



ELED 300 – Introduction to Teaching
COURSE SYLLABUS: Fall 2015
CHEC 100

Instructor: Sharon Guynes
Office Location: CHEC 100
Office Hours: by appointment
University Email Address: sguynes@verizon.net

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required: Kauchak, Don & Eggen, Paul (2012). Learning & Teaching: Research-Based Methods. 6th Edition. Boston, MA: Pearson. ISBN-13: 978-0132179348

Online Resources:

SBEC State standards~

- Content Standards:
<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec6gen.asp>
- EC-12 Pedagogy and Professional Responsibility Standards:
<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allppr.pdf>

Texas Essential Knowledge and Skills (TEKS): www.tea.state.tx.us

TExES Preparation Manuals: <http://www.texas.ets.org/texas/prepMaterials/>

Field-Based Teacher Education Program Handbook [revised July 2013].

<http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/documents/fieldbased.pdf>

Course Description: Knowledge and skills concerning the unique needs of all learners, including but not limited to inclusion and English learners, are emphasized in this course. In addition, structure, organization, and management of the American school system, as well as legal and ethical aspects of teaching will receive attention. *Thirty clock hours of professional field experiences are required. Failure to complete 30 hours of EFE may result in failing the class.*

Goals: *Introduction to Teaching* is the initial course in the professional education sequence and is designed to acquaint prospective teachers with

- significant influences on education, and what 21st century teachers and schools are like;
- become knowledgeable of the executive, interactive, and organizational functions of teaching;
- the curriculum of Texas public schools: The Texas Essential Knowledge and Skills [TEKS]
- beginning level skills in teaching; i.e., planning, delivering, and evaluating instruction, and
- effective strategies for all learners including but not limited to English learners and special needs learners

Pedagogy and Professional Responsibilities Standards:

*Standard I. Domain I.****The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.***

- 1.2k the implications of students' developmental characteristics for planning appropriate instruction;
- 1.3k the characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
- 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and
- 1.6k appropriate strategies for instructing English language learners.
- 1.11k current research on best pedagogical practices.
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.9k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k know materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.29k the benefits of and strategies for promoting student self-assessment;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31k how to analyze data from local, state, and other assessments using common statistical measures.

*Standard II. Domain II.****The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.***

- 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.
- 2.4k the importance of communicating enthusiasm for learning; and
- 2.5k the necessity of communicating teacher expectations for student learning
- 2.6k how classroom routines and procedures affect student learning and achievement;
- 2.7k how to organize student groups to facilitate cooperation and productivity;
- 2.8k the importance of time management for effective classroom functioning;
- 2.9k procedures for managing transitions;
- 2.10k routines and procedures for managing and using materials, supplies, and technology;
- 2.11k non instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and
- 2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.

- 2.13k theories and techniques relating to managing and monitoring student behavior;;
- 2.14k appropriate behavior standards and expectations for students at various developmental levels;
- 2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom.
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
- 2.18k appropriate responses to a variety of student behavior and misbehaviors

Standard III. Domain III.

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.3k spoken and written language that is appropriate to students' age, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.6k know to present content to students in relevant and meaningful ways;
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
- 3.9k strategies and techniques for using instructional groupings to promote student learning;
- 3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning..
- 3.12k characteristics of effective feedback for students;
- 3.13k the role of timely feedback in the learning process; and
- 3.14k how to use constructive feedback to guide each student's learning.
- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.

Standard IV. Domain IV.

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

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

Student Learning Outcomes:

By the conclusion of the course, the student will demonstrate the following competencies at the *Knowledge* level (*Application* level proficiency will be attained during residency.):

1. Human developmental processes (TEXES PPR Competency 1)
2. Student diversity and the design of learning experiences and assessments that are responsive to the differences among students and that promote all students' learning. Understanding of design procedures for effective, coherent instruction and assessment based on appropriate learning goals and objectives (PPR 2).
3. Instructional design, delivery, and assessment aligned with the Texas statewide assessment program (PPR 3).
4. Learning processes and factors (i.e., learning theory, developmental stages, higher-order thinking skills, ELL strategies, etc.) that impact student learning (PPR 4).
5. A classroom climate that fosters learning, equity, and excellence; a physical and emotional environment that is safe and productive (PPR 5).
6. Strategies for creating an organized and productive learning environment and for managing student behavior (PPR 6).
7. Principles and strategies for communicating effectively in varied teaching and learning contexts (PPR 7).
8. Appropriate instructional techniques and strategies that actively engage students in the learning process (PPR 8).
9. Technology for planning, organizing, delivering, and evaluating instruction for all students (PPR 9).
10. How to monitor student performance and achievement, provide timely, high-quality feedback to students, and flexibly respond in order to promote learning for all students (PPR 10).
11. Professional knowledge and skills (including legal and ethical requirements for educators) gained through effective interactions with others in the educational community including parents and through participation in professional activities in university and public school classrooms (PPR 11, 12, and 13).
12. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
13. Students will be able to apply knowledge of the interconnectedness of global dynamics.
14. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

COURSE REQUIREMENTS

1. **Attend classes.** Report on time and participate in all class activities. **Very Important**
2. Participate in a school practicum, maintain the agreed-upon schedule, **complete a minimum of 30 clock hours** of documented time observing instruction in the assigned school, and be evaluated on your work experiences by the assigned mentor teacher in the school. Grade will reflect performance in the school. Also includes EFE online reflection questions.
MANDATORY - Participate in school practicum by observing 30 hours in an assigned district in order to a) observe lesson planning, delivery, and evaluation by the classroom teacher; b) identify various classroom management strategies used by the teacher; c) assist the classroom teacher in daily routines; and d) complete assignments to increase preparation for teaching. You should maintain the agreed on time frame for observing instruction in the assigned school, and will be evaluated on your work experiences by the assigned mentor teacher in the school. **Note: It is your responsibility to give the *original* of the completed evaluation form and the field experience log for this course to the instructor. You must also complete the reflection questions online. Failure to do this may result in a failing grade and you will be required to repeat the course. You may give copies to instructors for other courses where field experience documentation is required.**
(PPR Standards 1, 2, 3, 4.....most specifically 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.11k, 1.12k, 1.13k, 1.14k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24k, 1.25k, 1.26k, 1.30k, 1.31k, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.9k, 2.10k, 2.11k, 2.12k, 2.13k, 2.14k, 2.15k, 2.16k, 2.17k, 2.18k, 3.1k, 3.8k, 3.9k, 3.10k, 3.12k, 3.13k, 3.14k, 3.15k, 3.16k)
3. Compile a Learning to Teach E-Portfolio using www.weebly.com **(PPR Standards 1, 2, 3, 4....most specifically .17k, 3.7k)**

4. Take objective exams and PPR-style quizzes via e-college, as well as other assessments. Read all required assignments as the basis for tests. **(PPR Standards 1, 2, 3, 4)**
5. Plan and implement a group presentation—a microteach—utilizing various teaching models – assessed by instructor and peer group members. **(PPR Standards 1, 2, 3, 4....most specifically 1.16k, 1.17k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24k, 1.25k, 1.26k, 1.29k, 2.16k, 2.17k, 2.18k, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.11k)**
6. Work on Admission to Teacher Education. **(PPR Standards 1, 2, 3, 4)**

Instructional / Methods / Activities Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the learner outcomes. Much of our work will occur within cooperative groups of six or less. Please consider the following points:

- The majority of our class meeting time each Tuesday and Thursday will be designed for small groups.
- This course [and learning to teach] is not best done as a lecture.
- Your preparation for class is crucial to meaningful participation and to being accountable to members of the class.
- Small Group Rationale:
 1. Small group work gives everyone more opportunity to talk about what they have studied for the day. It is the best way for members to get to know one another.
 2. Small group work reduces the possibility that one or two persons will dominate the discussion.
 3. Small group work sends the message that daily preparation is expected and essential for fruitful study and discussion. Everyone wins when all are prepared; everyone loses when any individual is not prepared.
 4. Small group work keeps everyone involved and lessens the tendency to think preparation is not necessary because others will do the talking.
 5. Small group work guards against the class becoming teacher dominated. You have the responsibility not to put your teacher in that position.
 6. You will strengthen your own understanding through preparation and participation.

The assignments, points allocated for each, and their contribution to your final grade are specified in the following section.

Grading,

Grades will be determined as follows:

A = 90 – 100 % B = 80 - 89 % C = 70 - 79 % D = 60 - 69 % F = 59 % or below

Product	Percentage of Your Grade
Exams & Quizzes	40 %
Preparation and Participation Attendance, Preparedness, Professionalism, Leadership, Enthusiasm = APPLE	10 %
EFE- Paperwork/Evaluation/Reflection 30 Hours of EFE	5 %
Observation/Learning Reflections <ul style="list-style-type: none"> • Writing Sample • Reflections • Bloom's Application Pieces 	15 %
ePortfolio - Weebly	10 %
Micro-teaches <ul style="list-style-type: none"> • Group Assessment • Instructor's Assessment 	10 % 10 %

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this web enhanced course:

Internet connection – high speed recommended (not dial-up)

Word Processor (Microsoft Office Word – 2003 or 2007)

Access to University Library site

Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: I value collegial relationships with my students. Contact information follows:

Instructor: Sharon Guynes

e-mail: sguynes@verizon.net

Office Hours: by appointment

eCollege Support: Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures: Information about class preparation, attendance, and participation may be found under *Course Requirements* on page 2 of this document.

University Specific Procedures

Requests for Special Accommodations. Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

University Specific Procedures:

1. **ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this

legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

- 2. Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

- 3. Financial Aid Support:** You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans**. You may want to check in to this by contacting the Bursar's Office for more details.

- 4. MyLeo:** As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at <https://leo.tamu-commerce.edu/login.aspx>.

- 5. eCollege:** eCollege will be used for this course.

- 6. Withdrawal Policy.** Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

- 7. Academic Integrity** is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University. *Academic dishonesty* includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites: <http://www.plagiarism.org/>
<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>;
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Calendar -- TBA