**Course Title:** ED 2302 Teacher Education and Practice, Section D10 – online.

**Course Description:** This course is designed to provide an overview of the practice of teaching in today’s society and the skills and tools required by the classroom teacher. A field component (5 hours) is required.

**Materials Required:**
- TaskStream account. Go to [www.taskstream.com](http://www.taskstream.com) for information regarding this account. This will be discussed in detail in class.

**Methods of Instruction:**
This is an online course. It is not self-paced. Each module in the course will open and close on specific dates. Once a module has closed, assignments will not be accepted. Blackboard is utilized for all communication, course content delivery, and class assignments, including midterm and final examinations. A Taskstream account is required for all students in the course. Candidates (students in this course) need to be able to access Blackboard on a regular basis and check their ASU email several times each week for communication from the professor and from ASU.

**Course Requirements:**
1. It is the student’s responsibility to have a computer with access to the Internet with adequate speed to do classwork, tests, and exams, and to access Blackboard and Taskstream. If you cannot meet these requirements, you must drop this class immediately. The latest version of a browser is recommended, Firefox and Chrome work well with Blackboard – some others, including Explorer and Safari, do not.
2. All written assignments, presentations, media presentations, etc., must follow the writing style found in the most current edition of the *American Psychological Association Publication Manual* (APA Manual). The APA Manual is available at the ASU library, bookstore, or online at [www.apa.org](http://www.apa.org). A section on Blackboard is devoted to APA links and resources.
3. Student must use BLACKBOARD and/or Taskstream for electronic posting of syllabus, assignments, announcements, grading information, etc. Contact the ASU Help Desk at 325-942-2911 to learn how to access BLACKBOARD.

**Course Objectives**
1. Gaining factual knowledge (terminology, classifications, methods, and trends).
2. Learning fundamental principles, generalizations, specific teaching strategies, and theories.
3. Developing specific skills, competencies, and points of view needed by professional educators.
4. Accumulate, organize, and develop teaching materials and supporting resources.

**Learning Outcomes:**
The following chart lists the learning outcomes for this course. Learning outcomes for this class are based on ASU Undergraduate Learning Goals, InTASC accreditation standards and Teacher Standards and Competencies for Teachers. More information for each of these can be found at the Internet links listed below.

<table>
<thead>
<tr>
<th>ASU Learning Goals:</th>
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<tr>
<td>2. Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.</td>
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<td>3. Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.</td>
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<td>4. Students will understand their responsibility as citizens in a complex, changing society.</td>
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<tr>
<th>InTASC Standard 1: b,d,e</th>
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<tr>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
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<th>InTASC Standard 2: h,j,l</th>
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<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
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<th>InTASC Standard 3: f,o,r</th>
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<td>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</td>
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<th>InTASC Standard 5: d,r</th>
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<td>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
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<th>Texas Teacher Standards</th>
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<tr>
<td>Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.</td>
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<tr>
<td>Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to...</td>
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instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6 -- Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

**TEExES Competencies - PPR**

- Competency 002 – 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 003 – Understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- Competency 004 – Understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
- Competency 005 – Knows how to establish a classroom climate that fosters learning, equity and excellent and uses this knowledge to create a physical and emotional environment that is safe and productive.
- Competency 007 – Understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
- Competency 009 – Incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.
- Competency 011 – Understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
- Competency 012 – Enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
- Competency 013 – Understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**Learning Outcomes Links:**

Angelo State University Undergraduate Learning Goals
http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%2027-09.pdf

InTASC Standards for teachers -
http://www.ccsso.org/resources/publications/InTasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html

TEExES Standards /Competencies (also posted on Blackboard):
SBEC web site link: http://www.sbec.state.tx.us/sbeconline/standtest/standards/allppr.pdf
TEExES EC-12 PPR testing link: http://www.texas.ets.org/assets/pdf/testprep_manuals/160_ppr_ec12.pdf

**Assignments:**

A summary list of class assignments is given below. Candidates will be expected to research and collect materials for their teaching and lesson planning. All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org

ASU OP10.04 Academic Regulations Concerning Student Performance
http://www.angelo.edu/opmanual/#s10

**Course Evaluation and Grading:**

The following are assignments that will be completed in this course. More specific instructions will be found on BlackBoard.

| Discussions and Collaboration | 100 |
| Components of Lesson Planning | 150 |
Educational Philosophy 100  
Exams & Quizzes 240  
Homework/Assignments 200  
Field Observations 150  
Reflections (3) 60  
Total 1000 pts

Grading (in Teacher Education, a grade below a C is not acceptable and is considered an F):
900 – 1000 points = A  
899 – 800 points = B  
799 – 700 points = C  
699 – 600 points = D  
599 points or below = F

Attendance Policy:
As a developing teacher, your ability to demonstrate a positive and professional disposition toward your peers, assignments, and the instructor is essential. As this is an online course, attendance is different from a face-to-face course. This online course is not a self-paced course, you must make time in your schedule to “come to class” online each week. Since this is a three semester-hour (3 SCH) course, you should plan for at least three (3) hours of instructional time online each week, PLUS additional hours for readings and assignments, just as you would for a face-to-face course. Due dates for all assignments are listed in each module. Each module will open and close on specific dates. Once a module is closed, no additional assignments from that module will be accepted. It is important to use your time wisely and watch due dates.

Student must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, etc. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. All written assignments must be typed.

Candidates are to adhere to all ASU policies concerning attendance. Policies are listed below OP 10.04 and Unit policy http://www.angelo.edu/opmanual/#s10  
OP10.19 Student Absence for Observance of Religious Holy Day  
http://www.angelo.edu/opmanual/#s10

Persons Seeking Accommodations:
Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Candidates are encouraged to make this request early in the semester so that appropriate arrangements can be made. It is the candidate’s responsibility to seek accommodations.

ASU OP 10.15 Providing Accommodations for Students with Disabilities  
http://www.angelo.edu/opmanual/#s10

Academic Honesty:
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Teacher education candidates are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. Students who do not
choose to follow the academic honesty code, especially as it relates to plagiarism, risk being removed from the class. ([www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf))

**Other Items**

Web Sites

[http://blackboard.angelo.edu/](http://blackboard.angelo.edu/) Blackboard access at Angelo State University  
[www.tea.state.tx.us](http://www.tea.state.tx.us) Texas Education Agency  
[www.sbec.state.tx.us](http://www.sbec.state.tx.us) State Board for Educator Certification (Texas)  
[www.apa.org](http://www.apa.org) American Psychological Association  
[http://www.taskstream.com](http://www.taskstream.com) To obtain a TaskStream account

**Tentative Overview of the Class Schedule**  
**ED 2302 Teacher Education & Practice**

- **Week 1 - 4**: Teachers and Students - Chapters 1-4  
- **Week 5 - 8**: Foundations – The History of American Education – Chapters 7-10  
  - Midterm Exam  
- **Week 9 - 10**: Role Models – Ron Clark, Torrey Hayden  
- **Week 11 - 14**: Schools and Curriculum – Chapters 5 – 6  
- **Week 15**: Revisiting Role Models  
- **Week 16**: Final Exam