice teachers with an integrated math, science, language arts, and social studies curriculum that encourages children to learn about, and interact with, the world around them.

During the semester, you will be required to attend a full-day Project WILD workshop from 8:30 a.m.- 4:00 p.m. The workshop will take place outside of your regularly scheduled class day/field observation day. All activities will occur outdoors, so please dress appropriately for the weather and setting. In addition, bring a sack lunch along with plenty of water as no vending machines or food is available on-site.

Students who successfully complete Project WILD training will earn certification as a Project WILD environmental educator. Participants will also be given a curriculum guide that includes activities appropriate for PK-6th grade students. The national WILD office requires attendance for the full day in order to earn certification and to receive the materials. You will be able to, and are encouraged to, use activities from this curriculum guide to plan math and science lessons for this course.

Please note that Project WILD Attendance is mandatory, not optional. All students are required to attend for the full day, regardless of whether they have taken a previous workshop at some other time. If an emergency arises on the day that you are scheduled to attend Project WILD, please contact your instructor as soon as possible in order to determine an appropriate course of action, such as attending Project WILD on an alternate day or in an alternate setting. FAILURE TO ATTEND PROJECT WILD WILL RESULT IN A LETTER GRADE DEDUCTION FROM YOUR FINAL GRADE.

Lessons and Reflections
Under the supervision of the cooperating teacher (substitute teachers are not valid supervisors), you will plan three lessons and teach two lessons in your field-based classroom during the semester. Keep in mind the following when planning lessons:

- ALL lessons must relate to students’ lives and/or communities
- ALL lessons must be hands-on and actively involve all students
- At least one lesson must include and incorporate children's literature
- At least one lesson must incorporate the use of technology
- At least one lesson must include and incorporate writing (guided, interactive, or independent)

Students will be expected to show evidence that their lesson plans address the TEKS as well as the diverse backgrounds, needs, and abilities of the students in their field placement classroom. The first two lessons will follow a 5E format and should be appropriate for large group instruction. Your last lesson will follow a 5 Step format and should be appropriate for small group instruction. Both the 5E and the 5 Step lesson formats will be discussed in detail in class, and extensive resources will be uploaded onto Blackboard. You may plan lessons across grade levels, but the scripting that you do throughout your lesson (i.e. the words that you are going to use to explain concepts to students) must be in your own words.

Lessons must be submitted to the course instructor and the cooperating teacher prior to teaching. Lesson plans must be turned in to the instructor for review and feedback by the instructor according to the deadlines designated in the course schedule. Lessons taught without prior approval from the instructor will not be graded, and you will not receive credit for teaching it. All lessons need to be evaluated by the cooperating teacher prior to teaching. Additionally, after lessons have been taught, the student is to use the reflection guidelines set forth by the instructor to evaluate their lesson.

Once you have taught your lesson and completed your reflection, you will need to turn in a paper, two-pocket folder containing the following items behind separate tabs:

1. Original lesson plans with peer and instructor comments (CT must sign and date the rough draft). If electronic feedback is given, then a printout of all dialogue needs to be printed and included. No grade will be given without this evidence.
2. Corrected lesson plan that was actually taught.
5. Student work and/or evidence of activities covered in the lesson.

Each of these items needs to be placed in the folder using separate dividers that are clearly labeled. Deadlines for these submissions can be found on the attached course schedule.

**LiveText Key Assignment**

In each of your teacher certification program courses you are required to complete one of your assignments in LiveText. The following assignment is your LiveText Key Assignment for this course. The assignment must be created in LiveText in order to receive credit for this assignment.

For this course, the LiveText Key Assignment is your second mathematics 5E lesson plan that you complete during the semester. You will upload the final, graded lesson plan after it has been taught. In addition you will complete a reflection on the lesson plan assignment, described below.
LiveText Reflection: Each LiveText assignment you will complete throughout your program has a reflection component. This reflection will familiarize you with the professional outcomes established by the COEHD for each teacher candidate. You will find the directions for the reflection in the portfolio section of your LiveText homepage. This reflection must be created in LiveText to receive credit for this assignment.

Course Reflections
Reflective practice is critical in the growth and development of educators who are adaptable to, and supportive of, the educational needs of all of their students. The goal of this assignment is to help you develop an understanding of mathematics content and instructional methods and critically examine the mathematics practices in elementary classroom settings. Three times throughout the course of the semester you will be asked to synthesize information contained in course readings and discussions into a short reflection. One of these reflections will focus upon your teaching philosophy.

Your reflections will be shared and discussed with your peers in small-group settings during class time. Your reflections should be guided by the topics covered in the course readings and classroom discussions and connected to what you are observing and experiencing in your field-based classroom.

Please use the following format for each of your reflections:

1) Your name and the grade level of your field-based classroom.
2) Brief (1-2 paragraph) description of the reading topic (or other specified course content) you are reflecting upon.
3) Your thoughts/opinions/concerns/questions about this topic.
4) Connection between what you’ve read and discussed in class to what you are seeing and experiencing within your field placement (i.e., this is what I read, this is what I think about what I read, and this is what I see in my classroom).

Content Quizzes
Over the course of the semester, you will be expected to independently complete two quizzes on Blackboard. Quizzes will be based on weekly readings, and may include questions pertaining to in-class activities, PowerPoint presentations, videos, and class discussions. Dates and times for quizzes are listed on the course schedule.

MathPacks
An important component of successful classroom ecology is the connection between home and school. To help facilitate these connections, you will be asked to create an interactive mathematics activity that students in your field-placement classroom can complete at home with caregivers (sibling, parent, aunt, grandparent, etc.). This assignment will be comprised of four parts. You will be required to: 1) develop the MathPack activities; 2) develop a survey for caregivers AND students to use in order to evaluate your MathPack assignment; 3) send the MathPack home with one student in your field-based classroom; and 4) write a reflection describing the effectiveness of the MathPack based on feedback from the family and student. The reflection that you write will correlate to course reflection #2 on your course schedule.

Your activity should be placed into a backpack or other durable, portable container that students can easily take home. Your MathPack will need to contain at least three different activities that take into consideration the interests, multicultural backgrounds, and academic needs of
the students in your field-placement classroom as well as the grade level math curriculum and TEKS objectives. As you will be required to send your MathPack home with one student, each MathPack needs to contain an introductory letter, directions for caregivers, ALL necessary materials, and surveys that are appropriate for families and students to use in order to evaluate your MathPack activities. You will also need to design a system for documenting the completion of the activities and deciding who takes the MathPack home and when. Additional information will be provided in class.

**Integrated Math/Science/Reading WebQuest**

In small groups, students will be expected to develop and create in integrated math/ science WebQuest. This assignment will be a joint assignment between C&I 4403, C&I 4353, and RDG 3823. A WebQuest is an inquiry-based learning activity that is centered on a guiding question that students investigate using information from resources like the internet. This assignment contains three parts: 1) Students will first be required to examine and evaluate several selected elementary WebQuests to become familiar with WebQuest design. 2) The second part of the project will require the students to work as a group and design their own WebQuest that integrates math and science. 3) Finally, students will be required to submit a copy of the WebQuest to the instructor prior to the group presentation for feedback and suggestions. The WebQuest will not have to be posted to the web, but it must be appropriate for grades 3-6. Additional information, directions and evaluation information will be posted on Blackboard. For C&I 4403, students will be evaluated on the specific math components that are embedded within the WebQuest. Additional information will be provided in class.

**Student Evaluation**

Grading criteria and specifications for each assignment will be given by the instructor. The following conditions apply to all assignments:

Evaluation of student performance in this course is based on a combination of assessments/outcome based options to determine student understanding of course objectives. The final grade in the course will be calculated in the following manner:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Fitness to Teach, Project WILD</td>
<td>See Syllabus</td>
</tr>
<tr>
<td>Professionalism/ participation-in class activities</td>
<td>20 points</td>
</tr>
<tr>
<td>Lessons and reflections</td>
<td>150 points</td>
</tr>
<tr>
<td>Course Reflections</td>
<td>15 points</td>
</tr>
<tr>
<td>Content Quizzes</td>
<td>20 points</td>
</tr>
<tr>
<td>MathPacks</td>
<td>50 points</td>
</tr>
<tr>
<td>Integrated Math/Science WebQuest</td>
<td>35 points</td>
</tr>
</tbody>
</table>

A= 290-260   B= 259-231   C= 230- 202   D= 201- 173   F= below 173

**Attendance and Professionalism**

Attending scheduled classes and participating in field-based experiences are mandatory for the completion of this course. Activities designed for class participation cannot be replicated and may not be completed outside of allotted class time. Therefore, attendance is expected for each class session and each field experience day. Attendance will be checked at the beginning of each class period. In order to
be considered present for the class you must arrive on time and remain for the entire class period. If you must be absent from class, it is your responsibility to notify the instructor of your absence before class and collect any notes/materials from class from your classmates.

Excused absences are reserved for extreme emergencies and their designation as excused up to the discretion of the instructor. You are allowed one excused absence in this course. **Any absence, either excused or unexcused, thereafter will result in a deduction of points.** You will receive a reduction in your final grade by 1 letter grade for each unexcused absence and each excused absence after the first one will result in a reduction of the final grade by five points. **VERY IMPORTANT: upon your second unexcused absence, the instructor will also initiate a Fitness to Teach review. There will be no exceptions to this policy.**

Tardiness to class, and leaving before class is complete, is unprofessional. Each instance will result in the loss of 2 points. Students who have excessive tardies, or who leave class early multiple times, will also receive a deduction of professionalism points and may receive in a Fitness to Teach referral.

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**Policies and Procedures**

Students are expected to demonstrate professional conduct and attire during class sessions. It is respectfully requested that you adhere to the following policies:

- In order to minimize distractions, please refrain from engaging in loud or extensive individual conversations during class lectures or discussions.
- Please silence your cell phones and/or pagers as to not distract your classmates and instructor.
- **Please do not text during class time or during the time that you are on your field placement classroom.**
- No electronic recording of lectures or class sessions may be done without the prior permission of the instructor.
- Please do not have your laptop screens up during class time unless otherwise indicated by your instructor. Laptops are not necessary for class meetings. If you find that it is critical to use a laptop, please discuss your personal situation with your instructor.

The UTSA honor code states:

"On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and the reputation of our university and myself."

**Please note that I will pursue any and all courses of penalty for any violation of this honor code including, but not limited to a Fitness to Teach referral.**

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**Student Resources**

Academic Success and the Tomás Rivera Center: The TRC provides an array of services to assist student in achieving learning success. A large proportion of beginning students find that the skills they develop in high school may not be adequate for success at the college level. The TRC provides training and assistance in such areas as study skills, test taking strategies, note taking skills, etc. The Center also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops
that they run along with individual advising may prove extremely helpful. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web (www.utsa.edu/trcc) or by phone (458-4694).

Student Support Services: UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services. To receive support services and/ or accommodations, students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157, web: http://www.utsa.edu/disability/).

Texas Educator Standards
Download and familiarize yourself with the specific standards for Math, (EC-6) and Pedagogy and Professional Responsibilities. These standards are the framework used to design the Texas Examinations of Educator Standards (TEXES).

<table>
<thead>
<tr>
<th>Mathematics Standards</th>
<th>Technology Standards</th>
<th>Pedagogy &amp; Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard I: 1.1k, 1.5k; 1.2s, 1.8s, 1.11s, 1.12s</td>
<td>Standard I: 1.2k; 1.5s, 1.6s, 1.8s, 1.10s</td>
<td>Standard I: 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 1.10k, 1.11k, 1.12k, 1.13k, 1.14k, 1.16k, 1.17k, 1.18k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24k, 1.26k, 1.29k, 1.30k, 1.31k, 1.32s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.21s, 1.22s, 1.23s, 1.26s, 1.27s</td>
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<td>Standard II: 2.1k, 2.2k; 2.1s</td>
<td>Standard II: 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.13k, 2.14k, 2.16k, 2.19k, 2.1s, 2.2s, 2.3s, 2.6s, 2.7s, 2.8s, 2.10s, 2.17s, 2.19s</td>
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<td>Standard III: 3.2k; 3.1s, 3.4s, 3.5s, 3.10s, 3.11s, 3.12s, 3.13, 3.14s</td>
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<td>Standard IV: 4.2k; 4.1s, 4.4s, 4.7s</td>
<td>Standard IV: 4.1k, 4.2k, 4.4k, 4.9k, 4.10k, 4.11k, 4.12k, 4.1s, 4.4s, 4.7s, 4.9s, 4.12s, 4.13s, 4.14s</td>
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<td>Standard V: 5.3k, 5.4k, 5.5k, 5.6k, 5.7k, 5.4s, 5.5s, 5.6s, 5.7s, 5.9s, 5.17s, 5.18s, 5.19s, 5.20s, 5.21s, 5.22s</td>
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<td>Standard VII: 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k, 7.14k, 7.15k, 7.16k; 7.1s, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s, 7.16s, 7.17s, 7.18s, 7.19s, 7.20s, 7.21s</td>
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</tr>
<tr>
<td>2/3</td>
<td>4</td>
<td>Follari Chapter 4</td>
<td>Constructivism&lt;br&gt; Theorists and Theories&lt;br&gt; *Discuss Philosophical Position Paper</td>
<td>Deadline for selecting Theorist/ Pedagogue</td>
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<td>2/17</td>
<td>6</td>
<td>TBA</td>
<td><strong>Online Activities-TBA&lt;br&gt; Learning and Motivation</strong></td>
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<td>2/24</td>
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<td>Follari Chapter 5</td>
<td>Howard&lt;br&gt; Gardner and Multiple Intelligences Theory</td>
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<tr>
<td>3/3</td>
<td>8</td>
<td>Follari Chapters 6 &amp; 7</td>
<td>Early Childhood Models and Interventions:&lt;br&gt; Head Start &amp; High Scope</td>
<td>Philosophical Position Paper Outline/Draft DUE</td>
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<td>Date</td>
<td>Activity</td>
<td>Reading/Link</td>
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<td>3/17</td>
<td>Spring Break! Be safe!</td>
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<tr>
<td>3/24</td>
<td>10 Follari Chapters 8 &amp; 9</td>
<td>Early Childhood Models and Interventions: Reggio Emilia and the Project Approach</td>
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<tr>
<td>4/7</td>
<td>12 Follari Chapters 10 &amp; 11</td>
<td>Early Childhood Models and Interventions: Montessori Approach and Waldorf Education</td>
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</tr>
<tr>
<td>4/14</td>
<td>13 TBA</td>
<td>Online Activities-TBA Impact of Social Media on the Child</td>
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<tr>
<td>4/21</td>
<td>15 Crain, W. <em>Erikson and the Eight Stages of Life</em> (access via Blackboard)</td>
<td>Theories of Emotional Development Erikson Wiki page DUE</td>
<td></td>
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<tr>
<td>4/30</td>
<td>16 Saturday 5:00-7:30</td>
<td><em>All work due at this time</em></td>
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University of Texas at San Antonio - UTSA
College of Education and Human Development - COEHED
ECE 5503: Theoretical Foundations in Early Childhood and Elementary Education
Spring 2011

Instructor: Dr. Jenifer Thornton
Office Location/Phone: MB 2.224/458.7939
Course Meeting Time: 5:30-8:15 Thursdays
Course Location: Downtown Campus-DB 3.208
Office Hours: Before/after class and by appointment as needed
Email: Please submit all communication through Blackboard

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<td>Follari Chapters 6 &amp; 7</td>
<td>Early Childhood Models and Interventions: Head Start &amp; High Scope</td>
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<td>3/10</td>
<td>9</td>
<td>TBA</td>
<td>Online Activities-TBA</td>
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<td>Ethological Theories</td>
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<td>Date</td>
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<td>Activity / Reading</td>
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<td>3/17</td>
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<td>Spring Break! Be safe!</td>
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<tr>
<td>3/24</td>
<td>10</td>
<td>Follari Chapters 8 &amp; 9</td>
<td>Early Childhood Models and Interventions:</td>
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<td>*Reggio Emilia and the Project Approach</td>
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<tr>
<td>3/31</td>
<td>11</td>
<td>*Access article at:</td>
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<td><a href="http://faculty.plts.edu/spence/html/kohlberg.htm">http://faculty.plts.edu/spence/html/kohlberg.htm</a></td>
<td>Theories of Moral Development</td>
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<td>4/7</td>
<td>12</td>
<td>Follari Chapters 10 &amp; 11</td>
<td>Early Childhood Models and Interventions:</td>
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<td>*Montessori Approach and Waldorf Education</td>
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<td>Impact of Social Media on the Child</td>
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<tr>
<td>4/21</td>
<td>15</td>
<td>Crain, W. <em>Erikson and the Eight Stages of Life</em></td>
<td>Theories of Emotional Development</td>
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<td>(access via Blackboard)</td>
<td>*Erikson</td>
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<tr>
<td>4/30</td>
<td>16</td>
<td>*Saturday 5:00-7:30</td>
<td>*All work due at this time</td>
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</tbody>
</table>

*Please note that items on this schedule may change depending on course direction this semester. Additionally, some readings may be added/substituted as per course direction.*
DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING – ILT

MISSION
The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

GOALS
The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

ECE 4143 - Course Description

Study of culturally responsive programming for diverse groups of children representing a wide range of ability. Identification of theoretical perspectives and principles for differentiated education in early childhood and elementary. Emphasis on effective instructional planning, learning environments, and teaching practices to accommodate individuals in group settings. Field experiences may be required. 3 hours credit.
Required Texts/ Readings


LiveText Registration: LiveText is a web-based comprehensive assessment system required for all students in the teacher preparation program in the COEHD. All students in the teacher preparation program are required to purchase a one-time LiveText key code. If you have not yet purchased your LiveText key code, you may do so at the UTSA bookstore or purchase your key code on line at www.livetext.com. This is a one-time registration fee and is good for 5 years. Additional required reading material will be posted on WebCT.

Course Goals

The student will be given the opportunity to:

1. understand theoretical foundations that underlie the principles and practices of differentiated education.

2. become knowledgeable regarding the sociocontextual factors that influenced the movement toward differentiated instruction.

3. develop skill in curriculum development and instructional planning processes for differentiated settings.

4. gain knowledge of the complex variables involved in the design of differentiated education programs.

5. prepare for the role of a teacher professional in a differentiated classroom.

6. become familiar with a variety of instructional tools, equipment, and practices for instruction in all classrooms.

7. develop skill in curriculum planning for all children.

8. explore the social and emotional development of a full range of young children, including gifted learners.

9. become familiar with assessment and identification of a full range of young children including gifted learners.

Course Objectives

The student will be given the opportunity to:

1. identify major theories that have exerted an influence on development of programs and practice for differentiated education.
2. discuss the blending of theory and practice across disciplines and fields of study to form the principles and practices of differentiation.

3. trace the sociocontextual influences that precipitated the stance favoring differentiated education practices.

4. develop a repertoire of instructional strategies and practices for differentiating instruction.

5. prepare instructional plans to meet the individual needs for all children.

6. discuss the role of teachers in a differentiated classroom.

7. discuss the social and emotional needs of gifted learners.

8. identify various means of assessment and identification of gifted learners.

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**Overview of Course Requirements**

The instructor will provide grading criteria and specifications for each assignment.

**IT IS CRITICAL THAT YOU TAKE ALL COURSE ASSIGNMENTS SERIOUSLY AND COMPLETE THEM TO THE BEST OF YOUR ABILITY. IT IS HIGHLY UNPROFESSIONAL TO FAIL TO COMPLETE ASSIGNMENTS. LIKewise, IT IS ALSO UNPROFESSIONAL TO TURN IN INCOMPLETE ASSIGNMENTS OR TURN IN ASSIGNMENTS LATE. Please keep in mind the following:**

1. To be considered timely, assignments are due at the beginning of class.

2. For the first assignment that you submit late, 15% of your total assignment grade will be deducted. Any subsequent late assignments **WILL NOT BE ACCEPTED**. If you know that you are going to be absent on the day an assignment is due, please make arrangements to have your assignment delivered to class or placed in the instructor’s box.

3. Assignments must be complete upon submission. No incomplete assignments will be accepted. The instructor will not review assignments prior to their submission.

4. Assignments should be neat and error free. Points will be deducted for excessive, extraneous mistakes.

5. Assignments should be prepared on a computer using appropriate word processing software. Facilities are available to students on campus for this purpose. **A TITLE PAGE INCLUDING THE STUDENT’S NAME, ASSIGNMENT TITLE, AND DATE SHOULD BE ATTACHED TO EVERY ASSIGNMENT SUBMITTED.** The student’s name should be included a header on every subsequent page of the assignment.

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**GT Professional Development Hours**

Texas law requires that educators providing services to gifted/talented students have the following qualifications as stated in the Texas Administrative Code §89.2 (http://www.texas.gov/rules/tac/chapter089/ch089a.html):

School districts shall ensure that:
(1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;

(2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;

(3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and

(4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

The content in this course will cover the 30 hours of content required by the State of Texas. Please note that attendance is mandatory and students will not receive certificates for content covered in classes they did not attend.

Assignments

The instructor will go over each of the assignments below in class. Please consult your course schedule to see when each assignment will be discussed. Additional information regarding this assignment will be uploaded onto WebCT under the “Assignments” icon.

Journal Reading

Select and review one article from a professional journal on one of the following topics:

1. Teaching the gifted and talented
2. Multiple Intelligences
3. Alternative assessment
4. Teaching children of cultural and linguistic diversity

Submit a photocopy of the article in its entirety. The article should be current with a publication date no earlier than 2000. Write a brief report of approximately 2-3 pages that discusses the implication of the research for use in differentiated classrooms and how it might affect your future classroom instruction. No more than ½ a page may be allocated to summarization of the article. The body of the paper should focus on implications for differentiated classrooms and your future classroom instruction.

Electronic Project Menu

In each of your teacher certification program courses you are required to complete one of your assignments in LiveText. The following assignment is your LiveText Key Assignment for this course. You will be loading this assignment into LiveText where it will be reviewed and scored.

The goal of this activity is to create a technology-based menu of activities appropriate for young children. You will first need to choose a grade level (PK-4) for your menu. You will then create a set of nine engaging, appropriate and relevant activities for students to choose from. Specific requirements and grading criteria will be discussed in class.
**Project Choices**

In addition to whole class assignments, students will choose 1 of the following projects based on individual interests and need. Extended criteria and requirements for each assignment will be posted on WebCT. By the specified due date, each student will be required to submit a list of choices and corresponding due dates as indicated in the syllabus. Highlighted choices denote those that must be presented in class. All others will be submitted in their entirety to the instructor.

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<tr>
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<tr>
<td>Observe in a PK classroom for a minimum of 5 hours and prove critical analysis of how differentiation in employed and can be improved.</td>
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<td>Blog about your understandings, connections, and insights pertaining to differentiation throughout the semester.</td>
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<td>Design a content area learning center and provide a minimum of 4 different activities. Each activity must be tiered for different levels of complexity.</td>
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<td>Research an exceptional population and create an interactive presentation outlining characteristics of the group and strategies for teaching children (2-3 people).</td>
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<td>Free choice to be proposed by the student and approved by the instructor.</td>
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<td>Videotape or deliver a vodcast of a public service announcement (PSA) on an area of exceptionality.</td>
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**The Difference Between an A and a B Quizzes**

Over the course of the semester, you will be expected to independently complete a total of three quizzes on WebCT. Quizzes will be based on all course content including weekly readings, in-class activities, PowerPoint presentations, videos, and class discussions. Dates and times for quizzes are listed on the course schedule.

**Aesthetic Representation**

Based on Elliot Eisner’s notions of multiple forms of representation, the culminating event for this course involves having you express your personal connection to the course and course content through aesthetic representations (e.g., painting, dancing, cooking, performing, sculpting, sewing, etc.). On one of the final two class meetings, you will share your aesthetic representation(s) with the class. Additional information will be presented in class.
Final Exam

The final exam will cover information presented throughout the semester. You will be asked to respond to several short answer/essay questions in order to demonstrate your understandings of differentiated instruction. There will be an interactive review for the final exam.

Attendance and Professionalism

Attendance of scheduled classes is mandatory for the completion of this course. Activities designed for class participation cannot be replicated and may not be completed outside of allotted class time. Therefore, attendance is expected for each class session. Attendance will be checked at the beginning of each class period. It is the student's responsibility to put his/her attendance card into the attendance folder. In order to be considered present for the class, the student must arrive on time and remain for the entire class period.

POINTS WILL BE DEDUCTED FOR ALL ABSENCES (BOTH EXCUSED AND UNEXCUSED) AFTER THE FIRST. STUDENTS WILL RECEIVE A REDUCTION IN THEIR FINAL GRADE BY 1 LETTER GRADE FOR EACH UNEXCUSED ABSENCE. EACH EXCUSED ABSENCE WILL RESULT IN A REDUCTION OF THE FINAL GRADE BY FIVE POINTS.

Tardiness to class, and leaving before class is complete, is unprofessional. Each instance will result in the loss of 2 points. Students who have excessive tardies, or who leave class early multiple times, will also receive a deduction of professionalism points and may receive in a Fitness to Teach referral.

Professionalism should be maintained in ALL communications with the instructor, other students, and all students/faculty that you encounter through the activities completed for this class. This includes oral as well as written communication. Pay special attention to this in all email communications with the professor.

*Professional dress is required for all in-class presentations.

Student Evaluation

Evaluation of student performance in this course is based on a combination of assessments/outcome based options to determine student understanding of course objectives. The final grade in the course will be calculated in the following manner:

- In class activities/professionalism: 15%
- Journal reading: 10%
- Project Choice: 15%
- Electronic Project Menu: 15%
- Quizzes: 15%
- Aesthetic Representation: 15%
- Final Exam: 15%
- Attendance: See syllabus

A= 90-100  B= 80-89  C= 70-79  D= 60-69  F= below 59
Policies and Procedures

Students are expected to demonstrate professional conduct and attire during class sessions (see Fitness to Teach policy document located in the Department website). In order to minimize distractions, students will not leave the room during class unless as emergency arises. Students will refrain from engaging in individual conversations during lectures or class discussions. **ALL CELL PHONES/ PAGERS MUST BE TURNED OFF DURING CLASS PERIODS UNLESS PRIOR PERMISSION HAS BEEN GIVEN BY THE INSTRUCTOR. LAPTOPS ARE NOT NECESSARY AND, UNLESS PRIOR PERMISSION HAS BEEN GIVEN BY THE INSTRUCTOR, ARE NOT PERMITTED IN CLASS.**

The instructor will follow all the policies and procedures, in regard to students, as they are specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any incidence of scholastic dishonesty or other student discipline issues, will be managed as the Handbook specifies (Faculty Handbook, Section 2.37, pages IV-3li-vi).

"On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and the reputation of our university and myself."

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Resources

Teaching is something that is an integral and important part of my life. Teaching both preservice and inservice teachers allows me to not only do what I love, but also allows me to talk with and listen to others who share my passion. My goals for this class are to validate some things you already know, lead you to consider things that perhaps you haven’t, collaborate with and learn from you, and be a resource and support for you throughout this class and in the future. Do not ever hesitate to ask for my help or advice if you feel that you need it. I will always be glad to meet with you and discuss any issue or concern you may have.

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_Academic Success and the Tomás Rivera Center:_ The TRC provides an array of services to assist student in achieving learning success. A large proportion of beginning students find that the skills they develop in high school may not be adequate for success at the college level. The TRC provides training and assistance in such areas as study skills, test taking strategies, note taking skills, etc. The Center also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web (www.utsa.edu/trcss) or by phone (458-4694).

_Other Student Support Services:_ UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: http://www.utsa.edu/disability/).
### Professional Development Standards:

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<tr>
<th>Special Education</th>
<th>Literacy Standards</th>
<th>Technology Standards</th>
<th>Diversity Standards</th>
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<tbody>
<tr>
<td>Standard II: 2.2k, 2.5s</td>
<td>Standard I: 1.1s, 1.2s, 1.3s, 1.4s, 1.7s</td>
<td>All Knowledge Standards 1-4 plus:</td>
<td>Under Pedagogy and Professional Responsibilities: 1.5k, 2.1k, 3.3k, 1.5s, 3.3s</td>
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<tr>
<td>Standard III: 3.8s</td>
<td>Standard II: 2.3k, 2.1s, 2.3s</td>
<td>Standard I: 1.3s, 1.6s, 1.10s</td>
<td>Under English LA and Reading EC-4: 1.5k, 1.4s, 7.8s</td>
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<tr>
<td>Standard IV: 4.9k, 4.3s</td>
<td>Standard III: 3.1s, 3.2s, 3.3s</td>
<td>Standard II: 2.1S, 2.2S, 2.5s, 2.8S</td>
<td>Under Social Studies EC-4 9.2k, 8.3s, 9.4s</td>
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<tr>
<td>Standard V: 5.5s, 5.6s, 5.9s, 5.10s, 5.11s</td>
<td>Standard IV: 4.3k, 4.3s, 4.5s, 4.12s</td>
<td>Standard III: 3.1s, 3.4S, 3.10S, 3.11s, 3.12S, 3.15S</td>
<td>Under Technology Application: 5.2s</td>
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<tr>
<td>Standard VI: 6.9k, 6.1s, 6.2s, 6.4s, 6.6s, 6.7s, 6.8s, 6.10s</td>
<td>Standard V: 5.3k, 5.5k</td>
<td>Standard IV: 4.1S, 4.4s, 4.6S</td>
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<td>Standard VII: 7.2k, 7.1s, 7.7s, 7.9s, 7.10s</td>
<td>Standard VII: 7.2k, 7.1s, 7.7s, 7.9s, 7.10s</td>
<td>Standard V: 5.4k, 5.5k, 5.1S, 5.4S, 5.9S, 5.10S</td>
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<td>Standard VIII: 8.4k, 8.1s, 8.3s</td>
<td>Standard VIII: 8.4k, 8.1s, 8.3s</td>
<td>Standard VII: 7.11k, 7.41s</td>
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<td>Standard X: 10.10k, 11.11k,</td>
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<td>Standard X: 10.3k, 10.5k, 10.3s</td>
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<td>Standard XI: 11.1s, 11.8s</td>
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<th>Fine Arts Standards</th>
<th>Gifted and Talented</th>
<th>Social Studies Standards</th>
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<td>Standard I: 1.5k</td>
<td>Standard I: 1.3s, 1.6s</td>
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<td>Standard II: 2.3s, 2.4s, 2.6s</td>
<td>Standard II: 2.3k, 2.4k, 2.5k, 2.7k</td>
<td>Standard II: 2.1s, 2.2s</td>
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<td>Standard III: 3.1k, 3.3k, 3.4k, 3.4s</td>
<td>Standard III: 3.2k, 3.4k, 3.5k, 3.6k, 3.7k, 3.1s-3.3s</td>
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<td>Standard IV: 4.2K, 4.3k, 4.1s, 4.2s</td>
<td>Standard VIII: 8.3k, 8.5k, 8.3s</td>
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<td></td>
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<td>Standard V: 5.1k, 5.2k, 5.4k, 5.5k, 5.1s, 5.2s, 5.3s, 5.6s, 5.8s</td>
<td>Standard IX: see diversity standards</td>
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<td>Standard X: 10.1k, 10.5s</td>
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<tr>
<td>Date</td>
<td>#</td>
<td>Readings Due for Class (articles, videos, and texts)</td>
<td>Topic of Discussion</td>
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<td>8/25</td>
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<td>Course introduction and overview</td>
</tr>
<tr>
<td>9/1</td>
<td>1</td>
<td>Tomlinson - Chap. 7</td>
<td>Review of exceptionalities *Discuss Assignment: Project Choices</td>
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<tr>
<td>9/8</td>
<td>2</td>
<td>A-Profiles of the Gifted and Talented</td>
<td>Social/Emotional (day 1a) Bright Child vs. Gifted Learner Autonomous Learners *Discuss Assignment: Quizzes</td>
</tr>
<tr>
<td>9/15</td>
<td>3</td>
<td>A-Analysis of Gardner's Theory of MI A-Multiple Intelligences in the Classroom</td>
<td>Social/Emotional (day 1b) G/LD, Multiple Intelligences *Discuss Journal Article Assignment</td>
</tr>
<tr>
<td>9/22</td>
<td>4</td>
<td>A-Texas Plan for the Gifted A-Creativity- Asset or Burden</td>
<td>Assessment &amp; Identification of Gifted Learners (day 2a) The Law, Testing Criteria, Teacher Role</td>
</tr>
<tr>
<td>9/29</td>
<td>5</td>
<td>A-Mapping a Route Toward Differentiated Instruction Tomlinson - Chap. 1 Wormeli - Chap. 1</td>
<td>Assessment &amp; Identification of Gifted Learners (day 2b) Creativity, Interest Inventories, &amp; Historical Perspectives of DI V - Discovering Learner Needs</td>
</tr>
<tr>
<td>10/6</td>
<td>6</td>
<td>Tomlinson - Chaps. 2-3 Wormeli - Chap. 2</td>
<td>Curriculum and Instruction (day 3a) What is the logic of Differentiation? Good Instruction = Differentiated Classrooms What is important to master? V - Techniques for Adjusting Instruction *Discuss Assignment: Aesthetic Representations</td>
</tr>
<tr>
<td>10/13</td>
<td>7</td>
<td>Using Data to Differentiate Instruction Tomlinson - Chap. 4 Wormeli - Chaps. 3-4</td>
<td>Curriculum and Instruction (day 3b) Assessment to drive instruction Pre-assessment, Compacting, &amp; Independent Study V – Planning Curriculum and Instruction</td>
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<tr>
<td>10/20</td>
<td>8</td>
<td>Tomlinson - Chaps. 5-6; p. 107-110 Wormeli - Chap. 5</td>
<td>Curriculum and Instruction (day 4a) Menus, Lesson Plans, &amp; Tiering *Discuss Assignment: Electronic Project Menus</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Reading/Activities</td>
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<tr>
<td>10/27</td>
<td>9</td>
<td>The Silver Cup of Differentiated Instruction</td>
<td>Curriculum and Instruction (day 4b)</td>
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<td>Learning Centers</td>
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<td>*Select day and order of Aesthetic Representations</td>
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<td>*Present Project Choices</td>
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<tr>
<td>11/3</td>
<td>10</td>
<td>Tomlinson - Chaps. 5-6; p.127-136</td>
<td>Curriculum and Instruction (day 5a)</td>
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<td>RAFT &amp; Think-Tac-Toe</td>
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<td>*Present Project Choices</td>
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<tr>
<td>11/10</td>
<td>11</td>
<td>Tomlinson - p. 111-115; 144-148</td>
<td>Curriculum and Instruction (day 5b)</td>
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<td>Wormeli - Chaps. 7-9</td>
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<td>Rubrics &amp; Checklists</td>
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<td>*Present Project Choices (if needed)</td>
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<tr>
<td>11/17</td>
<td>12</td>
<td>Tomlinson - p. 136-140</td>
<td>Grading</td>
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<td>Wormeli - Chaps. 10-11</td>
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<td>Classroom Routines</td>
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<td>V - Classroom Routines</td>
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<td>Final Exam Review</td>
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<td>11/24</td>
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<td>Thanksgiving Break- no class meeting</td>
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<td>V - Teaching for Learner Success (watch via Blackboard)</td>
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<tr>
<td>12/1</td>
<td>13</td>
<td>Wormeli - Chaps. 15-16</td>
<td>Present Aesthetic Representations</td>
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<td>12/8</td>
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<td>Final Exam- Wednesday, 5:00-7:30 in our regular classroom</td>
<td>Present Aesthetic Representations</td>
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<td>*Please bring a Blue Book for the final</td>
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</table>

Videos that are viewed in class are designated with a V. Articles that need to be read prior to class are designated with an A. All articles are posted on WebCT.
Note: Evaluation survey results have been removed from this online portfolio to protect student confidentiality.