

EDUC: 1301 - Introduction to the Teaching Profession

Dual Credit - Fall 2026

COURSE TITLE: Introduction to the Teaching Profession
EDUC 1301.C001

INSTRUCTOR: Michelle Tatsch, M.S.
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GENERAL COURSE INFORMATION

PRE-REQUISITE:

Principles of Education and Training

Child Development

Instructional Practices

COURSE DESCRIPTION:

This course offers an enriched, integrated pre-service course and content experience that provides active recruitment and instructional 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 an analysis of the culture of schooling and classrooms. Responsibilities standards; and the course includes classroom observation hours in early childhood education classrooms.

CREDIT:

3 lecture, 0 lab

TEXTBOOK:

No textbook needed

OTHER MATERIALS AND SUPPLIES NEEDED:

Access to a computer, internet and Blackboard

STUDENT LEARNING OUTCOMES

Upon successful completion of this course,

1. Students will evaluate personal motivations, educational philosophies, and factors related to educational career decision-making, including the process needed to become a certified teacher.
2. 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).
3. Students will analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethic, 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).

4. Students will identify current issues influencing the field of education and teacher professional development (based on PPR Standard IV).
5. 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).

GRADING

Attendance/participation/professionalism/discussions	15%
Weekly quizzes or weekly content checks - 15 quizzes	25%
Lesson plan preparation assignments - 3 lesson plan preparation assignments	10%
Educational philosophy essay	10%
Observation hours and reflections	20%
Final presentation - Revised lesson project overview - Revised unwrapping my TEKS - Revised week-at-a-glance - 1 day of detailed lesson plans - Lesson presentation - Self-evaluation of lesson presentation	20%
<i>Total</i>	100%

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 AND TESTS/QUIZZES:

- All assignments will be submitted through Blackboard or by email
- 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."
- WILDCARD: 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.

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 who do not present their final presentation will be given a final course grade of an "F."

ALL STUDENTS: 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:

- o 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.**

- o Daily access to the internet—MySPC, Blackboard, SPC email, online readings & other materials

NOTE: We will also use other websites for activities and games.

- o 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: 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 must complete (and provide verification) that all observation hours are complete to pass the course. Whether students have a passing grade in the class or not, they will receive an F for the class if the observations are not completed (this is a State requirement). **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.
- **Weekly Module Quizzes or Weekly Assignments (25%)** Fifteen weekly quizzes and/or assignments based on weekly readings, informational videos, guest lectures, etc., will make up 25% of your total grade. These quizzes and/or assignments will be available in the weekly modules (under Course Content).
- **Observation Reflection Assignments (20%)** You will visit different school campuses in Brownfield ISD to complete observations in the field over the course of the semester.
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- **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. 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 Unit Lesson Plan Overview, Revised Unwrapping My TEKS, Revised Week-at-a-Glance, and one day of detailed lesson plans. You will submit the typed component in 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.

Course Schedule—EDUC 1301

Fall 2026

**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. **For specific due dates, please consult the weekly Task List in each Blackboard module.**

Week	Topic	Graded Items
Week 1:	<i>Module 1: Welcome to Class; Observation Information; Textbook & Syllabus Information; Introduction to Teacher Certification Process</i> Chapter 1—"The Teaching Profession"—<i>Foundations of American Education</i> (FoAE) Articles: · "Steps to Becoming a Certified Teacher in the State of Texas" · "Approved Educator Standards (PPR Standards)" Video: · "10 Signs that You Should Become a Teacher" Topics of Discussion: · What characteristics and actions do fantastic teachers display? · Why do I want to be a teacher? · How do I become a teacher in the state of Texas? · What factors impact teachers and the retention of teachers in Texas?	<u>Participation:</u> First Day Attendance Class Discussion <u>Assignments/Quizzes:</u> Syllabus Quiz Module 1 Quiz

Week 2:	<i>MONDAY—Labor Day—SPC HOLIDAY</i> <i>Module 2: History and Reform of American Public Schools & Examining Lessons for Effectiveness</i> Chapter 3—“Philosophical and Historical Foundations of Education in the United States”—<i>Foundations of American Education</i> (FoAE) Brown’s <i>Useful Guide</i>, Chapter 1, “History of American Education” Additional Articles: · “Education has changed significantly over the years” by Marsha Lee · “The State of the Teacher Workforce” by Learning Policy Institute · “A Relevant History of Public Education in the United States” by Grace Chen Topics of Discussion: · What is the multicultural history of American education? · What can we do to make sure we are meeting the needs of our diverse students? · What reforms still need to be made to keep moving us in the right direction?”	<u>Participation:</u> Content Review Game Evaluating Lessons with T-TESS Rubric Activity (Levelland & Online sections) <u>Assignments/Quizzes:</u> Module 2 Quiz
Week 3	<i>Module 3: How American Schools are Governed & Financed to Fulfill their Purpose</i> Chapter 4—“Schools in the United States”— <i>Foundations of American Education</i> (FoAE) Videos: “The Dilemma of public school funding” “Charter vs Public Schools” Topics of Discussion: · What do educators need to know about educational finance and government? · What do current school reforms include?	<u>Participation:</u> Content Review Game School Budgets Analysis <u>Assignments/Quizzes:</u> Module 3 Quiz

Week 4	<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: What are the legal rights, responsibilities, and ethics of teachers in the classroom	<u>Participation:</u> Situation Cards Discussion Ethics Training Videos <u>Assignments/Quizzes:</u> Texas Teacher Ethics Training Assignment Module 4 Quiz
Week 5	<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 & Practical Teaching Examples" (also linked in FoAE reading) "Progressivism: Overview & 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: - What is the purpose of American schools? - What is your philosophy of education?	<u>Participation:</u> Educational Philosophy Pre-Write Educational Philosophy Review Activities <u>Assignments/Quizzes:</u> Plagiarism Quiz

Week 6	<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: "School Shootings in the US: Fast Facts" by Matthews, O’Kruk, and Choi (CNN) 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: · What can teachers do to provide a safe learning environment? · What factors influence student motivation and learning? · How can teachers create an inclusive, fun, instructive learning environment? Multiple Intelligences Inventory Due Wednesday (Monday for Lubbock)	<u>Participation:</u> Civilian Response to Active Shooter Training Station Activities <u>Assignments/Quizzes:</u> Module 6 Quiz Educational Philosophy Essay ROUGH DRAFT Due Friday, Oct. 2, at 11:59 p.m.
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Week 7	<i>Module 7: Recognizing Your Diverse Students & 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: "Educating At-risk students" "Strategies for teaching culturally diverse students" "Don't insist on English" Topics of Discussion: · How can teachers respond to the cultural and social issues which impact students inside and outside the classroom? · What does an equitable classroom look like? · What does an effective lesson look like? · What does an inclusive classroom look like?"	<u>Participation:</u> Active Participation with Guest Speaker Station Activities/Ed. Philosophy Essay Peer Review <u>Assignments/Quizzes:</u> Module 7 Quiz Educational Philosophy Essay PEER EVALUATION—Due Friday, Oct. 10
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Week 8	<i>FRIDAY (Oct. 17)—FALL BREAK—All SPC Offices Closed</i> <i>Module 8: Curriculum, Standards, & Assessment</i> Chapter 6—"Curriculum: Planning, Assessment, Instruction"—<i>Foundations of American Education</i> (FoAE) 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 · How have the school curriculum, standards, and testing evolved? · Examining the TEKS · What kinds of assessments can teachers use to differentiate and create equity in the classroom? · What assessments are required by the State of Texas?	<u>Participation:</u> Station Activities <u>Assignments/Quizzes:</u> Module 8 Quiz Educational Philosophy Essay FINAL DRAFT due Friday, Oct. 16, by 11:59 p.m.
Week 9	<i>Module 9: Starting the Lesson Planning Process</i> Chapter 6—"Curriculum: Planning, Assessment, Instruction"—<i>Foundations of American Education</i> (FoAE) Articles: "Using Backward Design for Course Planning" by Macie Hall PLANNING FOR INSTRUCTION—Topics of Discussion: · How do teachers begin planning a unit?	<u>Participation:</u> Workshop Unit Framework <u>Assignments/Quizzes:</u> Module 9 Quiz Unit Framework

Week 10	<i>Module 10: 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: · How do teachers deconstruct the TEKS and plan learning activities? · What is an “inquiry-driven” classroom? · How can teachers use questions effectively to help instruction?	<u>Participation:</u> Jigsaw Activity Group Practice—Unwrapping my TEKS <u>Assignments/Quizzes:</u> Module 10 Quiz Unpacking My TEKS
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Week 11	<i>Module 11: 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” “AI Lesson Plan Generators: The Good, The Bad, and The Misleading” by Tammy from theowlteacher.com Videos: “Elements of a Good Lesson Plan” “Demystifying AI for Educators” from Khan Academy PLANNING FOR INSTRUCTION—Topics of Discussion · How do teachers manage the instructional flow and their classrooms? · How do teachers find and select engaging, fun, and instructional learning activities for their students? · How can teachers use generative AI to help them with lesson planning and other responsibilities? Spring, Spring I, and Spring II 2026 Registration Opens 11/7	<u>Participation:</u> Lesson Elements Checklist Workshop AI Assignment WAG Conferences (WAG Rough Draft grade for having at least 3 days completed) <u>Assignments/Quizzes:</u> AI Assignment
Week 12	<i>Module 12: Writing Daily Learning Objectives, Assessing the Effectiveness of Your Lessons, & Daily Lesson Plans</i> Article: “20 Simple Questions to Evaluate Your Lessons” by Erin Walton PLANNING FOR INSTRUCTION—Topics of Discussion · What is a daily learning objective, and how does a teacher write one? · How do teachers assess the effectiveness of lessons and adjust/reteach as necessary?	<u>Participation:</u> Writing Objectives Practice WAG Conferences (WAG Rough Draft grade for having at least 2 days completed) <u>Assignments/Quizzes:</u> Week-at-a-Glance (WAG)

Week 13	<i>Module 13: Classroom Management</i> Chapter 7—"Classroom Environment"—<i>Foundations of American Education (FoAE)</i> Articles: "Classroom Management Tips for New Teachers"—by McErlain "Motivating Students"—by Gross Davis Videos: "Proven Classroom Management Tips and Strategies: Part I" "Proven Classroom Management Tips and Strategies: Part II" Topics of Discussion: How do teachers encourage active engagement and productive learning behavior in students? How can teachers create an engaging, inclusive, welcoming, instructional learning environment?	<u>Participation:</u> Workshop Daily Lesson Plan Self-Evaluate Lesson Plan & WAG <u>Assignments/Quizzes:</u> Module 13 Quiz Lesson Project Portfolio DUE—Friday, Nov. 20, at 11:59 p.m.
Week 14	<i>Module 14: Professional Development</i> Chapter 8—"And Now What? The Path Forward"—<i>Foundations of American Education (FoAE)</i> Article: "Why Professional Development Matters" by Java Robinson Topics of Discussion: - How do teachers keep up with current trends and best practices in education? - How can we become effective teachers?	<u>Participation:</u> Workshop Daily Lesson Plan Self-Evaluate Lesson Plan & WAG <u>Assignments/Quizzes:</u> Professional Development Quiz ONLINE: Lesson Portfolio & Presentation Video/Self-Reflection DUE Friday, Nov. 27
THANKSGIVING BREAK (NOV. 23 – 27)		

Week 15	<i>Module 15: Becoming an Effective Teacher</i> Article: "11 Habits of an Effective Teacher" by Carrie Lam Videos: Clint Pulver's "Inspirational Video: Be a Mr. Jensen" Rita Pierson's "Every Kid Needs a Champion" Topics of Discussion: How can we become effective teachers? Lesson Plan Presentation	<u>Participation:</u> Active Participation with Student Presentations End-of-Semester Reflection <u>Assignments/Quizzes:</u> Effective Teachers Word Search
Week 16	FINALS WEEK <i>Module 16: End of Semester Reflection</i> End-of-Semester Reflection	<u>Participation:</u> End-of-Semester Reflection