

Course Syllabus

South Plains College ----- Springlake-Earth ISD

Instructional Practices (TECA 1303-151 ~ Families, School & Community)

Semester: Fall/Spring 2025-2026
Class Times: 10:39am-12:33pm, Tues-Fri
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“South Plains College improves each student’s life.”

General Course Information

Course Description

A study of the child, family, community, and schools. Includes parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations. (*South Plains College*)

Instructional Practices is a field-based (practicum) course that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and perform other duties of teachers, trainers, paraprofessionals, or other educational personnel. (*Texas Essential Knowledge and Skills*)

Learning Outcomes

| | NAEYC Standard | TEKS Standard |
|--|---|----------------------|
| Analyze parenting styles and techniques | Standard 2. Family-Teacher Partnerships and Community Connections | d4A |
| Identify interrelated issues between families, and communities | Standard 2. Family-Teacher Partnerships and Community Connections | d13A-E |
| Examine characteristics of diverse cultures and lifestyles | Standard 2. Family-Teacher Partnerships and Community Connections | d3A-F |

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| Practice ways to communicate and interact with parents and families | Standard 2. Family-Teacher Partnerships and Community Connections | d4A-B, d13A-E |
| Identify signs of abuse and neglect | Standard 2. Family-Teacher Partnerships and Community Connections | d4C |
| Choose strategies and resources for supporting children and families in abusive and neglectful situations | Standard 2. Family-Teacher Partnerships and Community Connections | d4C |

Course Objectives

1. **Examine literature on parenting styles and effective parenting techniques.** (C5, F8)
 - a. Define different parenting styles. (C4, F11)
 - b. Describe family structures and interaction patterns and how they influence growth and development. (F12)
 - c. Explain developmental stages of parenting and the effect on growth and development of children and parents. (C7, F11)
 - d. Describe changes in parenting and family life over time. (C7, C10, F11)
2. **Analyze ways in which factors in the home and community** (e.g. parent expectations, availability of community resources, community issues) **impact learning, including an awareness of social and cultural factors.** (C7, C9, F9, F17)
 - a. Analyze current issues as they relate to families and parenting. (C5, F11)
 - b. Explain the importance of being sensitive to differences in family structures as well as social and cultural backgrounds as they relate to child rearing practices. (C10, F7, F10)
 - c. Describe needs & challenges of families caring for children with special needs. (C10, F7)
 - d. Advocate on behalf of early childhood issues relating to families and communities. (C4, C5, C14, F6, F8, F15)
3. **Discuss diverse cultures and lifestyles.** (C14)
 - a. Understand diverse personal and social characteristics (e.g. those related to ethnicity, gender, language background, exceptionality) and the significance of diversity for teaching, learning, & assessment. (C14, F5, F15)
 - b. Describe ways to enhance awareness and appreciation of languages and cultures. (C10, F6, F11, F15)
 - c. Develop activities to enhance understanding of diverse cultures and lifestyles. (C10, F11)
4. **Understand the importance of family involvement in education and effective interaction/communication with families.** (C 13)
 - a. Apply knowledge of appropriate ways (including electronic communication) to communicate effectively with families in various situations. (C8, C11, C18, F10, F15)
 - b. Observe and/or participate in activities that engage families, parents, guardians, and other caregivers in various aspects of the education program. (C9)
 - c. Simulate conducting effective conferences with parents, guardians, and other caregivers. (C13)
 - d. Explain the importance of respecting parents' choices and goals for their children (F7, F15)
 - e. Describe how to involve parents in planning for their individual children. (F7, F15)
 - f. Simulate interacting appropriately with all families, including those that have diverse characteristics, backgrounds and needs.(C14, C15)
 - g. Practice communicating effectively with families on a regular basis (e.g. to share information about individual progress) and respond to their concerns. (C7, C11)
 - h. Discuss legislation/public policies affecting children and families, including children with special needs. (C4, C5, F8)
 - i. Demonstrate an ability to work effectively as a member of a professional team. (C9, C15)

5. **Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children and their families or primary care providers.** (C7, C12, F5, F9, F13, F17)
 - a. Examine statistics on abuse and neglect. (C5, F1)
 - b. List types of abuse and neglect, and behaviors which might be indicators of such abuse/neglect. (C7, F9)
 - c. Explain statutes regarding responsibilities in reporting suspected abuse and neglect. (C5, F6, F11, F13)
 - d. List steps in reporting suspected abuse and neglect. (C15, F8, F17)
 - e. Identify strategies that deter abusive behaviors. (C5, F11, F9)
 - f. Describe caregivers' role in helping abused and neglected children. (C10,C16)

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism. This includes copying information from the text materials and related websites. A student's written work MUST be in his/her own words.

Exams: In this course the instructor reserves the right to require exams in a proctored setting, should it be deemed necessary to maintain the integrity of the coursework.

SCANS and Foundation Skills

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|-----------------|--------------------|---------------|------------|
| Basic Skills | Personal Qualities | Information | Systems |
| Thinking Skills | Resources | Interpersonal | Technology |

Evaluation Methods

Students will be graded on attendance and participation in their respective field placements. Your attendance is crucial to your overall grade.

Specific Course Requirements

Text and Materials

- 1" or 2" Binder
- 10-15 Tab Dividers
- Pens & Highlighters
- iCEV Material (provided by instructor)

Computer Requirements

Students are responsible for making sure they have computer access and skills needed for this class. Laptops and desktops are provided by the school.

Attendance Policy

Students are expected to be punctual and to attend all classes. Attendance will be taken at each class session. Grades will reflect attendance.

Assignment Policy

All assignments will be completed and submitted to the instructor by the due date. Students will be required to keep a binder with iCEV content, research, and field placement notes. All due dates will be posted in the classroom. Late work is only accepted with prior approval from the instructor and will not receive full credit.

Grading Policy

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|---|---|
| Grading 50% Participation & Attendance 35% Presentations & Notebook 15% Research & Teamwork Fall Semester Test – Field Placement Eval (Aug-Dec) Spring Semester Test – Field Placement Eval (Jan-May) | Final Grades 900-1000 points 90-100% A 800-899 points 80-89% B 750-799 points 75-79% C 700-749 points 70-74% D 699 points & below (69%) F |
|---|---|

A grade of C or above is required for course to be applied to certificate or degree in Child Development.

Communication Policy

Primary communication between instructor and students in this course should take place in class or through **Teams Chat**. Students may expect instructor responses to chat messages within 48 hours.

Student Conduct

Students are expected to follow the standards of student conduct as defined in the SPC Student Guide. The guide can be found at <http://catalog.southplainscollege.edu/content>. Students are also expected to follow the code of conduct as defined in the SEHS Student Handbook. The handbook can be found at <https://www.springlake-earth.org/shandbook.pdf>.

Other Requirements

Students are responsible for completing field experience in appropriate environments, with specific documentation. At least sixteen hours of FE documentation is required.

Course Syllabus Statements

All students are required to review the official South Plains College syllabus statements, which provide important information regarding college policies and student resources. These include statements on intellectual exchange, accessibility services, non-discrimination, pregnancy and parenting accommodations, campus safety, COVID-19 procedures, appropriate use of artificial intelligence, and more.

These policies apply to all courses and are available at the following link:

<https://www.southplainscollege.edu/syllabusstatements/>

Basic Course Outline (iCEV Content)

Teaching & Training Career Preparation
Educator Self-Care
Education & Training Systems
Creating a Successful Learning Environment
Learning Styles
Role of Stakeholders in Education & Training
Professional & Ethical Conduct in Education & Training
Developing & Implementing Effective Instruction
Educational Assessments
Instructional Technology
Diversity in the Classroom
Understanding Special Education
Field Experience in Education & Training Portfolio Capstone
Creating a Successful Learning Environment

Scans Competencies

RESOURCES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL - Works With Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers - works to satisfy customer's expectations.

C-12 Exercises Leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates - works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity - works well with men and women from diverse backgrounds.

SYSTEMS - Understands Complex Interrelationships

C-15 Understands Systems - knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance - distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems - suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY - Works with a Variety of Technologies

C-18 Selects Technology - chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task - understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment - prevents, identifies, or solves problems with equipment, including computers and other technologies.

Foundations Skills

BASIC SKILLS - Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators

Standard 1. Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

2a: Know about, understand and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.

National Association for the Education of Young Children © 2020

Texas Essential Knowledge and Skills

Knowledge and skills.

- (1) The student identifies strategies that promote health and wellness by balancing the unique challenges of being an educator with personal responsibilities. The student is expected to:
 - a. identify signs of personal stress and anxiety; choose appropriate boundaries for a healthy work-life balance;
 - b. implement strategies to manage health and wellness.
- (2) 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;
 - b. summarize and apply acquired pedagogical knowledge and skills needed by teaching and training professionals;
 - c. identify qualities of effective schools;
 - d. discuss non-traditional settings for teaching and training careers such as those in corporations, community outreach programs, nonprofits, and government entities; and formulate a professional philosophy of education based on a personal set of beliefs.
- (3) The student understands the learner and the learning process. The student is expected to:
 - a. relate and implement principles and theories of human development to teaching and training situations;
 - b. relate and implement principles and theories about the learning process to teaching and training situations;
 - c. demonstrate and implement behaviors and skills that facilitate the learning process;
 - d. explain the relationship between effective instructional practices and providing support for learning differences, learner exceptionality, and learners with special needs;
 - e. evaluate backgrounds, strengths, and skills of students when planning instruction;
 - f. demonstrate techniques for developing effective relationships with students that foster mutual respect and rapport and result in effective instruction.
- (4) The student interacts effectively in the role of an educator. The student is expected to:
 - a. demonstrate effective interaction skills with stakeholders such as students, educators, parents/guardians, community members, and other professionals;
 - b. demonstrate methods for promoting stakeholder partnerships in improving educational outcomes;
 - c. describe the procedure for handling and reporting physical or emotional abuse.
- (5) The student plans and develops effective instruction. The student is expected to:
 - a. explain the role of the Texas Essential Knowledge and Skills in planning and evaluating instruction;
 - b. explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction;

- c. explain the rationale for and process of instructional planning components such as vertical alignment and scope and sequence;
 - d. describe principles and theories that impact instructional planning;
 - e. create clear short-term and long-term learning objectives that are developmentally appropriate for students;
 - f. demonstrate lesson planning to meet instructional goals.
- (6) The student creates an effective learning environment. The student is expected to:
- a. describe and implement a safe and an effective learning environment that incorporates the principles of universal design;
 - b. analyze and evaluate strategic student grouping techniques that result in effective instruction;
 - c. demonstrate teacher and trainer practices that promote an effective learning environment;
 - d. evaluate materials and equipment to determine age and grade level appropriateness and to meet the needs of diverse learners;
 - e. identify classroom management techniques that promote an effective learning environment;
 - f. demonstrate communication, conflict-management, and mediation techniques supportive of an effective learning environment.
- (7) The student assesses teaching and learning. The student is expected to:
- a. describe the role of assessment as part of the learning process;
 - b. create assessments to measure student learning; analyze the assessment process;
 - c. use appropriate assessment strategies in an instructional setting;
 - d. use assessment data to evaluate and revise lesson plans.
- (8) The student understands the relationship between school and society. The student is expected to:
- a. explain the relationship between school and society;
 - b. recognize and use resources for professional growth such as family, school, and community resources;
 - c. collaborate with stakeholders such as family, school, and community to promote learning.
- (9) The student develops technology skills. The student is expected to:
- a. describe the role of technology in the instructional process;
 - b. use technology applications appropriate for specific subject matter and student needs;
 - c. demonstrate skillful use of technology as a tool for instruction, evaluation, and management.
- (10) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:
- a. describe teacher and trainer practices that promote professional and ethical conduct;
 - b. analyze professional and ethical standards that apply to educators and trainers;
 - c. analyze situations requiring decisions based on professional, ethical, and legal considerations;
 - d. analyze expected effects of compliance and non-compliance with the Code of Ethics and Standard Practices for Texas Educators.
- (11) The student participates in field-based experiences in education and training. The student is expected to:
- a. apply instructional strategies and concepts within a local educational or training facility;
 - b. document, assess, and reflect on instructional experiences.
- (12) The student documents technical knowledge and skills. The student is expected to:
- a. update professional portfolio components such as resume, samples of work, servicelearning log, assessment results, and mock scholarship applications;
 - b. present the portfolio to interested stakeholders.
- (13) 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; demonstrate methods of accepting and reflecting on feedback to determine plans for improvement of educational outcomes;
 - d. apply questioning strategies to facilitate student discussion.

- (14) 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:
 - a. identify the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;
 - b. explain the structure and components of an individualized education program (IEP);
 - c. compare accommodations and modifications for students with special needs.
- (15) The student demonstrates proper record-keeping strategies needed by teachers to demonstrate evidence of student progress. The student is expected to:
 - a. understand and demonstrate the use of learning management systems and record-keeping tools;
 - b. outline school district policies related to teacher record keeping;
 - c. identify the essential components of behavioral and academic records according to state and school district policy.
- (16) The student uses standard observation techniques to observe a variety of educational settings. The student is expected to:
 - a. evaluate teaching styles, learning environments, and classroom management utilizing observation checklists or other observation and evaluation tools;
 - b. use observation and evaluation reports to reflect on teaching practices and develop strategies for improvement.
- (17) The student assesses the benefits of how a mentor relationship impacts a teaching career. The student is expected to:
 - a. recognize the benefits of a mentor relationship such as increased teacher retention, mentor guidance, and coaching;
 - b. seek out and foster mentorship opportunities.
- (18) 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;
 - b. explain the steps for becoming a certified teacher in Texas;
 - c. compare certification requirements for various content and grade level areas of interest;
 - d. identify various financial aid sources available for teacher candidates such as scholarships, student loans, and student loan forgiveness options once certified.

§127.315. Instructional Practices (Two Credits), Adopted 2021