EDUC 1301: Introduction to the Teaching Profession  Credits:3
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Course Time & Location: PHS 6th period and online  Office: 214
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Office Hours: Monday- Friday 7:30-4:00

I. Course Description:
Introduction to the teaching profession provides students with opportunities to examine the philosophical and historical foundations of U.S. education; ethical and legal issues in U.S. and Texas education; diverse learners and their needs; how to create a community of learners; understanding curriculum standards, assessment, and student learning; and integrating technology into teaching. There is a 16-hour field experience component that requires observations in PK-12 settings. This course meets Monday- Friday 45-minute segments for 15 weeks. We will have a 2 hour final examination. Students have weekly reading assignments, are expected to take quizzes, are required to complete a minimum of 16 contact hours of field experience in PK-12 classrooms and submit reflections, and are required to submit multiple written assignments. All course activities will require a minimum of 6 hours of work each week to prepare beyond attendance to all scheduled class meetings.

II. The Student Learning Objectives are aligned to the Texas Educator Preparation Standards EC-12 PPR.
Program Learning Objectives (PLOs) and Student Learning Objectives (SLOs) and Assessments
The prospective teacher candidate will identify the reasons, benefits, challenges, expectations, philosophical/historical foundations of U.S./Texas education, and the governance/finance structure of Texas related to choosing teaching as a career.
SLO 1.1 The prospective teacher candidate will describe teaching as a personal choice when considering societal expectations, outlook, and qualifications.
SLO 1.1.1 Assessment – Personal Discussion on Becoming a Teacher
SLO 1.2 The prospective teacher candidate will define the philosophical/historical foundations of U.S./Texas education and the governance/finance structure of Texas.
SLO 1.1.2 Assessment – Critical Issue Paper relating to philosophical/historical foundations or the governance/finance issues of Texas (PPR 4.18k)
PLO 2 The prospective teacher candidate will apply knowledge of the Texas diverse school student population and their learning needs.
SLO 2.1 The prospective teacher candidate will apply knowledge of Texas diverse school student population.

SLO 1.1.1 Assessment – Demographics Landscape Chart and Impact Discussion

SLO 2.2 The prospective teacher candidate will identify terms relating to student diversity (PPR 1.3k, 1.4k, 1.5k)

SLO 1.1.2 Assessment – Diversity Quiz (PPR 1.3k, 1.4k, 1.5k)

SLO 2.3 The prospective teacher candidate will demonstrate understanding of student diversity and differing learning needs.

SLO 2.3.1 Assessment – Diversity Implications to Learning Chart and Reflection (PPR 1.3k, 1.4k, 1.5k)

PLO 3 The prospective teacher candidate will demonstrate understanding of how to create an environment for a community of learners, alignment of state curriculum standards (TEKS) including the integration of technology standards, assessment, and student learning.

SLO 3.1 The prospective teacher candidate will define how to design a classroom which supports a caring, student-centered classroom

SLO 3.1.1 Assessment – Learning Community Classroom Chart and Student-centered Classroom Paper (PPR 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k, 2.15k, 2.16k, 2.19k, 2.20k, 2.21k, 2.22k)

SLO 3.2 The prospective teacher candidate will demonstrate an understanding of the alignment of the state curriculum (TEKS) including the integration of technology standards, assessment, and student learning.

SLO 3.2.1 – Alignment Quiz (PPR 1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k)

SLO 3.2.2 – Classroom Observation and Reflections (PPR 1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)

SLO 3.2.3 – Content Area Student Case Study (PPR 1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k, 2.15k, 2.16k, 2.19k, 2.20k, 2.21k, 2.22k)

PLO 4 The prospective teacher candidate will implement the ethical and legal issues expected in the U.S./Texas Teaching in Texas and will demonstrate how to become a teacher professional.

SLO 4.1 The prospective teacher candidate will apply knowledge of Texas Code of Ethics.

SLO 4.1.1 Assessment – Ethics Scenario Quiz (PPR 4.13k, 4.14k, 4.15k)

SLO 4.2 The prospective teacher candidate will demonstrate how to become a teacher professional.

SLO 4.2.1 Assessment – Teacher Development Plan of Action and Reflection (PPR4.7k, 4.8k, 4.12k)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Quizzes (30 pts each, total of 150 pts)
Five Reading Quizzes will be assigned over the course of the semester. The quizzes will access course reading and activities.

Discussions (10 pts each, Total of 100 pts)
Students will complete ten discussion boards over the course of the semester. Discussion boards will be facilitated through the D2L discussion board. In order to earn full points students must post an original discussion and respond to two classmates, if prompted.

Dropbox Assignments (525 pts)
Observation Forms: 25 pts (In order to ensure you have secured permission to complete the observations you will submit the field experience observation agreement form prior to your first observation). We will be doing this through PHS since we are in a highschool environment.

Code of Conduct 50 (You will complete a Code of Conduct activity to ensure you understand the required professionalism).

Observation Plan: 50 pts (You will formulate a plan to complete your observation hours.) We will do this during school hours.

Critical Issue Presentation – 100 pts (You will read and reflect upon the content related to philosophical/historical foundations of the U.S./Texas education and the governance/finance structure of Texas. Then you will choose a critical issue related to one of these topics and create a PowerPoint/Presentation with screencast)

Educational Law Assignment 100 pts (Students will research an educational law and create a presentation to explain the law and its impact on the field of education).

Student-Centered Classroom Design and Reflection 100 pts (You will create a chart that displays a classroom design that will support student-centered learning and write reflection of your design and how you propose to build a learning community in your future classroom.)

Today’s Schools
Module One: Read Chapter 1 in your text and all the course module material.
Complete Discussion One
Submit Observation Plan Assignment.
Module Closes and assignments due 8/30/20

Module Two: Read Chapter 2 in your text and all the course material.
Complete the Code of Ethics assignment.
Complete Discussion Two
Module Closes and assignments due 9/6/20

Module Three: Read Chapter 3 in your text and all course module material.
Complete Discussion Three
Complete Quiz One (Chapters 1-3)
Due Observation Hours Form/Reflection One (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
Module Closes and assignments due 9/13/20

Philosophical Foundations
Module Four: Read Chapter 4 in your text and all course module material.
Complete Discussion Four
Begin work on your Critical Issue Presentation
Module Closes and assignments due 9/20/20

Historical Foundations
Module Five: Read Chapter 5 in your text and all course module material. Continue work on your Critical Issue Presentation
Complete Discussion Five Complete Quiz One (Chapters 4-6)
Module Closes and assignments due 9/27/20

Governance and Finance of Schools
Module Six: Read Chapter 6 in your text and all course module material.
Complete/Submit your Critical Issue Presentation (PPR 4.18k)
Module Closes and assignments due 10/4/20

Today’s Students
Module Seven: Read Chapter 7 in your text and all course module material.
Due Educational Law Assignment
Due Observation Hours Form/Reflection Two (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
Module Closes and assignments due 10/11/20

Addressing Learners’ Individual Needs
Module Eight: Read Chapter 8 in your text and all course module material.
Complete Discussion Six
Module Closes and assignments due 10/18/20

Creating a Community of Learners
Module Nine: Read Chapter 10 in your text and all course module material.
Complete Quiz Three (Chapters 7-9)
Complete Discussion Seven
Module Closes and assignments due 10/25/20

Curriculum Standards, Assessment, and Student Learning
Module Ten: Read Chapter 11 in your text and all course module material.
Student-Centered Classroom Design and Reflection 5Student Learning
(PPR 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k, 2.15k, 2.16k, 2.19k, 2.20k, 2.21k, 2.22k)
Due Observation Hours Form/Reflection Three (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
Complete Discussion Eight
Module Closes and assignments due

Curriculum Standards, Assessment, and Student Learning
Module 11: Continuing Reviewing Chapter 11 in your text and all course module material.
Complete Discussion Nine
Complete Quiz Four (Chapters 10-11)
Module Closes and assignments due 11/8/20

Integrating Technology into Teaching
Module 12: Read Chapter 12 in your text and all course module material.
Module Closes and assignments due 11/15/20

Becoming A Professional
Module 13: Read Chapter 13 in your text and course module content and review all course module material.
Due Teacher Development Plan of Action and Reflection (PPR 4.7k, 4.8k, 4.12k)
Complete Quiz Five (Chapters 12-13)
Due Observation Hours Form/Reflection Four (1.7k, 1.8k, 1.9k, 1.15k, 1.17k, 1.25k, 1.26k, 1.30k, 2.1k, 2.2k, 2.3k, 2.6k, 2.8k, 2.9k, 2.10k, 2.13k)
Due Quiz Five
Complete Discussion Ten Module Closes and assignments due 11/15/20

VI. Readings (Required and recommended—including texts, websites, articles, etc.)
2. Content module texts, websites, articles, etc. (Required)
Other Reading

VII. Required Technology
• Students will need to have access to the internet and a computer with a microphone. Students will be required to utilize two internet programs: Screencastomatic.com and Edpuzzle.

VIII. Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.
Near the conclusion of each semester, students in the PCOE electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

IX. Student Ethics and Other Policy Information:
Attendance and active participation in classroom activities is very important in this class. All assignments must be attempted; one missing assignment will result in a ten-point deduction to the overall course grade.
Late Work
Assignments are due as assigned.
Late work will not be accepted except with prior arrangements from the instructor

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
using or attempting to use unauthorized materials on any class assignment or exam;
falsifying or inventing of any information, including citations, on an assignment; and/or;
helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own.
Examples of plagiarism include, but are not limited to:
submitting an assignment as one's own work when it is at least partly the work of another person;
-submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
Penalties for Academic Dishonesty
- Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university