

**Scope & Sequence**
**EDUC 1301: Introduction to the Teaching Profession**
**Unit 1–Introduction to the Teaching Profession: Discovering Yourself as an Educator**

Students will identify their beliefs, motivations, and goals for pursuing a teaching career. They will delve into the teaching and training profession while examining four key dimensions of their experiences: sociocultural, linguistic, academic, and cognitive. Through an exploration of Howard Gardner’s Multiple Intelligence Theory and the VARK Approach, students will identify their personal learning styles. Additionally, they will investigate the concepts of fixed and growth mindsets, as well as the impact of childhood trauma. Finally, they will reflect on the importance of building meaningful relationships with their students.

The culminating activity will have students produce their own autobiographical narrative. The autobiographical narrative will be saved and used as part of the end-of-year portfolio.

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
1	5 class periods in class		<p><b>Knowledge Outcome</b> (KO) (6) Students will demonstrate a fundamental knowledge of the teaching profession.</p> <p>KO (5) Students will recognize the various multiple intelligences/learning styles in order to be</p>	<p>(1) The student demonstrates professional standards/employability skills required by the education profession and related occupations. The student is expected to:</p> <p>(D) exhibit teamwork skills;</p> <p>(2) The student identifies strategies that promote health and wellness by balancing the</p>

			<p>able to implement instructional practices that meet the needs of all students.</p> <p><b>Skill Outcome (SO)</b>  (1) Students will examine research-based teaching practices/strategies/ideas pertinent to sound educational practice.</p> <p><b>Value Outcome (VO)</b>  (1) Students will identify personal goals related to the teaching profession.</p>	<p>unique challenges of being an educator with personal responsibilities. The student is expected to:</p> <p>(A) identify signs of personal stress and anxiety;  (B) choose appropriate boundaries for a healthy work-life balance; and  (C) implement strategies to manage health and wellness.</p>
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## Unit 2–Educational Philosophies

Students will explore the four key educational philosophies and examine non-dominant educational systems along with their philosophical foundations. They will analyze how educational thought and philosophy in the U.S. are shaped by social, political, and economic power. Through self-reflection and the consideration of various narratives, students will begin to develop their own personal philosophy of education.

The culminating activity will have students create their educational philosophy based on personal beliefs and experiences as well as determine goals for the semester. The philosophy and goals will be saved and used as part of the end-of-year portfolio.

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
2-3	5 class periods in class		KO (4) Students will evaluate personal motivations, educational philosophies, and factors related to educational career decision making.  KO (7) Students will identify social, political and ethical issues regarding the educational system in the United States and Texas.	(3) The student explores the teaching and training profession. The student is expected to: (A) demonstrate an understanding of the historical foundations of education and training in the United States; (E) formulate a professional philosophy of education based on a personal set of beliefs.

			<p>SO (1) Students will examine research-based teaching practices/strategies/ideas pertinent to sound educational practice.</p> <p>VO (1) Students will identify personal goals related to the teaching profession.</p>	
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### **Unit 3–History of US Education**

**Students will explore key events, legislation, and influential figures that have shaped the U.S. school system. They will highlight the contributions of individuals whose work has significantly impacted the development of education in the United States.**

**The culminating activity will have students create a one–page persuasive “advertisement” for either Federalist or Anti–Federalist ideals.**

<b>WEEK</b>	<b>DATES</b>	<b>SECTION</b>	<b>LEARNING OUTCOME</b>	<b>TEK(s)</b>
4	5 class periods in class		KO (7) Students will identify social, political and ethical issues regarding the educational system in the United States and Texas.	(3) The student explores the teaching and training profession. The student is expected to: (A) demonstrate an understanding of the historical foundations of education and training in the United States;

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
<p><b>Unit 4–Professional and Ethical Conduct</b></p> <p>Students will explore professional and ethical conduct expected of teachers. Students will use an example of a District/Campus Employee Handbook and the Texas Teacher Code of Conduct, to analyze responsibilities, and professional/ethical conduct expectations of teachers.</p> <p>During Field–Based experience, students will adhere to policies and procedures. Students will demonstrate positive work attitudes and behaviors, including; punctuality, initiative, and cooperation. Students will accept constructive criticism, make ethical decisions, complete tasks with the highest standards, and model professional appearance, appropriate dress, hygiene, and demeanor for the work assignment. Students and instructors will create a rubric based on the T–TESS instrument as an assessment tool to collect feedback from their mentor teacher at the end of each semester on their professional and ethical conduct.</p> <p>The culminating activity will have students respond to a given case study via a presentation.</p>				

5	5 class periods in class		<p>KO (3) Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.</p> <p>SO (1) Students will examine research-based teaching practices/strategies/ideas pertinent to sound educational practice.</p>	<p>(11) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:</p> <p>(A) describe teacher and trainer practices that promote professional and ethical conduct;</p> <p>(B) analyze professional and ethical standards that apply to educators and trainers;</p> <p>(C) analyze situations requiring decisions based on professional, ethical, and legal considerations; and</p> <p>(D) analyze expected effects of compliance and non-compliance with the Code of Ethics and Standard Practices for Texas Educators.</p> <p>(15) The student demonstrates knowledge and understanding of teacher responsibility with regard to accommodations and modifications for students with special needs. The student is expected to:</p>
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				(A) identify the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;
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## Unit 5- Employability Skills

Students will prepare for future employment by investigating various certification and licensure credential requirements related to education and training per state and grade level.

Students will demonstrate professional standards through effective written, verbal, and non-verbal communication in the educational setting to increase and enhance efficiency and teamwork skills. Students will practice written communication by creating a letter to be emailed using the Acceptable Use Policy (AUP) to their mentor teacher for the field placement this year. The letter will outline the tasks that will be completed in the field placement classroom throughout the year. As an on-going activity, students will practice verbal and non-verbal communication with supervisors, peers, and students. Additionally, students will create a rubric based on the T-TESS instrument as an assessment tool to self-evaluate all forms of communication to be used at the end of each semester. The tool will be used by the mentor teacher to evaluate effectiveness in communication used at the end of each semester.

The culminating activity will require students to develop a one-page Visual Career Plan outlining SMART goals for high school, postsecondary, start of career, and advancement. The Visual Career Plan will be saved and used as part of the end-of-year portfolio.

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
4	5 class periods in class		KO (1) Students will Identify current issues influencing the field of education and teacher professional development.  SO (2) Students will construct a plan for	(1) The student demonstrates professional standards/employability skills required by the education profession and related occupations. The student is expected to: (A) demonstrate written communication;

			<p>successful completion of degree and certification requirements.</p>	<p>(B) perform job-appropriate numerical and arithmetic applications;  (C) practice various forms of communication such as verbal and non-verbal communication skills and appropriate uses of social media in educational and career settings;  (D) exhibit teamwork skills;  (E) apply decision-making skills;  (F) implement problem-solving techniques;  (G) acquire conflict-management skills;  (H) develop leadership skills;  (J) demonstrate professionalism, including appropriate attire expected of professionals in educational settings; and  (J) develop effective work ethic practices.</p> <p>(19) The student analyzes teacher employment requirements and professional growth opportunities for those in the education profession such as required</p>
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				<p>education and certification. The student is expected to:</p> <p>(A) describe required education needed to become a certified teacher;</p> <p>(B) explain the steps for becoming a certified teacher in Texas;</p> <p>(C) compare certification requirements for various content and grade level areas of interest; and</p>
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**Unit 6–The Learning Process**

Students will relate principles and theories of human development to teaching and training situations. Additional class time has been added to allow for hands-on field-based activities. Students will investigate the various research-based theories on the process of learning and human development, including learning disabilities. As an activity, students will reflect on their investigations on learning and human development, and on past personal situations when their own learning has been successful. Students will observe and record the type of instruction in their field placement classroom that leads to the success of the children in the classroom and tie that instruction to principles and theories of human development.

The unit culminates with the students explaining the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions using their observation tool and investigations on research-based theories on the process of learning and human development. The students will develop a presentation about a best practice or instructional strategy that supports a research-based theory.

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
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5-6	4 class periods in class, 1 class period in field based experience class.		<p>SLO (1) Students will demonstrate a fundamental knowledge of the teaching profession.</p> <p>SO (1) Students will examine research-based teaching practices/strategies/ ideas pertinent to sound educational practice.</p>	<p>(4) The student understands the learner and the learning process. The student is expected to:</p> <p>(A) relate and implement principles and theories of human development to teaching and training situations;</p> <p>(B) relate and implement principles and theories about the learning process to teaching and training situations;</p> <p>(C) demonstrate and implement behaviors and skills that facilitate the learning process;</p> <p>(D) explain the relationship between effective instructional practices and providing support for learning differences, learner exceptionality, and learners with special needs;</p> <p>(E) evaluate backgrounds, strengths, and skills of students when planning instruction; and</p> <p>(F) demonstrate techniques for developing effective relationships with students that foster mutual respect and rapport and result in effective instruction.</p>
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### Unit 7-Developing Effective Instruction

Students will develop effective instruction by observing, creating, and rehearsing lesson plans. Students will begin by explaining the role of TEKS in planning and evaluating instruction. Additional class time has been added to allow for hands-on field-based activities. Students will investigate the principles of instructional planning and discuss, with their instructor, the effects of successful planning on instructional output. Students will apply their knowledge of planning theories in the development of effective lesson plans, using the TEKS, and in creating short-term and long-term learning objectives for the lessons.

The unit culminates with the students completing a Lesson Plan using the *Tarleton Lesson Plan Template*. The Lesson Plan will be saved and used as part of the end-of-year portfolio.

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
7 -8	4 class periods in class, 1 class period in field based experience class.		<p>KO (6) Students will demonstrate a fundamental knowledge of the teaching profession.</p> <p>SO (1) Students will examine research-based teaching practices/strategies/ ideas pertinent to sound educational practice.</p>	<p>(6) The student plans and develops effective instruction. The student is expected to:</p> <p>(A) explain the role of the Texas Essential Knowledge and Skills in planning and evaluating instruction;</p> <p>(B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction;</p> <p>(C) explain the rationale for and process of instructional planning components such as vertical</p>

			<p>alignment and scope and sequence;</p> <p>(D) describe principles and theories that impact instructional planning;</p> <p>(E) create clear short-term and long-term learning objectives that are developmentally appropriate for students; and</p> <p>(F) demonstrate lesson planning to meet instructional goals.</p>
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**Unit 8—Creating Effective Learning Environments**

Students will create and implement effective learning environments to ensure student success. Additional class time has been added to allow for hands-on field-based activities. Students will participate in activities such as integrating teacher characteristics that promote an effective learning environment. Students will research various classroom management strategies and consider implementing strategies that are acceptable at their workplace. Students will discuss and model with their classroom the behaviors they expect from students during class/instruction time. Students will continue to model appropriate behaviors during instruction to promote positive characteristic traits and an effective learning environment.

As an activity, students will role-play with peers on how to mediate situations with classroom students. (Consider using the [Conscious Discipline Conflict Resolution Time Machine](#).)

The culminating activity will have students create a Classroom Management Plan detailing their strategies for building a sense of community, establishing expectations, and teaching and reinforcing routines and procedures. The Classroom Management Plan will be saved and used as part of the end-of-year portfolio.

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
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9-10	4 class periods in class, 1 class period in field based experience class.		<p>KO (2) Analyze the culture of schooling and classrooms from various perspectives.</p> <p>KO (6) Students will demonstrate a fundamental knowledge of the teaching profession.</p> <p>SO (1) Students will examine research-based teaching practices/strategies/ ideas pertinent to sound educational practice.</p>	<p>(7) The student creates an effective learning environment. The student is expected to:</p> <p>(A) describe and implement a safe and an effective learning environment that incorporates the principles of universal design;</p> <p>(B) analyze and evaluate strategic student grouping techniques that result in effective instruction;</p> <p>(C) demonstrate teacher and trainer practices that promote an effective learning environment;</p> <p>(D) evaluate materials and equipment to determine age and grade level appropriateness and to meet the needs of diverse learners;</p> <p>(E) identify classroom management techniques that promote an effective learning environment;</p> <p>(F) demonstrate communication, conflict-management, and mediation techniques supportive of an effective learning environment.</p>
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## Unit 9–Integrating Assessment and Technology

Students will develop assessments to ensure student success and promote personal growth in teaching. Additional class time has been added to allow for hands-on field-based activities.

Students will create a variety of effective student assessments aligned with instruction and TEKS, as appropriate for each lesson. Students will observe and record assessments used in their field placement classroom. Students will describe and demonstrate effective use and application of the emerging technologies in education and training. Additional class time has been added to allow for field-based activities.

This unit culminates with the development of a formative assessment for students. The culminating activity for this unit includes a presentation on an educational technology, using a chosen presentation tool which will include graphics, text, and sound.

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
11-12	4 class periods in class, 1 class period in field based experience class.		<p>KO (3) Students will provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.</p> <p>KO (5) Students will recognize the various</p>	<p>(8) The student assesses teaching and learning. The student is expected to:</p> <p>(A) describe the role of assessment as part of the learning process;</p> <p>(B) create assessments to measure student learning;</p> <p>(C) analyze the assessment process;</p> <p>(D) use appropriate assessment strategies in an instructional setting;</p> <p>(E) use assessment data to evaluate and revise lesson plans.</p>

			<p>multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.</p> <p>SO (1) Students will examine research-based teaching practices/strategies/ideas pertinent to sound educational practice.</p>	<p>(10) The student develops technology skills. The student is expected to:</p> <p>(A) describe the role of technology in the instructional process;</p> <p>(B) use technology applications appropriate for specific subject matter and student needs;</p> <p>(C) demonstrate skillful use of technology as a tool for instruction, evaluation, and management.</p>
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## Unit 10–School and Society

**“It takes a village” is a literal concept as applied to teaching and training.**

**Students will focus on the relationship between school and society. Additional class time has been added to allow for field–based activities. As an activity, students will interview their mentor teacher about needs he or she typically sees in the classroom. Students will research various community resources that provide assistance for schools, and list those resources. Students will identify the main attributes of family, community resources, and businesses that provide partnerships with schools. Inviting speakers from non–profit organizations to share resources for families would be a great addition to this unit. All stakeholders are an essential part of the school community and effective interactions with all members measures the success of the individual educator.**

**The culminating activity for this unit will be for students to interview an administrator about school government and finance and write a reflection of what they learned.**

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
13-14	4 class periods in class, 1 class period in field based experience class.		<p>KO (1) Students will identify current issues influencing the field of education and teacher professional development.</p> <p>KO (7) Students will identify social, political and ethical issues regarding the educational system</p>	<p>(9) The student understands the relationship between school and society. The student is expected to:</p> <p>(A) explain the relationship between school and society;</p> <p>(B) recognize and use resources for professional growth such as family, school, and community resources;</p> <p>(C) collaborate with stakeholders such as family, school, and community to promote learning.</p>

			in the United States and Texas.  VO (1) Students will identify personal goals related to the teaching profession.	
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**Field-Based Experience**

This course culminates with field-based learning in the classroom. Each week, students will work with their mentor teacher to identify an activity he or she can create and implement. Instructors will use the field-based checklist to guide field-based learning. Each activity will include relevant TEKS, related materials, and/or instructional plans needed to implement a successful classroom lesson/activity based on The Learning Process, Developing Effective Instruction; Creating Effective Learning Environments; and Integrating Assessment and Technology. Activities must include TEKS related to at least one literacy skill and one math skill. The culminating activity will have students document, assess, and reflect on instructional experiences, technical skills, and gather work samples from this field experience. Students will build a multimodal, professional portfolio that includes a resume, samples of work, (including technology lessons), the philosophy of teaching, self-assessment and mentor teacher rubrics, and a service learning log of work completed during this course.

The culminating activity will have students present their portfolio to instructors, peers, and mentor teachers. All stakeholders will complete rubrics for evaluation and feedback.

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
Weeks 7-12	Students will work on the activity part of the week and work in the field based classroom part of the week.		KO (3) Students will provide examples from classroom observations and	(12) The student participates in field-based experiences in education and training. The student is expected to:

	<p>The schedule is up to the discretion of the district; however, it is advisable that students are in the classroom a minimum of 2 consecutive class periods a week during this time. Students utilizing this course for EDUC 1301 credit need a <b>minimum</b> of 16 hours in their field placement.</p>		<p>course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.</p> <p>KO (4) Students will evaluate personal motivations, educational philosophies, and factors related to educational career decision making.</p> <p>SO (1) Students will examine research-based teaching practices/strategies/ ideas pertinent to sound educational practice.</p>	<p>(A) apply instructional strategies and concepts within a local educational or training facility; and  (B) document, assess, and reflect on instructional experiences.</p> <p>(14) The student demonstrates the knowledge and skills needed to provide meaningful, specific, and timely feedback to students, families, and other school personnel on the growth of students in relation to classroom goals while maintaining student confidentiality. The student is expected to:  (A) explain the role feedback plays in the learning process;  (B) provide guidance and feedback to motivate student behavior and outcomes;  (C) demonstrate methods of providing feedback to students such as checklists, classroom processes, and written documentation;</p>
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				<p>(D) demonstrate methods of accepting and reflecting on feedback to determine plans for improvement of educational outcomes; and</p> <p>(E) apply questioning strategies to facilitate student discussion.</p> <p>(15) The student demonstrates knowledge and understanding of teacher responsibility with regard to accommodations and modifications for students with special needs. The student is expected to:</p> <p>(A) identify the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;</p> <p>(B) explain the structure and components of an individualized education program (IEP);</p> <p>(C) explain the structure and components of a Section 504 Plan; and</p> <p>(D) compare accommodations and modifications for students with special needs.</p>
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				<p>(16) The student demonstrates proper record-keeping strategies needed by teachers to demonstrate evidence of student progress. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) understand and demonstrate the use of learning management systems and record-keeping tools;</li> <li>(B) outline school district policies related to teacher record keeping; and</li> <li>(C) identify the essential components of behavioral and academic records according to state and school district policy.</li> </ul> <p>(17) The student uses standard observation techniques to observe a variety of educational settings. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) evaluate teaching styles, learning environments, and classroom management utilizing observation checklists or other</li> </ul>
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				<p>observation and evaluation tools; and (B) use observation and evaluation reports to reflect on teaching practices and develop strategies for improvement.</p> <p>(18) The student assesses the benefits of how a mentor relationship impacts a teaching career. The student is expected to:</p> <p>(A) recognize the benefits of a mentor relationship such as increased teacher retention, mentor guidance, and coaching; and (B) seek out and foster mentorship opportunities.</p> <p>(5) The student interacts effectively in the role of an educator. The student is expected to:</p> <p>(A) demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians,</p>
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				<p>community members, and other professionals;</p> <p>(B) demonstrate methods for promoting stakeholder partnerships in improving educational outcomes; and</p> <p>(C) describe the procedure for handling and reporting physical or emotional abuse.</p> <p>(13) The student documents technical knowledge and skills. The student is expected to:</p> <p>(A) update professional portfolio components such as resume, samples of work, service-learning log, assessment results, and mock scholarship applications; and</p> <p>(B) present the portfolio to interested stakeholders.</p>
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### Optional Units (High School Course ONLY)

#### Unit 11 Review

Students will review skills learned in Units 1-10 in order to prepare for teaching in field-based experience. Students will work in groups to present each topic. Each presentation will follow the gradual release learning

cycle. The culminating activity for this unit will be multimedia presentations containing the content needed for field work.

WEEK	DATES	SECTION	LEARNING OUTCOME	TEK(s)
15	5 class periods in class		All College SLOs	All High School TEKS

**Unit 12 (Intended for *Principals of Education and Training* course)**

**Planning for a Career in Education and Training:** The culminating activity will have students reflect on their experiences in the field and revisit the self-perception survey as a self-assessment tool to assess their personal growth during the course. Students will reflect on their growth and share the self-assessment pre/post findings with their instructors. Additionally, students will determine an area for teaching certification and map out a career path including a plan for successful completion of degree and certification requirements. Students will identify relevant scholarships for their chosen path and practice completing the scholarship application with peer and instructor feedback. Students will revisit goals from the beginning of semester, reflect on successes, and determine goals for professional development moving forward.

16	5 class periods in class		SO (2) Students will construct a plan for successful completion of degree and certification requirements.  VO (1) Students will identify personal goals related to the teaching profession.	(19) The student analyzes teacher employment requirements and professional growth opportunities for those in the education profession such as required education and certification. The student is expected to: (A) describe required education needed to become a certified teacher;
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				<p>(B) explain the steps for becoming a certified teacher in Texas;</p> <p>(C) compare certification requirements for various content and grade level areas of interest; and</p> <p>(D) identify various financial aid sources available for teacher candidates such as scholarships, student loans, and student loan forgiveness options once certified.</p> <p>(13) The student documents technical knowledge and skills. The student is expected to:</p> <p>(A) update professional portfolio components such as resume, samples of work, service-learning log, assessment results, and mock scholarship applications; and</p> <p>(B) present the portfolio to interested stakeholders.</p>
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## **College Student Learning Outcomes**

### **Knowledge Outcomes:**

1. Students will identify current issues influencing the field of education and teacher professional development.
2. Students will analyze the culture of schooling and classrooms from various perspectives.
3. Students will provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
4. Students will evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
5. Students will recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.
6. Students will demonstrate a fundamental knowledge of the teaching profession.
7. Students will identify social, political and ethical issues regarding the educational system in the United States and Texas.

### **Skill Outcomes:**

1. Students will examine research-based teaching practices/strategies/ideas pertinent to sound educational practice.
2. Students will construct a plan for successful completion of degree and certification requirements.

### **Value Outcomes:**

1. Students will identify personal goals related to the teaching profession.