ELED 300 – Introduction to Teaching

COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Laura Isbell
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Office Hours: by appointment
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Preferred Form of Communication: email
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Effective Teaching Methods, Research-Based Practice
By: Gary D. Borich; Angelica Blanchette
Publisher: Pearson, 10th Edition. Copyright year: 2022
eText ISBN: 9780135791622, 0135791626 (option with loose-leaf text)
ISBN-13: 9780135791929   rental edition

Required On-Line Data Collection Assessment Tool:
  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

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once, if you have purchased this at a previous institution, please contact Jill.Woodruff@tamuc.edu and she can transfer your account at no cost.

Supporting Resources:
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

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.

Code of Ethics and Appropriate Boundaries

19 TAC §228.30(c)(1)a-c
(a) professional ethical conduct, practices, and performance;
(b) ethical conduct toward professional colleagues; and
(c) ethical conduct toward students

19 TAC §228.30(c)(7)
appropriate relationships, boundaries, and communications between educators and students

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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.
- 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.

   During the 30 hours EFE, candidates assist the Cooperating Teacher in ways that provide experience with the complex work of teaching:
   - Assisting students with their work, monitoring engagement, and/or providing support to students with misunderstandings
   - Helping teacher grade and analyze student work samples
   - Co-planning a small or whole group lesson based on work samples
   - Instruction/Support with a small group of students and/or individual students
   - Planning and implementing an interactive read-aloud with whole group or shared reading with small group

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,

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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

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 ● Writing sample ● Unit Reflections ● Diversity – All Learners ● Classroom Environment/Management ● Models of Teaching Jigsaw ● Technology Applications ● Application to EPP-Teacher Ed. (Tk20) ● Other daily assignments/activities	20 %	SLO 2, 4, 5, 6, 7
Target-teaches ● Lesson Planning & video submission	20 %	SLO 3, 4

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● Self-Assessment ● Instructor's Assessment		

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

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.

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

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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.

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors ' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf).
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

Fax (903) 468-8148

Email: 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

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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.

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 and Code of Ethics and Appropriate Boundaries 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	Course Introduction Field-Based Teacher Candidate Handbook Early Field Experience Requirements	Course Information Assignment Discussion: Context for Learning

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	Course Schedule, Syllabus, Attendance Policy Technology help resources *(technology standard 6.9s)* Student Teaching Application Procedure TK20 and textbook information Educator Preparation Program Application Procedure –ALL students will complete this application in ELED 300. Ch. 1 The Effective Teacher What is an effective teacher? Key behaviors & helping behaviors contributing to effective teaching Constructivism Complexity of Teaching Professional teaching standards and Code of Ethics Reflective Practitioner *19 TAC §228.30(c)(1)a-c* *(a) professional ethical conduct, practices, and performance;* *(b) ethical conduct toward professional colleagues; and* *(c) ethical conduct toward students* *19 TAC §228.30(c)(7)* *appropriate relationships, boundaries, and communications between educators and students* Ch. 2 Understanding Your Students 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 Ch. 3 Classroom Management I: Establishing the Learning Climate Connecting with students, earning trust and becoming a leader Establishing an effective classroom climate Problem areas in classroom management Making social, organizational, and procedural structures work for all learners Making your classroom and school a professional learning community	*(technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s)* Rapport & Respect Assignment *(technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s)* Unit 1 Exam

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	Planning your first day Ch. 4 Classroom Management II: Promoting Student Engagement 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 *Pedagogy and Professional Responsibilities EC-12 Standards in Unit 1* *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*	
Unit 2	Ch. 5 Goals, Standards, & Objectives Educational standards Frames of understanding Preparing objectives, Cultural roots of objectives Cognitive, affective, and psychomotor domains The rigor and relevance framework Ch. 6 Unit and Lesson Planning 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 Ch. 7 Technology Integration Why teach with technology? What technologies can be used to improve teaching effectiveness? *(technology standards 1.1k, 1.2k, 2,8s)* Safe and Ethical Behavior *(technology standards 5.3k, 5.3s)* Application of Online learning Integrate technologies into instruction *(technology standard 6.1s)*	Discussion: Goals, Standards, & Objectives *(technology standards 2.2s, 5.3k, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s)* Assignment: ELAR TEKS Table – Application of objectives, technology, questioning, assessment *(technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s)* Unit 2 Exam

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	Ch. 8 Questioning Strategies 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 Ch. 13 Assessing Learners 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 *Pedagogy and Professional Responsibilities EC-12 Standards in Unit 2* *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*	
Unit 3	Ch. 9 Teaching Strategies for Direct Instruction Categories of teaching and learning Culturally responsive direct instruction Mastery learning Direct instruction strategies Ch. 10 Teaching Strategies for Indirect instruction 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 Learner experience and use of student ideas Student self-evaluation Use of group discussion	Discussion: Direct Instruction *(technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.8s, 6.9s, 6.13s)* Assignment: Models of Teaching Application *(technology standards 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s)* Unit 3 Exam

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	Ch. 11 Self-directed and Constructivist Learning 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 Ch. 12 Cooperative Learning and the Collaborative Process 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 *Pedagogy and Professional Responsibilities EC-12 Standards in Unit 3* *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*	
Unit 4	Target Teach Create a plan and video for a lesson opening, modeling, and closure. EFE Reflection Project *Pedagogy and Professional Responsibilities EC-12 Standards in Unit 4* 1.12k, 1.16k, 1.17k, 1.19k, 1.6s, 1.12s, 1.13s, 1.14s, 1.16s, 1.17s, 1.19s, 1.20s	Target Teach *(technology standards 2.2s, 5.3s, 6.1k, 6.2k, 6.1s, 6.2s, 6.8s, 6.9s, 6.13s, 6.21s)* Early Field Experience Reflection Project Early Field Experience Hours Due in TK20
Closure	Course Closure and EFE reflection Finals week	Final Exam

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