

Dual Credit Instructional Practices (in Education) Course Syllabus

Idalou High School/South Plains College

Course: **TECA 1303: Families, School & Community**
Instructor: Tammy Esparza
High School Credit: 2.0
College Credit: 3.0
Note: Required 16 hours of field experience

GENERAL COURSE INFORMATION

Course description

This dual credit course explores how children learn and how teachers effectively support that learning through thoughtful instructional practices. Students will study learning theories, curriculum planning, lesson design, and a wide range of classroom strategies aligned with TEKS, South Plains College learning outcomes, and professional teaching standards. The course also examines the relationships among the child, family, community, and schools—including parent involvement, family dynamics, child abuse awareness, and current issues impacting families. Students will design teaching materials, practice instructional delivery, and evaluate strategies for meeting diverse learner needs. In addition, they will complete a minimum of 16 hours of field experience with children from infancy through age 12 in varied educational and community settings, gaining hands-on insight into real-world teaching environments.

This course meets requirements for the Texas Essential Knowledge and Skills (TEKS) for Instructional Practices & Methods as well as South Plains College learning outcomes.

Student Learning Outcomes

Identify and apply major learning theories to instruction	Students will explain how theories from Piaget, Vygotsky, Skinner, and others influence instructional methods. They will analyze how developmental stages and learning styles impact lesson design.
Design lesson plans aligned to TEKS and educational standards	Students will create structured lesson plans that integrate objectives, instructional strategies, assessments, and differentiation. They will connect lesson activities to Texas Essential Knowledge and Skills (TEKS)
Demonstrate effective instructional strategies	Students will practice direct instruction, cooperative learning, project-based learning, and other methods to engage learners. They will evaluate which strategies are best for various subjects and age groups.
Use classroom technology and resources responsibly	Students will integrate digital tools, manipulatives, and other resources

	into instructional activities. They will demonstrate responsible use of technology in alignment with ethical guidelines.
Reflect on teaching effectiveness and professional growth	Students will maintain journals and self-assessments to track growth in instructional skills. They will use mentor feedback to set professional goals.
Demonstrate professionalism and ethics in instructional practice	Students will follow ethical guidelines, respect diversity, and collaborate with peers and mentor teachers in the classroom setting.

- **Analyze** parenting styles and techniques
- **Identify** interrelated issues between families, and communities
- **Examine** characteristics of diverse cultures and lifestyles
- **Practice** ways to communicate and interact with parents and families
- **Identify** signs of abuse and neglect
- **Choose** strategies and resources for supporting children and families in abusive and neglectful situations
- **NAEYC Standard:** Standard 2. Family-Teacher Partnerships and Community Connections

Course Objectives

- **Examine literature on parenting styles and effective parenting techniques.** (C5, F8)
 - Define different parenting styles. (C4, F11)
 - Describe family structures and interaction patterns and how they influence growth and development. (F12)
 - Explain developmental stages of parenting and the effect on growth and development of children and parents. (C7, F11)
 - Describe changes in parenting and family life over time. (C7, C10, F11)
- **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)
 - Analyze current issues as they relate to families and parenting. (C5, F11)
 - 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)
 - Describe needs & challenges of families caring for children with special needs. (C10, F7)
 - Advocate on behalf of early childhood issues relating to families and communities. (C4, C5, C14, F6, F8, F15)
- **Discuss diverse cultures and lifestyles.** (C14)
 - 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)
 - Describe ways to enhance awareness and appreciation of languages and cultures. (C10, F6, F11, F15)
 - Develop activities to enhance understanding of diverse cultures and lifestyles. (C10, F11)
- **Understand the importance of family involvement in education and effective interaction/communication with families.** (C 13)
 - Apply knowledge of appropriate ways (including electronic communication) to communicate effectively with families in various situations. (C8, C11, C18, F10, F15)
 - Observe and/or participate in activities that engage families, parents, guardians, and other caregivers in various aspects of the education program. (C9)
 - Simulate conducting effective conferences with parents, guardians, and other caregivers. (C13)
 - Explain the importance of respecting parents' choices and goals for their children (F7, F15)
 - Describe how to involve parents in planning for their individual children. (F7, F15)

Simulate interacting appropriately with all families, including those that have diverse characteristics, backgrounds and needs. (C14, C15)

Practice communicating effectively with families on a regular basis (e.g. to share information about individual progress) and respond to their concerns. (C7, C11)

Discuss legislation/public policies affecting children and families, including children with special needs. (C4, C5, F8)

Demonstrate an ability to work effectively as a member of a professional team. (C9, C15)

- **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)

Examine statistics on abuse and neglect. (C5, F1)

List types of abuse and neglect, and behaviors which might be indicators of such abuse/neglect. (C7, F9)

Explain statutes regarding responsibilities in reporting suspected abuse and neglect. (C5, F6, F11, F13)

List steps in reporting suspected abuse and neglect. (C15, F8, F17)

Identify strategies that deter abusive behaviors. (C5, F11, F9)

Describe caregivers' role in helping abused and neglected children. (C10, C16)

Tentative Course Outline

Unit 1: Introduction to Instructional Methods

- Overview of TEKS, TEA expectations, and educator standards
- Introduction to learning theories and how they guide teaching

Unit 2: Foundations of Lesson Planning

- Writing measurable objectives
- Aligning lessons with TEKS and curriculum standards

Unit 3: Instructional Strategies

- Direct instruction, inquiry-based learning, project-based learning
- Differentiation and accommodations for diverse learners

Unit 4: Use of Resources and Technology

- Incorporating technology into lessons
- Selecting age-appropriate instructional materials

Unit 5: Assessment and Evaluation

- Formative and summative assessment strategies
- Using data to guide instruction and re-teaching

Unit 6: Classroom Applications

- Micro-teaching activities (practice teaching lessons to peers)
- Observations of mentor teachers' instructional delivery

Unit 7: Professionalism and Reflection

- Ethics in teaching practice
- Professional behavior and collaboration in the classroom

Unit 8: Capstone Project

- Development of a full instructional unit (lesson plans, activities, assessments)
- Presentation of unit to peers and/or mentor teachers

Course Outline

I. Introduction to Families

- Diversity of Family Experience/Theories that Work Effectively
- Families Today – Definitions, Demographics, and Trends/How Children Learn
- Parenting – Roles and Emotions /What is Culture and Why is it Important?

II. Teacher-Family Partnerships

- Family Involvement/Gender and its influence
- Benefits and Barriers in Teacher-Family Partnerships

- Foundations of a Successful Partnership
- III. **Methods for Developing Partnerships**
- Good Beginnings/Building Trust and Collaboration with Families
 - Informal Communication Methods
 - Parent-Teacher Conferences
 - Families in the Classroom
 - Parent Education
 - “It Takes a Village” – Teachers, Families, and Communities
- IV. **Making a Partnership Work**
- Working with Families from Diverse Backgrounds
 - Working with Families in Particular Circumstances
 - Working to Resolve Challenging Attitudes and Behaviors

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.

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Grading Policy

Grades will follow both Idalou ISD and South Plains College policies. Students must meet requirements for both institutions. Specific grading breakdowns will be communicated by the instructor in class.

NOTE: Students must earn a **C** or above for course to be applied to a certificate or degree.

Academic Integrity

Plagiarism of any kind will not be tolerated. Work must be original and properly cited when sources are used. AI tools (such as ChatGPT, Quillbot, etc.) may NOT be used to generate assignments unless specifically allowed by the instructor. Violations will be treated as 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.

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.

Attendance and Participation

Regular attendance and active participation are required for success in this course. Students are expected to be on time, stay engaged and contribute to class discussions and activities. Both Idalou ISD and SPC attendance policies will apply.

Classroom Expectations

Follow Idalou ISD's Code of Conduct & Student Handbook

Accommodations

Students with documented accommodations should notify the instructor. Both Idalou ISD and SPC guidelines for accessibility and support will be followed

Computer Requirements

Students will utilize Idalou ISD Chromebooks

Communication Policy

Primary communication between instructor and students in this course should take place through email:

Tesparza@IdalouISD.net

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/>



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