

# **EDTC 3004: Successful Teaching Practices**



**AUSTIN COMMUNITY COLLEGE**  
Center for Teacher Certification  
5930 Middle Fiskville Road  
Austin, Texas 78759

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**EDTC 3004: Successful Teaching Practices**

20 hours/\$400

**Accompanies Fall Internship**

**AUSTIN COMMUNITY COLLEGE**

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## **EDTC 3004 – Successful Teaching Practices**

20 hours

### **Course Syllabus/CEU Course**

**Course Description:** Intern course that supports the fall internship by addressing many fundamental needs of the beginning teacher, including classroom planning (specifically for the first few weeks); behavioral management, time management, stress management, Special Education modifications. Director approval required.

**Learning Outcomes:** The student will:

- Evaluate school processes and resources.
- Develop a First Day/Week Plan.
- Determine the habits of an effective, successful teacher.
- Recognize aspects of the ACC Field Supervisor process.
- Select ways to manage time and paperwork.
- Identify ways to resolve conflicts in the school environment
- Identify special education issues and legal requirements.
- Identify ways to motivate and intervene with students.
- Select assessment strategies to use in the classroom.

**RATIONALE:** The first purpose of the assignments in EDTC 3004 is to help the beginning teacher plan for some of the challenges a teacher will typically face during his/her first semester of teaching. The second purpose is to support the beginning teacher during those challenges and ensure a positive outcome for both the teacher and students.

**TYPE OF COURSE:** Face-to-face course. Attendance of four out of five classes and the Mentor and Intern Training (Sept. 15) is required. If you are more than 15 minutes, but less than 30 minutes late, it will count as a tardy; two tardies will count as an absence. If you are more than 30 minutes late, it will count as an absence. If you know you are going to be late, please contact the instructor in advance.

**EVALUATION:** The student will be evaluated on face-to-face and achievement of course objectives. No objectives or activities are optional – all must be attempted and submitted. Chart of required assignments and points accrued is included. This grade will be a letter grade with 80 points required to pass the course. Specific assignments will be submitted for cumulative folder. **No late work will be accepted.**

#### **RESOURCES:**

Duncan, Sharon. Curriculum Assistance, 2006.

Students of EDTC 3004 who used learning opportunities to improve their classroom environment and student learning opportunities.

**Class Meeting Times:** 6:00-9:00 in room 301.0 at HBC (unless moved)

**Office Hours:** By Appointment

Welcome to your teaching experience! Teaching for the first time presents new and interesting challenges. Indeed, many of you have never had the experience of being asked a zillion questions by a mob of knowledge-hungry 2<sup>nd</sup> graders or have had to deal with 8<sup>th</sup> graders who constantly ask to use the restroom or 10<sup>th</sup> graders who forgot that homework is something that actually has to be done at home, not in the five minutes before it is due. Without a doubt, you will face situations like this in your teaching. This course is designed to support you in making the right decisions about how to handle classroom organization and the first-year experience.

We will address many fundamental needs of the beginning teacher, including classroom planning (specifically for the first day and few weeks); behavioral management, time management, stress management, modifications for Special Education.

<b>Assignments</b>	<b>Due Dates/Method of Submission</b>	<b>Percent of Grade</b>
Online Grading exercise	First day of class; hard copy	10 pts
The Classroom Management/Behavior Plan	Friday 8/28- Submit via e-mail to <a href="mailto:mwilkin@austincc.edu">mwilkin@austincc.edu</a>	10 pts
Bring a copy of your District Contract	8/28- Bring a hard copy to class	5 pts
PDAS Strategy and Growth Sheet	10/4- submit via e-mail to <a href="mailto:mwilkin@austincc.edu">mwilkin@austincc.edu</a>	10 pts
Intern Classroom Background Study	9/18- Bring hard copy to class and lesson plan to class	5 pts
Plan for Learning	10/25 – Bring hard copy to class	15 pts
Mentor Observation Reflection	Oct 25- submit via e-mail or bring a hard copy to class	15 pts. by Oct. 25
Success Story	Nov 1- Submit via e-mail <a href="mailto:mwilkin@austin.cc.edu">mwilkin@austin.cc.edu</a>	15 pts
Course Evaluation	Submit by Nov. 14	5 pts.
Class participation and attendance		10 pts.

**Classroom Management/Behavior Plan:** The Classroom Management/behavior Plan is essential for the beginning teacher. This plan should include classroom expectations, directions for transitions, rewards and consequences and how students earn them.

**PDAS Strategy and Growth Sheet-** All Districts require teachers to create professional educational goals for themselves at the beginning of the year which will become part of the PDAS process later in the school year. You will be assessing your strengths and weaknesses as a teacher, creating goals and plans to reach your goals. You will be able to adapt this to any district in which you may teach

Classroom Background Study: The classroom background study is a form developed by the TxBESS program to get the beginning teacher to focus on the diversity of the class. You are asked to complete the Background study workshop for one class.

Plan for Learning: The Plan for Learning is also a component of the TxBESS training. It asks the teacher to focus on the rationale and thinking behind teaching a successful lesson. You are asked to complete only one Plan for Learning on the same classroom you have chosen for the Background Study.

Mentor Observation Reflection: You are to complete this after you have observed your mentor teacher (or other experienced teacher, if approved by instructor ahead of time). You are to answer the following questions:

- What was my learning goal before observing this experienced teacher?
- In what ways have I accomplished my learning goal?
- What other things have I discovered as a result of observing this experienced teacher?
- What will I try or do differently in my classroom as a result of this observation?
- As a result of reflecting on this observation, what successful teaching strategies am I already using?

Success Story: Reflect on the first several months of your teaching career and choose at least one success story where you have been instrumental in the positive outcome. Please be sure to identify the problem, your role in solving it and the outcome. The stories will be “published” and handed-out at the class meeting.

## EDTC 3004: Scope and Sequence

Date	Topics/Lessons	Preparation	Submission
1- August 7	Introduce Instructor  Overview of Class  Policies and Procedures of Class  Orientation with Supervisors- 45 minutes  Panel on creating and implementing a clear concise classroom management plan  Debrief and job networking	If you do not have a job, come with several copies of your resume. If you do have a job, look to see what positions are available and who is responsible for hiring.	Create/revise your classroom management plan. <b>Due 8/28</b>
2 –August 28	Concerns for first day with students  Meet with supervisor- 45 minutes  First day do's and don'ts  Reviewing <i>TxBESS, PDAS, testing, PDAS Strategy and Growth Sheet</i> , and how it all fits together  Debrief	Bring questions regarding:  How to start off the first day  When to start curriculum  Getting to know your students  Any other questions you may have!	Bring a hard copy of your employment contract to class  Submit <i>PDAS Strategy and Growth Sheet</i> for upcoming school year- <b>Due Oct 4</b>
3 –October 4 <b>Saturday, 9-12</b>	Intern and Mentor Training	Bring your mentor!	
4 –Sept. 18	Meet with supervisor- 45 minutes Data Collection	Bring <i>Classroom Background Study and Plan for Learning</i>	<i>Classroom Background Study and Plan for Learning- Due 10/25</i>
5 – Oct. 25	Meet with supervisor- 45 minutes  Working with At-risk students  Work on intervention/remediation plan for students	Bring data collection information, and current lesson plans  Bring <i>Mentor Observation Reflection</i>	<i>Mentor Observation Reflection- Due Oct 25</i>
6 – Nov 7  Evaluation	Meet with supervisor- 45 minutes Prioritizing duties Stress Management	Reflect on course	Submit one success story to me by <b>Nov. 1</b>  <b>By 11/14</b>