ED 3300
Foundations in Education

Instructor Information:

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BBA, Management, St. Edward's University
M. Ed., Educational Leadership, University of Mary Hardin-Baylor
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Course Description:
A course for teachers which includes the legal and ethical aspects of teaching, and the recognition of and response to signs of abuse and neglect in children; structure, organization, and management of the American school system, with emphasis on the state and local structure in Texas.

Text:
Armstrong, D.G., Henson, K.T., & Savage, T.V. (2015). *Teaching Today: An Introduction to Education* (9th ed.). Upper Saddle River, NJ: Prentice-Hall.

Class Sessions:

Any class meetings will be posted in announcements on BB and will we will meet via Collaborate. After that, we will meet via Collaborate on Mondays at 1:00 PM.

Course Requirements and Grading:

Points for each assignment and grading ranges will be posted in BB.
Final Grades will be calculated as follows:

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A = 90-100%
B = 80-89%
C = 70-79%

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Program Learning Outcomes

The learner will know and understand:

1. The learner will gain an understanding of trends in the educational system and will evaluate the advantages and disadvantages of the teaching profession by participating in class discussions and presentations.
2. The learner will identify the school system organization and the complexities of teaching. The learner will also recognize the impact of multiculturalism in our schools and will describe the relationship of teachers with their community, administrators, school board.
3. After describing and discussing major educational philosophies, the learner will develop and communicate a personal educational philosophy of his/her own in relation to the major educational philosophies.
4. The learner will become familiar with and keep documentation for the Domains and Competencies related to the PPR exam that is addressed in this course. The learner will keep an organized system of file folders for the different Competencies and will be able to orally explain the purpose of each of the different competencies.

TExES Standards

Pedagogical and Professional Responsibilities (PPR)
Standards (EC-Grade 12)
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.
4.11k characteristics, goals, and procedures associated with variety of activities (e.g., reading journals, joining

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 *The beginning teacher knows and understands:*	Application: What Teachers Can Do Teachers in Grades EC-12 *The beginning teacher is able to:*
Students 1The beginning teacher knows and understands: 1.6k appropriate strategies for instructing English language learners	Students The beginning teacher is able to: 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 .	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. 1.11s use a variety of pedagogical techniques to convey information and teach skills.
Designing Coherent Instruction The beginning teacher knows and understands: 1.19k the importance of designing instruction the 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. 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 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; 1.27k the characteristics, uses, advantages, and	Assessment of Student Learning 1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives; 1.25s communicate assessment criteria and standards to students;

| limitations of various assessment methods and strategies;

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. | 1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;

1.28s analyze assessment results to aid in determining students' strengths and needs; and

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.

Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC-12 *The beginning teacher knows and understands:*	Application: What Teachers Can Do Teachers in Grades EC-12 *The beginning teacher is able to:*
Creating an Environment of Respect and Rapport 2.1k the importance of creating a learning environment in which diversity and individual differences are respected.	Creating an Environment of Respect and Rapport 2.1s interact with students in ways that reflect support and show respect for all students.
Establishing an Environment for Learning and Excellence 2.4k the importance of communicating enthusiasm for learning; and 2.5k the necessity of communicating teacher expectations for student learning.	Establishing an Environment for Learning and Excellence 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and 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.

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

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; | Communication

3.1s communicate 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 |

3.3k spoken and written language that is appropriate to students' ages, interests, and backgrounds; and 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions.	commitment to students; 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds; 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order 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.
Engaging Students in Learning 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs; 3.6k how 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; 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.	Engaging Students in Learning 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process; 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively; 3.10s represent content effectively and in ways that link with students' prior knowledge and experience; 3.11s use flexible grouping to promote productive student interactions and enhance learning; 3.12s pace lessons appropriately and flexibly in response to student needs.

ALL assignments will be listed in BlackBoard under the "WEEKLY ASSIGNMENTS" link.

Check the Announcements each week for any updates.

Required by State:

Login for Learners
This information will be needed by your learners to access the course. They can create an account by clicking the link below and using the enrollment key provided. As a course administrator, you must ensure all users are provided the correct link and enrollment key.
Website: https://kognitocampus.com/
Enrollment Key: sulrossk12

Students must complete:
At Risk for High School Students,
At-Risk for Middle School Students, and
At-Risk for Elementary School Students simulations.

ASSIGNMENTS AND REQUIREMENTS

Class Attendance and Participation:
Most of this class will be online and all assingments and discsussoin board posts must be done on time. Any virtual meetings will be posted in BB and are required for you to attend via collaborate.

Assignments/Reflections:
Each chapter will require a reflection and brief summary. There may be quizzes on chapters as well. All of this will be explained for each in BB.

Exams:
There will be two exams. The exams will be essay questions. All exams will be on Blackboard.

Discussion Board and other Assignments:
Assignments and readings will be posted in BB for each week and you will have Blackboard assignments due on Saturday by 12:00 PM. No late assignments will be accepted!

I will utilize a Rubric to grade all assignments posted to the Discussion Board in Blackboard. Grading will be based on the thoroughness and depth of your written responses.   Your grades will be posted on a weekly basis in the Grade Center. This will enable you to keep up with your grades throughout the semester.

Disability Statement

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College – Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu

Distance Education Student:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information 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.