



## **ELED 300 – Introduction to Teaching**

COURSE SYLLABUS: Spring 2022

### **INSTRUCTOR INFORMATION**

**Instructor: Jennifer Morris**

**Office Hours:** by appointment

**University Email Address:** Jennifer.Morris@tamuc.edu

**Preferred Form of Communication:** email

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**



By: Gary D. Borich; Angelica Blanchette

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eText ISBN: 9780135791622, 0135791626 (option with loose-leaf text)

ISBN-13: 9780135791929 rental edition



**Tk20 – Must be purchased to successfully complete ELED 300** (more information given in class)

*Cost: \$139 (directly from Tk20) & \$35 T.E.A. Fee*

**What is TK20?** Tk20 is an online data collection assessment tool that houses information/documents/assessments/etc. for our teacher education students. Be sure you purchase the education not nursing version of TK-20 for TAMUC. You only buy TK-20 once, if you have purchased this at a previous institution, please contact [Jill.Woodruff@tamuc.edu](mailto:Jill.Woodruff@tamuc.edu) and she can transfer your account at no cost.

**Where can I buy TK20?**

*The syllabus/schedule are subject to change.*

You can purchase TK20 either through the campus bookstore or directly from the vendor. For pricing contact the bookstore or visit the TK20 vendor link. If you plan to purchase TK20 directly from the vendor visit [www.tamuc.edu/teacher](http://www.tamuc.edu/teacher) and then click on the Tk20 link. Otherwise, purchase it at our local campus bookstore. You can reach the bookstore at 903-886-5830.

### **Supporting Resources:**

[http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

- EC-12 Pedagogy and Professional Responsibility Standards
- Technology Standards
- Content Standards (EC-6 Core Subjects; 4-8 content; All-Level content; Supplemental)
- Texas Teaching Standards .... Adopted in Chapter 149

*Field-Based Teacher Education Program Handbook* [revised 2021]. [Link given in class](#)

**ELPS**—English Language Proficiency Standards: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Texas Essential Knowledge and Skills (TEKS) [www.tea.state.tx.us](http://www.tea.state.tx.us)

## **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.*

Prerequisites: Sophomore standing must have passed TSI, and a minimum overall GPA of 2.5.

Prerequisite or Co-requisite: [ELED 1301](#).

**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

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## Student Learning Outcomes

The learner will:

1. successfully complete 30 hours of Early Field-Experience Observations within classrooms to gain an understanding of elementary teachers and the diversified needs of all learners in addition to ELLs and learners with special needs.
2. be an active and engaged participant in small and whole group discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, class activities, and field-experience.
3. study the process of creating clear expectations and positive classroom management, the processes of designing curriculum and lesson plans, and standards driven rubrics and assessments.
4. become reflective practitioners, by analyzing and connecting with each of the Units, Teacher standards, PPR (Pedagogy and Professional Responsibilities) competencies, and early field experience by writing learning reflections and applications.
5. become aware of teacher certification requirements, state certification exams, and minimum grade point average to be eligible for internship and clinical residency.
6. begin the application process for admission to Educator Preparation Program-Teacher Certification.

## Technology Applications for All Teachers Standards

**Standard I:** All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

**Standard II:** All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

**Standard III:** All teachers acquire, analyze, and manage content from digital resources.

**Standard IV:** All teachers make informed decisions by applying critical-thinking and problem-solving skills.

**Standard V:** All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

**Standard VI:** All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

**Standard VII:** All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

Students will need to use: The D2L learning management system, Tk20 online system for Certification, using Microsoft Word, PowerPoint, or other presentation software, etc.

### Instructional Methods

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:

- You will strengthen your own understanding through preparation and participation.

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

## **Student Responsibilities or Tips for Success in the Course**

1. Purchase Tk20 – Required for course - failure to purchase by the **12th class day** will result in being administratively dropped from the course.
2. Participate **in thirty hours (30) of documented EFE Early Field Experience Observations.**

Note: The documentation will be either completed in or uploaded into Tk20.

**MANDATORY** - Participate in school practicum by observing 30 hours in an assigned district or virtual 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 will 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.

3. Completion of all assigned readings from the text and any supplemental materials. The completion of all written assignments and projects exhibit your scholarship and professionalism. Some examples of assignments that may be expected of you are: written reflections, textbook content, documents within Modules, self-assessments, thoughtful participation in class/group discussions, group teaches or activities, module quizzes, lesson plan design, and module exams.
4. Take objective exams/quizzes via D2L system, as well as other assessments. Read all required assignments as the basis for tests.
5. Plan and implement Target Teaches, utilizing various teaching models – assessed by instructor and peer group members.
6. Apply for admission to the Educator Preparation Program for teacher certification.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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## Assessments

Components	Percentage of Your Grade	Student Learner Outcomes
Exams/ Quizzes (4) -given per unit online in D2L system -final exam –in person	45 %	SLO 2, 3
Professional Communication Preparation and Participation in class - Attendance, Preparedness, Professionalism, Leadership, Enthusiasm = APPLE	10 %	SLO 2
EFE- completed 30 hours & Paperwork Documentation log Evaluation-from mentor teacher Reflection-online form in Tk20 Submit Tk20 Binder by due date	5 % + certification requirement to pass class	SLO 1, 6, 7
Learning Reflections/Applications/Activities <ul style="list-style-type: none"> <li>● Writing sample</li> <li>● Unit Reflections</li> <li>● Diversity – All Learners</li> <li>● Classroom Environment/Management</li> <li>● Models of Teaching Jigsaw</li> <li>● Technology Applications</li> <li>● Application to EPP-Teacher Ed. (Tk20)</li> <li>● Other daily assignments/activities</li> </ul>	20 %	SLO 2, 4, 5, 6, 7
Target-teaches <ul style="list-style-type: none"> <li>● Lesson Planning &amp; video submission</li> <li>● Self-Assessment</li> <li>● Instructor's Assessment</li> </ul>	20 %	SLO 3, 4

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

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YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

I enjoy getting to know my students. Please contact me with any questions you may have. I strive to provide quick feedback on assignments, etc. Please allow 24-48 hour response time during the business week.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

There is NO extra credit awarded for this class. There are several assessment opportunities. You are responsible for initiating communication regarding attendance, lateness, late work, and missed exams/quizzes.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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# University Specific Procedures

## Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

## TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## Students with Disabilities-- 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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

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Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-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.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **STATEMENT ON COVID**

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct. Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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## COURSE OUTLINE / CALENDAR

This outline serves as a guide for the content we will cover as well as the assignments, discussions, and exams you will complete. Please refer to the course schedule in D2L for specific details and due dates.

*Technology standards are noted in parentheses.*

*Pedagogy and professional Responsibilities EC-12 covered in each unit are noted at the end of the unit.*

Unit	Content covered in Course:	Assignments, exams, and discussions:
Unit 1	<p>Course Introduction                      Field-Based Teacher Candidate Handbook                      Early Field Experience Requirements                      Course Schedule, Syllabus, Attendance Policy                      Technology help resources (<i>technology standard 6.9s</i>)                      Student Teaching Application Procedure                      TK20 and textbook information</p> <p>Educator Preparation Program Application Procedure                      –ALL students will complete this application in ELED 300.</p> <p><u>Ch. 1 The Effective Teacher</u>                      What is an effective teacher?                      Key behaviors &amp; helping behaviors contributing to effective teaching                      Constructivism                      Complexity of Teaching                      Professional teaching standards and Code of Ethics                      Reflective Practitioner</p> <p><u>Ch. 2 Understanding Your Students</u>                      Differentiated Instruction                      The effects of general ability and specific abilities on learning                      Multiple intelligences                      The effects of culture, socioeconomic status, and language proficiency, learning style, peer group, home life, social context on learning                      Teacher’s role in improving academic success of all learners</p> <p><u>Ch. 3 Classroom Management I: Establishing the Learning Climate</u>                      Connecting with students, earning trust and becoming a leader                      Establishing an effective classroom climate                      Problem areas in classroom management</p>	<p>Course Information Assignment</p> <p>Discussion: Context for Learning  <i>(technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s)</i></p> <p>Rapport &amp; Respect Assignment  <i>(technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s)</i></p> <p>Unit 1 Exam</p>

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	<p>Making social, organizational, and procedural structures work for all learners          Making your classroom and school a professional learning community          Planning your first day</p> <p><u>Ch. 4 Classroom Management II: Promoting Student Engagement</u>          Culturally responsive classroom management          The humanist tradition in classroom management          The applied behavior analysis tradition in classroom management          An integrated approach to classroom management          The home school connection, Teacher-Family conferences          Parent involvement</p> <p><u>Pedagogy and Professional Responsibilities EC-12 Standards in Unit 1</u>          1.3k, 1.4k, 1.5k, 1.6k, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.9k, 2.10k, 2.13k, 2.16k, 2.17k, 2.18k, 2.19k, 2.20k, 2.21k, 2.22k, 2.23k, 3.1k, 3.3k, 3.8k, 3.10k, 3.15k, 3.16k, 4.1k, 4.2k, 4.12k, 4.13k, 4.14k, 4.15k, 4.5s, 4.8s</p>	
Unit 2	<p><u>Ch. 5 Goals, Standards, &amp; Objectives</u>          Educational standards          Frames of understanding          Preparing objectives, Cultural roots of objectives          Cognitive, affective, and psychomotor domains          The rigor and relevance framework</p> <p><u>Ch. 6 Unit and Lesson Planning</u>          Knowledge of instructional goals, objectives, learners, subject matter, teaching methods, content knowledge, collaboration          Reflective practice and tacit knowledge          Unit and lesson plans, Events of instruction          Disciplinary and interdisciplinary unit planning          Making lesson plans</p> <p><u>Ch. 7 Technology Integration</u>          Why teach with technology?          What technologies can be used to improve teaching effectiveness?  <i>(technology standards 1.1k, 1.2k, 2,8s)</i>          Safe and Ethical Behavior <i>(technology standards 5.3k, 5.3s)</i></p>	<p>Discussion: Goals, Standards, &amp; Objectives  <i>(technology standards 2.2s, 5.3k, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s)</i></p> <p>Assignment: ELAR TEKS Table – Application of objectives, technology, questioning, assessment  <i>(technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s)</i></p> <p>Unit 2 Exam</p>

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	<p>Application of Online learning Integrate technologies into instruction (<i>technology standard 6.1s</i>)</p> <p><u>Ch. 8 Questioning Strategies</u> Purposes and targets of questions Convergent and divergent questions Student use of questioning for collaboration Sequence of questions in lesson Question probes and wait time Effective classroom questioning, Culturally responsive questioning</p> <p><u>Ch. 13 Assessing Learners</u> Norm-referenced, criterion-referenced tests, Standardized tests Formative versus summative evaluation The test blueprint Objective test items, Essay test items Performance assessments and portfolios Validity and reliability Marks and grading system Assessing the academic progress of special learners in the regular classroom</p> <p><u>Pedagogy and Professional Responsibilities EC-12 Standards in Unit 2</u> <i>1.6k, 1.7k, 1.8k, 1.10k, 1.11k, 1.12k, 1.13k, 1.14k, 1.15k, 1.16k, 1.17k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24k, 1.25k, 1.26k, 1.27k, 1.28k, 1.30k, 1.6s, 1.7s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.24s, 3.1k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.10k, 3.11k, 3.12k, 3.13k, 3.14k, 3.15k, 3.16k</i></p>	
Unit 3	<p><u>Ch. 9 Teaching Strategies for Direct Instruction</u> Categories of teaching and learning Culturally responsive direct instruction Mastery learning Direct instruction strategies</p> <p><u>Ch. 10 Teaching Strategies for Indirect instruction</u> Culturally responsive indirect instruction Cognitive processes of learning Direct vs indirect instruction Content organization Inquiry learning Conceptual movement: induction and deduction Examples and non-examples Using questions</p>	<p>Discussion: Direct Instruction (<i>technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s</i>)</p> <p>Assignment: Models of Teaching Application (<i>technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s</i>)</p> <p>Unit 3 Exam</p>

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	<p>Learner experience and use of student ideas  Student self-evaluation  Use of group discussion</p> <p><u>Ch. 11 Self-directed and Constructivist Learning</u>  Deep learning and Constructivism  Culturally responsive self-directed learning  Metacognition  Teacher mediation and zone of proximal development  Functional errors  Reciprocal teaching  Social dialogue of the classroom  Teaching cognitive strategies for lifelong learning  Project-based learning strategies</p> <p><u>Ch. 12 Cooperative Learning and the Collaborative Process</u>  Outcomes of cooperation  Components of a cooperative learning activity  Process of group development  Establishing a cooperative task structure in your classroom  Team-oriented cooperative learning activities</p> <p><u>Pedagogy and Professional Responsibilities EC-12 Standards in Unit 3</u>  1.7k, 1.11k, 1.16k, 1.20k, 1.21k, 1.22k, 1.24k, 1.25k, 1.6s, 1.12s, 1.19s, 1.20s, 1.21s, 1.24s, 2.7k, 2.17k, 2.2s, 2.3s, 3.8k, 3.9k, 3.11k, 3.12k, 3.13k, 3.14k</p>	
Unit 4	<p>Target Teaches  Create a plan and video for a lesson opening, modeling, and closure.</p> <p><u>Pedagogy and Professional Responsibilities EC-12 Standards in Unit 4</u>  1.12k, 1.16k, 1.17k, 1.19k, 1.6s, 1.12s, 1.13s, 1.14s, 1.16s, 1.17s, 1.19s, 1.20s</p>	<p>Discussion: Target Teach – Opening  <i>(technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s, 6.21s)</i></p> <p>Discussion: Target Teach – Modeling  <i>(technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s, 6.21s)</i></p> <p>Discussion: Target Teach – Closure  <i>(technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s, 6.21s)</i></p> <p>Early Field Experience Hours Due in TK20</p>
Closure	<p>Course Closure and EFE reflection  Finals week</p>	<p>Final Exam</p>

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