



School of Behavioral and Social Sciences

Virtual Campus – Spring 2009

Feb 23, 2009 – May 16, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

Course: EDUC 3301 VC01

Title: Principles and Practices in Education

Instructor: Suzanne Reed

Email: suzanne.reed@wayland.wbu.edu

Address: 829 W. Bitters #1002 San Antonio, Texas 78216

Phone: (806)729-9259 -cell (210)650-1350 ext 231- work

Class hours: Online

<http://virtualcampus.wbu.edu/>

Catalog description

Education Principles and Practices is a course designed to develop knowledge and skills related to: teaching-learning process, human growth and development, multicultural factors influencing students and the education process, teaching learners with special needs, legal and ethical aspects of teaching, school organization-management and instructional media and technology.

Prerequisite: None

Course Outline:

- I. The Backdrop of Teaching
 - a. Factors that influence how we teach
 - b. Schools of thought about learning and teaching
 - c. Motivating students to learn
- II. The Act of Teaching
 - a. Planning instruction
 - b. Instructional alternatives
 - c. Evaluating students' learning
 - d. Reflecting on teaching
- III. The Effective Teacher
 - a. Effective teachers: personal attributes and characteristics
 - b. Professional skills and abilities
 - c. How the effective teacher manages the classroom
 - d. Challenges classroom teachers face

Resources:

Textbook: Cruickshank, Donald R., Jenkins, Deborah B., Metcalf, Kim K. (2006), The Act of Teaching. Boston, Mc Graw Hill, 5th edition.

ISBN 0073378399 (be sure to get the edition with the online code)

Access to WBU Learning Resources

www.wbu.edu/lrc

Outcome Competencies

1. The student describes environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all children's learning and self-esteem.
2. The student recognizes how diversity in the classroom and the community affects learning and is able to describe a classroom environment in which both diversity of groups and the uniqueness of individuals are recognized and celebrated.
3. The student understands how learning occurs and can apply this understanding to design and implementation of instruction.
4. The student understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.
5. The student uses a variety of instructional materials and resources to support individual and group learning and is able to determine which instructional model is appropriate for the topic being taught.
6. Students have ability to identify the various assessment techniques that are used in the public schools and identify the strengths and weaknesses of these methods.
7. The student is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professions in the system to create a school culture that enhances learning and encourages positive change.
8. The student knows how to foster strong school-home relationships that support student achievement of desired learning outcomes.
9. The student understands how the school relates to the larger community and knows strategies for making interactions between school and community mutually supportive and beneficial.

Requirements for all students

- Assignments will be posted by each Sunday and due by the next Monday 8 pm CST
- Each week there will be Discussion Board questions posted in the discussion board. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content and related topics
- Prepare a research project
- Complete and document at least 20 hours of field based experience with children (ages 4-18 years)
(Field based experiences can be in the following settings – Classroom/ school settings, After school or tutoring programs, volunteer programs that involve working with children, day care facilities, Sunday School, Scouts, camps, athletic teams)
- Successfully complete 3 tests. Tests will be administered on Blackboard. Tests will be open book and timed.

Evaluation

Course grade will be determined by using the following point system:

Discussion Board (DB) Thought Provokers (9)	180 points (20 points each)
Research Project/Field based experience	100 points
Test 1	100 points
Test 2	100 points
Final Exam	120 points

A = 550 -600 points
B = 500 -549 points
C = 450 -499 points
D= 400 - 449 points
F = 399 and below

University Grading System

A 90 -100	Cr for Credit	IP	In Progress
B 80 - 89	NCR No Credit		
C 70 -79	I Incomplete**		
D 60 -69	W Withdrawal		
F Below 60	X No grade given		

** A grade of incomplete is changed if the deficiency is made up by the end of the next regular semester, otherwise, it becomes "F", this grade is given only if circumstance beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met.

A grade of CR indicates that credit in semester hours was granted but no grade or grade points were recorded.

Professor's Grading Policy: All assigned work must be submitted when due. No late work will be accepted unless previous arrangements have been made. If accepted late, point value will be reduced 10 points.

Scoring Rubrics: Scoring rubrics for all assignments will be posted in the course documents section. Save and print for future reference.

Attendance policy:

Regular attendance is required. All absences must be explained to the instructor. The student should obtain assignments from another class member. All missed work must be made up and is due upon your return. If more than 25% of scheduled classes are missed, a grade of F will be assigned.

Instructor's note: The advantage on online learning is the asynchronous environment. In other words, you can meet class at your convenience. Along with this convenience comes a tremendous responsibility. The student must be organized and self motivated to stay current in all assignments. The management software on Blackboard allows me to track the times that the students views assignments. All assignments have deadlines for submission.

"It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University."

Tentative Course Outline

Students are expected to read/study assigned textbook chapters and view the PowerPoint lectures posted in the lecture section.

Students are expected to respond to Discussion Board (DB) thought provokers.

Students are expected to provide a documented log with a minimum of 20 hours of field based experiences

Specific weekly instructions will be posted in the announcement section of Blackboard.

Week	Date	Assignment for the Week	Assignments due this week
1	2-23-09	Autobiography, Chapters 1 and 2, DB # 1	Autobiography (due Thursday 2-26-08)
2	3-2-09	Chapter 4, DB #2	DB# 1
3	3-9-09	Chapter 5 and 6, DB#3 and DB#4	DB# 2
	3-16-09	Spring Break	Enjoy!
4	3-23-09	Begin Research project, Test # 1 over Chapters 1,2,4,5,6	DB#3, DB #4
5	3-30-09	Chapter 7 and 8, DB # 5	Test #1
6	4-6-09	Chapter 9, DB # 6	DB # 5
7	4-13-09	Chapter 10, DB # 7, Test #2 over Chapters 7,8, and 10	DB #6
8	4-20-08	Chapter 11, DB# 8	DB #7, Test # 2
9	4-27-09	Chapter 13, DB # 9	DB # 8 Research Project due
10	5-4-09	Final Exam	DB #9
11	5-11-09	Smile ☺	Final Exam

EDUC 3301 Principles and Practices in Education

Texas Examinations of Educator Standards (TExES) Alignment
#100: Pedagogy & Professional Responsibilities (PPR) EC-4
Preparation Manual

Note. Bullets under each competency are noted by competency number and bullet number: 1.3 is Competency 001, 3rd bullet. Each PPR has slightly different wording and placement of bullets. Underlining especially fits 3301. Points not listed belong to another course.

The beginning teacher:

Domain 1: Designing Instruction and assessment to promote student learning

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

1.2 Knows the typical stages of cognitive, social, physical, and emotional development of students in early childhood through grade 4.

- 1.3 Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 4 and the implications of this developmental variation for instruction planning.
- 1.7 Demonstrates knowledge of developmental changes in children's thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically).

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.

- 2.3 Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.
- 2.6 Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
- 2.7 Understands the instructional significance of varied student learning needs and preferences.

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

- 4.1 Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).
- 4.2 Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge and uses this understanding to plan effective, developmentally appropriate learning and assessments.
- 4.5 Stimulates reflection, critical thinking, and inquiry among students in early childhood through grade 4 (e.g., provides opportunities to manipulate materials and to test ideas and hypotheses, provides repetition for increased conceptual understanding, supports the concept of play as a valid vehicle for learning).
- 4.6 Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
- 4.7 Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
- 4.8 Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

Domain II: Creating a positive, productive classroom environment

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

- 6.4 Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transition; to manage materials, supplies and

technology; and to coordinate the performance of non-instructional duties (e.g., taking attendance) with instructional activities.

- 6.6 Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.

Domain III: Implementing effective, responsive instruction and assessment

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

- 7.1 Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests, and backgrounds.
- 7.2 Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions, including appropriate wait time.
- 7.3 Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools).
- 7.4 Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts.

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

- 8.1 Employs various instructional techniques (e.g., discussion, inquiry) and varies teacher and student roles in the instructional process, and provides instruction that promotes intellectual involvement and active student engagement and learning.
- 8.2 Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).
- 8.3 Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.
- 8.4 Applies criteria for evaluating the appropriateness of instructional activities, materials, resources, and technologies for students with varied characteristics and needs.
- 8.5 Engages in continuous monitoring of instructional effectiveness.
- 8.6 Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation.
- 8.7 Employs effective motivational strategies and encourages students' self-motivation.

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.

- 10.1 Demonstrates knowledge of the characteristics, uses, advantages, and limitation of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.

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

- 11.1 Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
- 11.2 Engages families, parents, guardians, and other legal caregivers in various aspects of the educational program.
- 11.4 Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.
- 11.6 Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

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.

- 12.1 Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
- 12.2 Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals.
- 12.3 Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees curriculum coordinator, technology coordinator, special education professional).
- 12.4 Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).
- 12.7 Works productively with supervisors, mentors, and other colleagues to address issues and to enhance professional knowledge and skills.
- 12.8 Understands and uses professional development resources (e.g., mentors and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills, and technological expertise.
- 12.9 Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals.

Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

- 13.1 Knows legal requirements of educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse) and adheres to legal guidelines in education-related activities.
- 13.5 Understands the importance of and adheres to required procedures for administering state- and district-mandated assessments.
- 13.6 Advocates for students and for the profession in various situations.

TEXES #110 Pedagogy & Professional Responsibilities 4-8
Preparation Manual:

The beginning teacher:

Domain 1: Designing Instruction and assessment to promote student learning

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

- 1.1 Recognizes that a positive and productive environment for middle-level students involves creating a culture of high academic expectations, equity, throughout the learning community, and developmental responsiveness.
- 1.2 Knows the typical stages of cognitive, social, physical, and emotional development of middle-level students.

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. (see competency above)

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

4.1 (see above)

- 4.2.1 Understands that the middle-level years and transitional stage in which students may exhibit characteristics of both older and younger children, and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling).
- 4.5 Enhances learning for middle-level students by providing instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning, and inquiry; promoting students' development of research skills).
- 4.9 Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhances all students' learning.
- 4.10 Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
- 4.13 Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

Domain II: Creating a positive, productive classroom environment

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

- 6.3 Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transition; to manage materials, supplies and technology; and to coordinate the performance of non-instructional duties (e.g., taking attendance) with instructional activities.
- 6.6 Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.

Domain III: Implementing effective, responsive instruction and assessment

Competency 007: The teacher understands and applies principles and strategies for communicating effectively to varied teaching and learning contexts. (see competency above)

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process. (see above competency)

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. (see competency above)

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

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. (see competency above)

Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. (see competency above)

TEXES #130

Pedagogy & Professional Responsibilities 8-12

Preparation Manual:

The beginning teacher:

Domain 1: Designing Instruction and assessment to promote student learning

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

- 1.1 Recognizes the importance of helping students in grades 8 through 12 learn and apply life skills (e.g., self-direction, decision-making, goal-setting skills, workplace skills) to promote lifelong learning and active participation in society.
- 1.3 Recognizes the wide range of individual developmental differences that characterizes students in grades 8 through 12 and the implications of this developmental variation for instructional planning.

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. (see competency above)

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

- 4.1 (see 4-8 competency above)
- 4.2 Knows the implications for learning and instruction of students' increasing ability to engage in abstract thinking and reasoning.
- 4.3 (see 4-8 competency 4.5)
- 4.7 (see 4-8 competency 4.10)
- 4.9 Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.
- 4.10 (see 4-8 competency 4.13)

Domain II: Creating a positive, productive classroom environment

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

6.3 (see 4-8 competency above)

Domain III: Implementing effective, responsive instruction and assessment

Competency 007: The teacher understands and applies principles and strategies for communicating effectively to varied teaching and learning contexts. (see competency above)

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process. (see competency above)

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. (see competency above)

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

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. (see competency above)

Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. (see competency above)