

Sul Ross State University Rio Grande College

S Y L L A B U S
Department of Education 3300
The Teaching Profession
Fall 2015
August 24, 2015 – December 11, 2015
Eagle Pass, Texas

INSTRUCTOR:

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OFFICE HOURS:

Monday= Del Rio 2:00-4:30
Tuesday= Eagle Pass 3:30-4:30
Wednesday= Del Rio 3:00-6:00
Thursday= Del Rio 3:00-6:00
Friday by appointment

Class Meeting Time

Tuesday/Thursday Split-Web EO1 18097 Eagle Pass, TX 4:30 – 5:45

Course Description

A foundation course for teachers including: philosophical, legal, and ethical aspects of teaching, structure, organization, and management of the American school system, state, local structure, and modern media.

Educator Preparation Standard Addressed

You will be introduced with the requirements and standards required by the Texas State Board of Educator Education (SBEC). A complete list of the TExES standards for the Pedagogical and Professional Responsibilities (PPR) and for all of the individual content areas is available at the (www.sbec.state.tx.us) web site. The TExES examinations, required for certification, reflect the standards of this course.

Specific knowledge, applications, and dispositions needed for certification for EC-12 will be addressed through the Texas Essential Knowledge and Skills (TEKS) curriculum (www.tea.state.tx.us)

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

- Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC-12

Students

The beginning teacher knows and understands:

Application: What Teachers Can Do

Teachers of Students in Grades EC-12

Students

The beginning teacher is able to:

1.6k appropriate strategies for instructing English language learners 1.5s acknowledge and respect cultural and socioeconomics differences among students when planning lessons

Content and Pedagogy

The beginning teacher knows and understands:

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS)

1.11k current research on best pedagogical practices

Resources

The beginning teacher knows and understands:

1.17k the importance of knowing when to integrate technology into instruction and assessment; and

1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

Content and Pedagogy

The beginning teacher is able to:

1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;

1.11s use a variety of pedagogical techniques to convey information and teach skills.

Resources

The beginning teacher is able to:

1.16s use various types of material and other resources to aid in preparing and implementing instruction

1.17s use technology tools to promote learning and expand Instructional options; and

1.18s use resources available outside the school (e.g., museums, businesses, community, members) to enhance students' learning opportunities.

Designing Coherent Instruction

The beginning teacher knows and understands:

1.19k the importance of designing instruction that reflects TEKS;

1.22k how material, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

Designing Coherent Instruction

The beginning teacher is able to:

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.21s use varied activities and instructional grouping to engage students in instructional content and meet instructional goals and objectives;

1.23s provide students with opportunities to explore content from many perspectives

Assessment of Student Learning

The beginning teacher knows and understands:

1.28k the role of technology in assessing student learning;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction

Assessment of Student Learning

The beginning teacher is able to:

1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;

1.29s use assessment results to help plan instruction for groups of students or individuals.

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

Creating an Environment of Respect & Rapport

The beginning teacher knows and understands:

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 polite, respectful, and cooperative.

Creating an Environment of Respect & Rapport

The beginning teacher is able to:

2.1s interact with students in ways that reflect support and show respect for all students;

2.2s use strategies to ensure that interactions among students are

Establishing an Environment for Learning & Excellence

The beginning teacher knows and understands:

Establishing an Environment for Learning & Excellence

The beginning teacher is able to:

- 2.4k the importance of communicating enthusiasm for learning; and
- 2.5k the necessity of community teacher expectations for student learning

Maintaining a Physical and Emotional Environment That is Safe and Productive

The beginning teacher knows and understands:

- 2.19k features and characteristics of physical spaces that are safe and productive for
- 2.20k the benefits and limitations of various arrangements of furniture in the classroom; environment; and
- 2.21k procedures for ensuring safety in the classroom;
- 2.22k physical accessibility as a potential issue in student learning; and
- 2.23k students' emotional needs and ways to address needs.

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

Communication

The beginning teacher knows and understands:

- 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 context;
- 3.3k spoken and written language that is appropriate to students' ages, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective students discussion.

- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

Maintaining a Physical and Emotional Environment That is Safe and Productive

The beginning teacher is able to:

- 2.18s organize the physical environment to facilitate learning;
- 2.19s create a safe and inclusive classroom environment;
- 2.20s use effective strategies for creating and maintaining a positive classroom environment; and
- 2.21s respect students' rights and dignity.

Communication

The beginning teacher is able to:

- 3.1s communicates directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
- 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;
- 3.3s use spoken and written language that is appropriate to students' ages, interests, and background.
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-ordered thinking, problem solving, and productive, supportive interactions;
- 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.

Demonstrating Flexibility & Responsiveness

The beginning teacher knows and understands:

- 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.

Demonstrating Flexibility & Responsiveness

The beginning teacher is able to:

- 3.18s respond flexibility to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;
- 3.19s adjust instruction based on ongoing assessment of student understanding; and
- 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

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

Interacting & Communicating with Families

Interacting & Communicating with Families

The beginning teacher knows and understands:

- 4.1k the importance of families' involvement in their children's education; and
- 4.2k appropriate ways for working and communicating effectively with families in varied contexts.

Continuing Professional Development

The beginning teacher knows and understands:

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10k the importance of documenting self-assessment
- 4.11k characteristics, goals, and procedures associated with teacher appraisal; and
- 4.12k the importance of using reflection on ongoing self- to enhance teaching effectiveness.

Legal & Ethical Requirements and the Structure of Education in Texas

The beginning teacher knows and understands:

- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentially, interactions with students and others in the school community);
- 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- 4.16k procedures and requirements for maintaining accurate student records;
- 4.17k the importance of adhering to require procedures for administering state and district-mandated assessments; and
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

The beginning teacher is able to:

- 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
- 4.2s apply procedures for conducting effective parent-teacher Conferences;
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
- 4.4s engage families in their children's education and in various aspects of the instructional program.

Continuing Professional Development

The beginning teacher is able to:

- 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework.
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify Strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

Legal & Ethical Requirements and the Structure of Education in Texas

The beginning teacher is able to:

- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations.
- 4.17s serve as an advocate for students and the profession;
- 4.18s maintain accurate records; and
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

21 Century Skills

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. As educators we need to prepare our students to think deeply about local and global issues, solve problems creatively, work collaboratively, communicate clearly in all forms of media, learn ever-changing technologies and learn to critically distinguish relevant information from useless, incorrect information.

Given our ever-changing technological advances, as educators we need to teach students to be flexible and take the initiative to lead when necessary.

The Partnership for 21st Century Skills list three types of skills, throughout this semester many of the skills listed will be discussed in class and/or incorporated into the projects required in this class.

Use System Thinking
 Make Judgments and Decision
 Solve Problems
 Creativity (Creative Thinking) & Innovation
 Think Creativity
 Work Creativity with Others
 Implement Innovations
 Communication and Collaboration
 Communicate Clearly
 Collaborate with Others

Cross-Disciplinary Thinking
 Basic Literacy
 Information Literacy
 Access & Evaluate Information
 Use and Manage Information
 Media Literacy
 Analyze Media
 Create Media Products
 Technology Literacy: ICT
 (Information, Communication & Technology
 Literacy)
 Apply Technology Effectively

Adapt to Change
 Be Flexible
 Initiative and Self-Direction
 Manage Goals and Time
 Work Independently
 Be Self-directed Learners
 Social & Cross-Cultural Skills
 Interact Effectively with Others
 Work Effectively in Diverse Teams
 Productivity & Accountability
 Manage Projects
 Produce Results
 Leadership & Responsibility
 Guide and Lead Others
 Be Responsible to Others

LITERACY SKILLS

Visual Literacy
 Scientific & Numerical Literacy
Required Text

LIFE & CAREER SKILLS

Flexibility and Adaptability

Webb, L. D. Metha A. & Jordan, K. F. (2010). *Foundations of American education*. (7th ed.). NJ: Pearson Education, Inc. Upper Saddle River.

MyEducationLab:

To register for ED3300:

1. Go to www.pearsonmylabandmastering.com

2. Under Register, click Student.

3. Enter your instructor's course ID: **muniz_____** and click Continue

(1). Access Pearson's MyLab (phone support 888.883.1299)

Course Description

- Regular class attendance is expected. More than one unexcused absences will result in failing the course. If a true emergency arises please contact the instructor and bring your attending physician's note explaining the illness (this does not excuse a student from handing in late work). Daily attendance will be taken. Class starts on time, tardies disrupts the flow of class. In the final analysis, (2) tardies/early dismissals will equal one absence. Late assignments will not be accepted. Make-up exams will be given only in case of emergency through arrangements with the instructor. Finally, please turn your cell phone off and NO texting during class!
- Chapter quizzes: Checking for comprehension.
 You will be quizzed for every chapter. Of the twelve chapters, the lowest 2 grades will be omitted.
 MyEducationLab: You will have access to pretests and posttest for each chapter. Print your results for each chapter.
- Writing Assignments:

Writing: Autobiography/Philosophy Paper: 3 page requirement. Writing rubric included in the syllabus.

Chapter Reflect & Apply: Complete the 1-page handout provided through Blackboard.

Answer the following per chapter:

1. How will I explain the concept(s)/topic(s) to others in an informal setting?

I read about _____ and it caught my attention because.....

Did you know

As a future educator you need to know _____ because _____

ABC News: Video Insights: You will answer 2 questions from each video insight.

School Board Summary/Reflection Paper: A one-page summary of your observations.

(50 points) Attend local school board meeting and write a one-page summary of your observations along with a picture attending the meeting.

4. Technology: Web assignments

Technology/Writing/Creativity: Create/Develop 1. Power Point presentations. 1. Word/Excel Project

5. Instructional Delivery: Various classroom deliveries and practices will be modeled. Lecture (L); Guided Practice (GP); Independent Practice (IP); Reflective Discussion (RD); Group Activity (GA); Group Presentation (GP); Guest Speaker (GS)

Technology: Chapter Power Points (CPP); Chapter Study Guides (CSG); Video Chips (VC); Video (V);

Assessment: Chapter Quizzes (CQ); Check for Understanding (CU);

Activities & Readings

Date Week of	Chapter	Delivery
Aug.25/28	Review Syllabus & Chapter 1: <i>Status of the Profession</i>	(L, RD, GS, CPP, CSG, CU, CQ)
Sept. 1/3	Chapter 2: <i>Development of the Profession</i>	(L, RD, CPP, CSG, GA, CU, CQ)

	Chapter 4: The Impact of Educational Theories Educational Practice	(L, RD, GA, GP, CPP, CSG, CU, CQ)
	Video: <u>The Story of American Public Education :</u>	(L, RD, V)
	The Common School: 1770-1890	
	As American as Public School: 1900-1950	
	A Struggle for Educational Equality: 1950-1980	
	The Bottom Line in Education: 1980 to Present	
Sept. 15/17	Chapter 7: <i>Modern Am. Ed.: From the Progressive Movement to the Present</i>	(L, RD, V, CPP, CSG, CU, CQ)
Sept. 22/24	Chapter 8: The Social & Cultural Context of Schooling: Their Influence & Consequence	(L, RD, VC, CPP, CSG, CU, CQ)
Sept. 29/Oct. 1	Autobiography/Philosophy Paper Due	
Oct. 6/9	Chapter 9: Responding to Diversity	(L, RD, VC, CPP, CSG, CU, CQ)
Oct. 13/15	Chapter 10: Student at Risk & At Risk Behaviors	(L, RD, VC, CPP, CSG, CU, CQ)
Oct. 20/22	Chapter 11: Legal Framework for the Public Schools	(L, RD, VC, CPP, CSG, CU, CQ)
Oct. 27/29	Chapter 12: Teachers, Students and the Law	(L, RD, VC, CPP, CSG, CU, CQ)
Nov. 3/5	Power Point Due	
Nov. 10/12	Chapter 14: <i>Curriculum and Instruction</i>	(L, RD, VC, CPP, CSG, CU, CQ)
Nov. 17/19	Chapter 13: <i>Governance & Financing of Elem. & Secondary Schools</i>	(L, RD, VC, CPP, CSG, CU, CQ)
Nov. 24/26	Thanksgiving	
Dec. 1/3	Chapter 15: <i>Standards and Assessment</i>	(L, RD, VC, CPP, CSG, CU, CQ)
Dec. 8	Final Quiz	

Academic Honesty

Becoming a teacher and making the decision to join the profession comes with much responsibilities and expected behaviors. In addition to learning pedagogical knowledge and skills necessary to become an effective teacher, your disposition (such as honesty) is equally important. Teacher educator candidates are expected to conduct themselves in a professional manner both in class and out in the field. Academic dishonesty will not be tolerated in any form or manner. Please check with the Sul Ross State Rio Grande College Student Handbook for policies pertaining to academic dishonesty.

Possible Points: Grades will be averaged based on the following requirements:

Quizzes	Each @ 100 points
Portfolio:	
ABC News: Video Insights	9 videos=10 points each
Chapter Reflect & /Apply	10 points each
School Board	50 points
Autobiography/Philosophy Paper	150 points
Graphic Organizers/PP	Two Assignments @100 points each

Drop/Add Withdraw

For whatever reason, if at any point you decide to drop this course, it is your responsibility to officially drop or withdraw. Failure to do so will result in a failing grade (F).

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that changes may occur. It has been my practice that if changes are necessary, they will be discussed during class meetings.

The grading for this course will be based on the following point averages.

90-100	A
80-89	B
70-79	C
65- 69	D
64-below	F

NON-DISCRIMINATION STATEMENT

No person shall be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity sponsored by SRSURGC on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, gender, age, or disability.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. [If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.] The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website

Fall 2015 Academic Calendar

August 24-December 12
 August 24 Classes begin and late registration and schedule changes begin. Late registration fees apply.
 August 27 Last day for late registration and schedule changes.
 August 31 Last day to drop 1st 8 week course without creating an academic record.
 September 7 Labor Day holiday, no classes
 September 9 Twelfth class day. Last day to drop a 16 week course without creating an academic record.
 September 18 Last day to apply for December graduation without a late fee.
 **September 21 Deadline to applying to student teach during the Spring 2016 semester. **
 September 25 Last day for students enrolled in 1st 8 week courses to drop a course and receive a "W."
 October 16 Final exams, 1st 8 week term
 October 19 Mid-Semester; Classes begin, 2nd 8 week term
 October 22 Last day for schedule changes, 2nd 8 week term
 October 26 Last day to drop 2nd 8 week course without creating an academic record. Last payment date for optional payment plans for fall 2015.
 November 13 Last day to withdraw from the University or to drop courses with grade of "W." Drops must be processed and in the Admissions office by 4:00 p.m.
 November 20 Last day for students enrolled in 2nd 8 week courses to drop a course and receive a "W." Last day to apply for December 2015 graduation. A \$50.00 late fee will be charged.
 November 25-27 Thanksgiving Holidays. Note: classes will be held Monday and Tuesday, Nov. 23-24.
 December 2 Last class day before finals
 December 7-10 Final Examinations
 December 10 Final Exams for 2nd 8 week term
 December 11 Final grades for graduating student due; grades must be submitted by noon
 December 12 Fall Uvalde, 7:30 p.m., Uvalde High School Auditorium December 14 Final course grades due by noon

*Undergraduate students may not apply for graduation if the core curriculum requirements have not been completed. Official transcripts must be sent to Sul Ross-RGC for all courses taken at other colleges or universities.

Fall 2015 Final Exam Schedule

<u>Final Exam</u>	<u>Date For classes meeting</u>	<u>Final Exam Time</u>
Monday	Dec. 7 Mon-Wed 9:30 a.m.-11:00 a.m.	9:00 a.m.-12:00 p.m.
	Mon-Wed 12:30 p.m.-2:00 p.m.	12:00 p.m.-3:00 p.m.
	Mon-Wed 4:30 p.m.-6:00 p.m.	3:00 p.m.-6:00 p.m.
	Mon-6:00 p.m.-9:00 p.m.	6:00 p.m.-9:00 p.m.
<u>Tuesday</u>	Dec. 8 Tues-Thurs 9:30 a.m.-11:00 a.m.	9:00 a.m.-12:00 p.m.
	Tues-Thurs 12:30 p.m.-2:00 p.m.	12:00 p.m.-3:00 p.m.
	Tues-Thurs 4:30 p.m.-6:00 p.m.	3:00 p.m.-6:00 p.m.
	Tue- 6:00 p.m.-9:00 p.m.	6:00 p.m.-9:00 p.m.
Wednesday	Dec. 9 Mon-Wed 11:00 a.m.-12:30 p.m.	11:00 a.m.-2:00 p.m.
	Mon-Wed 2:00 p.m.-3:30 p.m.	2:00 p.m.-5:00 p.m.
	Wed-6:00 p.m.-9:00 p.m.	6:00 p.m.-9:00 p.m.
Thursday	Dec. 10 Tues-Thurs 11:00 a.m.-12:30 p.m.	11:00 a.m.-2:00 p.m.
	Tues-Thurs 2:00 p.m.-3:30 p.m.	2:00 p.m.-5:00 p.m.
	Thurs-6:00 p.m.-9:00 p.m.	6:00 p.m.-9:00 p.m.