ED 321

Foundations of Education

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and by appointment.

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Prerequisites:

Required Text:

Nath, J. and Cohen, M. (2003). *Becoming an EC-6 Teacher in Texas*. Belmont, CA: Wadsworth/Thomson Learning.
ISBN # 0-534-60300-9

Or

Nath, J. and Cohen, M. (2005). *Becoming a Middle School or High School Teacher in Texas*. Belmont, CA: Wadsworth/Thomson Learning.

Recommended Resources:

Ormrod, J. (2003). Educational Psychology: Developing Learners (4th ed.). Upper Saddle River: NJ: Pearson Education.

State Board for Educator Certification http://www.sbec.state.tx.us

Texas Education Agency http://www.tea.state.tx.us

Course Description:

This introductory education course is designed to assist preservice teachers in acquiring the skills and strategies necessary to:

1. Design instruction and assessment to promote student learning
2. Create a positive, productive classroom environment
3. Implement effective, responsive instruction and assessment
4. Fulfill professional roles and responsibilities

Student Learning Outcomes:

ED 321 is closely aligned with the State Board for Education Certification Pedagogy and Professional Responsibilities Domains and Competencies as indicated below:

Domain 1, Standard 1:
- The preservice teacher will be able to design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences that design assessments that are responsive to differences among students and that promote all students' learning.

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004: The teacher understands the learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II, Standard II:
- The preservice teacher will be able to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III, Standard III:
- The preservice teacher will be able to promote 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.

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV, Standard IV:
- The preservice teacher will be able to fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency -13: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Technology Outcomes

The following 'Technology Outcomes' are infused into the learning opportunities throughout the course. Students do not need to be an expert in technology but are expected to develop the following skills:

- Utilize email and course website tools including online discussion and chat
- Utilize word processor to produce quality written documents
- Utilize Power point and comparable presentation applications to produce a quality presentation
- Utilize current technology devices such as iPads and iPods to enhance instruction

Professional/Ethical Outcomes

- Positive collaborative professional behavior is expected throughout the semester.
- Attend face-to-face sessions on time and for entire session; and attend sessions with a willingness to learn and participate.
- Course website and email system can only be used for course business by enrolled students.

Course Requirements:
- Demonstrate mastery on chapter/competency tests.
- Locate, obtain and reflect on the Texas Essential Knowledge and Skills, English Language Proficiency Standards, and College and Career Readiness Standards appropriate to your certification.
- Write and present lessons, both individually and collaboratively, using the basic model of instruction and other current lesson planning models
- Complete and document at least 14 hours of field experience in Texas public school classrooms (2 classrooms in your certification area, 7 hours each)
- Complete entry slip activities corresponding with course topics during each class period.
- Write a reflective essay synthesizing observation experiences with concepts learned throughout the course.
- Compile a course notebook including all course handouts and assignments for use during PPR study sessions.
- Complete written work and assignments as directed by the instructor.
- Complete one practice test for the TExES PPR examination for your certification level.
- Complete Application Process for Teacher Preparation Program
- Attend PPR Preparation workshop

Evaluation:

3 quizzes @ 100 pts. each	300 pts.
TEKS/CCRS/ELPS Assignment	15 pts.
Lesson #1	40 pts.
Lesson #2	
Written plan	40 pts.
Presentation	30 pts.
Online Assignments 13@ 10 pts. each*	130 pts
Practice TExES	15 pts.
TPP Orientation and Application	25 pts.
Field Experience documentation	
And reflection paper	50 pts.
Course Notebook	50 pts.
In Class Entry Slips 8 @5 pts.	40 pts.
PPR Workshop	25 pts.
Total	**760 pts.**

*Instructor reserves the right to add or delete assignments as deemed appropriate throughout the semester.

**Students will not receive a final grade in this course without completion of all components of the Teacher Preparation Program Application Process.

Additional Information:

1.   All required written and presented work will be graded for format, spelling and grammar. Students should strive to use proper grammar and professional vocabulary at all times, as teachers are to be a model of appropriate oral language for their children.

2.   Late work will not receive full credit. Any work turned in after the assigned class period or due date will drop one letter grade per day (not per class). Work more than two days late may not be accepted.

3.   Make-up tests will only be administered if the student has an urgent need to reschedule due to medical or family emergency. The instructor must be informed in advance of the student's inability to sit for an exam. The instructor reserves the right to refuse make-up testing or to limit the highest possible earned score.

4.   If for some reason you must miss class, it is your responsibility to inform the instructor via e-mail or phone. It is also your responsibility to find out what you missed, catch up on class notes, and have someone who will pick up handouts for you during the missed class.

5.   Class will begin on time. Promptness is strongly encouraged. Promptness is an indicator of professionalism.

6.   Please turn off (or place on silent or vibrate) all cell phones during class time. It is not appropriate to text message during class.

7.   If for any reason you are unable to complete any of the assigned course projects, please inform the instructor immediately.

University Policies:

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

II.   Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

III.   A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

IV.   Drop Policy: Effective Fall 2013, students who no longer wish to attend their course(s) will be required to submit the necessary paperwork to the Registrar's Office in order to be officially dropped/withdrawn from their course(s). Those student who do not follow the correct drop/withdraw procedure will remain registered in their course(s) and receive the grade issued by the instructor. Students may find the drop/withdraw form on the "Dropping/Withdraw a Class" page of the Registrar website.

Drop/Withdraw deadlines for the Spring 2014 Semester		
Session	**Drop without a grade**	**Last day drop/withdraw**
Spring 2014	Jan. 29	April 11

V.   Class Participation: Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

VI.   Student Technical Assistance:
- Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link: http://www.tamut.edu/Training/Student%20Training/index.html
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/techde/support.htm
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)

Julia Allen (main contact) 903-223-3154 julia.allen@tamut.edu
Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
Jayson Ferguson (alternate) 903-223-3105 jayson.ferguson@tamut.edu

VII. Technical Requirements:
Minimum Windows PC Requirements:
Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.
Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

Minimum Apple Macintosh Requirements:

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.
Some online courses may also require a CD ROM (8x minimum, higher recommended)
Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

I-OS and Android Devices

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:

To access Texas A&M University - Texarkana, there is an individual license fee of $1.99 per year or $5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.

Teacher Preparation Program (TPP) Coursework

I.TPP Professional/Ethical Outcomes

As future educators, students are evaluated on professional/ethical outcomes that meet TEA Code of Ethics and TPP Professional Expectations. TEA Code of Ethics is located at:
http://www.tea.state.tx.us/index2.aspx?id=2147501244&menu_id=771&menu_id2=794 . Professionalism Expectations are located TPP Handbook: http://tamut.edu/Academics/CELA/Academic-Programs/Teacher%20Preparation%20Program%20Undergraduate/handbooks.html

II.TPP Portfolio:

As prospective education professionals, all students in the Teacher Preparation Program (TPP) are required to submit a portfolio in their last semester documenting their growth throughout the program. In preparation for this requirement, students should keep electronic copies of all coursework completed throughout the program (e.g. papers, discussion posts, etc.). It is recommended that students organize their work, "artifacts", in electronic folders assigned for each of their education courses (ED, SPED, RDG, ITED). The instructor of this course will identify specific evaluated artifacts that students enrolled in this course will be expected to submit for their TPP

Portfolio. Specific portfolio expectations are outlined in TPP Handbook:
http://tamut.edu/Academics/CELA/Academic-
Programs/Teacher%20Preparation%20Program%20Undergraduate/handbooks.html

III. TPP Training Meeting Senate Bill 460 and 866:
This course meets SB 460 (Effective Sept. 1, 2013) providing introductory training in the *detection and education of students at risk for suicide or with other mental or emotional disorders and the inclusion of mental health concerns in coordinated school health efforts.*

This course meets SB 866 (Effective Sept. 1, 2012) providing introductory training on *characteristics and identification of dyslexia and effective, multisensory strategies for teaching students with dyslexia*.

IV. TPP Assessment Requirements
This course meets 1) Texas Education Agency (TEA) Content Topics, 2) Texas A&M System Student Learning Outcomes, and 3) InTASC Core Standards. Specific course alignment is presented in the TPP Assessment document located on TPP Website: http://tamut.edu/Academics/CELA/Academic-
Programs/Teacher%20Preparation%20Program%20Undergraduate/Faculty.html

V: State Instructional Standards
TPP coursework prepares students to teach content standards in the area seeking certification. These standards include the following: Texas Essential Knowledge and Skills (TEKS), College and Career Readiness Skills (CCRS), Prekindergarten Guidelines and English Language Proficiencies: http://www.tea.state.tx.us/curriculum/teks/ .

VI: TExES Standards
TPP coursework meets TExES Teacher Standards including 1) Pedagogy and Professional Responsibility and 2) Content Pedagogy and Content Knowledge. Additionally, EC-6 candidates are prepared to meet standards for English as a Second Language – ESL (EC-12) and Special Education (EC-12). TEA Standards for specific certifications can be located at http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794.

VII: English Language Learner Standards
All TPP coursework prepares future educators to teach students from culturally and linguistically diverse backgrounds. This course provides introductory instruction based on the following TEA Standards for teaching English Language Learners: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

VIII: Technology Standards
All TPP coursework prepares future educators to utilize technology in the classroom in meaningful ways. This course provides introductory instruction based on the following TEA Technology Standards:
http://ritter.tea.state.tx.us/rules/tac/chapter126/index.html .

IX: STAAR Standards
TPP coursework prepares future educators to instruct to meet TEA state assessment standards. This course provides introductory instruction on the following STAAR standards:
http://www.tea.state.tx.us/student.assessment/staar/