

EDUC 1301: Introduction to the Teaching Profession  
Spring 2025

*The Teaching and Learning Center  
South Plains College*

***South Plains College Improves Each Student's Life***

Course Title: Introduction to the Teaching Profession  
EDUC 1301.C001 = M/W 1 – 2:15 p.m. (Lib. 326)

**Instructor:** **Lori Satterwhite, M.Ed.**  
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FRI: 9:30 – 11:30 a.m. (by appointment)  
\*Virtual Office Hours by Appointment  
*Contact Mrs. Satterwhite through SPC email. Do NOT use Blackboard Messages to contact Mrs. Satterwhite.*

**Observation Coordinator:** **Suzie Jameson**  
[observations@southplainscollege.edu](mailto:observations@southplainscollege.edu)  
Contact Mrs. Jameson through email



**General Course Information**

Course Description

***Pre-requisite: Completion of any required developmental coursework, TSI-compliant in reading and writing, and a 2.5 or higher GPA or approval of the Program Coordinator. We also highly recommend completion of either ENGL 1301 and/or HIST 1301 BEFORE attempting this course.***

This course offers an enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career. The course provides students with opportunities to participate in early field observations at all levels of EC - 12 schools with varied and diverse student populations and provides students with support from college and school faculty for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content is aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course includes a minimum of 16 hours of classroom observations in EC – 12 classrooms.

**Credit:** 3 Lecture, 0 Lab

**Textbook:** You do not need to purchase a textbook for this class. We will be using Open Educational Resources (OER), and they will be provided to you in each module.

Other Materials:

- Access to a computer (with reliable internet access) & Blackboard

Student Learning Outcomes

Upon successful completion of this course, ...

**Learning Outcome**

**Observable/Measurable Actions by Students**

Students will evaluate personal motivations, educational philosophies, and factors related to educational career	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections
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decision-making, including the process needed to become a certified teacher.	
Students will recognize the various multiple intelligences/learning styles to be able to implement instructional practices that meet the needs of all students. Students will also identify effective, responsive, and engaging instructional strategies that promote student learning (based on PPR Standards I & III).	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation
Students will analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity and describe a classroom/school culture of respect and rapport that fosters a positive climate for learning, equity, and excellence (based on PPR Standard II).	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections; lesson plan project & presentation
Students will identify current issues influencing the field of education and teacher professional development (based on PPR Standard IV).	Lectures; readings; reading quizzes; in-class hands-on assignments; guest lectures; educational philosophy essay; classroom observations/observation reflections
Students will be able to provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers (based on PPR Standards I – IV).	Classroom observations/observation reflections

### Course Requirements:

**EDUC 1301**, as the course title indicates, is an introduction to the teaching profession and a requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to entail approximately 4 hours to equal 16 hours of total time—to be completed outside of class. **Students will also need to complete and pass a criminal background check.**

**Please Note:** *If students do not complete the required background check & observation paperwork by the given due dates, they cannot complete the observations and will be dropped from the class.*



### Course Guidelines and Expectations

#### Grading and Final Evaluations

Attendance/Participation/Professionalism/Discussions	15%
Weekly Quizzes or Weekly Content Checks <ul style="list-style-type: none"> <li>• 15 Quizzes</li> </ul>	25%
Lesson Plan Preparation Assignments <ul style="list-style-type: none"> <li>• 3 Lesson Plan Preparation Assignments</li> </ul>	10%
Educational Philosophy Essay	10%
4 Observation Verification Forms/Observation Reflections	20%
Final Presentation <ul style="list-style-type: none"> <li>• Revised Week-at-a-Glance</li> <li>• 1 day of detailed Lesson Plans</li> <li>• Lesson Presentation</li> <li>• Self-Evaluation of Lesson Presentation</li> </ul>	20%
<b>Total</b>	<b>100%</b>

**Grades are determined by the following scale:**

90 – 100% = A  
80 – 89% = B  
70 – 79% = C

60 – 69% = D  
0 – 59% = F

#### NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- All assignments will be submitted through Blackboard.
  - **Late work will not be accepted and will receive a grade of "0."**
  - You may see a grade on quizzes that are auto-graded in Blackboard immediately after taking the quiz. You should be able to see your final grade and review your responses and the CORRECT RESPONSE after the due date.
  - **Assignment Submission & Wildcard**
    - Assignments should be submitted according to the due dates and submission methods identified in their task descriptions.
    - For submitted assignments, papers, and projects, **my goal is to have them graded within two weeks of the due date.** NOTE: Please look for due dates in the course schedule or the weekly module assignment sheets. Do NOT go by the dates in "My Grades."
- NOTE: Late work is unacceptable in this course. However, I do offer students **one 24-hour extension** from the original deadline for any *assignment*, no questions asked (*this DOES NOT include the final presentation for face-to-face classes*). To take advantage of this "Wildcard" opportunity, students should
1. Email the instructor to unlock the wildcard, indicating which assignment it should be used for. (This should be done *prior* to the due date of the assignment.)
  2. Complete the assignment within 24 hours of its original due date.
  3. **When you submit your assignment using the Wildcard, please write "Wildcard Used for this Assignment" in the submission comments box.**
- Some MAJOR ASSIGNMENTS will be submitted through TURNITIN.com. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.
    - Please make sure that you submit a Microsoft WORD or Google document.
    - **DO NOT submit a document created in Apple Pages.**
    - ALWAYS check that you receive a submission receipt in your email to verify that your submission went through.
    - You may **access my feedback** for assignments submitted through the "Turnitin Assignments" link in the course menu. Click on "View/Complete" link under the assignment name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.
  - If I ask you to EMAIL an assignment, I will post your grade in "My Grades" and email my comments back to you.

**Unforeseen Circumstances:** If a student is dealing with an unforeseen circumstance, **the student should contact the instructor IMMEDIATELY, before the due date of an assignment. Please do not assume that the instructor will change the due date of an assignment, or extend the date, due to unforeseen circumstances.** *It is only at the instructor's discretion that a due date may be amended or extended.* If a date is changed, it will only be changed/extended once. After that, a grade of 0 will be given for the assignment.

✓ **Students failing to appear for the final presentation will be given a final course grade of an "F."**

#### **Instructional Delivery—Face-to-Face Sections**

- MW 1:00 p.m. (EDUC 1301.C001): Most instruction will be delivered face-to-face through lectures, demonstrations, discussions, group collaboration, and occasional guest speakers. However, content will also be posted in Blackboard in the form of links to reading materials, recorded content overviews, videos, recorded demonstrations, and an occasional guest lecture. I will post all module instructions, assignment instructions, some assignment samples or models, submissions portals, and rubrics in Blackboard. **You will**

**also take all quizzes in Blackboard and submit all graded assignments in Blackboard.** During our class time, we will have discussions, group collaboration, review the material, and complete learning activities. The best way to be prepared for class is to have read the assigned reading material for the module BEFORE you attend class.

- You will receive a participation grade for the activities we complete each class session. If you are absent for any reason, you will receive a “0” for that participation grade. These grades make up your attendance/participation grade, which counts 15% of your total average.

### **Instructional Delivery—ONLINE Section**

- ONLINE (EDUC 1301.C153). Instruction will be delivered ONLINE through Blackboard, demonstrations, discussions, group discussions, and guest speakers. You will notice a change in Blackboard this semester. **We are using Blackboard Ultra. Please be sure to watch the Navigational video in our blackboard course to learn more about it.** This class is asynchronous, meaning you can access the material on your own time; however, the class is organized into weekly modules. A new module will open each Saturday morning, and weekly assignments will be due on FRIDAYS by 11:59 p.m.
  - **NOTE:** As this is an ONLINE class, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:
    - Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will NOT be able complete this course on your smartphone exclusively.**
    - Daily access to reliable internet connection—MySPC, Blackboard, SPC email, etc.
      - *NOTE: The ONLINE 1301 section will use **Padlet** as a video discussion board in addition to the discussion board present in Blackboard.*

**ALSO NOTE:** As most of the content and materials for our class are online in Blackboard, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:

- Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will likely NOT be able complete most assignments in this course on your smartphone exclusively.**
  - **Please DO NOT submit any assignments with the APPLE PAGES word processing program.**
- Daily access to the internet—MySPC, Blackboard, SPC email, online readings & other materials
  - *NOTE: We will also use other websites for activities and games.*
- Knowledge of (and ability to work in) Microsoft Word or Google Docs.—*again, all SPC students have free access to Microsoft Office products.*

**Please Note: Please do NOT save or submit assignments in Apple Pages!!!** Be sure to save a copy of your major assignments, essays, observation reflections in Google Docs, in Dropbox, in OneDrive, or on a thumb drive. You will need to access and print some of these for your final presentation

### **Field Experience Component**

- EDUC 1301, as the course title indicates, is an introduction to the teaching profession and a State requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to span approximately 4 hours to equal 16 hours of total time. **Students will need to complete and pass a criminal background check before attending any observations.**
- **Professionalism:** I place a **great** value on professionalism. It is **KEY** to being an effective teacher, and this semester is your opportunity to demonstrate this skill. It will be expected especially during your field experiences. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community.  
**What is professionalism?**

Some examples of professionalism include, but are not limited to effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...maintaining positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

### General Assignment Information

- **Attendance/Participation/Discussion/Professionalism (15%)**

**In-Person Section:** I will take attendance each class day. You will receive a participation grade based on your attendance and active participation in each day's learning activities and discussion (and your conduct during classroom observations). If you are absent for any reason, you will receive a "0" for that day's learning activity.

**Online Section:** The following assignments are included in this portion of your grade: 6 - 8 weekly Padlet discussions, participation in the 4 group (Blackboard Collaborate, TEAMS, or Zoom) discussions, completed observation verification forms, & conduct during classroom observations

- **Weekly Module Quizzes or Weekly Assignments (25%)**

Fifteen weekly quizzes based on weekly readings, informational videos, guest lectures, etc., will make up this 25% of your total grade. These quizzes and/or assignments will be available in the weekly modules (under Course Content).

- **Observation Reflection Essays & Verification Forms (20%)**

You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the "Observation Procedures and Rules" sheet. You will be required to submit a verification sheet to Ms. Jameson at the conclusion of each observation. For each observation, you need to find the corresponding "Field Experience Topic Assignment" and the accompanying T-TESS rubrics. These will guide your observation and the focus of your reflection paper. Each observation reflection paper should be at least 1 ½ - 2 pages and will be due one week after each observation. Students are responsible for being aware of when their observation essays are due. Grading rubrics are available on Blackboard. These essays and the verification forms will make up 20% of your grade. *Failure to attend your scheduled observation times (without a valid and documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.*

- ***Please Note:*** *If students do not complete the required background check and observation paperwork by the given due dates, they cannot complete the observations and will be dropped from the class.*

- **Educational Philosophy Essay (10%)**

This 2-3 page essay will comprise 10% of your total grade. This essay will, hopefully, form the foundation upon which you develop your professional educational philosophy. It will include a discussion of the theoretical foundations that influence your educational philosophy, based on the readings and class discussions. It will also include a discussion of the following components: the purpose of structured education, what content/skills should be taught, the role of the teacher/student, and preferred teaching/assessment strategies. This essay will be submitted to Turnitin.com.

- **Lesson Plan Project Assignments (10%)**

Three Lesson Plan preparation assignments, designed to help you in understanding the content or guide you in completing your Final Lesson Planning Project, will make up 10% of your total grade. You will submit these to Turnitin.com, and Mrs. Satterwhite will grade these in a timely manner, typically within one week. You can find your grade and my comments when you click on the assignment in "My Grades."

- **Final Lesson Planning Project Presentation (20%)**

This project makes up 20% of your total grade and includes two components: (1) Submission of typed lesson plans with the components listed below. (2) You will teach 15 – 20 minutes from one of the 5 lessons that you have prepared for the project and then evaluate your lesson presentation. (3) A self-evaluation.

Your typed lesson plans will include the following prepared components: Revised Week-at-a-Glance and one day of detailed lesson plans. You will submit the typed component to Turnitin.com Grading rubrics are available on Blackboard. Presentations will be made during class in the final weeks of the semester. A sign-up sheet will be made available in class.

**Student Responsibilities:** Students are expected to

1. Attend class regularly and log into our Blackboard course on a regular basis.
2. Be responsible for the learning process, such as reading and homework; participation in class discussions; asking relevant questions; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; this includes not using condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for appropriate behavior and courteous actions to others
6. Be responsible for keeping track of your grades and progress in the class
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear—PLEASE contact me when you have questions or concerns.

**Institutional and Academic Policies**

**For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title IX Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit <https://www.southplainscollege.edu/syllabusstatements/>.**

**Campus Resources**

**Tutoring:** Dr. Gail Malone; Ms. Dalila Gonzales, 806-716-2538 or [dgonzales@southplainscollege.edu](mailto:dgonzales@southplainscollege.edu) ; or the Office of College Literacy and Education, 806-716-2241. Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students. SPC tutoring sessions are also available online, or you can schedule a tutoring session via Tutor.com (available in Blackboard).

**\*\*\*We have WRITING CENTERS on the Levelland and Lubbock Downtown campuses. Please make use of this resource.**

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Department of College Literacy and Education at South Plains College, regardless of who teaches the course, when it is taught, or where it is taught. Faculty members teaching this course for SPC are expected to facilitate learning pursuant to the course objectives. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

## Course Schedule—EDUC 1301 Spring 2025

*\*Please Note: I reserve the right to change this tentative schedule. If a change is made, it will be announced in class and in Blackboard.*

This is **NOT** a schedule of weekly homework assignments! This is a tentative schedule of topics and textbook chapters to be covered weekly. **Also, please note that each week on the syllabus (with the exception of Week 1) runs from Saturday to the following Friday. For specific due dates, please consult the weekly Task List in each Blackboard module.**

Week	Topic	Graded Items
Week 1: Jan. 13 – 17	<p><i>Module 1: Welcome to Class; Observation Information; Textbook &amp; Syllabus Information; Introduction to Teacher Certification Process</i></p> <p>Chapter 1—“The Teaching Profession”—<i>Foundations of American Education</i> (FoAE)</p> <p>Articles:</p> <ul style="list-style-type: none"> <li>• “Approved Educator Standards (PPR Standards)”</li> <li>• “Steps to Becoming a Certified Teacher in the State of Texas”</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>• “10 Signs that You Should Become a Teacher”</li> </ul> <p>Topics of Discussion:</p> <ul style="list-style-type: none"> <li>• What does it mean to be a teacher?</li> <li>• How do I become a teacher in the state of Texas?</li> <li>• What resources are available to help teachers?</li> </ul> <p><b>Complete Background Check for Classroom Observations</b></p>	<p><u>Participation:</u></p> <p>First Day Attendance Class Discussion LUBBOCK section: Evaluating Lessons with T-TESS Rubric Activity</p> <p><u>Assignments/Quizzes:</u></p> <p>Syllabus Quiz Module 1 Quiz</p>
Week 2: Jan. 20 – 24	<p><b>MONDAY—MLK Day—SPC HOLIDAY</b></p> <p><i>Module 2: History and Reform of American Public Schools &amp; Examining Lessons for Effectiveness</i></p> <p>Chapter 3—“Philosophical and Historical Foundations of Education in the United States”—<i>Foundations of American Education</i> (FoAE)</p> <p>Brown’s <i>Useful Guide</i>, Chapter 1, “History of American Education”</p> <p>Additional Articles:</p> <ul style="list-style-type: none"> <li>• “Education has changed significantly over the years” by Marsha Lee</li> <li>• “The State of the Teacher Workforce” by Learning Policy Institute</li> </ul> <p>Topics of Discussion:</p> <ul style="list-style-type: none"> <li>• What is the multicultural history of American education?</li> <li>• What can we do to make sure we are meeting the needs of our diverse students?</li> <li>• What reforms still need to be made to keep moving us in the right direction?”</li> </ul>	<p><u>Participation:</u></p> <p>Content Review Game Evaluating Lessons with T-TESS Rubric Activity (Levelland &amp; Online sections)</p> <p><u>Assignments/Quizzes:</u></p> <p>Module 2 Quiz</p>
Week 3: Jan. 27 – 31	<p><i>Module 3: How American Schools are Governed &amp; Financed to Fulfill their Purpose</i></p> <p>Chapter 4—“Schools in the United States”— <i>Foundations of American Education</i> (FoAE)</p> <p>Videos:</p> <p>“The Dilemma of public school funding” “Charter vs Public Schools” “What are School Vouchers?”</p> <p>Topics of Discussion:</p> <ul style="list-style-type: none"> <li>• What do educators need to know about educational finance and government?</li> <li>• What do current school reforms include?</li> </ul>	<p><u>Participation:</u></p> <p>Content Review Game School Budgets Analysis</p> <p><u>Assignments/Quizzes:</u></p> <p>Module 3 Quiz</p>

<p>Week 4: Feb. 3 – 7</p>	<p><i>Module 4: School Law and Ethics</i>  Chapter 5—“Ethical and Legal Issues in Education”—<i>Foundations of American Education</i> (FoAE)  Articles:  “Rules Teachers Should Follow”  PPR Standards  Topic of Discussion:  <ul style="list-style-type: none"> <li>• What are the legal rights, responsibilities, and ethics of teachers in the classroom</li> </ul> </p>	<p><u>Participation:</u>  Situation Cards  Discussion  Ethics Training Videos</p> <p><u>Assignments/Quizzes:</u>  Texas Teacher Ethics Training Assignment  Module 4 Quiz</p>
<p>Week 5: Feb. 10 – 14</p>	<p><i>Module 5: Educational Philosophy</i>  Chapter 3—“Philosophical and Historical Foundations of Education in the US”—<i>Foundations of American Education</i> (FoAE)  Brown’s <i>Useful Guide</i>, Chapter 2, “Philosophy of Education” (pp. 17 – 21)  Articles:  “10 Questions to Ask Yourself to Design your Educational Philosophy”  Videos:  “5 Educational Philosophies”  “Essentialism in Education” (also linked in FoAE reading)  “Perennialism: Overview &amp; Practical Teaching Examples” (also linked in FoAE reading)  “Progressivism: Overview &amp; Practical Teaching Examples” (also linked in FoAE reading)  “Constructivism in Education” (also linked in FoAE reading)  “Existentialism in Education” (also linked in FoAE reading)  Topics of Discussion:  <ul style="list-style-type: none"> <li>• What is the purpose of American schools?</li> <li>• What is your philosophy of education?</li> </ul> </p>	<p><u>Participation:</u>  Educational Philosophy Pre-Write  Educational Philosophy Review Activities</p> <p><u>Assignments/Quizzes:</u>  Plagiarism Quiz</p>
<p>Week 6: Feb. 17 – 21</p>	<p><i>Module 6: Providing a Safe, Inclusive, Fun Learning Environment</i>  Chapter 2—“Influences on Learning: Student Differences and Similarities”—<i>Foundations of American Education</i> (FoAE)  Articles:  “Will 2024 See Fewer School Shootings” by Naaz Modan  “School Shootings by State” by Christopher Wolf  Guidance on Responding to Students’ Questions about Shootings”  “15 Tips for Creating a Safe Learning Environment”  “What’s your learning language?”  “Your Guide to Understanding and Adapting to Different Learning Styles”  “Bloom’s Taxonomy Questions”  Videos:  “Multiple Intelligences” by McKnight (YouTube),  “Bloom’s Taxonomy for Teachers” (Revised) by McEwan (YouTube)  Topics of Discussion:  <ul style="list-style-type: none"> <li>• What can teachers do to provide a safe learning environment?</li> <li>• What factors influence student motivation and learning?</li> <li>• How can teachers create an inclusive, fun, instructive learning environment?</li> </ul> <p><b>Multiple Intelligences Inventory Due Wednesday (Monday for Lubbock)</b></p> </p>	<p><u>Participation:</u>  Civilian Response to Active Shooter Training Station Activities</p> <p><u>Assignments/Quizzes:</u>  Module 6 Quiz</p> <p><b>Educational Philosophy Essay ROUGH DRAFT Due Friday, Feb. 21, at 11:59 p.m.</b></p>
<p>Week 7: Feb. 24 – 28</p>	<p><i>Module 7: Recognizing Your Diverse Students &amp; Creating an Inclusive Learning Environment</i>  Articles:  “What is multiculturalism?”  “What is culturally responsive pedagogy?”  “How to get started with culturally-responsive teaching”  “Teacher Bias: The elephant in the room.”  “6 Ways teachers can foster cultural awareness in the classroom”  “Zero Indifference: A guide to stop name calling bullying”  Videos:</p>	<p><u>Participation:</u>  Active Participation with Guest Speaker Station Activities/Ed. Philosophy Essay Peer Review</p> <p><u>Assignments/Quizzes:</u>  Module 7 Quiz</p>



	<p>“Educating At-risk students”  “Strategies for teaching culturally diverse students”  “Don’t insist on English”  Topics of Discussion:</p> <ul style="list-style-type: none"> <li>• How can teachers respond to the cultural and social issues which impact students inside and outside the classroom?</li> <li>• What does an equitable classroom look like?</li> <li>• What does an effective lesson look like?</li> <li>• What does an inclusive classroom look like?”</li> </ul>	<p>Educational Philosophy  Essay PEER  EVALUATION—Due  Friday, Feb. 28</p>
Week 8: March 3 – 7	<p><b>FRIDAY—FALL BREAK—All SPC Offices Closed</b>  Module 8: Curriculum, Standards, &amp; Assessment  Chapter 6—“Curriculum: Planning, Assessment, Instruction”—  <i>Foundations of American Education (FoAE)</i>  Articles:  “A Teacher’s Guide to Bloom’s Taxonomy” by Kevin Cummins  “Authentic Assessments”—NJIT  Videos:  “Formative vs. Summative vs. Diagnostic Assessment”  “The Power of Yet” by Carol Dweck  “Teaching Methods for Inspiring Students of the Future”—Joe Ruhl  PLANNING FOR INSTRUCTION—Topics of Discussion</p> <ul style="list-style-type: none"> <li>• How have the school curriculum, standards, and testing evolved?</li> <li>• Examining the TEKS</li> <li>• What kinds of assessments can teachers use to differentiate and create equity in the classroom?</li> <li>• What assessments are required by the State of Texas?</li> </ul>	<p><u>Participation:</u>  Station Activities  Active Engagement with  Guest Speaker</p> <p><u>Assignments/Quizzes:</u>  Module 8 Quiz</p> <p><b>Educational  Philosophy Essay  FINAL DRAFT due  Friday, March 7, by  11:59 p.m.</b></p>
Week 9: March 10 – 14	<p>Module 9: <i>Starting the Lesson Planning Process</i>  Chapter 6—“Curriculum: Planning, Assessment, Instruction”—  <i>Foundations of American Education (FoAE)</i>  Articles:  “Using Backward Design for Course Planning” by Macie Hall  Video:  “Goals and Objectives” by Beth Rajan Sockman (YouTube)  PLANNING FOR INSTRUCTION—Topics of Discussion:</p> <ul style="list-style-type: none"> <li>• How do teachers begin planning a unit?</li> </ul>	<p><u>Participation:</u>  Goal Writing Practice  Workshop Unit  Framework</p> <p><u>Assignments/Quizzes:</u>  Module 9 Quiz  Unit Framework</p>
<b>SPRING BREAK – MARCH 17 – 21</b>		
Week 10: March 24 – 28	<p>Module 10: <i>Unpacking the TEKS and Creating an Inquiry-Driven Class</i>  Articles:  “Developing a Student-Centered Classroom”--Loveless  “How to Facilitate Learning and Critical Thinking”—Kelly  “6 Strategies for Creating an Inquiry-Driven Classroom”—Nayfeld  “Teaching Students How to Ask Productive Questions”—Lee  “3 Ways to Ask Questions That Engage the Whole Class”—Persida Himmele  Videos:  “Unwrapping the TEKS”  “Teach Teachers How to Create Magic”  PLANNING FOR INSTRUCTION—Topics of Discussion:</p> <ul style="list-style-type: none"> <li>• How do teachers deconstruct the TEKS and plan learning activities?</li> <li>• What is an “inquiry-driven” classroom?</li> <li>• How can teachers use questions effectively to help instruction?</li> </ul>	<p><u>Participation:</u>  Jigsaw Activity  Group Practice—  Unwrapping my  TEKS</p> <p><u>Assignments/Quizzes:</u>  Module 10 Quiz  Unpacking My TEKS</p>
Week 11: March 31 – April 4	<p>Module 11: <i>Planning the Instructional Flow, Selecting Engaging Learning Activities, How Teachers can use AI</i>  Articles:  “The New Teacher’s Guide to Creating Lesson Plans” by Bonnie Murray  “How to Create an Effective Lesson Plan to Engage Your Students” by Prodigy  “20 Interactive Teaching Activities”</p>	<p><u>Participation:</u>  Lesson Elements  Checklist  Workshop AI  Assignment  WAG Conferences  (WAG Rough Draft  grade for having at</p>

	<p>“AI Lesson Plan Generators: The Good, The Bad, and The Misleading” by Tammy from theowlteacher.com</p> <p>Videos:  “Elements of a Good Lesson Plan”  “Demystifying AI for Educators” from Khan Academy</p> <p>PLANNING FOR INSTRUCTION—Topics of Discussion</p> <ul style="list-style-type: none"> <li>• How do teachers manage the instructional flow and their classrooms?</li> <li>• How do teachers find and select engaging, fun, and instructional learning activities for their students?</li> <li>• How can teachers use generative AI to help them with lesson planning and other responsibilities?</li> </ul>	<p>least 3 days completed)</p> <p><a href="#">Assignments/Quizzes:</a> AI Assignment</p>
Week 12: April 7 – 11	<p><i>Module 12: Writing Daily Learning Objectives, Assessing the Effectiveness of Your Lessons, &amp; Daily Lesson Plans</i></p> <p>Article:  “20 Simple Questions to Evaluate Your Lessons” by Erin Walton</p> <p>PLANNING FOR INSTRUCTION—Topics of Discussion</p> <ul style="list-style-type: none"> <li>• What is a daily learning objective, and how does a teacher write one?</li> <li>• How do teachers assess the effectiveness of lessons and adjust/reteach as necessary?</li> </ul> <p><b><i>Spring Interim, Summer, and Fall 2025 Registration Opens 4/11</i></b></p>	<p><a href="#">Participation:</a>  Writing Objectives Practice  WAG Conferences (WAG Rough Draft grade for having at least 2 days completed)</p> <p><a href="#">Assignments/Quizzes:</a>  Week-at-a-Glance (WAG)</p>
Week 13: April 14 – 18	<p><i>Module 13: Classroom Management</i></p> <p>Chapter 7—“Classroom Environment”—<i>Foundations of American Education (FoAE)</i></p> <p>Articles:  “Classroom Management Tips for New Teachers”—by McErlain  “Motivating Students”—by Gross Davis</p> <p>Videos:  “Proven Classroom Management Tips and Strategies: Part I”  “Proven Classroom Management Tips and Strategies: Part II”</p> <p>Topics of Discussion:  <ul style="list-style-type: none"> <li>• How do teachers encourage active engagement and productive learning behavior in students?</li> </ul> How can teachers create an engaging, inclusive, welcoming, instructional learning environment?</p>	<p><a href="#">Participation:</a>  Workshop Daily Lesson Plan  Self-Evaluate Lesson Plan &amp; WAG</p> <p><a href="#">Assignments/Quizzes:</a>  Module 13 Quiz</p>
Week 14: April 21 – 25	<p><i>Module 14: Professional Development</i></p> <p>Chapter 8—“And Now What? The Path Forward”—<i>Foundations of American Education (FoAE)</i></p> <p>Article:  “Why Professional Development Matters” by Java Robinson</p> <p>Topics of Discussion:  <ul style="list-style-type: none"> <li>• How do teachers keep up with current trends and best practices in education?</li> <li>• How can we become effective teachers?</li> </ul> </p> <p><b><i>*Thursday, April 24 = last day to drop Spring courses</i></b></p>	<p><a href="#">Participation:</a>  Workshop Daily Lesson Plan  Self-Evaluate Lesson Plan &amp; WAG</p> <p><a href="#">Assignments/Quizzes:</a>  Professional Development Quiz</p> <p><b>Mega Document DUE—Monday, April 21, at 11:59 p.m.  ONLINE: Lesson Presentation  Video/Self-Reflection  DUE Friday, April 25</b></p>
Week 15: April 28 – May 2	<p><i>Module 15: Becoming an Effective Teacher</i></p> <p>Article:  “11 Habits of an Effective Teacher” by Carrie Lam</p> <p>Videos:  Clint Pulver’s “Inspirational Video: Be a Mr. Jensen”</p>	<p><a href="#">Participation:</a>  Active Participation with Student Presentations  End-of-Semester Reflection</p>

	<p>Rita Pierson’s “Every Kid Needs a Champion”</p> <p>Topics of Discussion:</p> <ul style="list-style-type: none"> <li>• How can we become effective teachers?</li> </ul> <p><b>Lesson Plan Presentations</b></p>	<p><u>Assignments/Quizzes:</u> Effective Teachers Word Search</p>
Week 16: May 5 – 8	<p><b>FINALS WEEK</b></p> <p><i>Module 16: End of Semester Reflection</i></p> <p><u>End-of-Semester Reflection</u></p>	<p><u>Participation:</u> End-of-Semester Reflection</p>