



**SCHOOL OF EDUCATION
VIRTUAL CAMPUS**

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: Virtual campus

Phone: (806)729-9259 -cell

Best way to contact me is text to my cell or email

Class hours: Online February 24, 2014 – May 17, 2014 <https://wbu.blackboard.com/>
Spring Break - March 10-14, 2014
Good Friday – April 18, 2014
Easter Monday – April 21, 2014

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: Slavin, Robert. (2012), *Educational Psychology Theory and Practice*, Boston: Pearson, 10th edition.

ISBN 13:978-013-703435-2

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

- Read textbook chapters and prepare chapter reflections/summaries
- Participate in Discussion Boards. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content
- Prepare a Field Based Experience Journal that reflects on field based experience
- Complete Field based experience Minimum of 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
- Complete 3 tests. Tests will be administered on Blackboard. Tests will be open book, timed, and not proctored.

Evaluation

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

Discussion Board (DB) 5 100 points (20 points each)

Chapter Reflections (14) 140 points (10 points each)

Field Based Experience Journal 60 points

Test 1 100 points

Test 2 100 points

Test 3 100 points

A = 550 -600 points

B = 500 -549 points

C = 450 -499 points

D= 400 - 449 points

F = 399 and below

EVALUATION: University Grading System (see Catalog)

A	90-100	Cr for Credit
B	80-89	NCR No Credit
C	70-70	I Incomplete*
D	60-69	W for withdrawal
F	below 60	WP Withdrawal Passing WF Withdrawal Failing IP In Progress X No grade given

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

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Instructor's Grading Policy

All assigned work must be submitted when due. Late work will not be accepted unless previous arrangements have been made. If accepted late, point value may be reduced as reflected in the scoring rubrics. Discussion Boards are not accepted late.

Scoring Rubrics: Scoring rubrics for all assignments will be posted in the Assignments section.

Attendance Policy

1. Online Students - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.
2. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.
3. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.
4. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.
5. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.
6. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Instructor's Additional Policies

Attendance for this virtual course will be documented by the student's online participation in class and submission of online assignments, thus attendance will be determined by the student's online participation in course activity—not the last log in.

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 tracks the times and time stamps submissions. All assignments have deadlines for submission. If unexpected situations happen, please communicate with me via email, so we can work together for success.

Academic Honesty

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or

plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

Plagiarism

The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.” - Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

Disabled Persons

It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made. "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."

Course Outline

Students are expected to read and complete textbook assignments and view the PowerPoint lectures posted in the weekly assignments section

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

Original post on Discussion Board is due on Fridays, midnight CST

Responses to others due on Mondays midnight CST

Students are expected to complete a minimum of 20 hours of field based experience.

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

Week	Date	Text Readings and Assignment to complete this Week	Assignments due this Week Mondays, midnight (except on 4-21-14) Original post on Discussion Board are due on Fridays, Midnight CST Responses to others due on Mondays midnight CST
1	2-24-14	Chapters 1, DB # 1	
2	3-3-14	Read Chapter 2 and 3/Reflections	Chapter 1 Reflections DB# 1
	3-10-14	Spring Break	
3	3-17-14	Read Chapter 4 and 5/ Reflections DB#2	Chapter 2 and 3 Reflections
4	3-24-14	Begin Field Experience Test # 1 over Chapters 1,2,3,4,5	Chapter 4 and 5 Reflections DB #2
5	3-31-14	Read Chapter 6 and 7/Reflections	Test # 1
6	4-7-14	Read Chapter 8 Reflections, DB # 3	Chapter 6 and 7 Reflections
7	4-14-14	Read Chapter 9/ Reflections Test #2 over Chapter 6,7,8,9	Chapter 8 Reflections DB # 3
	4-18-14 4-21-14	Good Friday holiday Easter Monday holiday	
8	4-22-14	Read Chapter 10 and 11/Reflections DB# 4	Chapter 9 Reflections Test # 2
9	4-28-14	Read Chapter 12 and 13/Reflections, DB # 5	Chapter 10 and 11 Reflections DB # 4 Field Experience Journal due
10	5-5-14	Read Chapter 14/Reflections Test # 3 over Chapters 10,11,12,13,14	Chapter 12 and 13 Reflections DB # 5
11	5-12-14	Smile ☺	Chapter 14 Reflections Test # 3

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)

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)