EDUC 1301: Introduction to the Teaching Profession
Fall 2016
EDUC 1301.001 and EDUC 1301.002
T- R 8:00-9:20 HPR 135
T-R 11:00-1:45 HPR 135

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BEP 237
Office Hours: Tuesday 2:00-4:00 or by appointment

Course Description:

This course will introduce you to the teaching profession. It includes readings, discussions, lectures, and knowledge to make you aware of what you will need to become an effective teacher. You will have the opportunity to analyze classrooms and observe teachers at the elementary, middle, and secondary levels through 12 hours of direct observations and 4 hours of video analysis (Field). Hopefully, by the end of the semester you will be able to answer the following question.

Do I want to become a teacher?

Student Learning Outcomes and Assessment:

After completing this course the student will write a reflective essay incorporating the course content titled, “A Tentative Educational Philosophy.” (INTASC Standard 9 Reflection and Professional Development) In this essay, students will incorporate their understanding of the five philosophies, select two which best represents their preference and use their field observations to inform their philosophical view. Students will also write and present in small groups three essays which reflect contemporary issues and analyze a legal case which involves “tort liability.” (INTASC Standard 5 Learning Environment)

Course Policies:

Attendance:
Attendance is required. Any unexcused absence will be made up in the form of a 3-5 page essay on the material missed. This essay is graded.

All work will be submitted on the due date, typed or word processed. (Always save a copy). Attention to the elements of writing is essential (i.e., elements of grammar, spelling, etc.). I encourage you to visit the University’s Writing Center.

Academic Honesty:
UTT policies regarding academic honesty will be followed.

**Evaluation and Grading:**

Three tests will be administered based on class discussions, readings, group activities and lectures. Tests will be taken on the assigned dates unless arrangements are made prior to the test. Several essays (2-3) will be based on special topics. A final examination is also required.

Tentative Philosophy of Education (five to seven pages). This is a Phase I requirement and must be successfully completed to move into Phase II.

All work will be submitted on the due date, typed or word processed (Always save a copy). Attention to the elements of writing is essential (i.e. grammar, spelling, etc.)

Grading:

1. Portfolio: includes tests, essays and tentative Philosophy of Education (70%)
2. Final examination (30%)………………total 100 pts.

A= 90-100  B=80-89  C=70-79  D=60-69  F=0-59

**Teaching Strategies:**

A variety of teaching strategies will be employed including: small groups, case study analysis, video analysis of teaching episodes, individual presentations and reflective writing.

**Required Text:**


Please Note: You are under no obligation to purchase these texts from the university bookstore. The same book may be available from an independent retailer, including an on-line retailer.

**University Policies:**
Grade Replacement/Forgiveness:
If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduate students, for two course repeats during his/her career at UT Tyler.

Disability Statement:
If you have a disability, including a learning disability, for which you request disability support services/accommodations, please contact the Disability Support Services Office so appropriate arrangements can be made. In accordance with federal law, a student requesting disability support services/accommodation must provide documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Office located in the University Center, Room 3150. The telephone number is 566-7079 (TDD 565-5579). Additional information may be obtained at the following website: http://www.utttyler.eduldisabilityservices..

Student Absence due to Religious Observance:
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities:
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments must be completed.

Social Security and FERPA Statement:
It is the policy of the University of Texas at Tyler to protect the confidential nature of social security numbers. The university has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act: grades will not be transmitted electronically.

Student Standards of Academic Conduct:
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are not 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.
(i) “cheating includes, but is not limited to:

- Copying from another student’s paper;
- Using during a test, materials not authorized by the person administering the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test;
- Such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- Using, buying, stealing, transporting, or soliciting in whole or part of the contents of an unadministered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination;
- Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that examination is not to be removed from the examination room or not to be returned or kept by the student;
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- Paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about an un-administered test, test key, homework solution or computer program;
- Falsifying research data, laboratory reports, and/or other academic work offered for credit; taking, keeping, misplacing, or damaging the property of UT Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and, misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
CEP Vision and Mission Program Standards:

Vision:

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Program Standards:

The School of Education has adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for beginning teachers:

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to all students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, community and curriculum goals.

Standard 8: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students’ learning and well-being.

**Tentative Class Schedule-Fall 2016**

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<th>Week #1</th>
<th>8-30</th>
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<th>Week 2</th>
<th>9-6</th>
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<td>Introduction to philosophy of education.</td>
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<th>Week #3</th>
<th>9-13</th>
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<td>Philosophy of education continued.</td>
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<th>Week #4</th>
<th>9-13</th>
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<td>Conclusion to philosophy of education. Essay due: <em>How do we teach Kit?</em> (3-5 pages)</td>
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<th>Week #5</th>
<th>9-27</th>
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<td>Read issues #1 and #2 in <em>Taking Sides</em> (Should Schooling be Based on Social Experience? And Should the Curriculum be Standardized for All? -Origins of Public Education.</td>
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<th>Week #6</th>
<th>10-4</th>
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<td>Origins of education continues- Four Models of Educational Reform.</td>
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Week #7  Test #1 (Philosophy and Origins of education, class discussions and lectures) Test will be given on Thursday at 8:00 and 11:00.

10-8  Curriculum Standards and Testing. Essay #2- High Stakes Testing (guidelines under separate cover)

Week #8  Standards and Testing continued.

10-15  School Law and Ethics

Week #9  Tort (Standard of Care, Unreasonable Risk, Proximate Cause, Actual Injury, foreseeability, and Reasonable Man  Doctrine) Legal Rights of Teachers and Students, Ethics, and Child Abuse.

10-22  Standards and Testing continued.

Week #10  School law continued

10-29  Test #2 (Standards and Testing and School law)

Week #11  Thursday-8:00 and 11:00  
Teacher Effectiveness

11-5  Teacher Effectiveness continued-Bloom’s Taxonomy of Higher Level

Week #12  Thinking, Mazano’s Nine Instructional Strategies. Innovation Advances Education- The 4 Cs

11-12  Culturally Responsive Teaching

Week # 13  Challenges of Diversity- Social Class, Race, and Ethnicity.

11-19  Test #3 (Teacher Effectiveness and Culturally responsive teaching) Thursday 8:00 and 11:00

Week #14  Debates- Issues presented in Talking Sides will be debated.

11-26  Philosophy of Education due.

Week #15  Final Examination

11-3  Code of Ethics and Standard Practices for Texas Educators

11-10  Enforceable Standards.
(1) Professional Ethical Conduct, Practices and Performance.
   (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage
      in deceptive practices regarding official policies of the school district, educational
      institution, educator preparation program, the Texas Education Agency, or the State
      Board for Educator Certification (SBEC) and its certification process.
   (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use
      monies, personnel, property, or equipment committed to his or her charge for personal
      gain or advantage.
   (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement,
      expenses, or pay.
   (D) Standard 1.4. The educator shall not use institutional or professional privileges for
      personal or partisan advantage.
   (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors
      that impair professional judgment or to obtain special advantage. This standard shall not
      restrict the acceptance of gifts or tokens offered and accepted openly from students,
      parents of students, or other persons or organizations in recognition or appreciation of
      service.
   (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do
      so.
   (G) Standard 1.7. The educator shall comply with state regulations, written local
      school board policies, and other state and federal laws.
   (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a
      responsibility on the basis of professional qualifications.
   (I) Standard 1.9. The educator shall not make threats of violence against school district
      employees, school board members, students, or parents of students.
   (J) Standard 1.10. The educator shall be of good moral character and be worthy to
      instruct or supervise the youth of this state.
   (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his
      or her employment history, criminal history, and/or disciplinary record when applying for
      subsequent employment.
   (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of
      controlled substances and/or abuse of prescription drugs and toxic inhalants.
   (M) Standard 1.13. The educator shall not consume alcoholic beverages on school
      property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.
   (A) Standard 2.1. The educator shall not reveal confidential health or personnel
      information concerning colleagues unless disclosure serves lawful professional purposes
      or is required by law.
   (B) Standard 2.2. The educator shall not harm others by knowingly making false
      statements about a colleague or the school system.
   (C) Standard 2.3. The educator shall adhere to written local school board policies and
      state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
   (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of
      political, professional, or citizenship rights and responsibilities.
   (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on
      the basis of race, color, religion, national origin, age, gender, disability, family status, or
sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23
TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242