Department of Curriculum & Instruction

College of Education and Health Professions

The University of Texas ARLINGTON™

Foundations of Education
EDUC 4316 .001

Fall 2013

Instructor Information:

Instructor:	Dr. Janet Melton	**Phone:**	817-272-2515
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** Note: Dr. Melton's email is: meltonj@uta.edu
There are several Meltons at UTA.
Be sure you have addressed it correctly.

Office Hrs:

Tues	11 - noon
	4 pm – 5 pm
Th	2 pm – 3 pm

Or by appointment

Faculty Profile: *https://www.uta.edu/mentis/public/#profile/profile/view/id/3037/category/1*

Course Information:

Course Title: Foundations of Education
Course Number: EDUC 4316 .001 Tuesdays
Semester: Fall 2013
Course Location and Time: Trimble Hall 115
8:00 a.m. to 10:50 a.m.
Course Website: http://elearn.uta.edu

Catalog Description:

The course introduces students to the teaching profession. Historical foundations, professionalism, school law (including special education law), diversity in education, effective communication, family involvement, and current trends and issues in education will be examined. Students will also examine personal reasons for wanting to teach and will create a personal philosophy of education. Field observation required.

Course Pre-requisites:

This course is a prerequisite course and must be taken concurrently with ELED 4317.

Textbook(s) and Materials:

- *EDUC 4316 Foundations of Education*. Pearson Custom book. ISBN 1-256-56036-7

**This is a custom book that can only be purchased from the UTA Campus Bookstore.

- The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system's Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

Learning Outcomes:
At the conclusion of this course the successful student will:

- Identify who teaches in the United States and the common motivations for choosing to teach.
- Describe the different characteristics of professionalism and the steps toward becoming a highly qualified teacher, and explain how they relate to teaching.
- Explain how diversity influences learning.
- Assess how gender differences influence school success and how effective teachers respond to these differences.
- Reflect upon various ethical issues facing today's teachers.
- Identify the major approaches to teaching in today's diverse classrooms.
- Discuss the legal responsibilities of today's teachers.
- Compare the different influences on curriculum and explain how each exerts its influence.
- Define assessment and identify the major purposes and methods of assessment (for example: Formal, Performance-based, and Summative)
- Compare similarities and differences in different minority groups' struggles for educational equity and equality throughout education history
- Illustrate why a philosophy of education is important for teachers to develop and revisit/revise.
- Describe how schools are financed in the United States.
- Describe the different characteristics of professionalism and the steps toward becoming a highly qualified teacher, and explain how they relate to teaching.
- Identify ways to involve families in their child's education.
- Describe effective methods of effective communication with families.

National Standards:

ACEI/NCATE - Standard 3a	*Integrating and applying knowledge for instruction* Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.
ACEI/NCATE – Standard 3b	*Adaptation to Diverse Students* Candidate understands how elementary students differ in development and approaches to learning, and creates instructional opportunities that are adapted to diverse students.
ACEI/NCATE- Standard 3c	*Development of critical thinking, problem solving and performance skills* Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.
ACEI/NCATE – Standard 3d	*Communication to foster learning* Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
ACEI/NCATE –	*Practices and behaviors of developing career teachers*

Standard 5a	Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.
ACEI/NCATE – Standard 5b	*Reflection and evaluation* Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.
ACEI/NCATE - Standard 5d	*Collaboration with colleagues and the community* Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

State Domains and Competencies:

This course provides opportunities to investigate and apply the **12 Themes and Principles of Learning** approved by the State Board for Educator Certification to serve as the **Framework for the newly-developed EC - 6 TExES**.

- **Learner-Centeredness.** The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.
- **Active Learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.
- **Teaching for Meaningful Outcomes.** The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.
- **Diversity**. The teacher models and encourages appreciation of the diversity of learners, cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.
- **Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, read, and write in a variety of contexts.
- **Higher-order Thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.
- **Intra- and Interdisciplinary Connections**. As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners interest so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.
- **Use of Technology.** The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.
- **Developmental Appropriateness.** The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.
- **Assessment as part of Instruction**. Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.

- **The Teacher as Part of a Larger Learner Community.** The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.
- **Lifetime Learning, Including Self-assessment.** Because the teacher encourages learners to shape their own learning and guides learners to develop personally meaningful forms of assessment, learners develop an appreciation of learning as a lifelong process.

DOMAIN I—DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

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

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

DOMAIN III—IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

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

DOMAIN IV – FULLFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 11
The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 12
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 knowledgeable of the structure of education in Texas.

State Guidelines, Competencies and Professional Organizations:

www.sebc.state.tex.us – ExCET Domains and Competencies

www.acei.org – National Accreditation Standards

http://www.tea.state.tx.us/teks - Texas Essential Knowledge and Skills (TEKS)

Texas Educator's Code of Ethics -
http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&ti=19&ch=247&rl=2

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service.   The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:

- Effective teaching
- Active learning
- Quality research
- Meaningful service

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

University Policies:

Drop Policy:
> Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisors to drop a class or withdraw. Undeclared students must see an advisor in the University advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.uta.edu/aao/fao/).

Incomplete Work:
In the case of incomplete work, a grade of "I" can be awarded **only** if a substantial amount of the coursework has already been completed and serious circumstances arise which prevent completing all work.

Grade Grievances:

> Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.
> http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10

Medical Reimbursement:
- University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field based classes/components, internship, and residency.
- The University will not reimburse the student for any expenses related to injuries or illness.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *_unless specified in the class syllabus._* During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Electronic Communication Policy:

> UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at
> http://www.uta.edu/oit/cs/email/mavmail.php

UTA Writing Center:
- Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students.
- You can submit a rough draft via email and request feedback from a tutor at the On-Line Writing Lab. (http:www.uta.edu/owl/).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Commitment to Diversity:
- In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education at UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.
- In our commitment to diversity, we welcome people from all backgrounds.
- We seek to include knowledge and values from many cultures in the curriculum.
- Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

Academic Integrity:
All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

AVID Statement:
This course has been identified as a course by the College of Education and Health Professions as one in which teaching and learning strategies adopted by AVID will be implemented. As a candidate in the teacher preparation program, you will be expected to develop an understanding of these strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional educator either though coursework or a field experience as outlined by the course instructor.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the right of the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Departmental Policies:

General Policies:
- The professor is available for telephone, e-mail or face-to-face conferences as the need arises. **It is your responsibility to solicit help from the instructor.** This s to be done *before* problems affect your grade – not after.
- The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- All borrowed material must be returned before a final grade will be reported to the university.
- Conduct yourself professionally and ethically as described by the Texas Administrative Code – Educator's Code of Ethics
  (http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)
- **Do not underestimate the importance of the above requirements.** Earning a grade of "A" for this course requires more than earning "A's" on all assignments; it additionally requires a demonstration of professional behaviors.
- Courses are for persons registered in the class. Visitors and **children are not permitted in class**. You are responsible for finding appropriate child care.

Communications:
- MavMail is the official mode of communication for UTA.
- For questions related to grades or other questions that are personal in nature, please use the MavMail or the email function within Blackboard. This will come directly to my UTA email account.
- During the week (Mon. – Thurs.) you can expect to receive a response within 24 hours from your instructor. On the weekends, expect to wait 48- 72 hours for a response.
- All official course information and announcements will be posted on the announcement page in Blackboard.
- For questions related to using Blackboard, review the tutorial, look on the Student Resources Page or email the Help Desk at helpdesk@uta.edu.

Electronic Devices:
- As a courtesy to your instructor and your classmates, please silence electronic devices such as cell phones, computers, and pagers.
- Texting during class is unacceptable and will impact the student's overall grade by affecting the participation grade.
- Cell phones should be on 'silent' and **vibrating feature should be turned off**. A vibrating phone on a desk makes noise.
- Non-course related Internet surfing is not acceptable and will impact the student's participation grade which affects the overall grade.
- Internet use is strictly limited to class discussions.

EC- 6 Program Policies:

- **Attendance:**
- Class absences are not classified as "excused" or "unexcused" as per the EC-6 Program Policy.

- Candidates who miss more than one class meeting will have their final grade dropped by one letter. Each absence thereafter will also reduce the final grade by one letter (i.e. 3 absences will drop the final grade 2 letters) as per the EC-6 Program Policy.
- Three tardies (or leaving the class before class is concluded or a combination thereof) will equal one absence as per the EC-6 Program Policy.
- Class begins promptly at the designated start time <u>and ends when dismissed by the instructor.</u>
- Attendance is a strong indication of your commitment and professionalism; therefore, attendance will be taken and absences will be seriously considered when assigning final grades. You are expected to be on time and remain engaged during the entire class.
- ***<u>It is your responsibility to sign in</u>* <u>before leaving class. If your leave class and did not sign in, you may not e-mail or phone to confirm your attendance. If you do not sign in, you will be counted absent! If you forget to sign in, even though you were in class on time (i.e. you sign in at break), you will be considered tardy.</u>**

Preparation:
- In order for you to maximize the learning opportunities available on and off-campus, it is necessary that you come prepared, including having read and reflected on the required readings for each and every class. Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor.
- Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least 8 hours per week of their own time in course-related activities including reading required materials, completing assignments, preparing for exams, etc.

Participation:
Class participation includes but is not limited to:
- Being prepared for class (reading all assignments and having assignments ready to turn in at the beginning of class. Lack of participation gives the appearance of lack of interest and/or preparation.
- Participating in discussions both whole class and small group; i.e. AVID strategies.
- Being mentally engaged in the class lectures as well as discussions. With this requirement, students who choose to use laptop computers in class are to use them for taking notes of lecture and discussion(s).
- Answering e-mail, "surfing the web", working on assignments for other classes on laptops during class does not demonstrate appropriate participation effort and participation grade may be affected.
- "Texting" is not appropriate during class. Your participation grade will be affected if you choose to "text" during class.
- One way we show respect is to not talk while others (the professor or fellow students) are talking. If you have difficulty demonstrating respect to the class members, your participation grade will be affected. This includes talking during demonstrations, presentations, or videos. You are expected to add depth to discussions at each meeting at the appropriate time.
- You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, and an attitude of respect for learners with different needs, colleagues and mentors.
- Also, the teaching profession requires above average writing and speaking skills **demonstrating correct English grammar, spelling, punctuation, and syntax** in the commission of one's duties and correspondence. Therefore, when communicating with others, i.e. the professor, you should use correct English. **Points will be deducted from the "Participation" portion of your grade for emails that fail to demonstrate those qualities.**
- Due to liability issues, consideration for other students, and developmental appropriateness, visitors and children are not permitted in class. (Guest speakers are an exception.)

Assignments and Assessments:
- All Blackboard assignments that should be submitted via the Blackboard will be designated as such.

- All assignments should be submitted with the designated title of the assignment.
- All assignments should be submitted using the modified APA formatting below and a cover sheet including the following:

> Student Name
> Assignment Name
> University of Texas at Arlington

- Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points **will be** deducted for inappropriate content and form. As teachers, we encourage students to edit their work prior to submitting for a grade. **Points will be deducted for misspellings, poor grammar, and poor punctuation whether or not it is mentioned on the assignment rubric. Dr. Melton recommends that students become familiar with 'the Oxford comma'.**
- **Assignments submitted after the designated date and time are considered late. The instructor will deduct 10% of the possible point value of the assignment for each day it is late.**
- All assignments are due before the scheduled final examination for the course. ***Assignments submitted during or after the final examination will not be graded or considered in the final course grade***.

The university's final exam schedule is available on the university web-site prior to the beginning of the academic year. Candidates are required to take the final examination for this course on the scheduled date and time. Inform family members that you will not be able to begin Winter Break until your final exams are complete.

Grades and Learning:
- **No** extra credit work will be given.
- Because learning is important you may be asked to reconsider and/or amend assignments completed that do not demonstrate an effective level of growth on your part.
- You **will not** be allowed to resubmit work that earned a low grade because the directions were not followed.

Concerns:
- Should problems or concerns arise, it is your responsibility to solicit help.
- This is to be done before problems affect your grade – not after.

Video Recording
- Students may record the lecture in auditory form and make notes from the recordings for their personal use only. Many cell phones have video capability but video recording is not permitted as the professor and students have not given express written consent to be videoed. (Anyone appearing in such a video would have to give written consent to having her/his image displayed in any manner.) Students may not transmit, copy, or reproduce recordings in any format or share recordings with others.

Academic Honesty:

The following statement (between the part between the *****'s) is to be signed and submitted by Week 3 of the semester into the appropriate space in Blackboard to receive credit in EDUC 4316. An actual signature must appear where it states "signature". Please put your full name and class meeting day and time on the top in the space provided.

****

Printed Name _____Class Meeting Day _____

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will <u>appropriately reference any work from other sources</u>. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

_____
Signature Date

- Teachers are expected to be pro-active problem-solvers in finding knowledge and materials they need to perform their duties. If you are unfamiliar with proper citation requirements for APA format, it is your responsibility to eliminate this gap in your knowledge base. You may choose to buy an APA Style Manual book for reference, check out a manual from the UTA Library, or you may schedule an appointment with the UTA Writing Center for a tutorial on APA style and citation requirements. The UTA library has a tutorial (http://library.uta.edu/howto/plagiarizing.jsp) on what constitutes plagiarism but it does not address HOW to cite things in APA Style. Statements to the effect that "I did not know that was plagiarism" or "I did not know APA format" will not remove your responsibility to make correct citations. Direct quotes must be cited correctly as quotes, not cited as paraphrased material. Again, if you are unfamiliar with citing material, you must research and find the answer. "Ignorance of the law is no excuse."

Course Grade Will Be Determined By:

- Attendance: As per EC-6 Policy stated above.
- Class Participation- [5%]
      This portion of your grade will be determined using the following criteria:
- **Ethics Statement –signed and submitted into Bb.**
- **Professional conduct when communicating with peers and superiors: for example, using correct grammar, spelling, and punctuation, being respectful during class and discussions, etc. (Points deducted only if not this expectation is not met.)**
- **Following directions: uploading required paperwork and assignments in appropriate spaces.**
- **AVID Strategies-**
  - Students will be exposed to and use several AVID strategies throughout the semester. Students will document their participation and understanding of these strategies in various ways.

    Class participation includes but is not limited to:
- Being prepared for class (reading all assignments and having assignments ready to turn in at the beginning of class. Lack of participation gives the appearance of lack of interest and/or preparation.
- Participating in discussions both whole class and small group
- Being mentally engaged in the class lectures as well as discussions. With this requirement, students who choose to use laptop computers in class are to use them for taking notes of lecture and discussion(s).
- Answering e-mail, "surfing the web", working on assignments for other classes on laptops during class does not demonstrate appropriate participation effort and participation grade may be affected.
- "Texting" is not appropriate during class. Your participation grade will be affected if you choose to "text" during class.
- One way we show respect is to not talk while others (the professor or fellow students) are talking. If you have difficulty demonstrating respect to the class members, your participation grade will be affected. This includes talking during demonstrations, presentations, or videos. You are expected to add depth to discussions at each meeting at the appropriate time.
- You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, above average writing and speaking skills, and an attitude of respect for learners with different needs, colleagues and mentors.

- Early Field Experience Observations (15%)– Rubric on Blackboard

- You have 5 specific, focused observations to document during your weekly visits to the elementary school. These observations will allow you to apply the knowledge from the course to the elementary classroom.
- The observation forms and instructions are posted on Blackboard.
- You will submit your completed observations in via Blackboard by **Friday** before midnight of the dates indicated on the course calendar. The observation will be considered late if after this time. (Note: The spaces provided on the forms can be small, you may recreate the form in order to type your observations, if you so desire, but it is not necessary.)
- Five required observations:
  - Anti-Bias Environment Observation
  - Ethical Classroom Observation-Part 1
  - Ethical Classroom Observation-Part 2
  - Family Friendly Schools Observation-Part1
  - Family Friendly Schools Observation-Part 2

- Early Field Experience Placement –
- You are required to observe for a minimum of **40 hours** this semester in public elementary school classroom that was arranged by the Field Placement Office.
- Before the 2nd class meeting, you will need to purchase TK-20 and apply for your Early Field Experience Placement. Be aware that TK-20 takes 3 to 4 days to activate before you can login to apply for Early Field Experience.
- To purchase TK-20, go to https://tk20web.uta.edu/campustoolshighered/start.do
- Once your account is activated, login and complete your Field Experience Placement Application.
- Your Field Experience Placement Application will require you to submit a resume. It is highly suggested that you visit the UTA Career Center http://hireamaverick.uta.edu/students_alumni.html for support in creating your resume as well as critiquing your current resume. A resume template is provided.
- As soon as you receive your Field Placement assignment, contact your Cooperating Teacher to set up your first observation time.
- Note - if for any reason you are unable to visit the classroom on a scheduled time (illness, school holiday, etc.) you will need to inform your Cooperating Teacher immediately to reschedule your visit.
- Once you have obtained your Cooperating Teacher and had your initial meeting with that teacher, you will need to upload the following information into Blackboard:
  - Name of Cooperating Teacher
  - School
  - District
  - Teacher's email
  - Conference Period time
- Each week you will have your Cooperating Teacher sign your "Early Field Experience Time Log" (Found on Blackboard). You will submit this at the end of the semester.

- Diversity Book Mini-Lesson (15%) - Rubric on Blackboard
- You will write and implement a mini-lesson plan that celebrates diversity. A lesson plan template is located on Blackboard.
- You will select an age-appropriate, curriculum-appropriate book that will allow you to talk with children about the uniqueness of every child. Topics may wish to include are: family, culture, language, ability, etc.
- **You will need to bring the actual book to class PRIOR to teaching it for approval from Dr. Melton.**
- **BEFORE IMPLEMENTING YOUR MINI-LESSON, YOUR LESSON PLAN MUST BE APPROVED BY YOUR COOPERATING TEACHER!**
- You will implement the mini-lesson with your elementary class. Afterwards, answer the following reflection questions.
  1. What worked best from my plan was…

2. Something I think I would change in the future is…
3. If there were any issues, what do you think contributed to create the issue?
4. My cooperating teacher suggested…
5. I am most proud that…
- Your Cooperating Teacher will complete the "Diversity Mini-Lesson Observation" located on Blackboard.
- You will submit the lesson plan with bibliographic information in APA format (title, author, publisher and publishing date), reflection, and Cooperating teacher observation sheet into the appropriate spaces in Blackboard.

- Parent Newsletter (15%)– Rubric on TK20 and Blackboard
- Pretend that you are a first year teacher. You are going to pick a grade level, a made-up school, and e-mail address. You will need to write a "letter" that you would send to families at the beginning of the year. Write this newsletter as if you are the lead classroom teacher. Personalize the newsletter by inserting your name and the grade level or subject you teach. Include the following in your Welcome letter:
  - A personal introduction (including contact information and times)
  - A brief statement about your teaching philosophy
  - Your classroom management philosophy/plan
  - Home-school communication procedures
  - Homework philosophy/procedures
  - Grading policy
  - Daily schedule/routines
  - Importance of parent involvement and ways parents can be involved in your classroom.
  - Other important classroom activities such birthdays, field trips, etc.
- NOTE: A sample letter appears in Blackboard.

- You will submit the assignment, in its entirety in one document to ***Blackboard AND TK-20***.
- ***As a "KEY" assessment, if it is not submitted into TK-20, the student will receive "0" points for the assignment even if it is submitted in Blackboard and an "I" in the course until it is submitted.

- Professional Development Summary (10%) - Rubric TK20 and on Blackboard
- The candidate will participate in a professional development activity for EC-6 teachers, identify what was learned in that activity, and reflect on your goals for on-going professional development after you complete your initial certification requirements.
- The final Professional Development Report must reflect directly to the steps and questions listed below.
- Step One: Attending the Professional Meeting
  - Identify a professional development activity available to EC-6 teachers in a local ISD.
  - Attend that professional development activity.
- Step Two: Reflecting on the Professional Meeting
  - Prepare a written summary of that professional development activity, including the audience attending, the presenters, and key points of the presentation.
  - Prepare a written reflection on the value of the professional development activity for current teachers, what you learned during the activity and how that learning might be useful to you in your own classroom.
- Step Three: Reflecting on Professional Development
  - Explain why on-going professional development is important for EC-6 teachers.
  - Describe in writing your plans for on-going professional development after your finish your degree.
- You will submit the assignment to Blackboard by the due date.
- You will also submit a copy of your assignment to TK-20. **(Note: assignments not posted to TK-20 cannot be graded and will receive a "0" even if the assignment is in Blackboard. Assignments listed as**

needing to be uploaded into TK-20 must be uploaded or the grade for the course will be an "I" even if the assignment was uploaded into Blackboard.)

Midterm Evaluation (15%)-

Final Evaluation (15%)-

Grade Calculation (EC- 6 Policy):
Final numerical valuations relate to letter grades and points as follows:

A = 93 – 100%	(100-93 points)	
B = 85 – 92%	(92-85 points)	
C = 77 – 84%	(84-77 points)	
D = 70 – 76%	(76-70 points)	
F = Below 70%	(69 points and below)	

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Point Maximum	Assessment	Assessment Type
15	Early Field Experience Observations (Including the Attendance Log)	Formative (Rubric on Blackboard)
5	Classroom Participation	Formative
15	Professional Development Summary	Formative (Rubric on TK-20 and Blackboard)
5	Texas Code of Ethics Training and Exam	Summative
15	Parent Newsletter	Formative (Rubric on TK-20 and Blackboard)
15	Diversity Book Mini-lesson	Formative (Rubric on Blackboard)
15	Midterm Evaluation	Summative
15	Final Evaluation	Summative
Total 100 Percent		

Tentative lecture/topic schedule:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be advised of any changes via Blackboard. – Dr. J. Melton

Week	Topics	Reading Assignments	PPR Standard or Competency	Assignment Due
Week 1 - August 27	Course Overview			**Purchase TK-20**
Week 2 – Sept. 3	Professionalism and Professional Dev't and Family Involvement	Chapter 12	PPR Standard IV Comp 11 & 12	**Start Ethics Modules 1-4 (10 parts total) (See above)**
Week 3 – Sept. 10	Ethical Issues	Chapter 10	PPR Standard IV Comp. 13	
Week 4 - September 17	Student Similarities and Differences Learning Styles	Chapter 3	PPR Standard II Comp. 2 & 4	**Parent Newsletter due (TK20 & Bb)**
Week 5 - September 24	Creating a Positive Learning Environment and Behavior Guidance	Chapter 6	PPR Standard II Comp. 5 & 6	**Ethics Test - Bring scantron** *Ethics form signed and uploaded into Bb*
Week 6 – October 1	Curriculum and Instruction	Chapter 4	PPR Standard I PPR Standard III Comp 3	**Professional Dev't Write-Up Due (TK20 & Bb)**
Week 7 - October 8	Instructional Strategies to Actively Engage the Learner		PPR Standard III Comp. 7 & 8	
Week 8 - October 15	**Midterm Exam**			Online/Blackboard
Week 9 - October 22	Assessment and Accountability	Chapter 5 Bring a potential book about Diversity to class for approval	PPR Standard I PPR Standard III Comp. 4 & 10	**Anti-bias Obs. Due in Bb**
Week 10 – October 29	**Lesson Planning**		PPR Standard III Comp. 3	**Family Friendly 1 Obs. Due in Bb**
Week 11 - November 5	Lesson planning Cont.		PPR Standard III	**Family Friendly 2 Obs. Due in Bb**
Week 12 - November 12	Exceptionality and Special Education & Meeting the Needs of Exceptional Learners	Chapters 13 & 14 Comp. 4 & (Lavoie Video during class)	PPR Standard II PPR Standard IV Comp. 4 & 7	**Diversity Book Mini-Lesson Plan Due in Bb**
Week 13 - November 19	**History of Education in the US &** Philosophical Foundations of Education	Chapters 7 & 8		**Ethical Classroom Obs. 1 Due in Bb**
Week 14 - November 26	Government and Finances & Societal Issues	Chapters 9 & 11	PPR Standard IV Comp. 13	**Ethical Classroom Obs. 2 Due in Bb**
Week 15 – December 3	Review of Schools and the Profession	Chapters 1 & 2		**Observation Log Due in Bb**
Week 16 – **December 10**	**Final Exam Online**	*Page 15 of 14*		