EXAMINING THE PERCEPTIONS OF PRE-SERVICE TEACHERS ENROLLED IN A COMMUNITY COLLEGE

A Dissertation

by

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ABSTRACT

This multiple-article dissertation examined the perceptions of preservice teachers (PTs) enrolled at a community college. The first study was mixed-methods and examined the perceptions of PTs' teaching efficacy at a community college. A pre/post-survey was used to determine if differences exist between PTs' perceptions of teaching efficacy after completing an education course at a community college. No statistically significant difference was found ($p = .070$). Five student interviews were also conducted at the end of the teacher education course. Themes emerged from the analysis of these interviews suggesting authentic experiences in the teacher education classroom and authentic experiences in the field were seen as valuable to preservice teachers in teacher education courses. Additionally, evidence of developing teaching efficacies were seen through the analysis of the interviews.

The second quantitative study explored community college PTs' perceptions of opportunity to learn about Multiple Literacies (ML) and PT's confidence to teach those literacies. Statistically significant relationships were noted between each opportunity to learn about a ML and PTs' confidence to then teach that ML. Furthermore, the study analyzed potential differences in the perceptions of PTs' at a community college and PTs' from a 4-year university, as well as their opportunity to learn about ML and then their confidence to teach ML. Community college PT's reported statistically significantly higher opportunities to learn about Environmental Literacy ($p<.001$) and Political Literacy ($p<.001$), while PTs' at a 4-year university reported higher opportunities to learn digital literacy ($p<.05$). Similarly, community college PT's reported statistically significantly higher confidence to teach Environmental Literacy ($p<.001$) and Political Literacy ($p<.05$ while PTs' at a 4-year university reported higher confidences to teach digital literacy ($p<.05$).

DEDICATION

  I dedicate this dissertation to my family. First, to my husband. Without you I would have quit a year ago. You have pushed me through with your encouraging words and your calm and positive perspective, when my own perspective was slightly over dramatized, as well as, dried my tears, listened to my complaints and the many 'I can'ts' that were uttered along the way. Despite all of this, you continued to believe in me and believe I could do this. Thank you for your unwavering faith in me. I love you. Secondly, thank you mom and dad for your endless support. Without you I would have never had the idea that a program like this would even been a possibility. You taught me the value of an education, and encouraged me to fight for my own. Thank you for always answering the phone when I called and wearing maroon even when you might wanted to yell 'roll tide' (dad). I hope you know how much your support and love means, though I will never be able to adequately put it into words just how thankful I am for you. To Jefferson, I hope that this inspires you to reach your own dreams. Without even knowing it, you have been my biggest little cheerleader, supporting me through this process with your hugs and your sweet giggles. Dream big little man, and know that I will always be behind you cheering you on, just like you have for me. To my Blinn family, Amy, Bren, & Pat, thank you for allowing me the opportunity to attempt to juggle both teaching and graduate school. And more importantly, for picking up the slack when my attempts at juggling failed. I am privileged to work with each of you and I hope that we never forget how important our job is, teaching future teachers. Finally, to my A&M family. You challenged me to think differently and helped me grow into a better researcher, a better scholar, but most importantly a better person. Thank you!

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CHAPTER I

INTRODUCTION AND LITERATURE REVIEW

Teacher attrition rates continue to be a significant concern in education today, as more teachers are choosing to leave the profession than stay in the classroom until they retire (Glazer, 2018). Understanding why teachers are leaving the profession is an area widely focused on by educational researchers (Barnes, Crowe, & Schaefer, 2007; Glazer, 2018; Philips, 2004). One potential barrier protecting against attrition is developing teacher efficacy, or a teacher's perception that they can be effective in the classroom (Aloe, Amo, & Shanahan, 2013; Williams, Edwards, Kuhel, & Lim, 2016).

There are several studies that have found a few specific areas where teacher education programs are not adequately preparing teachers for their own classrooms, creating a lower sense of teacher efficacy in pre-service teachers (PTs) entering the classroom (Singh, 2017; Siwatu, 2011). Some areas where preparedness has found to be lacking includes the use of technology, the ability for teachers to connect with students from diverse backgrounds, and the knowledge of how to teach students the 21st century skills such as problem solving, collaboration, and higher order thinking skills (Singh, 2017; Siwatu, 2011). The concept of Multiple Literacies (ML), incorporates 21st century skills such as those previously mentioned into literacy instruction. ML does this so that literacy instruction becomes authentic to the way literacy is found outside of the classroom, and students learned to understand the culture and context in which the literature was written. Introducing PTs to the concept of ML, or the idea of literacy presented in multiple modalities can potentially help to better prepare our teachers for the classrooms they are entering, as it creates an opportunity for teachers to incorporate activities for their students that use problem solving, collaboration, and higher order thinking skills into their classroom

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instruction. This greater sense of preparation may lead to increased feelings of teacher efficacy, and therefore a greater likelihood of retention in the profession.

The reported rates of teacher attrition are staggering in American education today. Almost 40% of teachers are leaving the profession within their first three years in the classroom (Barnes, Crowe, & Schaefer, 2007; Philips, 2004). This attrition rate is not only a significant concern because of the number of teachers then needed to fill these openings, but it also contributes to instability in schools, and a lack of consistency for students, families, and colleagues (Ingersoll & Smith, 2003; National Council on Teaching and America's Future, 2007). In addition to the instability caused by high teacher attrition rates, these astounding turnover rates come at an estimated cost to America's education system of around $2.2 billion every year (Haynes, 2014). Due to significantly high rates of attrition in the teaching profession the need for research focusing on teacher education programs and the preparedness of students in these programs is critical, and should be a priority for educational researchers.

Recent research has linked teacher efficacy to a teacher's decision to remain in the classroom or to leave the profession (Fives, Hamman, & Olivarez, 2007; Gujarati, 2012; Sass, Seal, & Martin, 2011). Defined by Dembo & Gibson (1985), teaching efficacy is a teacher's perception of the impact they can have on student learning and ability to be successful at teaching related tasks. Research suggests that pre-service teachers who enter the classroom with high teacher efficacy are more likely to remain in the profession, as they are more confident to overcome obstacles faced due to their high teacher efficacy (Colson et al., 2017; Fives, Hamman, & Olivarez, 2007). The cost of teacher attrition is estimated to be an alarming $2.2 billion dollars annually, and with that comes instability within our schools (Haynes, 2014). Preparing pre-service teachers and ensuring high teacher efficacy as they enter the classroom, should be a

critical component of teacher preparation programs, and it will help reduce the cost incurred by teacher attrition and allow schools and students to learn and grow in a more stable environment. One concept recent research has shown to potentially increase teacher efficacy is teaching pre-service teachers (PTs) Multiple Literacies and how to use this in their classroom (Ulu, Avsar-Tuncay, & Bass, 2017). The term Multiple Literacies (ML) was introduced by the New London Group (1996), and focuses on the abilities of teachers and PT's to teach their students to interact with the unique literacies required to be competitive in today's global economy. Research focusing on ML discusses the ever changing ways information is presented in the world today through the use of social media, such as, Facebook, Twitter, iPods, Podcasts. Additionally, research on ML focuses on the need for teachers to be able to teach the skills students will need to be educated consumers of information found through these channels (Rosaen & Terpsta, 2012). These expectations placed on teachers now needs to be reflected in teacher preparation programs so that teachers entering the classroom are equip with the necessary tools to face these new demands.

The conceptual model illustrates the possible connections between ML and teaching efficacy and their potential influence on teacher attrition. This conceptual model depicts the impact Multiple Literacies can have on potentially increasing a teacher's perception of teaching efficacy and therefore increasing teacher retention. This model is based on the existing research of Ulu, Avsar-Tuncay, and Bass (2017) as they have reported the use of ML can increase a teachers' preparedness and confidence in classroom, thus leading to a stronger sense of teaching efficacy. Furthermore, this conceptual framework uses the findings of Colson et al. (2007) research that suggests a higher sense of teaching efficacy increase a teacher's likelihood of remaining in the profession, therefore decreasing teacher attrition rates. This study focuses on

two specific areas in this conceptual framework, where current research is limited. First, it focuses on PTs knowledge of ML and their confidence to teach ML in the classroom. Second, this dissertation studied PTs perceptions of Teaching Efficacy before and after completing an education course.

Figure 1.1 Conceptual Model

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┌──────────────────┐      ┌──────────────┐      ┌──────────────────┐
│   Knowledge of   │ ───▶ │   Teaching   │ ───▶ │ Teacher Retention│
│ Multiple Literacies│    │   Efficacy   │      │                  │
└──────────────────┘      └──────────────┘      └──────────────────┘
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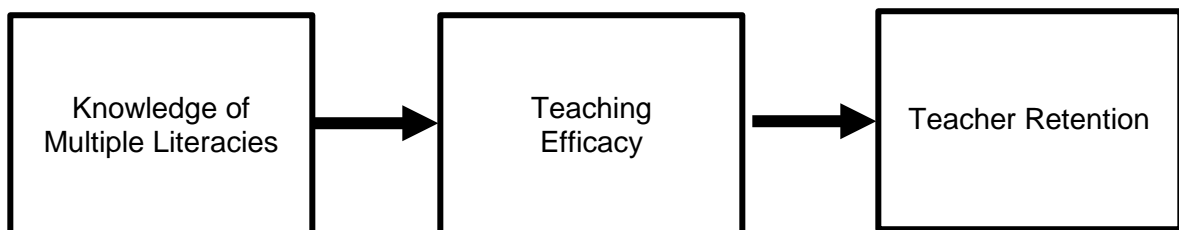
In addition to research that focuses on teacher education programs, teacher efficacy, and how prepared teachers are for the field once they exit these programs, research on teacher education commonly analyzes the path taken by students to become educators (Cochran-Smith et al., 2015). Traditionally, this research focuses on two main paths, a traditional pathway and an alternative certification path (Scott, Gentry, & Phillip, 2014; Hammond, Chung, & Frelow, 2002). The traditional pathway focuses on students enrolled in a 4-year college or university that are working toward a degree in education. The second pathway frequently studied by researchers, the alternative certification path, looks to understand the process of students who have earned a bachelor's degree in another field, and then go on to earn a teaching certification. However, a third pathway has emerged, for PTs who are choosing to begin their education at a community college before transferring to a 4-year institution to complete their degree in education. This third pathway creates a unique journey to becoming an educator by splitting time

at a 2 year college and a 4-year institution. There has been an increase in the number of community colleges or 2-year colleges that offer courses in education. A report by the National Association of Community College Teacher Education Programs (NACCTEP) showed 47% of community colleges across the United States are now offering programs in Teacher Education and 55% of community colleges offer programs in early childhood education (2010). Students who begin their teacher education courses by starting at a 2-year college or community college and then transferring to a 4-year university are taking a unique pathway to becoming educators and research to explore this pathway needs to be embarked upon.

With the emergence of this third path to becoming an educator, a specific point of interest for research is the population of students who enter the profession through this pathway. Community colleges provide students an opportunity to begin their journey in higher education in an affordable and accessible way. The affordability and accessibility offered by community colleges has been credited with increasing the number of nontraditional students who are enrolling to take classes (Phillippe, 2018). Kim (2002) defines nontraditional students as students enrolled at a college or university who are 25 years of age or older. Additionally, the term nontraditional student, can refer to student background characteristics, such a language spoken, being financially independent of parents, or employment outside of school (Kim, 2002). With more students taking courses while working full-time, they bring individual perspectives, along with unique challenges to our community college classrooms.

The combination of these critical aspects of teacher education research, teacher efficacy in pre-service teachers, the exposure to and use of multiple literacies, and the pathway chosen by PTs to becoming an educator, creates a novel area of teacher education research. This research works to better understand PTs' perceptions of teaching efficacy who are enrolled at a

community college. Additionally, this research will work to understand PTs' at a community college and at a 4-year institution exposure to the concepts of ML and their confidence to teach ML.

Presentation of Dissertation Format

This dissertation is divided into four chapters, beginning with chapter I as the introduction and overview of the dissertation organization and concluding with Chapter IV a conclusion of the research completed and implications for future research. Chapters II and Chapters III are written as journal manuscripts for the purpose of publishing in peer-reviewed journals. A brief summary of Chapters II and Chapter III follows.

Chapter II is a mixed methods study, which focuses on perceptions of teacher efficacy of PTs before and after completing an education course at a community college. This study uses a pre/post survey format to better understand changes in teacher efficacy before and after completion of an education course(s). Additionally, open-ended questions, and follow-up interviews to better understand the unique experiences of PTs at a community college during their enrollment in an education course(s).

In Chapter III the reported research examines potential differences between PT's opportunity to learn ML, as well as, their confidence to teach ML. The population studied includes both PT's at a 4-year institution and PT's at a community college. This research works to understand if potential differences exist between the two groups of PTs and their opportunities to learn about ML, as well as their confidence to teach ML. It will also work to investigate the relationship between PTs' perceptions of opportunities to learn about ML and their confidence to teach ML.

The purpose of this multiple journal article dissertation is to take a multifaceted approach to understanding the perceptions of PTs at both community colleges and 4- year institutions by focusing on two specific aspects: perceptions of teacher efficacy and ML. This dissertation will analyze potential changes in perceptions of PTs' teaching efficacy who are enrolled at a community college. Additionally, it works to understand PTs perceptions of their opportunity to learn about ML during their educational course work and their confidence to teach these ideas in a classroom. By analyzing both PTs' perceptions of teaching efficacy, and PTs' exposure to the concept of ML, this research will provide insight into a unique area of teacher preparedness that could potentially lead to retention once these students enter classrooms of their own.

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CHAPTER II

PERCEPTIONS OF TEACHER EFFICACY FOR PRE-SERVICE TEACHERS ENROLLED IN EARLY CHILDHOOD EDUCATION COURSES AT A COMMUNITY COLLEGE

Introduction

Teacher attrition in the United States is a significant concern. More teachers than ever before are leaving the profession early, as opposed to staying in the classroom until retirement (Goodwin, 2018). And while teacher attrition rates are high overall, they are even more concentrated among beginning teachers (Ingersoll, Merriell, Stuckey, & Collins 2018). An estimated 44% of teachers in the United States leave the profession within their first years of teaching (Barnes, Crowe, & Schaefer, 2007; Ingersoll et al., 2018; Philips, 2015). Understanding why teachers are choosing to leave the profession so soon after entering is a key focus for educational research (Ingersoll et al., 2018).

The alarmingly high rates of attrition are concerning for a multitude of reasons, including the instability created within the schools themselves and the tremendous cost to the American education system as a whole. Instability caused by high turnover rates affect not only the teachers choosing to leave, but the schools, students, and families the teachers impacted (Ingersoll et al., 2018). As the school doors turn into revolving doors for teachers, consistent policies, initiatives, and relationships are hard to maintain. Teacher attrition comes at a significant expense not just to student success and academic performance, but also to the fiscal responsibilities of school districts and communities, as they are then tasked to recruit, hire, and train new teachers (Watlington, Shockley, Gugielmino, & Felsher, 2010). Furthermore, high turnover rates come at a high financial price for the American education system as a whole, at a reported $2.2 billion dollars a year (Haynes, 2014). These extra costs, coming from budgets

already stretched thin, lead to further cuts needing to be made to classroom resources. With

costs due to teacher attrition soaring, teacher turnover then becomes both an economic concern

and a concern of stability within school systems.

A teacher's decision to leave the classroom has been shown to be directly impacted by

their teaching efficacy, or a teacher's perception of their ability to be effective in the classroom

(Hughes, 2012; Ingersoll & Smith, 2003; Moulding, Stewart, & Dunmeyer, 2014; Zee &

Kooman, 2016). The fact that this link between teaching efficacy and teacher attrition has been

identified by research emphasizes the importance of understanding teaching efficacy and it's

development in PTs. Teaching efficacy is further explained by Dembo and Gibson (1985) as a

teacher's perception of their ability to be effective in the classroom and their perception of

impact on student learning (Dembo & Gibson, 1985). The idea of teaching efficacy is closely

related to Bandura's theory of self-efficacy. Bandura's theory of self-efficacy suggests that a

person's perception of their ability to complete a task that is needed to accomplish a particular

outcome is influential in their ability to successfully complete that task (1977). Dembo and

Gibson (1985) suggest that Bandura's theory of self-efficacy can be used to understand teaching

efficacy as a reflection of a teacher's belief in their ability to positively influence student

learning. Bandura's theory of self-efficacy does suggest that a person's self-efficacy is related to

how much effort they will put into a task and how long they will persist when faced with

obstacles (1977). Dembo and Gibson (1985) found that classroom teachers with high efficacies

are more likely to provide struggling students with multiple opportunities to find the correct

answer, than teachers with lower efficacies, thus demonstrating Bandura's (1977) idea that a

higher sense of efficacy is related to persistence. Furthermore, it is noted that early experiences

can be critical in influencing a person's self-efficacy, with experiences perceived as successful

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building on one's self-efficacy, and perceived experiences of failure being detrimental to the development of a strong sense of self-efficacy (Bandura, 1977). Based on the understanding of Bandura's theory of self-efficacy and its relationship to the idea of teaching efficacy, understanding the relationship between teaching efficacy and retention in the profession, as well as the relationship between teaching efficacy and how it is developed, could be critical in reducing the rate of teacher attrition.

An analysis of over 40 years of research focusing on teaching efficacy and its impact to teachers attitudes in the classroom, and student progress found a direct connection between teaching efficacy and a teacher's commitment to the profession and job satisfaction (Zee & Kooman, 2016). Zee and Kooman (2016) note that while they could not directly link teaching efficacy to teacher attrition, their findings indicate that teachers with a lower sense of teaching efficacy were more likely to experience emotional exhaustion and be dissatisfied with their job. Emotional exhaustion and dissatisfaction for the teaching profession can then lead to teachers making the decision to leave the profession. Ingersoll and Smith (2003) analyzed the Teacher Follow-up Survey and found that 29% of beginning teachers who left the profession reported making the decision to leave because they were dissatisfied with their job and felt they were ineffective in the classroom. These findings highlight the importance of a teacher feeling that they can be effective in the classroom, or having a strong sense of teaching efficacy. A teacher's perception of their teaching efficacy, or their classroom effectiveness and its relationship to their decision to remain in the teacher profession, is a relationship that must continue to be analyzed and understood by researchers.

Teacher efficacy has been shown to also be related to a teacher's ability to be resilient and persistent, both qualities that would make a teacher less likely to leave the profession (Yost,

2006). Additionally, Zee and Kooman (2016) that teachers who have a strong sense of teaching efficacy report less emotional exhaustion than teachers with a lower sense of teaching efficacy. Furthermore, teachers with a higher sense of teaching efficacy are more likely to experience feelings of personal success in the classroom, higher levels of job satisfaction, and be more committed to their jobs than teachers who do not have a strong sense of teaching efficacy. The results of these studies emphasize the importance of a strong sense of teaching efficacy as it could be a defining characteristic in a teacher decision to stay in the profession.

Research has noted the relationship between teacher efficacy and retention in the profession starts even before a teacher enters the classroom, beginning in the years they are participating in a teacher education program (Moulding, Stewart, & Dunmeyer, 2014). Preparing PTs for the realities of the classroom by experiences through coursework and field placements has been shown to help increase teacher efficacy and sustainability for the teaching profession (Williams, Edwards, Kuhel, & Lim, 2016). However, experiences and coursework must be done in a way that is authentic, so that PTs are not creating inaccurate perceptions of what the teaching profession is, or inflated teacher efficacies based on unrealistic experiences or expectations (Jong et al., 2014; Yost, 2006).

Coursework and field placements that create realistic experiences during teacher education courses have each shown to be opportunities for PTs to build their perceptions of teacher efficacy and potentially lead to continued interest in the teaching profession (Colson et al., 2017; Moulding, Stewart, & Dunmeyer, 2014). Fives et al., (2007) suggests that as a PT's perceived experiences of success increase, teacher efficacy increases, and symptoms of burnout decrease. Moreover, a small, but significant correlation ($r=.236, p <.05$) was found to exist between PTs' perceptions of support from their mentor teachers during their student teaching and

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their teacher efficacy scores (Moulding, Stewart, & Dunmeyer, 2014). The results of this study indicate the significant impact of a PTs' experience, whether it's through field experience or coursework, on PTs' perceptions of teacher efficacy. Furthermore, the results of this research illustrates the need to understand PTs perceptions of teacher efficacy throughout their time in teacher education programs.

Often teachers just entering the classroom note a sense of shock at the differences between the reality of the classroom and what they experienced or learned during their teacher preparation program (Sinclair, 2008; Kim & Cho, 2012). The inability to overcome this shock often causes teachers to leave the profession. Teacher education programs should continue to provide more authentic experiences for PTs so that they will experience the reality of schools once they enter their own classroom. Teacher education programs that incorporate authentic school experiences will develop a stronger sense of teacher efficacy in their PTs. By creating more authentic experiences that reflect the realities of a classroom, and working to build PTs perceptions of teaching efficacy, PTs will also enter the classroom with more resilience when faced with unexpected obstacles. This resilience will make them more likely to over the unexpected differences, and therefore increase their odds of remaining in the profession (Kim & Cho, 2012).

Since teacher attrition rates have been reported to be a staggering 44% in the first five years of teaching, understanding why teachers are leaving the profession is critical (Ingersoll et al., 2018; Barnes, Crowe, & Schaefer, 2007). Recent research suggests that teacher efficacy is linked to higher teacher retention rates, and working to increase a teacher's perception of their own teacher efficacy could be key in retaining teachers in the profession (Williams, Edwards, Kuhel, & Lim, 2016). Additional research suggests that a PT's perception of teaching efficacy

starts as early as their first education course (Kim & Cho, 2012). PTs with high teaching efficacy are not only more resilient, but also more open to new ideas, more enthusiastic, and more willing to try strategies viewed as complex or rigorous (Moulding, Stewart, & Dunmeyer, 2014). By understanding PTs' perceptions of teaching efficacy, particularly at the early stages of the time in a teacher preparation program, teacher educators can better understand the way a PT's teaching efficacy develops and therefore work to create more authentic opportunities to build teaching efficacy before PTs enter the classroom on their own.

Purpose of the Study

Rationale

Much research has been done on teaching efficacy (Dembo & Gibson, 1985; Yost, 2006; Zee & Kooman, 2016). These studies have provided insight into possible connections between teaching efficacy and teacher retention, as well as a teacher's ability to be effective in the classroom (Hughes, 2012; Ingersoll & Smith, 2003; Moulding, Stewart, & Dunmeyer, 2014). Yost (2006) stated that teaching efficacy is often related to characteristics of resiliency and persistence, both beneficial to helping teachers overcome obstacles and remain in the profession. Furthermore, research suggests that a strong sense of teaching efficacy can serve as a barrier to feelings of burnout that often lead to teachers leaving education as a career (Fives, Hamman, & Olivarez, 2007). In addition to the influence that teaching efficacy has on teacher attrition, research has also shown a stronger sense of teaching efficacy can lead to teachers being more effective. Teachers with a stronger sense of teaching efficacy are more likely to persist when faced with unexpected challenges, work for longer periods of time with struggling students, and be more enthusiastic about what they are teaching (Gibson & Dembo, 1984; Yost, 2006).

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These studies primarily focus on early career teachers or on PTs' who are enrolled in a teacher preparation program at a 4-year institution, but little research can be found on the teaching efficacy of PTs at the start of their teacher preparation programs (Burke, Aubusson, Schuck, Buchanan, & Prescott, 2015; Fives, Hamman, Olivarez, 2007; O'Neill, 2012). Research done by Burke et al. (2015) suggests that early career teaching efficacy can be impacted by feedback received from colleagues and collaborative planning opportunities. O'Neill (2012) focuses specifically on the teaching efficacy of students in their 4th year of a teacher preparation program. Though this study suggests that experiences and feedback were influential to PTs' perceptions of self-efficacy, the population being studied only looks at PTs at the end of the teacher preparation program (O'Neill, 2012). Another study also focused on pre-service teachers in their student teaching, commonly the assignment before completing a 4-year teacher education program, and their perceptions of teaching efficacy (Fives, Hamman, & Olivarez, 2007). The results of this study suggested that providing PTs opportunities to build their teaching efficacy could help prevent future feelings of burnout as a significant relationship between high levels of teaching efficacy and lower feelings of burnout were found (Fives, Hamman, & Olivarez, 2007). The results of the study were limited as the population being studied only included PTs in the student-teaching phase of their teacher preparation program. The study did not focus on the teaching efficacy of PTs who were still at the early stages of teacher preparation programs (Fives, Hamman, & Olivarez, 2007). Although this research provides insight into the impact teaching efficacy can have on a teacher before entering the classroom and once they begin teaching, it does not look at teaching efficacy when students are beginning teacher preparation programs.

The present study extends previous research done on teaching efficacy by examining the perceptions of teaching efficacy of students enrolled in educational courses at a community college. This current study differs from previous research in two specific ways. First, this study works to better understand the teaching efficacy of PTs who are enrolled in community college education courses, where only the very first courses in teacher education are offered. This unique focus aims to provide insight into PTs' first understanding teaching efficacy during their initial experiences in teacher preparation programs. Bandura's theory of self-efficacy, or a person's belief in themselves, is most influenced in the early stages of their learning (Bandura, 1997). Based on this understanding, PTs' teaching efficacy may be most impacted during their first education courses. Therefore research to understand the teaching efficacies of PTs at this stage is critical. Finally, the use of mixed methods research works to create a deeper understanding of the experiences PTs have during these education courses and how these experiences influence their sense of teaching efficacy.

Questions

This mixed-methods study was guided by the following research questions:

1. Are there statistically significant differences in Pre-service Teachers' (PT's) measure of teaching efficacy from the beginning of the semester to the end of the semester?

2. What demographic factors influence PT's teaching efficacy (certification sought, 1st generation college student, classification, number of education courses previously taken, race/ethnicity, sex, age, employment, currently employed in an early childcare setting, and FAFSA qualified)?

3. Are there statistically significant differences in PT's perceptions who are working in an early childhood setting and the perceptions of teaching efficacy of those not currently working in an early childhood setting at the beginning and at the end of the semester?

4. What are PT's perceptions of challenges faced during their education courses and how they did they overcome the challenges?

5. What experience did PTs' have during the spring 2018 semester while enrolled in an educational course(s)?

Methods

Study Design

A mixed-methods approach was used for this study, using a quantitative methodology to analyze the results of a pre/post-survey and then qualitative methods were used to analyze five interviews done with PTs who participated in the pre/post-survey. The quantitative methodology aimed to better understand potential changes to PTs teaching efficacy before and after participating in an education course(s) during the spring 2018 semester at a large community college in Texas. The definition of a mixed-methods study is described as a planned integration of both quantitative and qualitative methods in order to obtain a deeper and more holistic picture of what is being studied (Collins, Onwuegbuzie, & Johnson, 2012). The phenomenon being studied in this research is the potential changes to PTs perceptions of teaching efficacy after participating in an education course(s) during one semester. The purpose of using a mixed-methods research design echoes the two main purposes laid out by Johnson et al. (2007), breadth and corroboration. This mixed-methods research worked to provide a deeper understanding of the phenomenon being studied, as well as, help to validate the findings from each individual approach. Furthermore, the use of the mixed methodology research paradigm acknowledges the

importance and value of both quantitative research and qualitative research, but gives a third choice, that helps to give a more comprehensive understanding of the outcomes being studied (Collins et al., 2012). This mixed-methods research is designed to create a more descriptive and holistic understanding of the PTs perceptions of teaching efficacy in this particular sampling.

This mixed-methods study used secondary data collected during the spring of 2018. All students who participated were enrolled in one (or more) of four education course(s) at a large community college during the time of the study. These courses include Introduction to the Teaching Profession (EDUC 1301), Introduction to Special Populations (EDUC 2301), Family-Schools and Communities (TECA 1303), and Child Growth & Development (TECA 1354). Each of these courses include curriculum related to educating children, as well as, a 16 hour field experience in a preK-12 classroom. The syllabi for each course can be found in Appendix A. The pre-survey was originally given during the start of the the spring 2018 semester, beginning in January, and was completed by students enrolled in education courses within the first two weeks. The post-survey was given at the end of the same spring semester, in May of 2018. Students at the same community college who were enrolled in education courses were asked to complete the post-survey. 186 students responded to the pre-survey and 174 responded to the post-survey. Student provided email addresses were used to match surveys of students who participated in both the pre-survey and post-survey. Email addresses were removed and coded to de-identify the data being analyzed. Of the 186 and 174 students, respectively, who responded to the pre/post-survey, 82 surveys were matched. Participants are further described below.

Participants

Students enrolled in an education course(s) at a large community college were asked to complete a survey at the beginning of the spring 2018 semester and then again at the end of the

spring 2018 semester. 186 students submitted responses to the pre-survey completed during the first two weeks of the spring 2018 semester. Of the 186 students who completed the pre-survey, over 90% (n=175, 94.08%) were female and just over 5% (n=11, 5.91%) were male. Additionally, more than half of the participants on the pre-survey identified their race as White (n=130, 69.89%), a fifth identified as Hispanic (n=39, 20.96%), and less than 10% identified as either Black/African American (n= 10, 5.37%), Asian (n= 4, 2.15%), or mixed races (n= 3, 1.61%). The majority of students who participated in the pre-survey self-identified their classification as either freshmen (n=75, 40.32%) or sophomores (n=98, 52.68%), with a little less than 7% (6.98%) identifying as either a junior or senior.

The post-survey was completed during the last two weeks of spring 2018 and 174 students submitted responses. Of the 174 students who completed the post-survey, over 90% (n=163, 93.70%) were female, and a little over 6% were male (n=11, 6.30%). More than 50% of students who participated in the survey identified their race as White (n=117, 67.20%), and almost a 20% as Hispanic (n=34, 19.50%). Just a little over 10% of those that participated in the post-survey identified their race as either Black/African American (n=15, 8.60%), Asian (n=5, 2.90%), or mixed races (n=3, 1.70%). Almost 90% of students who participated in the post-survey identified their classification as either a freshman (n=54, 31.00%), or a sophomore (n = 99, 56.9%), and 12% identifying their classification as a junior (n=18, 10.30%) or a senior (n=3, 1.70%). Additional demographics of participants in the pre and post-survey are described in *Table 2.1* below.

Table 2.1 Pre/post-survey Demographics

		pre-survey N	pre-survey %	post-survey N	post-survey %
Sex	Male	11	5.91%	11	6.30%
	Female	175	94.08%	163	93.70%
Race	White	130	69.89%	117	67.20%
	Black/African American	10	5.37%	15	8.60%
	Hispanic	39	20.96%	34	19.50%
	Asian	4	2.15%	5	2.90%
	Mixed Races	3	1.61%	3	1.70%
Classification	Freshman	75	40.32%	54	31.00%
	Sophomore	98	52.68%	99	56.90%
	Junior	11	5.91%	18	10.30%
	Senior	2	1.07%	3	1.70%
Certification	EC-6 Gen.	124	66.66%	130	74.70%
	Middle Grades	32	17.2%	22	12.60%
	Secondary	15	8.06%	17	9.80%
	Early Childhood	15	8.06%	5	2.90%
1st Generation	Yes	70	37.63%	71	40.80%
	No	116	62.37%	103	59.20%
FAFSA	Yes	94	50.54%	98	56.30%
	No	92	49.46%	76	43.70%
Age	18-23	156	83.87%	146	83.90%
	>24	30	16.13%	28	16.00%

Table 2.1 Pre/post-survey Demographics (continued)

		pre-survey N	pre-survey %	post-survey N	post-survey %
# of Ed. Courses Completed	< 2	94	50.54%	68	39.30%
	2 or more	92	49.46%	105	60.70%
Employment	Yes, Part-time	84	46.15%	80	46.00%
	Yes, Full-time	32	17.20%	36	20.70%
	No	69	37.09%	58	33.30%
Currently work in EC	Yes	41	22.04%	42	24.10%
	No	145	77.96%	132	75.90%

Of the 186 responses to the pre-survey and the 174 responses to the post-survey, 82 of them were matched through email addresses, which were coded, and then removed to de-identify the data. Of the 82 matched, 92% were female (n=75, 91.50%), and almost 9% were male (n=7, 8.50%). Over 70% of respondents identified their race to be White (*n*=58, 70.70%), almost a 20% as Hispanic (n=16, 19.50%), and less than 10% as either Black/African American (n=3, 3.70%), Asian (n=3. 3.70%), or mixed races (n=2, 2.4%). More than 90% of students reported their classification as either a freshman (n=33, 40.20%) or sophomore (n=41, 50.00%). Less than 10% of participants identified as a junior (n=6, 7.30%), or a senior (n=2, 2.40%). Additional demographics of participants from the Pre/Post Matched surveys are described in *Table 2.2* below.

Table 2.2 Pre/Post Matched Survey Demographics

		pre-survey N	pre-survey %
Sex	Male	7	8.50%
	Female	75	91.50%
Race	White	58	70.70%
	Black/African American	3	3.70%
	Hispanic	16	19.50%
	Asian	3	3.70%
	Mixed Races	2	2.40%
Classification	Freshman	33	40.20%
	Sophomore	41	50.00%
	Junior	6	7.30%
	Senior	2	2.40%
Certification	EC-6 Gen.	60	73.20%
	Middle Grades	12	14.60%
	Secondary	7	8.50%
	Early Childhood	3	3.60%
1st Generation	Yes	31	37.80%
	No	51	62.20%
FAFSA	Yes	42	51.20%
	No	40	48.80%
Age	18-23	67	81.70%
	>24	15	18.29%
# of Ed. Courses Completed	< 2	42	51.20%
	2 or more	40	48.80%

Table 2.2 Pre/Post Matched Survey Demographics (continued)

		pre-survey N	pre-survey %
Employment	Yes, Part-time	38	46.30%
	Yes, Full-time	15	18.30%
	No	29	35.40%
Currently work in EC	Yes	20	24.40%
	No	62	75.60%

Additionally, five students, who also participated in the pre/post-survey were interviewed to better understand their particular experiences in their education courses during the spring 2018 semester, using a convenience sample. Participants for the interview were selected based on their willingness to participate in a follow-up interview. Participants acknowledged their willingness to participate in the post-survey by providing an email address. Of the five students who participated, all were females and between the ages of 18 and 26. Two of the participants identified their race as white, two identified as Hispanic, and one identified as multiracial. Four of the five participants qualified for FAFSA and three were working full-time during their participation in the education course. Four of the five students planned to transfer to a 4-year university within the next two years. The fifth student was dual enrolled in the community college and a 4-year university. She plans to pursue a certification in middle grades math education. *Table 2.3* describes the demographics and backgrounds of the five participants interviewed.

Table 2.3 Interview Participants

Name	Age	Race	Certification	Enrolled	Classification	# of Ed courses completed	Work in Early Childcare	FAFSA
Kate	21	Hispanic	Elem Ed	Comm. College	Sophomore	1	No	No
Kristen	21	Multiracial	Elem Ed	Comm. College	Sophomore	1	No	Yes
Sadie	19	White	Elem Ed	Comm. College	Sophomore	1	Yes	No
Molly	24	White	Middle Grades	Dual Enrolled	Junior	+5	No	Yes
Taylor	19	Hispanic	Elem Ed	Comm. College	Sophomore	3	Yes	No

Quantitative Methods

Research Question 1: Are there statistically significant differences in pre-service

Teachers' (PT's) measure of teaching efficacy at the start of an education course and at the end

of an education course?

The 82 matching surveys were analyzed to answer research question 1. A composite

variable was created for the 31 questions on the pre-survey that addressed teaching efficacy.

Similarly, a composite variable was created for the 31 questions on the post-survey that

addressed teaching efficacy. A paired-samples t-test was used to determine whether there was a

statistically significant mean difference in PTs measure of teaching efficacy at the beginning of

an education course and at the end of an education course. The sample size used for this analysis

was 78, as this was the number of matching pre/post-surveys where all data was complete. Four

surveys were not used because more than 51% of the survey was not completed. Surveys that

were submitted with less than 50% of answers missing were used. Missing data in these surveys

were identified and coded, and replaced with the mean score during analysis. A composite

variable was created in SPSS to compare participants' overall scores on the pre and post-survey.

Participants' answers on the 31 questions from teaching efficacy pre-survey that addressed teaching efficacy were averaged together to create a composite variable that represented PTs' perceptions of teaching efficacy at the start of their education course. Similarly, participants' answers on the 31 questions from the teaching efficacy post-survey were averaged to create a composite variable that represented PTs perceptions of teaching efficacy at the end of their education course.

Research Question 2: What factors influence PT's teaching efficacy?

The matched pre/post survey responses were used in the data analysis for this question. 82 responses to the pre-survey were analyzed using a multiple regression analysis and 82 responses were used from the post-survey. Missing data within the responses were identified and coded as missing. Missing data were then replaced with mean scores when the regression was calculated. Based on the results of the factor analysis, two scale variables were identified. The two scale variables were created based on each of the factor loadings. Factor 1 included 13 questions from the teaching efficacy survey that focused on effective teaching strategies. Factor 2 included 5 questions, and the questions focused on planning. Each factor was used to create a scale score which was used as a separate dependent variable when each of the multiple regression analysis were conducted. The independent variables included the demographic items from the survey: certification sought, 1st generation college student, classification, number of education courses previously taken, race/ethnicity, sex, age, employment, currently employed in an early childcare setting, and FAFSA qualified. Each specific variable is described in more detail below.

Eleven demographic variables were included on the post survey and used as Independent variables when the multiple regression analysis was conducted. The first variable asked students

to identify the certification they were seeking at the completion of their degree program. Participants in the survey had four certification options: 'elementary grades (preK-6)', 'middle grades (4-8)', 'secondary education (9 – 12)', and 'early childhood (daycare)'. The second demographic question asked if the participant was a first generation college student and students were able to select either 'yes' or 'no' to answer this question. The third question asked about their current classification as either a freshman, sophomore, junior, or senior in college. The fourth demographic question asked about the number of education courses that they had completed before this course. Students had the options to choose 'less than 2', '2-4 courses', or '5 or more courses'. The fifth question asked students what race/ethnicity they most closely identify with. Students were given five options to answer this question: white, black or African American, Hispanic, Asian, or other. The sixth question asked about participants gender and included the options of 'male', 'female', 'not listed', or 'prefer not to say'. The eighth question asked about participants' current age and split age groups into categories: 18-20, 21-23, 24-26, 27-30, and 31+. The ninth question asked if students were gainfully employed and gave students the option of choosing 'Yes, part-time', 'Yes, full-time', or 'no'. The tenth question asked if students were currently employed in a early childcare setting. And the final demographic question asked if the participant qualified for FAFSA and gave students the options of answering 'yes' or 'no'.

Research Question 3: Are there statistically significant differences in PT's perceptions of teaching efficacy who are working in an early childhood setting and PT's perception of teaching efficacy who are not working in an early childhood setting, at the start of the semester?

A Multivariate Analysis of Variance (*MANOVA*) in SPSS, using 82 responses to the pre/post-survey was used to answer this question.

Research Question 4: Are there statistically significant differences in PT's perceptions of teaching efficacy who are working in an early childhood setting and PT's perception of teaching efficacy who are not working in an early childhood setting, after completing education courses?

A Multivariate Analysis of Variance (*MANOVA*) in SPSS, using 82 responses to the pre/post-survey was used to answer this question.

Qualitative Methods

Research Question 5: What experience did PTs' have during the spring 2018 semester while enrolled in an educational course(s)?

A constant comparative analysis was used to analyze the responses of participants' to the open-ended questions included at the end of both the pre-survey and the post-survey (Creswell, 2012). Responses were then analyzed to identify emergent themes (Glaser & Strauss, 1967). Each of the responses was quantified by theme in order to provide a frequency count of the number of responses mirroring each of the emergent themes (Tashakkori & Teddlie, 1998). In addition, quotes or phrases are provided to give a further depiction of each of the themes that emerged.

Research Question 6: What experiences did PTs have during their enrollment in the education course(s) during the spring 2018 semester that impacted their teaching efficacy and/or their experiences with ML?

In addition to a pre/post-survey design, five student interviews were conducted after the completion of the post-survey to further investigate experiences PTs had during the course of the semester. Semi-structured interviewers were done with each of the five participants. Four of the participants were audio-recorded and then those recordings were transcribed. One participant declined audio-recording, but notes were taken during the interview, which were then used as

part of the data analysis. The data was analyzed using a constant comparative mythology (Creswell, 2012). The data was analyzed into smaller units and then coded into categories. These segments were then analyzed into emergent themes (Lincoln & Guba, 1985). Finally, the themes were analyzed to understand the relationship and connection between them and the insight that was provided.

<div align="center">

Results

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Reliability and Validity of Pre-survey

In order to examine the reliability and validity of the pre-survey, I conducted a Factor Analysis (FA) with a varimax rotation in order to determine the construct validity of the questions on the survey. The results of the FA are shown in *Table 2.4*. The findings revealed that there were three discrete factors that had Eigenvalues greater than one, and accounted for a total of 56.172% of the total variance. The factor loadings of the questions ranged from .427 to .800.

Table 2.4 Factor Loadings of Pre-survey Questions

Item	Factor 1	Factor 2	Factor 3
Q1	.433	**.737**	.151
Q2	.390	**.753**	.067
Q3	.307	**.720**	.177
Q4	.252	**.760**	.251
Q5	.191	**.735**	.313

Table 2.4 Factor Loadings of Pre-survey Questions (continued)

Item	Factor 1	Factor 2	Factor 3
Q6	.426	**.592**	.262
Q7	.330	**.455**	.427
Q8	.084	.502	**.641**
Q9	.099	.436	**.722**
Q10	.279	**.493**	.481
Q11	**.599**	.393	.355
Q12	**.638**	.430	.355
Q13	**.679**	.451	.261
Q14	**.682**	.451	.261
Q15	**.565**	.461	.283
Q16	**.566**	.406	.387
Q17	**.607**	.304	.374
Q18	**.645**	.284	.371
Q19	**.800**	.209	.357
Q20	**.651**	.222	.418
Q21	**.624**	.415	.388
Q22	.473	.407	**.482**
Q23	**.677**	.337	.298

Table 2.4 Factor Loadings of Pre-survey Questions (Continued)

Item	Factor 1	Factor 2	Factor 3
Q24	.362	**.427**	.407
Q25	**.747**	.367	.193
Q26	.505	.176	**.619**
Q27	.410	.218	**.649**
Q28	.446	.184	**.665**
Q29	.461	.207	**.607**
Q30	.412	.102	**.648**
Q31	.322	.120	**.759**
Eigenvalues	14.413	1.734	1.269
Percent of Variance	56.172	5.592	4.092

Similarly, a FA with a varimax rotation was also done on the post-survey to examine the construct validity of the postsurvey. The FA resulted in three factors with Eigenvalues greater than one and accounted for 61.164% of the total variance. The factor loadings of the questions ranged from .512 to .796.

The factor loadings for both the pre and post survey were compared and were used to create three common scale scores that were used for the analysis of research questions 2 and 3. Ten questions from both the pre and post survey loaded on to factor 1. These questions focused on ideas that related to communication such as communicating the importance of learning tasks and clarifying misunderstandings. Based on these similar ideas factor 1 will be referred to as *Communication Efficacy.* Factor 1, *Communication Efficacy*, has a Cronbach's *alpha* of .944 on the pre-survey and .940 on the post-survey, indicating high reliability.

Comparing the factor loadings for both the pre and post survey, seven questions from each loaded onto Factor 2. These questions focused on ideas related to planning instruction and planning classroom routines. Based on the focus of the seven questions on both the pre and post survey, a scale score was created for Factor 2 and will be referred to as *Planning*. Factor 2, *Planning*, has a Cronbach's alpha of .909 on the pre-survey and .927 on the post-survey, indicating a high reliability.

The third factor had six similar questions from the pre and post survey. These questions focused on classroom climate, asking about ability to maintain a fair classroom climate, or maintaining a classroom climate where students work together. Based on the focus of the six questions that loaded to Factor 3, Factor 3 will be referred to as *Classroom Climate Efficacy*. Factor 3, *Classroom Climate Efficacy* had a Cronbach's alpha of .877 on the pre-survey and .917 on the post-survey indicating high reliability.

Table 2.5 Factor Loadings of Post-survey Questions

Item	Factor 1	Factor 2	Factor 3
Q1	.307	**.792**	.310
Q2	.419	**.753**	.120
Q3	.350	**.637**	.405
Q4	.271	**.671**	.459
Q5	.212	**.679**	.457
Q6	.472	**.540**	.311
Q7	.277	**.545**	.488
Q8	.121	.501	**.723**
Q9	.280	.425	**.651**

Table 2.5 Factor Loadings of Post-survey Questions (Continued)

Item	Factor 1	Factor 2	Factor 3
Q10	.386	.411	**.568**
Q11	**.550**	.469	.300
Q12	.562	**.645**	.221
Q13	.467	**.523**	.377
Q14	**.540**	.535	.377
Q15	**.567**	.445	.394
Q16	**.532**	.486	.353
Q17	**.604**	.327	.440
Q18	**.796**	.192	.305
Q19	**.784**	.357	.193
Q20	**.615**	.419	.177
Q21	**.588**	.490	.368
Q22	.451	.333	**.593**
Q23	**.573**	.277	.486
Q24	**.512**	.332	.415
Q25	**.701**	.422	.269
.Q26	**.633**	.137	.500
Q27	**.578**	.330	.353
Q28	**.619**	.324	.389
Q29	.483	.165	**.656**
Q30	.468	.336	**.638**
Q31	.365	.242	**.762**
Eigenvalues	18.961	1.234	1.107
Percent of Variance	61.164	3.980	3.572

Results of Research Question 1: Are there statistically significant differences in pre-service

Teachers' (PT's) measure of teaching efficacy from the beginning of the semester and after

completing a semester?

A paired-samples t-test was used to determine whether there was a statistically significant

mean difference in PTs measure of teaching efficacy at the beginning of an education course(s)

and at the end of an education course(s). Participants mean teaching efficacy average was higher

overall on the post-survey (*M*= 3.412, *SD* = .496), as compared to the mean teaching efficacy

average on the pre-survey (*M* = 3.296, *SD* = .554), approaching significance (*t* (77) = -1.836, *p* =

.070). The results of the paired-samples t-test are reported in *Table 2.6.*

Table 2.6 Summary of Paired-samples T-test Results

		t	df	Sig.(2-tailed)
Pair 1	Average Pre, Average Post	-1.836	77	.070

Results of Research Question 2: What factors influence PT's teaching efficacy?

A multiple linear regression was calculated to determine the association of the 10

background demographic variables included in the pre-survey and described earlier in the

methodology to Factor 1, *Communication Efficacy*. A scale variable was created to represent

Factor 1 based on the factor loadings of the FA described above, and included 10 of the 31

questions on the pre-survey that measured perceptions of teaching efficacy. Based on the *p* value

of .05, the resulting regression equation was not significant (F (10, 81) = .519, $p > .05$), with an

R^2 of .068, indicating a little less than 10% of the variance in *Communication Efficacy* can be

explained by the independent variables. There were no significant predictors of *Effective Teaching Strategies Efficacy*.

A multiple linear regression was calculated to determine the association of the 10 background demographic variables included in the pre-survey and described earlier in the methodology to Factor 2, *Planning Efficacy*. A scale score was created to represent Factor 2 based on the factor loadings of the FA described above and included 7 of the 31 questions on the pre-survey that measured perceptions of teaching efficacy. Based on the p value of .05, the resulting regression equation was not significant (F (10, 81) = .972, p > .05), with an R^2 of .120, indicating approximately 12% of the variance in *Planning Efficacy* was explained by the model's predictor variables. There were no significant predictors of *Planning Efficacy*. *Table 2.7* provides the results of the multiple regression analysis for *Planning Efficacy* on the pre-survey.

A multiple linear regression was calculated to determine the association of the 10 background demographic variables included in the pre-survey and described earlier in the methodology to Factor 3, *Classroom Climate Efficacy*. A scale score was created to represent Factor 3 based on the factor loadings of the FA described above and included 6 of the 31 questions on the pre-survey that measured perceptions of teaching efficacy. Based on the p value of .05, the resulting regression equation was not significant (F (10, 81) = .791, p > .05), with an R^2 of .100, indicating approximately 10% of the variance in *Classroom Climate Efficacy* was explained by the model's predictor variables. There were no significant predictors of *Classroom Climate Efficacy*. *Table 2.7* provides the results of the multiple regression analysis for *Classroom Climate* on the pre-survey.

Table 2.7 Summary of Multiple Regressions for Demographic Variables on Pre-Survey

Predictor	Communication Efficacy			Planning Efficacy			Classroom Climate Efficacy		
	B	*SE B*	β	*B*	*SE B*	β	*B*	*SE B*	β
Constant	3294	.898		3.187	.831		3.169	.685	
Certification	-.113	.093	-.161	-.112	.086	-.167	-.091	.071	-.166
1st Generation	.020	.164	.016	-.091	.151	-.076	.078	.125	.080
Classification	-.030	.109	-.036	-.052	.101	-.065	-.012	.083	-.018
# of Education courses	.058	.115	.065	.089	.107	.104	.079	.088	.113
Race	-.088	.076	-.144	-.081	.071	-.140	-.051	.058	-.108
Sex	.022	.299	.010	-.002	.277	-.001	.023	.228	.014
Age	.071	.072	.139	.118	.067	.243	.074	.055	.187
Employment	.040	.090	.059	.055	.084	.084	-.051	.069	-.097
Early childcare Worker	-.110	.205	-.072	-.052	.190	-.036	.066	.156	.056
FAFSA	.088	.152	.071	.126	.140	.107	.106	.116	.111
R^2		.068			.120			.100	
F for change R^2		.519			.972			.791	

*p<.05. **p<.01

A multiple linear regression was calculated to determine the association of the 10 background demographic variables included in the post-survey and described earlier in the methodology to Factor 1, *Communication Efficacy*. A scale score was created to represent Factor 1 based on the factor loadings of the described above and included 10 of the 31 questions on the post survey. The resulting regression equation was significant based on a *p* value of .05 ($F(10, 81) = 2.583, p = .010$), with an R^2 of .267, indicating a little over a fourth of the variance was explained by the model's predictors. Student classification ($p < .001$) was shown to have a

statistically significant positive correlation to Factor 1, *Communication Efficacy* based on a .05 significance level. While, certification sought (p = .041) and number of education courses taken (p = .027) were shown to have statistically significant negative correlations to Factor 1, Communication Efficacy. The results of this regression are detailed in *Table 2.8* below.

A multiple linear regression was calculated to determine the association of the 10 background demographic variables included in the post-survey and described earlier in the methodology to Factor 2, *Planning Efficacy*. A scale score was created to represent Factor 2 based on the factor loadings of the FA described above, and included 7 of the 31 questions on the post-survey that measured perceptions of teaching efficacy. Based on the p value of .05, the resulting regression equation was significant (F (10, 81) = 2.111, p =.035), with an R^2 of .229, indicating over a fifth of the variance was explained by the model's predictors. Student classification (p = .008) was shown to have a statistically significant positive relationship to *Planning Efficacy*, based on a p value of less than .05. Certification sought (p= .019) and number of education courses taken (p=.026) were shown to have a statistically significant negative relationship to Factor 2, *Planning Efficacy*. *Table 2.8* provides the results of the multiple regression analysis for *Planning Efficacy* on the post-survey.

A multiple linear regression was calculated to determine the association of the 10 background demographic variables included in the post-survey and described earlier in the methodology to Factor 3, *Classroom Climate Efficacy*. A scale score was created to represent Factor 3 based on the factor loadings of the FA described above, and included 6 of the 31 questions on the post-survey that measured perceptions of teaching efficacy. Based on the p value of .05, the resulting regression equation was not significant ($F(10, 81) = 1.475, p = .167$), with an R^2 of .172, indicating less than a fifth of the variance was explained by the model's

predictors. Student classification ($p = .017$) was shown to have a statistically significant positive

relationship to *Classroom Climate Efficacy*, based on a p value of less than .05. *Table 2.8*

provides the results of the multiple regression analysis for *Classroom Climate Efficacy* on the

post-survey.

Table 2.8 Summary of Multiple Regressions for Demographic Variables on Post-Survey

Predictor	Communication Efficacy			Planning Efficacy			Classroom Climate Efficacy		
	B	*SE B*	β	*B*	*SE B*	β	*B*	*SE B*	β
Constant	3.594	.604		3.087	.637		3.420	.596	
Certification	-.156	.075	-.242*	-.190	.079	-.286*	-.116	.074	-.192
1st Generation	.006	.117	.006	.119	.123	.109	-.006	.115	-.006
Classification	.344	.090	.469**	.260	.095	.346*	.217	.089	.318
# of Education courses	-.227	.101	-.276*	-.242	.106	-.286*	-.158	.099	-.207
Race	-.072	.054	-.148	-.032	.057	-.064	-.055	.053	-.122
Sex	.043	.213	.023	.090	.225	.047	.065	.210	.038
Age	.095	.053	.221	.104	.056	.235	.085	.052	.212
Employment	-.006	.069	-.010	.014	.073	.024	-.078	.068	-.146
Early childcare Worker	-.084	.137	-.070	-.059	.145	-.048	.011	.136	.010
FAFSA	-.148	.113	-.143	.024	.119	.023	.099	.112	.103
R^2		.267			.229			.172	
F for change R^2		2.583			2.111			1.475	

*p<.05. **p<.01

Research Question 3: Are there statistically significant differences in PT's working in an early childhood setting perceptions of teaching efficacy and those not currently working in an early childhood setting after completing an education course(s)?

A Multivariate Analysis of Variance (*MANOVA*) was calculated to compare the effect of students currently employed in an early childcare setting to their *Communication Efficacy*, *Planning Efficacy, and Classroom Climate Efficacy* on the post-survey, the three factors identified by the FA and described earlier. Of the responses to the matched post-survey 18 said that they currently work in an early childcare setting and 62 said that they do not currently work in an early childcare setting, two surveys had no responses to this question. The results of the MANOVA showed that the effect of working in an early childcare setting on students' *Communication Efficacy*, *Planning Efficacy, and Classroom Climate Efficacy* was not significant (*Wilks' lambda* = .908, *F*(1, 80) = .520, *p* = .473). The results of the MANOVA are further explained in *Table 2.9*.

Table 2.9 Results of the One-Way Multivariate Analysis of Variance (MANOVA)

Impact	Wilks' Lambda	*F*	Hypothesis df	Error df	Sig.
Intercept	.024	983.193	3.00	74.00	.000
Work	.993	.182	3.00	74.00	.908

Research Question 4: What are PT's perceptions of challenges faced during their education courses and how did they overcome the challenges?

The second open-ended question on the pre-survey was included in the analysis as it helped to answer research question 4. One hundred and forty-eight students answered the second open-ended question on the pre-survey that asked them to explain any challenges they anticipated having to deal with during the spring 2018 academic semester. The answers given were analyzed, coded, and then organized into themes that emerged. Five main themes emerged from the coded data: financial, time, academic, personal challenges, and no foreseen challenges. The frequencies of responses are displayed in the table below (*Table 2.10*).

Time was the most common anticipated challenge mentioned in responses by participants. Almost half of the responses ($n =66$, 44.59%) indicated time as a challenge they recognized for the upcoming semester. One student explained she anticipated time being a challenge for her throughout the upcoming semester by responding, "Working fulltime and still keeping up with my children, leave little time for school work." Of the responses that mentioned time as a concern for the semester, almost 40% of those ($n =25$) listed work commitments as a reason their time was limited, while some students mentioning that because they held multiple jobs outside of school, or were currently employed full time while attending school. Fourteen of the students that listed time as a potential challenge also noted that the required observation hours for their education courses could add to this challenge.

In addition to time being noted as a foreseeable challenge, financial challenges were also frequently mentioned ($n = 56$, 37.83%). One student explained, "Financial issues have always been my main concern. At the age of 17 I started paying for everything myself. Going to college the amount of things I had to pay for increased tremendously. I was fortunate to get FAFSA help

and scholarships but it still was not enough to cover my expenses." Another student noted, "I have some financial struggles, with paying for school. I am currently enrolled in a community college and pay for classes through a Pell Grant. I fear once I transfer to a university I will not be able to afford my classes." And finally, one student simply responded with, "College is expensive." Other responses that indicated finances as a concern for the upcoming semester also noted factors such as being financially independent of parents ($n =8$), getting or maintaining scholarship money ($n =7$), and paying off student loans in the future ($n =2$).

The third challenge that emerged from students' responses related to academic concerns. Ten of the students that noted academic concerns, mentioned specifically concerns related to transferring from the community college to a 4-year university. These students stated things such as keeping their GPA or grades in classes up to the level they needed to transfer to a university was a concern, and one even mentioned navigating the process of transferring throughout the upcoming semester was a concern. Other students mentioned that they were concerned about learning all they needed to be successful in their own classrooms one day (n=13). Difficulty in courses, studying for tests, and worries about understanding the material were also noted as academic challenges student anticipated facing in the upcoming semester.

Personal challenges were also mentioned in students responses to this question ($n =23$, 15.54%). Many personal challenges that were mentioned including balancing the responsibilities of school and their families or children. One students said, "I am a mother of 4. I have a young child with special needs and work full time to provide for them. It is difficult for me to make time to dedicate myself to my classes." Another student mentioned the pressure she feels as a single mother, but recognizes the importance of going back to school. Other personal challenges that were mentioned included, finding ways to overcome social anxiety ($n =1$), being unsure if

they had chosen the right major ($n =3$), motivation ($n =3$), starting school at an older age ($n =2$), and not speaking English as their native language ($n =1$).

Finally, 17 students (11.48%) said they didn't anticipate facing any challenges in the upcoming semester. One student saying that they were the only one who could stand in their way of accomplishing their goals. Another student described herself as an anomaly saying, "My children are in college, and live on their own, my husband travels often, so I have plenty of time to complete my degree."

Table 2.10 Response Frequencies (Pre-Survey)

Foreseen Challenges	n	%
Time	66	44.59%
Financial	56	35.83%
Academic	25	16.89%
Personal	23	15.54%
None	17	11.48%

* Note. Responses containing evidence of more than one experience were dual-coded resulting in an *n* that is greater than the number survey respondents.

Similarly, the second question on the post-survey asked students to explain what challenges, if any, they faced during the spring 2018 semester and how they dealt with those challenges. This question was included in the analysis as it helped answer research question 4. 70 responses were recorded by students. Of those responses 64 students (91.42%) noted that they

faced some challenges during the semester. Less than 10% (n = 6, 8.57%) explained that they

hadn't faced any challenges, or two noted that when they did face obstacles, their professors

were quick to help, and therefore lead to no real challenges throughout the semester. 5 themes

emerged from student responses: balancing work and school, personal challenges, academic

struggles, financial hurdles, and time management.

Finding a balance between work and school was the most frequently noted challenge

faced during the semester with almost 40% (n = 20, 39.06%) of students who said they had faced

challenges citing this. Obstacles when it came to work included long hours at work made it

difficult to find time to complete assignments, working multiple jobs and struggling to schedule

everything, and having to cut back at work or even quit in order to be able to be successful in

their courses. One response said, "I work a full time job and so time was complicated to balance

between work obligations and school assignments." Another student said, "Working full time

and going to school full time have really stretched me to the edge of my mental and physical

capabilities." Similar frustrations of trying to juggle jobs and school assignment were repeated in

many student responses.

Personal challenges were also a common obstacle faced by students during their semester

(*n* = 17, 24.29%). This particular area could be divided into two groups, students facing personal

challenges related to their families and students facing individual personal challenges. Four

students noted facing personal challenges related to their families. One student responded:

> Working a full time job, being a single mom of two kids, and taking classes is a huge
>
> ordeal to juggle. I have overcome these challenges by having my mom keep my kids
>
> while I attend school or when I need to do homework. I couldn't have done it without
>
> her.

Similar responses were noted by three other students who described challenges faced related to finding childcare while they were in class or studying, or having to miss classes when a child or relative was sick and they were the only caregiver. Other students noted facing individual personal challenges, such as overcoming language barriers, dealing with anxieties when doing classroom observations, and trying to balance having a social life outside of school.

A small group of students (n=4, 5.71%) mentioned academics as a challenge for them during the semester. Creativity was an academic challenge noted by a student saying, "I really faced some challenges with being creative in this class. I wanted to really try to be different with my ideas, which required me to really think. "Additional challenges such as understanding the material that was presented in class were mentioned by students, as well as, trying to figure out how to learn the material and manage a course the was completely online.

Financial challenges were also noted by students ($n = 3$, 4.29%). Because of large course loads and high demands in some courses, students noted facing financial challenges because of not being able to work at all or not being able to work the hours they needed to in order to be financially stable. One student said this was their first semester to pay their own way through school. They were taking five classes and trying to work full time, but still were struggling to keep up with their bills which was caused more stress.

Finally, time management was another challenge mentioned. "I feel like one of the greatest challenges I faced this semester was time management. I overcame this by making sure I was able to set apart specific times to complete tasks," said one student. Another student cited time management as a challenge faced and reflected honestly that it was something they were still struggling with. Some students noted more specifically that time management when it came to juggling assignments from multiple classes is where they struggled the most throughout the

semesters, which some noting solutions to this challenge of scheduling specific time out for each

course, and others saying they made list to help them stay organized.

Table 2.11 Response Frequencies (Post-Survey)

Challenges Faced	*n* =70	%
Finding Balance	20	39.06%
Personal	17	22.29%
Time	16	22.86%
Academic	4	5.71%
Financial	3	4.29%
None	6	8.57%

* Note. Responses containing evidence of more than one experience were dual-coded resulting in an *n* that is greater than the number survey respondents.

A final open-ended question on the post-survey asked participants to share how did or

could their instructors in their education courses assist you in overcoming the challenges you

faced throughout the semester. The responses from this open-ended question was included in the

study as it helped illustrate PTs' experiences throughout the semester, as well as, challenges that

were faced. 66 students responded to this question. A little more than a fifth (n=14, 21.21%) of

respondents said that help was not solicited from their instructor, or that they were not sure how

their instructor could have helped them overcome the challenges they faced. One student

commented, the challenge I faced last semester was "all on me" to solve. Other students

answered by saying that the challenges they faced were personal, or results of decisions that have been made outside of the classroom.

Over three-quarters of students (*n*=52, 78.78%) answered this question by indicating the professor they had during the education course(s) in the spring of 2018 had been helpful in assisting them in overcoming the challenges that they had faced. Students' comments were organized in four main themes that emerged through the analysis of their answers, including: understanding for students, schedules/due dates, communication, and teaching methods. Students whose answers noted that their professors were understanding and this helped them overcome the challenges they faced said things such as, "she knew a lot of us were juggling jobs, kids, and school" and that the instructor was willing to work with students. Additionally comments such as, "she put us first," "I trusted here wholeheartedly," "they were one of the most sincere people I have met", also reflected a sense of understanding from the instructors. Answers that suggested scheduling, and clarity on due dates and exams were helpful in helping students overcome the challenges they were facing were frequently noted. Students wrote that the course they took was well paced which helped them balance the other commitments they were juggling, as well as, the instructor provided adequate time to complete assignments and for testing which helped them be successful in the course. Similar to comments about the helpfulness of due dates and schedules, students also mentioned communication with their instructor as a key factor that helped them overcome the obstacles they were faced with. Students noted that constant availability to "chat" before and after class was helpful, along with, being willing and able to answer all questions in a timely manner. Finally, specific teaching methods used by instructors was also mentioned as a way that helped students find success during these course. One student said, "my instructor really pushed me to stay creative and use my ideas to build great things, whether a project, a

presentation, or a lesson plan." Additional comments discussed consistent structure in the class, actively engaging the class through questions and discussions, and rich descriptions, and personal stories when teaching new concepts, as instructional strategies used by professors that were helpful for students.

Research Question 5: What are PT's perceptions of challenges faced during their education courses and how did they overcome the challenges?

Five interviews were conducted to answer this question. Each of the five participants were female, and all had completed an education course(s) at a large community college in the spring of 2018. The names presented in the analysis of these interviews have been changed to protect the confidentiality of the participants. All five students were interviewed after final grades were posted for the spring 2018 semester. Four of the students who participated in the interviewed had previously been students in courses in which I taught. Each of these students who had been students in course I taught proved to be dedicated students, who went above and beyond that of what was required of them in my course. They worked hard in my course, with very conscientious of their grades and the assignments they turned in. These characteristics could be influential in their comments throughout their interviews, and may make their experiences unique to other pre-service teachers in these same courses.

The interviews were analyzed based on constant comparative methodology (Creswell, 2012). The transcriptions and notes based on the interviews were analyzed. The data was broken down into smaller segments which were then coded and organized into themes that emerged. Through the analysis of the interviews, two main themes emerged: the importance of authentic experiences and a developing teaching efficacy. All five of the students interviewed mentioned at least one experience throughout their semester that they felt was beneficial to their future as an

educator or provided them an opportunity to reflect on what they might do in their own classroom. Upon further analysis of these interviews, I was able to divide the theme of authentic experiences into two subcategories: authentic experiences in the community college classroom and authentic experiences in the field. Overall, the analysis of the interviews found that the participants felt like opportunities to observe in k-12 classrooms and assignments that were authentic to what they would be doing as teachers were the most valuable. Additionally, each of the participants acknowledged they still had more to learn before they enter the classroom, thus acknowledging their teaching efficacy was still developing. Each interview was analyzed individually and then a cross-case analysis was done.

Individual Case Analysis

Kate. Kate, a sophomore, enrolled at a large community college, had just completed her first education course at the time of the interview. When asked about her experiences during the spring 2018 semester, Kate immediately began talking about the 16 hour field experience she completed. Kate mentioned that while she was observing she felt many of her teachers, "relied too much on Ipad and Smart Boards." She went on to say that in class they had talked about incorporating technology into lessons to help differentiate instruction and engage students, but what she observed didn't seem to reflect these same ideas. This particular reflection during the interview seemed to illustrate a disconnect between what was learned in class and the reality of the classrooms Kate was observing.

Despite the disconnect, Kate did mention a particular connection she was able to make between the classroom and the field. "We talked about how different kids are a lot in class," specifically referencing student behaviors and learning differences, Kate said. She continued by saying, "but I saw it so much more than I expected in my observations. What worked for one

student, wouldn't even kind of work for another." She went on to describe particular classroom management techniques that she saw used successfully with one student, but unsuccessfully with another. This particular example shared by Kate there are some connections between the classroom and reality that can help to reinforce the concepts being studied.

The interview ended by Kate discussing some ideas she hopes to learn as she continues to pursue a degree in education. Kate said, "Kids don't always have the ability to express when they don't know something, so I need to know how to make sure they get it even if they don't tell me." Her comments acknowledge areas of growth that are still needed and point to the development of her teaching efficacy.

Kristen. Kristen spent a lot of time in her interview discussing some of the activities she particularly enjoyed from her education course during the spring of 2018. Kristen started by saying she knew being a teacher meant understanding how to manage student behavior, but she had not considered how a teacher might do that. During the education course, her class worked together to create a social contract, following the steps a classroom teacher would. Kristen said, "I loved this. I knew a classroom needed rules, but creating them in a way that students had ownership over them just made so much more sense than just posting a list of things not to do on the wall." She then stated she was surprised by the complex process involved in creating classroom rules but, she felt like it was a strategy she would use in her own classroom. The activity of creating a social contract works as an authentic experience for students, as they are able to experience the steps and process involved in writing rules/guidelines for a class. Kristen said, "I've seen rules posted in classrooms before, but I have never really thought about the purpose of those rules, or even how to teach kids how to follow them. Creating our own social contracts and writing a plan for how to teach it to our students really pushed me to think about

that." This particular authentic activity seemed to challenge and encourage Kristen to think more critically about what the teaching profession entails.

When discussing the field experience assignment, Kristen mentioned an opportunity she had to see a teacher use small groups to do academic interventions with students. Kristen said the teacher had her entire class working in stations, which allowed her to work with a small group to provide extra instruction. She went on to say, "I know some kids are going to need more help than others, but I wasn't sure how you had time to do that, or even how to do that until I saw my teacher do it during my observations." While the idea of a teacher providing interventions could certainly be discussed and taught in a teacher education course, the field experience opportunity allowed Kristen what these strategies actually look like in an authentic way.

At the end of the interview Kristen was asked her thoughts on her time in the education course. She responded by saying that she felt like she had learned so much but continued by saying, "I want to know more about multiple intelligences. I really never learned that prior to the education class and I feel like it really helped, because I am very visual, so it helps me. I wish teachers would put that in their classrooms, so I want to know more about how to do it in mine." Kristen connected the concept of multiple intelligences to her own personal experiences when learning new ideas, and was able to see how incorporating ideas like this could be beneficial to students. And while she seemed to have a clear understanding of this concept, as she was able to make a personal connection to it, her efficacy to implement this concept into a lesson still seemed weak, as she recognized she still needed to learn more.

Sadie. Sadie started the interview by describing her personal struggles during the spring 2018 semester: working full-time, struggling through classes, and trying to keep up with homework. During her discussion of her struggles during the semester she said, "my education

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course was the best class ever, it was more of a weight off me because I understand education and I love it." It was clear to see her passion for education in this moment, as she went on to say, the hours she spent observing felt like a break from her day-to-day struggles. As she discussed her time in the field, Sadie described an article that was assigned to be read for the education course that discussed different tones of voice used by students and teachers. Sadie started by saying that she really didn't understand the point of the article until she was doing observations. Sadie said, "the way this teacher talked to this fifth grader was like she was his parent, you know, like she was his mom, but she isn't. She doesn't know what he is going through and she's not raising him. He just kept rolling his eyes, and pouting. It just didn't seem effective." Sadie connected this to the article, which asserted using an adult like tone of voice could be more effective than a tone similar to what a parent might use. She was then not only able to simply understand the concept being taught, but she went on to develop a plan for handling future situations differently.

Sadie's enthusiasm for teaching was clear throughout our discussions. She said "when I take education courses I am just like, 'I know this stuff.' It just comes so easy for me." Sadie said that fact that the coursework comes easy to her makes her excited to have her own classroom. Her teaching efficacy appeared to be strong based on comments such as, "I've always wanted to be a teacher, and I think I am ready for my own kiddos." She did, however, say that there were ideas she wanted to learn more about, specifically, poverty and how she could help her students overcome barriers that they were facing. This final acknowledgement illustrate her still developing teaching efficacy, suggesting that even though she is enthusiastic for her future career, she understands there are areas of professional growth still needed.

Molly. At the time of the interview Molly was currently enrolled at both the community college and at a 4-year university. While Molly had taken multiple education courses at the 4-year university this was her first time taking an education course at a community college. Molly was asked what her experience was like during the spring 2018 semester and began by discussing how the opportunity to write a lesson plan was really helpful to her understanding of being a teacher. Molly said, "I have had to write lesson plans in other education classes I have taken, but for this class I had to include accommodations for different types of learners, and students who didn't speak English. I mean, that is what my classroom is going to be like, all students aren't the same, so writing a lesson plan that could help more than just one kind of student, I think, will be really helpful when I am actually in the classroom." This particular example illustrates an authentic assignment that reflects what she will do once she enters the classroom. While this was not the first time Molly had been required to write a lesson plan, required components of the lesson plan were different, such as requirements for including accommodations for students with special needs, and modifications for students who were gifted. Molly seemed to appreciate these differences as she felt they would be valuable for her future as a teacher.

Later in the conversation Molly began to discuss her field experience. Molly said, "I think the field experience helped so much because you get to see how an actual classroom works. It helped me see how to teach kids and how to interact with them to help and benefit them." Molly mentioned being able to observe a teacher who seemed to have developed strong relationships with the students in her classroom. Molly went on to describe a second observation where the teacher walked around and talked to students, but didn't seem to have a relationship. Molly discussed that after seeing the differences between the two teachers, she could see how

important building relationships with your students was if you wanted to be effective as a teacher. Molly's example illustrates the importance of authentic experience such as observations in the field as it reinforces and demonstrates concepts that can be difficult to explain in the classroom, such as the importance building relationships with students, and how to do that while maintaining strong classroom management.

Finally, Molly said, "I know I am so close to being done with school, but I'm still scared I don't know enough yet." She went on to say she knows as she starts teaching on her own she will continue to learn and grow, but having her own class does make her nervous, as she just wants to "be a great teacher for them (her students)". Throughout the interview with Molly it was clear that she was thinking critically about what she was learning and seeing through her discussions of writing lesson plans, and understanding how teachers build relationships with students. It was however, interesting that her teaching efficacy seemed to still be developing even after complete so many courses in education, and being towards the end of her teacher preparation program.

Taylor. The final interview was with Taylor. During the interview Taylor her observation experiences, particularly an activity that used group work and technology. While both of these concepts are commonly taught in teacher education courses, Taylor seemed to focus on not only the teacher's implementation of the classroom activity, but how effective it was in engaging students and the opportunity it provided for teacher feedback. She said, "During one of my observations the class was working in groups to create presentations on topics that they had been assigned. Each group had two or three computers and they were working together on Google Docs to put the presentation together. The teacher would even get on her computer and send them comments or adjust things, or remind them to add something." Taylor went on to say that

she had never seen this done before and though a few students got off task during the activity, she felt like it was a really engaging way to do group work. Taylor's comments reflected that she was thinking critically about pedagogy, specifically the methods in which the activity was implemented, student engagement throughout the activity, and the way the teacher was involved.

As the interview ended Taylor said, "I still need so much more! I want to learn more about how I can help my kids, specifically find resources that they might not have access to." She went on to say that each of the education courses she has taken make her so excited to become a teacher, but they also, "remind me of all that I have to still learn about teaching." These closing comments again reflect a developing teaching efficacy, as she is clearly enthusiastic about her future career, but acknowledges that she still has more to learn.

Cross-Case Analysis

Authentic Experiences in the Classroom. A theme reflecting the importance of authentic experiences was found during the analysis of the interviews, and when further investigated, a subcategory of authentic experiences in the classroom was noted. This particular subcategory, authentic experiences in education courses, was noted as being beneficial to interview participants as future teachers. Each participant mentioned during the interviews that authentic experiences in their education courses had helped them to build a foundation in their understanding of what it means to be a teacher. Each of the interview participants mentioned that their education course in the spring of 2018 helped them better understand the work, planning, and effort that went in to being a teacher, and went on to give examples of specific activities and assignments they felt were beneficial. During Molly's interview she discussed the value she found in creating lesson plans, and Kate explained how the process of creating a social contract with her classmates allowed her to think critically about creating classroom procedures with her

future students. Taylor and Sadie both mentioned an assignment that required them to create a newsletter for their future classroom, as an opportunity to begin to visualize what their future career would look like in an authentic way. Kristen discussed an assignment where she had to design a foldable to organize information that was being reviewed as an opportunity to better understand how visuals can be used with students. Each of the activities that were described by the interview participants were activities that could be and are often used by teachers in the classroom. Based on the analyzed interviews the participants seemed to appreciate and value of activities in their education courses that were authentic to activities teachers would be required to do once in the field because they were able to make direct connections to their future classrooms in a way that was authentic.

Authentic Experiences in the Field. The second subcategory of authentic experiences focuses on experiences out in the field, where students were working in a k-12 classroom. All five participants interviewed discussed the importance of the field experience assignment they were required to complete. Each education course requires a 16 hour field experience in a k-12 classroom. For this particular assignment, students are required to take notes and observe the teacher and the students. Each of the interviewees discussed different interactions and lessons they observed during their time in the field and each ended up going back to how important it was to see what was happening, as Taylor said, "in a real classroom." For some of the participants interviewed, these experiences seemed to highlight disconnections between what they had been taught in the teacher education classroom and what it looked like in reality. For others, experiences in the field seemed to help clarify concepts that had been taught in the classroom and provide further insight into these ideas. Each of the students seemed to

acknowledge the importance of the time they spent in the field completing observations, and appreciate it as an opportunity to confirm they were in the right major.

Developing Teaching Efficacy. As each of the interviews were ending, participants were asked to give their final thoughts of their time in their education course during the spring of 2018. A few students acknowledged their excitement to have their own classroom one day, all mentioned specific areas in which they hoped to learn more. While these particular comments are not a reflection of their teaching efficacy as a whole, it did seem to underscore particular areas where these PTs lacked confidence in their abilities to teach students from diverse backgrounds, particularly in working with economically disadvantaged populations, or the ability to incorporate specific strategies such as multiple intelligences into their lessons.

Discussion

The present mixed-methods study examined potential changes to pre-service teachers teaching efficacy before and after completing an education course(s) and their experiences during this course. Overall, there was no significant change in PTs' teaching efficacy from the start to the end of an education course(s) (p = .070). While no statistically significant changes were reported, an increase in mean scores was observed overall for PTs on the post-survey as compared to the overall mean score on the pre-survey. While, this change is not statistically significant it does encourage future research that might analyze a larger population of PTs, or possibly look at differences over a longer time period. No statistically significant factors were found to influence PT's teaching efficacy at the start of an education course. However, Planning Efficacy was shown to be significantly related to PT's teaching efficacy at the end of an education course (p = .035). Additionally, PTs' classification was a positive, significant factor influencing Communication Efficacy, Planning Efficacy, and Classroom Climate Efficacy at the

end of an education course(s). Certification sought and number of education courses were seen as significant, negative factors influencing both Communication Efficacy and Planning Efficacy. Previous research suggests that PTs could enter teacher education programs with an inflated sense of teaching efficacy and therefore once they gain experiences in the field, their teaching efficacy will decrease (Knobloch, 2006). The reported results of certification sought and number of education courses completed being negatively related to both Communication Efficacy and Planning Efficacy could be illustrating the idea of an inflated teaching efficacy as suggested by Knobloch's research (2006). Understanding these particular relationships is important to determine how to best help PTs' develop a strong, but realistic sense of teaching efficacy. Finally, no significant difference was found in PT's who worked in Early Childhood Education during the time of their education courses and those that did not (p = .908). These particular results are in opposition to much research that suggests authentic experiences such as working in an early childcare program can help to increase the confidence of a PT and therefore their sense of teaching efficacy (Jong et al., 2014; Moulding, Stewart, & Dunmeyer, 2014). The limited time frame of the present study and the small sample size could have been a factor in the reported results.

The analysis of the open-ended questions from the pre/post-survey measuring Teaching Efficacy, and the analysis of interviews of participants in education courses during the spring 2018 semester provided further insight into the particular experiences of PTs during this time. The analysis of open-ended questions suggested that PTs enrolled in education courses at the community college during the spring 2018 faced multiple challenges while working to complete the courses. The challenges they reported facing included personal challenges, such as raising kids or being a single parent, juggling work schedules and school commitments, and finding time

to complete required observations in k-12 classrooms. Finally, the analysis of five interviews showed and emergence of two main themes: the importance of authentic experiences and the development of PTs' teaching efficacy from the beginning of an education course to the end.

The first research question worked to understand if any statistically significant differences exist between PTs' teaching efficacies at the start and at the end of an education course. No statistically significant differences were found, as p was greater than .05 (p=.070). While previous research has suggested that the development of teaching efficacy starts during a PT's first education courses, the results of this particular question do not show any statistical difference between PTs' teaching efficacies before and after a course (Moulding, Stewart, & Dunmeyer, 2014). The results of this study, while not significant, do show an increase in the overall mean scores of PTs' teaching efficacy at the end of an education course. This study limited in the time period studied, and further insight in the development of PTs' teaching efficacy maybe better understood if future studies extended the length of time studied. In addition to future longitudinal studies, a larger sample size could help identify where and when potential changes do occur in a PT's teaching efficacy.

A second research question then worked to understand what, if any, factors influence teaching efficacy both before and after an education course. No significant factors related to any of the three scales were found on the pre-survey. These results suggest that none of the 11 demographic factors studied are helpful in understanding PTs' level of efficacy for the three identified scales, for this particular group studied, at the start of a teacher education course. Planning Efficacy was found to be significant on the post-survey with a p value of .026. Additionally, PT classification was a significant, positive factor for all three scales with p values of <.001, .008, and .017 respectively. These results suggest that a PTs' classification is related to

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their level of efficacy for Planning, Communication, Effective teaching. Certification sought and number of education courses taken showed a significant, negative correlation to both Communication efficacy, and planning efficacy. These results, particularly the negative correlation between number of education courses, communication, and planning efficacy could reflect the idea of students who entered the education course with an inflated sense of teaching efficacy based on their own experiences as students in a k-12 classroom, now acknowledge the difference in what is needed to be a teacher. Hand (2014) noted similar results, suggesting that PTs' recognition of the differences in the perceptions of what it takes to be a teacher from the coursework requirements and the experiences in the field, can create significant changes to PTs perceptions of teaching efficacy.   The results suggest that there are particular factors that influence efficacy more than others. While research (Jong et al., 2014; Moulding, Stewart, & Dunmeyer, 2014) has shown that authentic experiences in the teacher education classroom, and field observations can influence efficacy, little research on factors such as student classification, certification sought, or number of education courses taken has be done. The results of this research suggest that these factors should be investigated further to understand how they influence the teaching efficacy of PTs'.

Research question three focused on understanding potential differences in the teaching efficacy of PTs who work in early childhood education and those that do not. The results of this question showed no significant difference in the teaching efficacies of these two groups of PTs'. The results of this question contradict research (Williams, Edwards, Kuhel, & Lim, 2016) that suggest that authentic experiences, such as working in early childcare, are significantly influential to a PTs' teaching efficacy, as no significant difference was found. However, the

limited sample size of PTs, who participated in this study and were currently worked in an early

childcare setting, could contribute to the results of this study.

The importance of authentic experiences were emphasized by the interview participants.

Research done by Sinclair (2008) discusses the sense of shock felt by first year teachers when

they enter the classroom and face challenges that they were not expecting. The authentic

experiences described by the five students interviewed suggest that allowing PTs opportunities to

experience the realities of the classroom can help to build their teaching efficacy and reduce the

sense of shock often felt when PTs' enter their own classrooms. The findings from the interviews

emphasize the value of authentic activities, such as writing lesson plans and creating classroom

management strategies, support previous research that suggests the value in having PTs

participate in authentic activities (Jong et al., 2014; Yost, 2006). Furthermore, the emphasized

importance of field-experience opportunities aligns with previous research done that notes how

critically important field experience is for PTs in developing a strong sense of teaching efficacy

(Colson et al., 2017; Moulding, Stewart, & Dunmeyer, 2014).

Study Implications

The findings of this study add to the literature on the teaching efficacy of preservice

teachers, as it focuses directly on PTs enrolled in teacher education courses at the community

college, a population that has not been studied by previous research in teacher education. While,

the results of this research show no significant changes in the perceptions of teaching efficacy in

PTs at a community college after one semester, it does provide insight into some potential factors

that could be influential to the developing teaching efficacy's of PTs'. Furthermore, based on the

results of the post-survey planning efficacy was significantly influenced by the demographic

factors that were studied. Furthermore, the results of this analysis showed student classification,

certification sought, and number of education courses taken as all significant predictors of teaching efficacy. Future research that explores that connections between these factors and PTs' teaching efficacy should be done to understand the influence these factors could potential have in helping PTs develop strong teaching efficacies to prepare them for their own classrooms. Some current research suggests that PTs could enter teacher education programs with inflated or unrealistic teaching efficacies, which then result in decreasing efficacies during their time in teacher education programs (Knobloch, 2006). Research that expands the time frame studied could help to better understand if and when changes in PTs perceptions of teaching efficacy occur.

Limitations of Study

The present study, while important as it specifically focuses on the perceptions of preservice teachers at a community college, does have limitations. First, the sample size used for this study was small, with only 174 students completing the pre and post-survey and only 82 matched pre/post-surveys were used in the analysis. Second, this study only focused on one particular community college. Teacher education courses are offered at many different community colleges all over the country, but the focus of this study was on students enrolled in education courses at only one community college. Finally, the duration of this study was limited to one semester. This relatively short time frame limits our understanding of the potential changes in teaching efficacy that occur during the early stages of teacher preparation programs. Research that expands the time in which potential changes in PTs teaching efficacy are studied could provide further insight into understanding the development.

Additionally, five interviews were conducted to further understand the experiences of students during their enrollment in an education course at a community. While these interviews

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provided further insight into the development of teaching efficacies in PTs and specific activities

and experiences they found to be valuable, this was a limited sample size. Future research that

expands that number of students studied could be helpful to better generalize the findings shared

through the interviews.

Conclusion

The present mixed-methods study examined the perceptions of teaching efficacy in PTs

before and after an education course at a community college. While the overall findings related

to changes to PTs perceptions of teaching efficacy were not significant, specific factors were

found that were shown to influence PTs perceptions of teaching efficacy. Through the analysis of

open-ended questions from the pre/post-survey and five interviews, further insight was provided

to how PTs teaching efficacy are developing during the early stages of their teacher education

programs, and the importance of authentic experiences both in their teacher education

classrooms and through field observations. These findings are similar to the findings of previous

research that suggest the importance of authentic experiences to protect against a sense of shock

when PTs enter the profession (Jong et al, 2014). Additionally, previous research has

acknowledged that teaching efficacy is first developed during PTs' time in their teacher

education courses, which this research also found, specifically through the analysis of the

interviews (Moulding, Stewart, Dunmeyer, 2014).

The findings of this study, along with other recent research focusing on teaching efficacy

of PTs (Dembo & Gibson, 1985; Moulding, Stewart, & Dunmeyer, 2014; Williams, Edwards,

Kuhel, & Lim, 2016) suggest a need to further investigate the development of teaching efficacy

in PTs, as a strong sense of teaching efficacy can help reduce attrition rates once a PT enters the

profession. Furthermore, the results of the research point to need to focus additional research on all populations of PTs, both those at 4-year universities and those at community colleges, focusing on what particular factors play a role in developing their perceptions of teaching efficacy.

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CHAPTER III

PERCEIVED DIFFERENCES IN OPPORTUNITY TO LEARN ABOUT MULTIPLE LITERACIES AND CONFIDENCE TO TEACH MULTIPLE LITERACIES BETWEEN PRESERVICE TEACHERS AT A COMMUNITY COLLEGE AND 4-YEAR INSTITUTIONS

Introduction

A sense of 'shock' is often felt by pre-service teachers (PTs) once they enter the teaching profession and the reality of the classroom sets in (Kim & Cho, 2014). This "shock" often leads to lower teaching efficacy and it has been identified as one of the reasons teachers are leaving the profession (Kim & Cho, 2014). Classroom teachers today face challenges related to cultural differences, language barriers, socioeconomic gaps, and the ever changing skills needed by students to be successful in the 21st century. These 21st century skills, while critically important, are often neglected by programs preparing PTs, and therefore potentially set PTs up for experiencing 'shock' once they enter their own classrooms (Kim & Cho, 2014). Furthermore, challenges, such as the way students navigate through information through the use of the internet and social media, is an area often not addressed by teacher education programs (Sheridan-Thomas, 2007). Outside of the classroom students are inundated with information from all different sources and they must be taught how to determine what information is trustworthy, reliable, and valuable to their needs. This unique challenge requires teachers to understand how to educate students to be proficient in these developing areas of literacy. By not adequately preparing PTs to teach these skills PTs may feel inadequately prepared and eventually leave the profession.

With a reported 44% of teachers leaving the profession within their first five years of teaching, understanding what factors contribute to their decision to leave is critical, as well as, understanding what can be done to help increase teacher retention (Ingersoll, Merrill, Stuckey, &

Collins, 2018). DoBell (2007) suggests that one explanation for the staggering rates of teacher attrition are teachers' lack of understanding of current issues relating to politics, social – emotional needs, and cultural challenges that students are facing. Classroom instruction that addresses these challenges in a way that is inclusive of diverse cultures, recognizes changing demographics, and creates learning experiences that are authentic to what students experience outside of the classroom is needed. However, these ideas are rarely addressed in current teacher preparation programs and could be adding to the lack of preparedness teachers are feeling once they enter the classroom (Kim & Cho, 2014; Sheridan-Thomas, 2007).

Similar to the disconnect between teacher preparation programs and the reality of the classroom, a disconnect exists between traditional classroom instruction and students' individual needs. This difference makes it harder for teachers to build effective and meaningful relationships with students, as well as help students create personal connections to the curriculum being taught. For example, both teachers and students often use social media, such as Twitter and Facebook, or search engines, like Google, to access information in their personal lives, but the same technologies for gathering information are rarely used in the classroom. Rosaen and Terpstra (2012) note that while beginning teachers have grown up in a world of social media and constant access to online information, they rarely recognize these as ways to teach literacy. Additionally, the problems and challenges student face in the real world are often a complex tangle of disciplines, but teaching literacy and critical thinking skills in the classroom is traditionally taught in isolation, as are other subjects. Information literacy, or the ability to think critical about information presented, work to develop an understanding of the concepts being shared, and create ways to apply this information to other contexts, is a skill needed by our students both in and outside the classroom. The disconnect between what is faced in reality and

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classroom instruction further emphasizes the problems teachers face in building meaningful relationships with students and helping them connect to the concepts being taught.

One possible option to bridge these disconnects is by teaching PTs about Multiple Literacies (ML) and how to use these concepts in classroom instruction. The concept of ML, or the integration of literacy through a variety of modalities has recently been seen as a potential tool to help educators overcome some of the challenges previously mentioned (Sheridan-Thomas, 2007). The idea of ML integrates curriculums, teaching the concepts of literacy while also teaching other disciplines, such as math or science, in a way that is more authentic to how information is presented in the world. ML focuses instruction on understanding the cultural, political, and social contexts in which literature was written, as well as examines literature found in all disciplines and through all modalities. Because of the comprehensive focus of ML, it could potentially be a vehicle for creating relevant curriculum, teaching diverse populations of students, and creating rigorous instruction to ensure students are best prepared for assessments and future success.

The term Multiple Literacies encompasses each of the eight unique literacies identified by Rosaen and Terpstra (2012), and refers to the study of literacy and its integration into other contexts and disciplines. Introduced in 1996, the term ML works to describe the multi-model literacies used in the world today. The concept of ML goes beyond the traditional scope of the word literacy, or language only, as ML focuses on the context literature is presented in and the different mediums in which literature can be found (Sheridan-Thomas, 2007; Ulu, Avsar-Tuncay, Bas, 2017). Additionally**,** ML acknowledges that the way literacy is presented is ever changing and developing, such as the presentation of literacies through new mediums, such as social media. The concepts of ML also emphasize the importance of acknowledging that literacy

is influenced by social, political, and cultural contexts, and these influences offer insight into the message being presented (New London Group, 1996). By acknowledging things such as the contexts in which literacy is written or the context in which it is being presented, educators are able to create a more authentic look at the literacy, and therefore make it more relatable to the students they are instructing.

Teaching the concepts of ML and the skills needed to incorporate ML into the classroom can provide PTs with a tool that potentially enables them to bridge the curriculum to the reality of the world their students live in and opens a pathway to connect with students from diverse backgrounds, however the idea of ML must be taught first to PTs during their teacher education programs (Sheridan-Thomas, 2007). Opportunities for PTs to learn about the ideas of ML and then are provided opportunities see these concepts used in the classroom could be critical in helping PTs envision a pedagogy that reflects that ideas of ML (Rosaen & Terpstra, 2012). Additionally, PTs who have been afforded these opportunities are more likely to implement these same concepts in their own classrooms (Lee, 2016). Furthermore, teachers who learned about ML in their teacher education courses where shown to have a stronger teacher-efficacy, particularly in the area of critical reading instruction, than teachers who had not learned these same concepts (Ulu, Avsar-Tuncay, Bas, 2017). Providing PTs the opportunity to learn about ML and how to use it for instruction can help to be prepare them for teaching and therefore reduce the chance of them leaving the profession.

While existing research on ML and PTs is limited, what has been reported shows promise for better preparing PTs for the classroom (Lee, 2016; Ulu, Avasr-Tuncay, Bas, 2017). Lee (2016) reported that PTs who had been taught the concepts of ML in their education courses were more likely to use these same concepts once they entered their own classrooms. This

preparation allows they to enter the classrooms in a way that they feel confident to teach the skills needed, in a way that is engaging for students, and therefore less likely to face the "shock" of the differences between their training and the reality of the classrooms they will enter. With recent research showing a potential link between PTs exposure to ML and perceptions of teaching efficacy, ML instruction during teacher education could help to better prepare teachers for the classroom and in turn reduce the likelihood of attrition.

Theoretical Framework

The Multiple Literacy Theory (MLT), which builds on previous work of the philosopher Gilles Deleuze, encompasses both theoretical ideas of literacy and practical components of literacy. The term Multiple Literacies refers to a broad understanding of literacy and the influence of social and cultural aspects, as well as the channels in which it is communicated (New London Group, 1996; Cope & Kalantzis, 1999). Additionally, MLT analyzes the way literacy is taught in the classroom and ways literacy instruction can be used to help students explore, otherwise unnoticed, connections between the curriculum and their own lives (Masny & Cole, 2009).

The theoretical ideas forming the foundation of MTL convey the uniqueness of different literacies and the need to be literate in all modalities, so that literacy can be used as a tool for change. Masney and Cole (2009) describe MLT as the idea that literacy in different forms, beyond that of traditional printed text, can be a tool of empowerment, disruption, and transformation. MLT further insists that by understanding literacy in different forms and acknowledging literacy as a tool of change, it can potentially be transformative for a person, a community, and even the world (Masny & Cole, 2009).

Practical components of the MLT emphasize the need for educators to teach students how to be critical consumers of literacy, thoughtful about context of the literacy, and appreciative of new forms as they emerge (Masny & Cole, 2009). MLT underscores the importance for educators to acknowledge the unique modalities of literacy in the world today and present these modalities to their students as an opportunity to explore the context, culture, and politics embedded with each (Lucey, Brown, Crumpler, Handsfield, & Lycke, 2015).

MLT emphasizes the need for all literacies to be explored and understood in the political, social, and cultural contexts in which they were created, allowing individuals to create personal and meaningful connections (Masny & Cole, 2009). Bogue (2009) describes the need for the teacher to present authentic experiences with literacies to students, such as using news articles, YouTube videos, blogs, and podcasts to learn. By allowing students opportunities to work with various forms of literacy, analyze it, and experience it, learning with literacy becomes a real, meaningful, and authentic experience. Bogue (2009) further explains Deleuze's ideas of teaching as related to MLT, as an "apprenticeship in teaching", so that the students work simultaneously with the teacher, both gathering, analyzing, and working to find the meaning of the information being studied, and therefore creating a more authentic experience. This idea opposes more traditional views of teaching literacy, where students follow after the teacher models the concepts.

Purpose of the Study

Rationale

Current research acknowledges that teachers entering the classroom feel a sense of shock at the differences between what they learned in their teacher preparation programs and the reality of the classroom (Kim & Cho, 2014). Furthermore, research suggests that PTs are not being

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adequately prepared for the classrooms they are entering. Specifically, the challenges that they will face, such as cultural differences, language barriers, socioeconomic gaps, and the knowledge of 21st century skills students will need in the future, are areas that teacher preparation programs need to place more emphasis on (Muilenburg & Berge, 2015). The lack of preparedness and the resulting sense of shock are two factors attributed to the high rate of teacher attrition. With a reported 44% of teachers leaving the profession within their first five years, understanding not only what factors contribute to their decision to leave, but also searching for ways to strengthen teacher preparation programs to better prepare PTs for the classrooms is critical in reducing attrition rates in the profession (Ingersoll, Merriell, Stuckey, & Collins, 2018).

Based on the results of recent research, incorporating the concept of ML into teacher preparation programs could serve as a vehicle for not only teaching PTs literacy education strategies, but also to create curriculum in their classrooms that is relevant and reaches a diverse populations of students (Lee, 2016; Ulu, Avsar-Tuncay, Bas, 2017). The results of recent studies have shown that PTs indicate higher levels of teaching efficacy once they have had instruction on ML during their teacher education courses (Lee, 2016; Ulu, Avsar-Tuncay, Bas, 2017). Additionally, PTs who have received instruction on ML during their teacher education courses often go on to use these same concepts in their own classroom instruction (Lee, 2016; Ulu, Avsar-Tuncay, Bas, 2017). However, the studied populations have been limited to PTs enrolled in teacher preparation programs at 4-year universities (Lee, 2016; Ulu, Avsar-Tuncay, Bas, 2017). With more than 90% of community colleges across the United States offering courses in teacher education, it is important to understand this population of PTs and their understanding of the concepts of ML, as well as PTs enrolled in 4-year universities (Maricopa, 2009).

The present study extends previous research on ML and works to better understand the opportunities that PTs have to learn about ML, as well as their confidence to teach ML. This study differs from previous research in three unique ways. First, this study examines perceptions of PTs at a community college, which are often overlooked by research. A population that is often not examined by research. Secondly, this study works to understand the relationship between PTs perceptions of opportunity to learn about ML and their confidence to teach ML in their own classrooms. Finally, this study compares two populations of PTs, those at a community college and those at a 4-year university, to identify if any differences exist in their perceptions of opportunities to learn about ML or their confidence to teach ML. In doing so, this study aims to provide insight into differences, if any, that might exist between these two groups. This study provides a unique look at the concept of ML as it investigates the perceptions of understudied populations of PTs at a community college in contrast to the more researched populations of PTs at 4-year universities.

Methods

This study was guided by the following research questions:

1. To what extent are Community College PTs' perceptions of opportunity to learn about ML associated with their confidence in teaching ML?

2. Are there statistically significant differences between Community College PT's and 4-Year University PT's perceptions of opportunity to learn ML?

3. Are there statistically significant differences between Community College PT's and 4-Year University PT's perceptions of confidence to teach ML?

The study uses secondary data collected in the spring of 2017. All students who participated in the survey were enrolled in an education course, but not necessarily an education major.

The Instrument

The instrument used for this survey was The Multiple Literacy Survey for Preservice Teacher Education (MLSPTE). The survey was originally developed in the spring of 2017 and was developed based on education surveys given to preservice teachers. This survey measures eight literacies, including digital, visual, political, emotional, environmental, scientific, cultural, and numerical. Each of the eight literacies is further described in *Figure 3.1* below. For each of the eight literacies covered in the study, both PTs' perceptions of opportunity to learn about the specific ML and confidence to teach the ML are measured. 88 Likert-type items were developed and used to measure PTs' perceptions of their opportunity to learn about the eight literacies and their confidence to teach the eight literacies. Both opportunity to learn about ML and confidence to teacher ML were measured on a 4-point Likert-type scale with '1' meaning 'strongly disagree' and '4' being 'strongly agree'. In addition to the 88 items measuring the eight literacies, 11 demographic questions were asked. These questions measured characteristics such as school classification, financial-aid eligibility, and career intentions. The final five questions on the survey covered topics related to career intentions, such as, the teacher preparation program they were participating in, career plans once they graduated, and plans to remain in the classroom once they started teaching. *Figure 3.1* defines the eight multiple literacies and includes sample items for each construct.

Figure 3.1 Multiple Literacies Definitions and Sample Items

Environmental Literacy	Environmental literacy is described as an interdisciplinary study and understanding based on four founding issues: understanding the connection between natural systems and social systems, the way humans influence nature, choices made that impact the environment and the influence of technology on those decisions, and the need for continuous learning during the life cycle of humans (Disinger & Roth, 1992). **Sample Items:** To what extent have your teacher education courses provided you the opportunity to learn about taking action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)? What is your level of confidence in teaching students how to take action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)?
Numerical Literacy	Numerical literacy focuses on the way a person uses mathematics in their life, and not simply mathematical operations (Kramarski & Mizrachi, 2006). Numerical literacy emphasizes the importance of working cooperatively when learning and solving problems and communicating with others about mathematical problems and solutions using various modalities including journal writing, conversations, or computer programs and graphics (Ediger, 2006). **Sample Items:** To what extent have your teacher education courses provided you the opportunity to learn about solving problems in multiple ways? What is your level of confidence in teaching solving problems in multiple ways?

Figure 3.1 Multiple Literacies Definitions and Sample Items (continued)

Digital Literacy	Pow and Fu (2012) define digital literacy as one's ability, awareness and attitude to use digital tools to evaluate, analyze, create, and communicate with others. Digital literacy encourages the development of technology proficiency to use to make meaning of the concepts being studied. **Sample Items:** To what extent have your teacher education courses provided you the opportunity to learn about providing authentic learning experiences using technology (e.g., real world applications)? What is your level of confidence in teaching in a way that provides authentic learning experiences using technology (e.g., real world applications)?
Scientific Literacy	Scientific literacy is described as the understanding of scientific concepts and knowledge of how to implement these concepts to make decisions that better society (National Research Council, 1996). **Sample Items:** To what extent have your teacher education courses provided you the opportunity to learn about questioning the validity of scientific conclusions in media? What is your level of confidence in teaching students how to question the validity of scientific conclusions in media?
Visual Literacy	Visual literacy is defined as the use of a visual to display or describe information, such as a cartoon, chart, website, or visual display (Ervine, 2001: Stokes, 2002). Additionally, visual literacy acknowledges the importance using visuals to make meaning in both a critical and evaluative way, while also having the ability to create appropriate visuals to communicate messages (Felton, 2017; Lasley & Hass, 2017). **Sample Items:** To what extent have your teacher education courses provided you the opportunity to learn about evaluating effectiveness of given visual representation? What is your level of confidence in teaching students how to evaluate the effectiveness of given visual representation?

Figure 3.1 Multiple Literacies Definitions and Sample Items (continued)

Political Literacy	No consensus on a definition for political literacy has not be made, but many researchers agree the goal of political literacy is social justice and participation in a democratic society (Larson, 2006; O'Toole, Marsh, & Jones, 2003). Political literacy acknowledges the importance of understanding party differences, basic political facts, personal rights, while also being able to express individual views, engage in debate, and fight injustices effectively (Gale, 1994). **Sample Items:** To what extent have your teacher education courses provided you the opportunity to learn about understanding the global impact of U.S. foreign affairs? What is your level of confidence in teaching the global impact of U.S. foreign affairs?
Emotional Literacy	The idea of emotional literacy focuses on the importance of emotional concepts such as happiness, self-esteem, and self-management and the impact these ideas have on other aspects being studied (Mayer, Salovey, Caruso, 2008). **Sample Items:** To what extent have your teacher education courses provided you the opportunity to learn about teaching students emotional self-management (e.g., impulse control, tolerance)? What is your level of confidence in teaching students emotional self-management (e.g., impulse control, tolerance)?
Cultural Literacy	Cultural literacy is understood, as one's ability to understand culture and use that understanding of culture to make meaning. Ochoa (2016) suggests that cultural literacy should also encourage individuals to challenge preconceptions they might have of cultures, their own identity, and the world. **Sample Items:** To what extent have your teacher education courses provided you the opportunity to learn about including diverse cultures and experiences into classroom lessons and discussions? What is your level of confidence in teaching so that diverse cultures and experiences are included in classroom lessons and discussions?

A pilot study was done to assess the validity and reliability of the MLSPTE instrument. A convenience sample of 50 students at a community college were asked to complete the MLSPTE survey and give feedback on word choice, and point out areas that needed clarification or sections that might prove difficult for future participants to navigate. A few syntactic components were adjusted for clarity based on feedback of the 50 participants.

To investigate the reliability and validity of the study a convenience sample of students from various 4- year institutions were asked to participate in the study. 332 students who were currently enrolled in a 4-year college or university in the state of Texas participated by taking the survey. Of the participants, almost half identified as White (49.1%), a third identified as Hispanic (32.2%), and less than 15% identified as African American (7.5%), Asian/Pacific Islander (1.8%) or multiple races (6%). The majority of participants identified their classification as Juniors (47.6%), with a quarter of participants identifying as Seniors (27.4%), and then Sophomores making up less than a fifth of the participants (18.4%), and then less than 5% identifying as Freshman (4.8%). Finally, the majority of participants (66.6%) reported that they have completed less than 15 hours of coursework in education, leaving a third (33.4%) reporting that they had completed more than 15 hours of coursework in education at the time they took the MLSPTE survey. Survey responses that were submitted with less than 50% of items responded to were deleted from the study, leaving the total number of cases analyzed at 303.

An exploratory factor analysis using a varimax rotation was done to analyze the eigenvalues for the ML Opportunity Scales. The results of the exploratory factor analysis showed the items for ML Opportunity loaded onto eight unique factors and accounted for 79.33% of the

explained variance. Additionally, the eigenvalues for each of the 8 factor loadings ranged from .588 to .858. Furthermore, an exploratory factor analysis using a varimax rotation was does for each set of items measuring ML confidence. Similarly, each of the ML confidence items loaded onto 8 unique factors, with eigenvalues ranging from .586 to .882. The results reported 82.6% of the total variance was explained by these items. Cronbach's alpha for each of the ML Opportunity and Confidence scales ranged from .885 to .954, indicating high reliability. Finally, an exploratory factor analysis was done focusing on the items related to career intentions. Of the five factors relating to career intentions, one factor had a reported eigenvalues of 3.55, accounting for 71.004% of the variance. A Cronbach's alpha was reported for the 5 items as .893, indicating a high level of consistency amongst the items.

Procedures

This study used secondary data, which was collected during the spring of 2017. Multiple universities and one community college in the state of Texas were contacted, via email, during February of the spring of 2017 and asked to send this survey out to their PTs. Those PTs who agreed to participate were sent an anonymous survey link. 204 responses came from students enrolled in education courses at a university in Texas and 159 responses came from students enrolled in education courses at a community college. Because the survey link was anonymous, it is not possible to report a response rate to this survey.

Participants

Community College Participants. 159 students enrolled in an education course(s) at a large community college in Texas had responded to the survey in the spring of 2017. There were 29 surveys submitted that had more than 50% of responses omitted. Because of the significant

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amount of missing data these surveys were deleted from the data analysis. One survey was submitted with responses to all questions except for the demographic questions. Due to the majority of this survey being complete, this was left in as part of the data analysis, but does leave only 129 responses reported for the demographic questions, as opposed to 130. Of the 129 participants who completed the demographic questions in the survey, the majority identified as white (71.2%) and a little over a quarter as identified as non-white (28.8%). Just over half of the respondents identified their classification as sophomore (53.3%), 25% identified as freshman, and less than a fifth combined identified as either a junior (18.3%), a senior (1.7%), or other (1.7%). Finally, almost all participants from the community college (93.1%) had completed less than 15 hours of coursework in education, with the remaining 5.4% reporting they had completed more than 15 hours of coursework in education, and 2 participants with no response. The majority of respondents noted their plan was to obtain a degree in Elementary Education (61.5%), and then less than 20% said they planned to obtain a degree in either Middle Grades Education (13.1%), High School Education (12.3%), or something other than what was listed (12.35).

4- Year University Participants. 204 students responded to the survey from a large 4-year university in the southwest. Of the participants who responded, the majority identified as white (76.0%), and less than a quarter identified as non-white (24.0%). The majority of participants identified their current classification as either a junior (40.7%) or a senior (41.2%). A little over 10% identified their classification as a sophomore (12.7%), and less than 10% identified as a freshman (5.4%). The majority of participants reported having completed less than 15 hours of coursework in education (67.1%), 17.71% said they had completed more than 15 hours of coursework in education, and 31 participants did not respond to this question (15.19%).

The majority of participants identified the certification they were working towards was either in

Elementary Education (39.2%) or Middle Grades Education (44.1%). Less than 10% of

participants were working toward certifications in High School (7.4%), and 8.8% said they were

working toward a different certification.

The demographics of both participants from 4-year institutions ($n = 204$) and participants

from a community college ($n = 130$) are described in *Table3.1*.

Table 3.1 Demographics of Study Participants

		Community College Participants		4-year University Participants	
		N	%	N	%
Race	White	93	71.2	155	76
	Non-White	37	28.8	49	24
Classification	Freshman	33	25.0	11	5.4
	Sophomore	69	53.3	26	12.7
	Junior	24	18.3	84	41.2
	Senior	2	1.7	83	40.7
	No Response	2	1.7	0	0
Field Hours Completed	<15 hours	121	93.1	137	67.1
	>15 hours	7	5.4	36	17.7
	No Response	2	1.5	31	15.2
Planned Degree	Elementary	80	61.5	80	39.2
	Middle Grades	17	13.1	90	44.1
	High School	16	12.3	15	7.4
	Other	17	12.3	18	8.8

Results

In order to examine the reliability and validity of the opportunity items on MLSPTE,

which was given to the students at the community college, a Confirmatory Factor Analysis was

conducted on each of the eight opportunities included in the survey. The results of the

Confirmatory Factor Analysis are shown in *Table 3.2*. Questions relating to each of the eight

unique opportunities loaded on to a unique factor with Eigenvalues greater than one. The factor

loadings of the questions within each of the unique opportunities ranged from .771 to .946. The

eight opportunity scales had a Cronbach's Alpha ranging from .882 to .947, indicating each were

highly reliable.

Table 3.2 Factor Loadings of Opportunities items on MLSPTE

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
EnvOpp1	.900							
EnvOpp2	.894							
EnvOpp3	.925							
EnvOpp4	.931							
NumOpp1		.771						
NumOpp2		.872						
NumOpp3		.800						
NumOpp4		.827						
NumOpp5		.871						
DigOpp1			.927					
DigOpp2			.879					
DigOpp3			.899					
DigOpp4			.902					
SciOpp1								
SciOpp2				.925				
SciOpp3				.907				
SciOpp4				.928				
SciOpp5				.860				
VisOpp1					.907			
VisOpp2					.946			
VisOpp3					.933			
VisOpp4					.937			
PolOpp1						.878		
PolOpp2						.889		
PolOpp3						.940		
PolOpp4						.906		
PolOpp5						.922		
EmoOpp1							.833	
EmoOpp2							.921	
EmoOpp3							.935	
EmoOpp4							.944	
EmoOpp5							.934	
CulOpp1								.810
CulOpp2								.895
CulOpp3								.874
CulOpp4								.903
Eigenvalues	3.332	3.437	3.255	4.022	3.45	4.115	4.179	3.037
Percent of Variance	83.291	68.745	81.380	80.430	86.625	82.304	83.580	75.913
Cronbach's Alpha	.933	.882	.923	.939	.947	.945	.945	.884

Similarly, a confirmatory factor analysis was also done on the confidence items on the

MLSPTE to examine the Eigenvalues for each of the 36 items. A separate factor analysis was

run for each of the eight opportunities to learn. All items within each opportunity loaded on to

one factor with Eigenvalues greater than one. The factor loadings of the questions ranged from

.771 to .946. The eight opportunity scales had a Cronbach's Alpha ranging from .882 to .945,

indicating each were highly reliable. The results of the Confirmatory Factor Analysis are shown

in *Table 3.3*.

Table 3.3 Factor loadings of confidence items on MLSPTE

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
EnvConf1	.918							
EnvConf2	.911							
EnvConf3	.938							
EnvConf4	.921							
NumConf1		.857						
NumConf2		.922						
NumConf3		.902						
NumConf4		.892						
NumConf5		.897						
DigConf1			.938					
DigConf2			.964					
DigConf3			.968					
DigConf4			.950					
SciConf1				.902				
SciConf2				.939				
SciConf3				.951				
SciConf4				.895				
SciConf5				.824				
VisConf1					.951			
VisConf2					.960			
VisConf3					.945			
VisConf4					.963			
PolConf1						.940		
PolConf2						.922		
PolConf3						.954		
PolConf4						.919		
PolConf5						.926		
EmoConf1							.932	
EmoConf2							.939	
EmoConf3							.935	
EmoConf4							.960	
EmoConf5							.960	

Table 3.3 Factor loadings of confidence items on MLSPTE (continued)

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
CulConf1								.845
CulConf2								.924
CulConf3								.923
CulConf4								.919
Eigenvalues	3.400	3.997	3.649	4.082	3.647	4.345	4.468	3.266
Percent of Variance	85.010	79.950	91.222	81.641	91.174	86.901	89.356	81.638
Cronbach's Alpha	.941	.936	.968	.943	.967	.962	.970	.917

Results of Research Question 1: To what extent are Community College PTs' perceptions of opportunity to learn about ML associated with their confidence in teaching ML?

Multiple Regression Analysis were done to determine if an association exist between PT's perceptions of opportunity to learn about ML and their confidence to teach ML. A separate regression was run for each of the ML confidence factors. For each of these regressions, the same Independent variables were included to ensure consistency. The independent variables included demographic variables and each of the eight ML opportunity variables. The demographic variables included, first generation college student, classification, field placement, sex, age, employment, and FAFSA qualification. The eight ML opportunity variables included Environmental Literacy (Env. Opportunity), Numerical Literacy (Num. Opportunity), Digital Literacy (Dig. Opportunity), Scientific Literacy (Sci. Opportunity), Visual Literacy (Vis. Opportunity), Political Literacy (Pol. Opportunity), Emotional Literacy (Emo. Opportunity), and Cultural Literacy (Cul. Opportunity).

The first multiple regression analysis was calculated to determine the association of the seven demographic variables and eight literacy opportunity variables described above and PTs confidence to teach Environmental Literacy in the classroom (Env. Confidence). The resulting regression equation was significant ($F(16, 317) = 25.759$, $p<.001$), with an R^2 of .565. PTs

perceptions of confidence to teach Environmental Literacy was significantly associated with their opportunity to learn about Environmental Literacy ($p < .001$) and Scientific Literacy ($p<.001$). Furthermore, there was a significant positive association between students' age and their confidence to teach Environmental Literacy based on a p value of .05 ($p<.05$).).

The second Multiple Regression was calculated to determine the association of the seven demographic questions and eight literacy opportunity variables to PTs confidence to teach Numerical Literacy (Num. Confidence). Based on the p value of .05, the resulting regression equation was significant ($F(16, 317) = 19.991$, $p<.001$), with an R^2 of .502. Additionally, PTs perceptions of confidence to teach Numerical Literacy was shown to have a significant positive association with PT's perceptions of opportunity to learn about Numerical Literacy ($p<.001$). Furthermore, PTs' confidence to teach Numerical Literacy was positively associated with their perceptions of opportunities to learn about Visual Literacy ($p = .040$) and employment status ($p = .001$).

The third multiple regression was calculated to determine the association of the seven demographic variables and the eight literacy opportunity variables to PT's confidence to teach Digital Literacy. Based on the p value of .05, the resulting regression equation was significant ($F(16, 317) = 27.042$, $p<.001$), with an R^2 of .577. PT's perceptions of opportunities to learn about Digital Literacy were shown to be positively associated with their confidence to teach Digital Literacy ($p<.001$).

A fourth multiple regression analysis was calculated to determine the association of the seven demographic variables and the eight literacy opportunity variables to PTs confidence to teach Scientific Literacy. Based on a p value of .05, the regression equation was significant (F

(16, 317) = 36.786, $p<.001$), with an R^2 of .650. PTs' perceptions of opportunities to learn about Scientific Literacy showed a positive association with their confidence to teach Digital Literacy at the significance level of .001 ($p <.001$). Being a first generation college student showed a significant negative correlation to PTs' confidence to teach Scientific Literacy at a significance level of .05 ($p=.005$). Age, employment, and FAFSA qualification each showed a significant positive correlation to confidence to teach Scientific Literacy based on the p value of .05.

The fifth multiple regression was calculated to determine the association of the seven demographic variables and the eight literacy opportunity variables to PT's confidence to teach Visual Literacy. Based on a p value of .05, the regression equation was significant (F (16, 317) = 26.097, $p<.001$), with an R^2 of .568. The opportunity to learn about Visual Literacy was positively associated to PT's confidence to teach Visual Literacy based on a p value of .05 ($p<.001$). PT's confidence to teach Visual Literacy was also positively associated to opportunity to learn about Emotional Literacy based on a p value of .05 ($p = .013$). Meanwhile, being a first generation college student showed a negative correlation to confidence to teach Visual Literacy based on a p value of .05 ($p = .010$).

The sixth multiple regression was calculated to determine the association of the seven demographic variables and the eight literacy opportunity variables to PT's confidence to teach Political Literacy. Based on a p value of .05, the regression equation was statistically significant ($F(16, 317) = 30.223$, $p<.001$), with an R^2 of .604. The opportunity to learn about Political Literacy showed a significant positive association with confidence to teach Political Literacy ($p<.001$). PTs' ethnicity was also positively associated with confidence to teach Political Literacy based on a p value of .05 ($p = .024$).

A seventh regression was calculated to determine the association of the seven demographic variables and the eight literacy opportunity variables to PT's confidence to teach Emotional Literacy. Based on a p value of .05, the regression equation was statistically significant (F (16, 317) = 20.090, $p<.001$), with an R^2 of .503. Confidence to teach Emotional Literacy was shown to be significantly associated with opportunity to learn about Emotional Literacy based on a p value of .05 ($p <.001$), and significantly associated with opportunity to learn about Visual Literacy, based on a p value of .05 ($p = .009$).

A final multiple regression was calculated to determine the association of the seven demographic variables and the eight literacy opportunity variables to PT's confidence to teach Cultural Literacy. Based on a p value of .05, the regression equation was statistically significant (F (16, 317) = 15.725, $p<.001$), with an R^2 of .442. PTs' confidence to teach Cultural Literacy was shown to be positively associated with their opportunity to learn about Emotional Literacy, based on a p value of .05 ($p<.001$). Additionally, confidence to teach Cultural Literacy was positively associated with PTs' opportunity to learn about Environmental Literacy, based on a p value of .05 ($p = .045$). The results of each of the Multiple Regressions described above are detailed in *Table 3.4 and Table 3.5.*

Table 3.4 Summary of Multiple Regressions for Confidence (Env. – Sci)

Variables	Env. Confidence			Num. Confidence			Dig. Confidence			Sci. Confidence		
	B	SE B	β	*B*	SE B	β	*B*	SE B	β	*B*	SE B	β
Constant	.450	.375		.311	.351		-.118	.334				
First Gen	-.142	.073	-.082	-.108	.069	-.072	-.032	.065	-.020	.736	.329	
Ethnicity	.043	.042	.043	.037	.039	.042	.031	.037	.035	.028	.036	.028
Field Placement	-.067	.55	-.047	-.048	.051	-.038	.038	.049	.029	-.183	.064	-.108*
Sex	-.052	.110	-.018	-.143	.103	-.057	-.104	.098	-.040	-.057	.048	-.040
Age	.077	.036	.085*	.060	.034	.075	.066	.032	.007	.063	.032	.071*
Employed	.037	.052	.030	.159	.049	.146*	.021	.046	.018	.136	.046	.112*
FAFSA	.074	.068	.045	.031	.064	.021	.011	.060	.008	.118	.060	.074*
Env Opportunity	.450	.072	.562**	-.033	.042	-.014	.057	.040	.070	-.063	.040	-.071
Num Opportunity	.053	.122	.044	.590	.059	.562**	.019	.056	.017	-.043	.056	-.036
Dig Opportunity	-.004	.096	-.003	.013	.057	.012	.693	.054	.613**	.039	.053	.032
Sci Opportunity	.157	.093	.158*	.057	.055	.066	.091	.052	.102	.750	.051	.774**
Vis Opportunity	.077	.100	.061	.128	.062	.116*	.114	.059	.101	.016	.058	.013
Pol Opportunity	.003	.080	.003	-.037	.045	-.047	-.064	.043	-.077	.062	.043	.069
Emo Opportunity	-.027	.124	-.019	.122	.067	.099	.080	.064	.063	-.091	.063	-.066
Cul Opportunity	.013	.098	.011	-.032	.057	-.030	-.027	.055	-.025	.039	.054	.033
R^2		.565			.502			.577			.650	
F for change R^2		25.759**			19.991**			27.042**			36.786**	

Table 3.5 Summary of Multiple Regressions for Confidence (Vis. – Cul.)

Variables	Vis. Confidence			Pol. Confidence			Emo. Confidence			Cul. Confidence		
	B	SE B	β	*B*	SE B	β	*B*	SE B	β	*B*	SE B	β
Constant	-.172	.333		.109	.384		.416	.321		.119	.379	
First Gen	-.169	.065	-.110*	-.105	.075	-.057	.015	.063	.011	-.055	.074	-.035
Ethnicity	.101	.037	.012	.096	.043	.089*	-.008	.036	-.009	.081	.042	.090
Field Placement	-.036	.049	-.028	.026	.056	.017	.073	.047	.063	-.018	.055	-.014
Sex	.057	.097	.022	-.093	.112	-.030	-.165	.094	-.072	-.025	.111	-.010
Age	.036	.032	.044	.050	.037	.051	-.005	.031	-.007	.030	.037	.036
Employed	.065	.046	.058	.081	.053	.060	-.014	.045	-.014	.039	.053	.035
FAFSA	.028	.060	.019	-.010	.070	-.006	-.045	.058	-.034	-.077	.069	-.053
Env Opportunity	-.002	.040	-.003	-.077	.046	-.079	.014	.039	.020	.092	.046	.113*
Num Opportunity	.093	.056	.087	.040	.065	.031	.076	.054	.079	.056	.064	.052
Dig Opportunity	-.020	.054	-.018	.007	.062	.005	.057	.052	.056	.045	.061	.040
Sci Opportunity	.009	.052	.010	.010	.060	.009	-.055	.050	-.069	-.059	.059	-.066
Vis Opportunity	.704	.059	.628**	.130	.068	.096	.150	.057	.149*	.107	.067	.095
Pol Opportunity	-.005	.043	-.006	.736	.050	.751**	-.033	.042	-.045	-.003	.049	-.004
Emo Opportunity	.158	.064	.126*	-.014	.073	-.009	.689	.061	.610**	.024	.072	.019
Cul Opportunity	-.018	.054	-.017	-.023	.063	-.018	-.031	.053	-.032	.571	.062	.536**
R^2		.568			.604			.503			.442	
F		26.097**			30.223**			20.090**			15.725**	

Results of Research Question 2: Are there statistically significant differences between

Community College PTs' and 4-year University PTs' perceptions of opportunity to learn about

ML?

A one-way multivariate analysis of variance (MANOVA) by institution enrolled

(community college or 4-year university) was carried out to determine if statistically significant

differences exist in their perceptions of opportunities to learn about eight specific literacies

(Environmental, Numerical, Digital, Scientific, Visual, Political, Emotional, Cultural). The

results of the MANOVA showed significant differences exist between community college and 4-

year university students and their perceptions of opportunities to learn about the eight literacies

(*Wilks' lambda* =.854, *F*(8, 323) = 6.93 , *p* =.000). Of the eight literacies tested a statistically

significant difference was found in three literacies: Environmental Literacy, Digital Literacy, and

Political Literacy, based on the p value of .05. When analyzing the mean values of each,

community college students reported greater opportunities to learn about Environmental

Literacy, Political Literacy, and Cultural Literacy. PTs at a 4-year university reported greater

opportunities to learn about Digital Literacy based on mean scores. While the reported

differences are statistically significant they each represented a low level of effect as each R^2

ranged from .000 to .061. The results of the MANOVA are further described in *Table 3.6*.

Table 3.6 Multivariate Analysis of Variance for Opportunity to Learn about ML

Literacies	Community College		4-Year University			
	M	*SD*	*M*	*SD*	*F*	Sig.
Env Opportunity	2.97	.93	2.52	.84	21.422	.000**
NL Opportunity	3.22	.69	3.30	.68	.949	.331
DL Opportunity	3.35	.69	3.53	.60	6.375	.012*
Sci Opportunity	2.77	.86	2.71	.79	.368	.545
VL Opportunity	3.44	.69	3.45	.62	.004	.947
PL Opportunity	2.85	.90	2.47	.87	14.240	.000**
Emo Opportunity	3.62	.53	3.54	.62	1.452	.229
Cult Opportunity	3.32	.70	3.30	.68	.78	.780

Results of Research Question 3: Are there statistically significant differences between Community College PTs' and 4-year University PTs' perceptions of confidence to teach ML?

A one-way MANOVA was conducted by enrolled institution (community college or 4-year University) perceptions of confidence to teach eight specific literacies (Environmental, Numerical, Digital, Scientific, Visual, Political, Emotional, and Cultural). The results of the MANOVA showed statistically significant differences exist between community college PTs and

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4-year university PTs and confidence to teach eight specific literacies (*Wilks' lambda* =.883, F(8, 324) = 5.39 , p =.000). Significant differences were shown in three specific literacies: Environmental Literacy, Digital Literacy, and Political Literacy. Students at the community college reported statistically significant higher levels of confidence to teach both Environmental Literacy and Political Literacy based on mean scores. PTs at the 4-year university reported statistically significant higher levels of confidence to teach Political Literacy. While the reported differences are statistically significant each of the R^2 values reported were low, ranging from .012 to .042, therefore showing that there are many other factors that this instrument does not account for. The results of the MANOVA are further described in Table 3.7.

Table3.7 Multivariate Analysis of Variance for Confidence to teach ML

Literacies	Community College		4-Year University			
	M	SD	M	SD	F	Sig.
Env Confidence	2.76	.83	2.42	.78	14.342	.000**
NL Confidence	3.00	.75	2.99	.69	.042	.837
DL Confidence	3.03	.79	3.23	.68	6.62	.011*
Sci Confidence	2.57	.86	2.51	.76	.561	.454
VL Confidence	3.08	.77	3.16	.70	.990	.320
PL Confidence	2.57	.96	2.38	.82	3.907	.049*
Emo Confidence	3.25	.67	3.39	.64	3.571	.060

Table3.7 Multivariate Analysis of Variance for Confidence to teach ML (continued)

Literacies	Community College		4-Year University			
	M	SD	M	SD	F	Sig.
Cult Confidence	3.29	.78	2.98	.69	.480	.489

Discussion

The purpose of this study was to understand the perceptions of opportunities to learn about ML and its relationship to PTs' confidence to teach ML. Additionally, this study compared the perceptions of opportunity learn about ML and confidence to teach ML for PTs' at a community college and PTs at a 4-year university, to identify if any possible differences in perceptions exist.

This study initially examined the relationship between community college PTs' perceptions of opportunities to learn about ML and their confidence to teach ML. The results of this research showed significant associations between each of PTs' perceptions of opportunity to learn about each of the eight ML and their confidence to teach that respective ML. The significance in the relationships between perceptions of opportunity to learn about ML and then confidence to teach ML reflect the ideas of Bandura's (1977) concept of self-efficacy which notes that experiences with a concept build a person's confidence to then use that same concept. The results do illustrate that a PTs confidence to teach using the ideas of ML start early in their teacher education programs, as the majority of PTs identified themselves as either freshman or

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sophomores. Additionally, the results of this study showed that confidence to teach a specific ML was significantly related, not only to their perceptions of opportunities to learn about that ML but also often showed a significant relationship to opportunity to learn about a other ML. A significant relationship between PTs' confidence to teach Scientific Literacy and PTs' perceptions of opportunity to learn about Scientific Literacy was found (*p*<.001), as well as a significant relationship between PTs' confidence to teach Scientific Literacy and PTs' perceptions of opportunity to learn about Political Literacy. This result suggests that the interconnectedness of literacies may exist. Furthermore, PTs' confidence to teach Numerical Literacy was statistically significantly related to their perceptions of opportunity to learn about Numerical Literacy (p<.001), and also showed a significant relationship to perceptions of opportunity to learn about Digital Literacy (p<.05), further suggesting that literacies are connected. Future research to study how literacies are connected could be helpful in working to develop curriculum using ML provided during teacher education courses.

The results of question one also showed statistically significant relationships between PTs' confidence to teach ML and some of the demographic variables studied. In addition to the relationship between confidence to teach specific literacies and the relationship to perceptions to learn about the literacy, significant associations were found between PTs' confidence to teach Scientific Literacy and four demographic variables. A negative relationship was found between PTs confidence to teach Scientific Literacy and how recent the PTs' last field placement was, with PTs' noting a longer time between their last field placement and a higher confidence to teach Scientific Literacy. This result may suggest that PTs' have a false sense of confidence to teach Scientific Literacy, with experience in more recent field placements noting lower confidences to teach the literacy. Age, employment, and FASFA qualification were also

significantly associated with PTs' confidence to teach, suggesting that older PTs, PTs who were not employed, and PTs' who did not qualify for FASFA reported higher confidence to teach Scientific Literacy. Employment was also statistically significantly associated with both confidence to teach Numerical Literacy and Visual Literacy, with PTs who were not employed reporting higher confidence to teach these specific literacies. Finally, PTs who were did not identify as First Generation college students reported statistically higher confidences to teach Visual Literacies ($p<.05$). These associations between the demographic variables described and the literacies are areas where future research needs to explore to better understand how each demographic is related to the specific literacy so that teacher education programs may be able to best tailor their instruction on ML to the PTs they are teaching.

The study also explored potential differences in two populations of PTs', PTs' enrolled at a community college and PTs' enrolled at a 4-year university, and their perceptions of opportunity to learn about eight ML. Statistically significant differences were found between three literacies and PT's perceptions of opportunity to learn about these literacies. PTs' enrolled at a community college reported more opportunities to about Environmental Literacies (m = 2.97, $p<.001$) and Political Literacies (m = 2.85, $p<.05$), than PTs' enrolled at a 4 year university (m = 2.52, m = 2.47 respectively). However, PTs' enrolled at a 4-year university reported more opportunities to learn about Digital Literacy (m = 3.53, $p<.05$) than students enrolled at a community college (m=3.35). These findings do suggest that there are differences in perceived opportunities to learn about ML between the two institutions studied. Further research that expands the studied populations of PTs beyond two institutions could help to better understand the results of this study and potentially identify differences that might exist about community colleges and 4 – year universities. And while significant differences were found the R^2 value for

each of these results were low, ranging from .01 to .06, noting a small effect size. With less than 10% of the variance explained for each of these results, future research should also look to understand what other unique factors may exist in PTs at community colleges and at 4-year universities. Additionally, future qualitative research that works to understand the experiences of students, through interviews or cases studies could help to identify PTs experiences at each unique institution and how those experiences impact their understandings of ML concepts and their confidence to then teach these literacies.

Similar to the results found in differences in PTs' perceptions of opportunity to learn about ML between PTs' at a community college and PT's at a 4-year university, three statistically significant differences were found between these two groups and their confidence to teach specific literacies. PTs' at a community college report statistically significant higher confidences to teach both Environmental literacy ($p<.05$) and Political Literacy ($p<.05$) than PTs' enrolled at a 4-year university. While community college PTs' noted higher confidence to teach two specific literacies, PTs' at a 4-year university reported statistically significantly higher confidence to teach Digital Literacy ($p<.05$). While significant differences were found between PTs' at a community college and PTs' at a 4-year university in three of the ML, the effect size report were small for each literacies. The R^2 reported for each of the three literacies ranged between .01 and .04, noting that less than 5% of the variance was explained for each of these literacies. Future research that expands that expands the studied population beyond two institutions would be beneficial as it would allow results to be better generalized. Additionally, expanding the studied variables could be helpful to determine if any other differences exist between the two populations studied.

Implications

The results of this research showed significant associations between each of PTs' perceptions of opportunity to learn about each of the eight ML and their confidence to teach that respective ML. The significant results reinforce the importance of developing curriculum within our teacher education programs that allow PTs to learn about the ML, thus enabling them to then begin to create a plan to teach these ML in their future classrooms.

This study also explored potential differences in PTs' at a community college and PTs' enrolled at a 4-year university and their perceptions of opportunities to learn about each of the ML. Additionally, this study also explored potential differences within these two groups and their confidence to teach the ML. PTs' enrolled at a community college reported more opportunities to about Environmental Literacies ($M = 2.97$, $p<.001$) and Political Literacies ($M = 2.85$, $p<.05$), than PTs' enrolled at a 4 year university (m = 2.52, m = 2.47 respectively). However, PTs' enrolled at a 4-year university reported more opportunities to learn about Digital Literacy ($M = 3.53$, $p<.05$) than students enrolled at a community college ($M=3.35$). Similarly, PTs' at a community college report statistically significant higher confidences to teach both Environmental literacy ($p<.05$) and Political Literacy ($p<.05$) than PTs' enrolled at a 4-year university. While community college PTs' noted higher confidence to teach two specific literacies, PTs' at a 4-year university reported statistically significantly higher confidence to teach Digital Literacy ($p<.05$). Based on these findings differences in opportunities to learn about the ML may be found at different institutions. It is important for all types of teacher education programs to examine their curriculum to determine how they can better incorporate the ideas of ML into their curriculum, so that PTs have the opportunity to learn about each of the ML no matter which type of institution they are enrolled. By creating curriculum in teacher education

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program that teach all of the ML, PTs will then have the opportunity to begin understand how these ML can be incorporated in their own classrooms and thus increase their confidence to teach using these ML.

Limitations of Study

While this study is unique in its investigation of the perceptions of PTs at a community college, as this is an understudied population, this study is limited in its population studied. Additionally, this study works to understand the differences in perceptions of opportunities to learn about ML and confidence to teach ML in PTs at a community college and PTs at a 4-year university, but the study's population is limited to students enrolled at one community college and one 4-year university. By expanding the populations studied to multiple community colleges and universities the results could be further generalized.

Conclusion

The present study examined the perceptions of opportunity to learn about ML and the association of these opportunities to PTs' confidence to teach those ML in PTs' enrolled at a community college. The results of this study reported not only significant associations between perceptions of opportunities to learn about ML and PTs' confidence to teach that respective literacy, the results also showed the potential for future research to examine the interconnectedness of literacies and the influence of demographic variables on PTs' confidence to teach specific literacies. Lee (2016), reported that PTs who had been exposed to the concepts of ML in their teacher education programs went on to use these same concepts in their classrooms. Similar to Lee (2016), Ulu and colleges (2017) reported that teachers who had been taught the concepts of ML had stronger teaching-efficacies once in the classrooms. The results of

this particular study reflect similar findings, as significance associations were found between PTs' perception to learn about a literacy and their confidence to then teach that literacy.

Additionally, the study worked to identify potential differences in perceptions of opportunities to learn about ML and confidence to teach ML between PTs' at a community college and PTs' enrolled at a 4-year university. While significant differences were found between these two populations in three literacies, the effect size of each of these differences were small. Future research to explore these potential differences should be done to better understand the impact of these two pathways have on becoming a teacher.

The findings of this study, along with other recent research (Kim & Cho, 2014; Lee, 2016; Ulu, Avsar-Tuncay, Bas, 2017) emphasize the importance of future research that not only investigates the relationship between opportunities to learn about ML in teacher education programs and PTs' confidence to teach ML, but also potential differences that exist between PTs enrolled at community colleges and PTs' enrolled at –year universities. Furthermore, these results suggest that significant associations exist between PTs' perceptions of opportunities to learn about ML and their confidence teach ML, it is also important that future research works to understand how that confidence to teach a specific literacy impacts teaching efficacy, and PTsl longevity in the teach profession.

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CHAPTER IV

SUMMARY AND CONCLUSION

The purpose of this multiple-article dissertation was to examine the perceptions of preservice teachers' teaching efficacy and examine their opportunity to learn about ML and confidence to teach ML. Eight questions guided the two studies:

(1) Are there statistically significant differences in Pre-service Teachers' (PT's) measure of teaching efficacy from the beginning of the semester to the end of the semester?

(2) What demographic factors influence PT's teaching efficacy (certification sought, 1st generation college student, classification, number of education courses previously taken, race/ethnicity, sex, age, employment, currently employed in an early childcare setting, and FAFSA qualified)?

(3) Are there statistically significant differences in PT's perceptions who are working in an early childhood setting and the perceptions of teaching efficacy of those not currently working in an early childhood setting at the beginning and at the end of the semester?

(4) What are PT's perceptions of challenges faced during their education courses and how they did they overcome the challenges?

(5) What experience did PTs' have during the spring 2018 semester while enrolled in an educational course(s)?

(6) To what extent are Community College PTs' perceptions of opportunity to learn about ML associated with their confidence in teaching ML?

(7) Are there statistically significant differences between Community College PT's and 4-Year University PT's perceptions of opportunity to learn ML?

(8) Are there statistically significant differences between Community College PT's and 4-Year University PT's perceptions of confidence to teach ML?

The two studies provide a unique analysis of the perceptions of PTs by studying an often understudied population of PTs, those enrolled in teacher education courses at a community college. Additionally, this study worked to better understand PTs perceptions of teaching efficacy and their exposure to the concepts of ML and then their confidence to teach ML. With recent research suggesting a strong teaching efficacy encourages retention in the teaching profession, understanding PTs perceptions of teaching efficacy at the early stages of their teacher preparation programs could help in developing programs that set PTs up for developing stronger teaching efficacies once in the profession (Kim & Cho, 2012).

The first study used mixed methods to examine the perceptions of teaching efficacy of PTs at a community college. While no statistically significant difference was found between PTs' perceptions of teaching efficacy at the start and at the end of an education course, follow-up interviews noted themes of developing teaching efficacies in PTs. The insights provided by the interviews reflected similar ideas from recent research, suggesting that authentic experiences both in during their education courses and through field observations are influential to PTs teaching efficacy (Colson et al., 2017; Moulding, Stewart, & Dunmeyer, 2014).

The second study analyzed PTs' perceptions of opportunities to learn about ML and confidence to teach ML. This study looked first at the association between PTs' perceptions of opportunities to learn about ML and their confidence to teach that same ML. The results noted significant associations between a PTs' perception of their opportunity to learn about a specific

ML and their confidence to teach that ML. Research by Lee (2016) suggests that teachers' who had been taught the concepts of ML as PTs' were more likely to use these concepts once in the classroom. Furthermore, Rosaen and Terpstra (2012) suggest that PTs' who have been exposed to the concepts of ML can begin envisioning how these concepts could be used in their own future classrooms. This idea is reflected in their increased confidence to teach those ideas of ML found in the study. The second study also analyzed differences between the perceptions of opportunity to learn about ML of PTs at a community college and PTs at a 4-year university. Statistically significant differences were found in three literacies. PTs' enrolled at a community college reported more opportunities to about Environmental Literacies ($M = 2.97$, p<.001) and Political Literacies ($M = 2.85$, p<.05). While, PTs' enrolled at a 4-year university reported more opportunities to learn about Digital Literacy ($M = 3.53$, p<.05) than students enrolled at a community college ($M=3.35$). Similarly, when differences between these two groups were analyzed based on perceptions of confidence to teach ML statistically significant differences were found in the same three literacies, with PTs' at a community college reporting statistically significant higher confidences to teach both Environmental literacy ($p<.05$) and Political Literacy ($p<.05$) and PTs' at a 4-year university reporting statistically significantly higher confidence to teach Digital Literacy ($p<.05$).

Implications

Implications for Teacher Education

With previous research acknowledging teaching efficacy as a characteristic that plays a role in teacher attrition, understanding PTs development of teaching efficacy is crucial for developing Teacher Education programs that adequately prepare PTs' for their own classrooms (Aloe, Amo, & Shanahan, 2013; Williams, Edwards, Kuhel, & Lim, 2016). The first study,

utilized a mixed-methods approach to understand community college PTs' perceptions of teaching efficacy. Reinforcing the ideas found in previous research, the findings from study one emphasize the importance of activities and experiences that are authentic to the reality of the classrooms PTs' will one day call their own (Sinclair, 2008). The findings from the interviews done in study one suggested that activities such as lesson plan writing, creating classroom management plans, and opportunities to observe in the field were valued by Pts.' Based on the results of this study, incorporating additionally opportunities for PTs in teacher education programs to participate in activities similar to those mentioned could be beneficial in helping to create a strong sense of teaching efficacy.

As teacher education programs work to build curriculum that helps to create a strong sense of teaching efficacy in their PTs, incorporating the concepts of ML is one potential way this could be done. Lee (2016) found that PTs who had been taught the concepts of ML during their teacher education programs were more likely to incorporate these ideas into their own classrooms. Additionally, the confidence to teach the concepts of ML helped PTs overcome the potential 'shock' at differences between their teacher education programs and the realities of the classroom (Lee, 2016). The results of study two identified statistically significant associations between PTs opportunities' to learn about a specific literacy and their confidence to teach that literacy. These results suggest that the more opportunities teacher education programs can provide PTs to learn about specific literacies the more confident PTs are to use these ideas in their own classroom.

Implications for Future Research

The results of study one's analysis of changes in perceptions of teaching efficacy before and after taking an education course approached a level of statistical significance. Future

research that extends the length of the study to identify when significant changes to PTs'
perceptions of teaching efficacy occur could be helpful in understanding how teaching efficacy's
develop in Pts.' Additionally, further qualitative research exploring the experiences of PTs'
during their education courses and the impact of these experiences, including those experiences
in field experiences and those in their teacher education programs, to understand how these
impact perceptions of teaching efficacy, could help teacher educators better create programs
where PTs are afforded opportunities to build strong teaching efficacies before they enter their
own classrooms. Furthermore, expanding this study to focus on PTs enrolled in all types of
teacher education programs, as opposed to only PTs enrolled at a particular community college,
could help to generalize the study results.

Study two worked to understand the associations between PTs opportunity to learn about
a particular literacy and their confidence to teach that literacy. The results of study two suggested
an interconnectivity between the literacies, as PTs confidence to teach one literacy was
significantly associated with their perceptions of opportunity to learn about that literacy and
others. Future research that explores the way the literacies are connected could help teacher
education programs develop curriculums that would best help PTs develop strong confidences to
teach these concepts in their classrooms. Additionally, future qualitative research is needed to
understand the differences in experiences in teacher education programs that PTs experience at a
community college and at 4-year universities. The results of study two suggested that some
differences between the two programs exist, related to the opportunities to learn about specific
literacies. Qualitative research that works to better understand the experiences of PTs in each of
these programs could provide further insight in what, if any differences exist.

Conclusion

Current research emphasizes the importance of teaching efficacy, as it is a characteristic that has been noted to influence a teacher's decision to stay or leave the profession (Williams, Edwards, Kuhel, & Lim, 2016). Further research notes that a teacher's teaching efficacy begins develops early during their pre-service years (Kim and Cho, 2012). Understanding the develop of a teacher's teaching efficacy, and what activities and experiences can help to support a strong teaching efficacy once those PTs enter the classroom could be critical in reducing the rate of teacher attrition. Research on the concepts of ML has also suggested that teaching the ideas of ML to PTs could be key in giving PTs tools to help provide more relevant instruction to their students, and therefore lead to creating a stronger sense of teaching efficacy (Rosaen & Terpstra, 2012). This dissertation worked to better understand the development of teaching efficacies of PTs' at a community college and their perceptions of opportunities to learn about ML and confidence to teach ML. The findings from this study align with previous research on teaching efficacy suggesting that embedding authentic activities in education courses are helpful in developing PTs' teaching efficacy. Furthermore, the more the results of this study suggest that the more PTs are exposed to the concepts of ML, the more confident they are to teach these same ideas. While differences were noted between community college PTs' and PTs' enrolled at a 4-year university further research is needed to understand why these differences were noted and what impact they have once PTs have entered the profession.

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BLINN COLLEGE

Distance Education · Humanities · Child Development - TECA

Family-Schools And Community

TECA-1303

Fall 2018 Section N01 CRN-12806 3 Credits 08/27/2018 to 12/13/2018 Modified 09/01/2018

☐ Meeting Times

This course is online and students will have access to course information, notes, lectures, videos, activities, projects, etc. at all times. This course is NOT self-paced, modules will open and close according to the course calendar in Concourse and eCampus.

☐ Description

3 lecture hours per week and 1 external hour per week; 64 total contact hours. Credit: 3 semester hours.

A study of the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. The course includes a minimum of 16 hours of field experiences

Requisites

None

☐ Core Curriculum Statement

This course is not a core curriculum course.

☐ Outcomes

1. Identify characteristics and issues relating to diverse cultures and caregiving lifestyles.

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 to enhance development and learning.

3. Identify and apply strategies to maintain positive, collaborative relationships with diverse families (e.g. families with children with disabilities, poverty, single-parent, cultural, homelessness, dual-language learners).

4. Investigate community/educational resources (e.g. dentist on wheels, library programs, GED programs, family education programs, Early Childhood Intervention Strategies) to empower families to support children's development.

5. Recognize signs of abuse and neglect and describe ways to work effectively with abused and neglected children and their families.

6. Explain the importance of family involvement/home-school relationships in education.

7. Explain the importance of maintaining codes of ethical conduct and legal issues when working with families, colleagues, and community professionals.

☐ Materials

All campuses:

The following materials are required at each campus location: Parents as Partners in Education: Families and Schools Working Together (9th Edition-2015) by Eugenia Hepworth Berger

ISBN 9780133802467

Academic Integrity--Online Resources

http://www.blinn.edu/library/help/tutorials.htm#PL

AG

http://www.accreditedschoolsonline.org/resources

/preventing-plagiarism/

Computer and Internet Access

You must have access to a working computer and internet access in this course to complete the assignments - this can be your personal computer or you can take advantage of computers and internet access in the learning centers and libraries on the various campuses. While not impossible, it is very difficult to take this course using your smart phone!

☐ Course Requirements

A major component of each early childhood/child development class at Blinn College is the external learning experience. The external learning experience requires students to participate in 16 hours of observations and activities that reflect the learning objectives of each course. A grade for the external learning experience will include completion of the assigned 16 hours of observations and activities and completion of assignments and reflections based on those observations and activities. This experience must be conducted in a local child care facility, school or educational program. The purpose of the external learning experience is to provide the child development students with approximately 1 hour of field experience with children per week for the sixteen week term.

Students in this course must submit to and pass a background check including a preliminary, notarized affidavit indicating they have no criminal (or civil) history of child abuse, neglect or endangerment in order to participate in the external learning experience and successfully complete this course.

This course may include but is not limited to the following learning activities: lecture, use of media including but not limited to DVD/video/online video, group discussion, assigned readings from textbook/handouts/supplemental readers, written and oral

assignments/projects/presentations/, guest speakers, role-play, demonstrations, and reflections. Course requirements should reflect student learning outcomes and require students to recall, comprehend, apply, analyze, synthesize and evaluate course content as it relates to the field of early childhood education.

Online Course Integrity

Humanities Division online instructors implement a variety of strategies to ensure scholastic integrity, including but not limited to: Turnitin originality checks, timed testing, Respondus browser lockdown, randomized test questions, ProctorU, webcam, Tegrity test capture, and/or completing coursework at approved testing centers. Individual instructors will provide more information.

Contact Hour Requirement

In compliance with ACGM and THECB rulings:

Face-to-face courses require a minimum of 48 contact hours per semester. This course is 64 contact hours (48 classroom hours
+ 16 hours of field experience). The 16 hours of field experience are completed face-to-face in educational settings.

Blended courses require 49% (about 23) of those 48 hours to be face-to face and 51% (about 25) to be online hours. The 16 hours of field experience are completed face-to-face in educational settings.

Online courses require 100% of the 48 hours to be online. This course is 64 contact hours (48 classroom hours + 16 hours of field experience). The 16 hours of field experience are completed face-to-face in

educational settings.

The number and type of contact hours per week are stated on the course reading and assignment schedule below. In addition to in-class hours, all faculty post and keep regular office hours for individual consultations.

☐ Evaluation

Grading System		
A	90-100%	Excellent
B	80-89%	Good
C	70-79%	Average
D	60-69%	Poor
F	Below 60%	Failing
I	Incomplete	
Q	Dropped	
W	Dropped for good cause or withdrew from college	

Breakdown Criteria			
Type	Weight	Topic	Notes
Type	Weight	Topic	Notes
Weekly Modules	30%	Weekly Assignments	Weekly modules will have multiple assignments that will be graded. Additionally a great will be given for class participation based on discussion board postings.
Major Exams	20%	2 Major Exams	Two major exams will be given throughout the semester. Tentative dates can be found on the course syllabus.
Digital Presentation/Paper	10%	Advocacy Agency Presentation/Paper	A presentation on a local advocacy agency will be completed during this course and presented online along with a 500 - 1000 word paper on the importance of this organization for families and young children in our community.

Game/Activity	10%	Original Game/Activity	An original game or activity will be created that is appropriate for an early childhood setting.
Field Experience	20%	Field Experience	16 Hours of field experience will be completed in an early childhood setting. Notes, teacher signature pages, and reflections will be part of this grade.
Final Exam	10%	Cumulative Final Exam	A cumulative final exam will be given at the end of the course.

☐ Blinn College Policies

All policies, guidelines, and procedures in the Blinn College Catalog (http://catalog.blinn.edu/), Blinn College Board Policies (http://pol.tasb.org/Home/Index/1204), and the Blinn College Administrative Regulations (http://www.blinn.edu/admnpolicy/intro.htm) are applicable to this course.

Specific information on civility, attendance, add/drop, scholastic integrity, students with disabilities, final grade appeal, alternative retailers, campus carry and proctoring arrangements and cost. (http://www.blinn.edu/syllabus-policies/)

Notice of any action taken under these protocol and procedures, by Blinn College or its employees, may be delivered by hand, through the U.S. Postal Service, or electronically to the student's Blinn Buc e-mail account. Notice shall be deemed received upon actual receipt, on deposit in the U.S. Mail, or upon entering the information processing system used by Blinn College for Blinn Buc e-mail accounts, whichever first occurs.

☐ Course Policies

Humanities Division Policies

Academic Honesty. Academic integrity is taught and enforced in all division classes. Plagiarism and other dishonesty will not be tolerated, whether intentional or not. Academic dishonesty includes:

- submitting another person's
- work as one's own, failing to
- credit research sources in
- one's papers, copying or sharing items on a test or exam, colluding inappropriately on an assignment, and/or
- submitting falsified documents such as doctor's notes.

While deliberate intellectual theft signals a lack of respect for oneself and others, careless or accidental plagiarism shows the student has not understood and followed guidelines for academic writing.

As part of the grading process, students in this division submit all major papers through a similarity detection service. An instructor who suspects academic dishonesty will call a conference with the student to clarify the issue. If a student has been found in violation of the Scholastic Integrity Policy, the student's name will be forwarded to the Blinn College Student Conduct Database. If the student has previously been cited for plagiarism at the College, a grade of F in the course will be assigned, even if the student decides to

drop the course.

If it is the student's first offense, the instructor will decide whether to allow the student to rewrite the paper for a reduced grade or to assign a grade of zero.

If you are having difficulty with an assignment, please get legitimate help from your instructor, the Writing Center, your handbook, or a classmate rather than resorting to plagiarism. The short- and long-term consequences are simply not worth it. Please see College Catalog for current policy and appeal statements

Attendance, Absenteeism, Tardy Arrival, and Makeup Work. To succeed in college, students are expected to attend all lecture and laboratory periods in traditional, blended, and online classes at the prescribed time. The division does not condone class cutting   by students or walks given by instructors. Instructors will keep accurate records of student attendance, and students are responsible for contacting instructors promptly regarding necessary absences.

Attendance in online classes is determined by the stated instructor policy. To be counted present, students must log in AND complete the minimum specified work.

The stated instructor policy in conjunction with stated College policy will determine whether a given absence is excused and whether a student is allowed to make up missed work.

Please see the College policy addressing civility aspects of tardy arrivals to class.

Papers. Major papers must be submitted on time according to the mode of course delivery and instructor requirements for that course. Students in all classes will submit their major papers to Turnitin.com; students in online or blended classes will follow additional requirements specified by their instructors. Also see Online Course Integrity section above.

Proctoring Requirement for Online and Blended Courses. In order to maintain high academic standards, a minimum of one major assignment worth at least 10% of the total course grade must be proctored in each online/blended course. For purposes of test proctoring, we will be using Tegrity Test Proctoring which is free to students but does require students have certain equipment or access to that equipment. Please see your instructors course information for further instructions on Tegrity Test Proctoring including equipment and software requirements, procedural information, and which assessments will be monitored using this system.

Textbook. The assigned textbooks are essential for learning, especially in classes focusing on the study of the written
word. Students need the books from the very beginning of the semester and are required to bring the textbook to each face-to- face class unless otherwise instructed. Students registered for online classes or classes using electronic textbooks are also expected to acquire and use the textbook assigned by the course instructor.

Student e-mail accounts. Blinn College assigns every student an email account to facilitate official College correspondence. Students need to check their Blinn accounts regularly for important communications, including excessive absence reports and emergency announcements.

The Writing Center, Brenham Campus, ACD 9, is a writing lab where students can meet one-on-one with trained writing consultants. ACD 14 is a computer lab available to all current Blinn College students, a quiet place where students can think and study. For more information, please stop in or telephone (979) 830-4699.

The Writing Center, Bryan Campus, A 118, provides free professional tutoring for individual students in all courses at Blinn College. The Bryan Writing Center is nationally accredited by the College Reading and Learning Association (CRLA). Tutors help students correct specific writing weaknesses so they can feel

confident in their writing, succeed in all their classes, and work toward educational and career goals. The Writing Center and the English Department jointly conduct regular workshops for students writing college transfer applications.

While the Writing Center is not an editing service, tutors will work with student writers at any stage of the writing process: understanding an assignment, choosing a topic, brainstorming, planning, revising, editing, and documenting sources.

In short, the mission of the Writing Center is to help all students become better writers.

Visit http://www.blinn.edu/brazos/humanities/writingcenter/ call (979)-209-7591, or stop by Room A 118 to learn more about the online tutoring option for Distance Ed students, to locate a wide variety of helpful handouts, and to make appointments for tutoring.

Online and Off-Campus Writing Center tutors provide feedback within 24 hours to online, blended, or off-campus students in all courses at Blinn College. To access this service, use your Blinn email account to submit a Word document as a file attachment   to AskATutor@blinn.edu. For more information, call (979) 830-4699.

Instructor Course Policies

TECA 1303 Attendance: For TECA 1303 Families, Communities, and Schools-Internet, you are required to log-in to this course and interact with course materials in the online environment in order to complete the chapter quizzes, discussion posts, exams and projects as assigned. The module assignments, quizzes and/or discussion postings will serve as a record of attendance. Please note: Logging in is not sufficient to be successful in the class. You will be taking quizzes, tests, completing and responding to discussion postings and communicating with other students about projects. I will track each student on a weekly basis from Monday through Sunday. If you have not logged into the course during the week and completed module assignments, I will record one week of absences. Two weeks of absences will be recorded upon a second week of missing work, if necessary. Per Blinn Policy, absences may be excused at the discretion of the faculty member. If you have a situation such as a death in the family or serious illness/hospitalization-please contact me and I will take the situation into consideration in excusing or not excusing absences.

If a student is dropped from a course due to excessive absences, appeals the administrative drop and is granted a reinstatement into the course, it is the student's responsibility to check myBLINN and verify that he or she has been admitted back into the course.

Please note: I suggest you log in to myBlinn at www.blinn.edu for a copy of the most recent college calendar. (The calendar provided in eCampus will show only course information and not necessarily college information) The college calendar can be found by clicking on Blinn A-Z on the home page and then clicking on Calendar of Events. This calendar contains important dates for adding, dropping, withdrawal, college testing dates and a host of other important information such as holidays and final exams.

Assignments: Assignments and due dates can be found in the Schedule at the end of this syllabus. Typically, I will open the modules on Monday with the quizzes, discussion postings and other assignments due on Sunday nights by 11:00 PM. The calendar is subject to change by the instructor. Please look for special announcements, reminders and changes on a regular basis on the course home page and in your email.

Exam Policy: All exams-including all major exams will be given online. Major exam dates will be posted on the online course calendar. Please do not miss the deadline for quizzes and/or exams. I will give you a window of time in which to complete your quizzes and exams.

No quizzes or major exams involve or require a group effort. IP addresses will be checked as needed. You are responsible for completing your own work unless it is specifically stated that an assignment is a group project or assignment.

Late Assignment Policy: All activities must be turned in during the designated time frame for credit. Any activity or project turned in after the designated time will lose 10 points for each week it is late. This penalty may be waived if you have communicated with me and I have given you permission to turn in a project or assignment at a later date. Quizzes, assignments, and discussion postings (when available) must be completed within the time frame for credit and cannot be made up. Discussion topics will not be available once the availability period has ended. I will not reopen a quiz after the deadline has passed. A missed quiz grade may be dropped as part of dropped the three lowest quiz grades. Please plan accordingly to be able to complete the quizzes. The only reason a quiz date and quiz availability may change is if a mistake is made in loading the quiz, setting up the quiz, or if the quiz was not available at the proper time. If I need to reload a quiz or change a setting, I will give you additional time to complete it!

Please note that while a missed quiz grade may eventually be dropped, missing a quiz will mean that you are incurring an absence in the course for that week.

**The course calendar in eCampus is subject to change at the discretion of the instructor

Dropping Courses: It is the responsibility of the student to officially drop or withdraw from a course unless you choose to be dropped for absences. Failure to drop/withdraw from the course may result in a grade of "F" for the course. A grade of "Q" or "W" will be given for student-initiated withdrawals that are submitted on or before the withdrawal deadline. Important Definitions:

A grade of "Q" is recorded for a student initiated drop that will be counted towards the six (6) drop rule. A grade of "W" is recorded for a student initiated drop that indicates a "good cause" drop/withdrawal and does not count towards the 6 drop rule.

Students may drop classes in one of the following ways: Using myBlinn My Records tab Add or Drop Classes link Enrollment Services – Due to one of the reasons below: Severe illness, Care for a sick, injured, or needy person Death of a close relative/relation Military duty Military duty of a close relative/relation Change in work schedule

Dropping ALL classes can be done online and will result in a final grade of "W". Blinn College Catalog: http://www.blinn.edu/CatalogPDF/index.htm

Incomplete Grade: The grade of I indicates that the course work was incomplete due to illness or other emergency and may be adjusted to the appropriate grade upon completion of the work required by the instructor. Work that would finish class work already substantially completed will be the only consideration made for work suitable to be made up under an incomplete. In order to receive an incomplete in a course, a course completion contract must be signed by student, instructor, and dean or assistant dean. All work must be made up within 90 days of signing the course completion contract, or zeroes will be assigned for the uncompleted work. A grade of I will become an F at the close of the time period defined by the incomplete contract.

The grade of W indicates that the student withdrew before the official withdrawal date as set forth in this catalog. WP and WF indicate the student withdrew passing or failing respectively.

Textbook: The assigned textbook(s) for each course is essential for your learning. You must provide yourself with a textbook(s) from the very beginning of the semester. Textbooks can be rented or purchased in hard-copy or electronically. The textbook is essential for success in this course.

Test Proctoring: For purposes of test proctoring in EDUC 1301-We will be using the Tegrity Test Proctoring process this semester for one minor quiz and all major exams, including the final. This test proctoring option is free to students but does require students have certain equipment or access to that equipment. Please refer to information in eCampus regarding the processes and procedures for test proctoring in this course using Tegrity Test Proctoring.

One quiz at the beginning of the semester and all major exams will be proctored using Tegrity this semester for EDUC 1301.

Appropriate Attire: Blinn College students are expected to dress following generally accepted community standards of neatness, cleanliness, modesty and good taste.

This policy is interpreted to require students to wear shoes in all buildings other than residence halls and campus apartments. Elasticized, form-fitting, athletic-type apparel is not acceptable in the classrooms, labs, library or dining hall. Outer garments should cover underwear garments. Apparel with suggestive or obscene writing and/or indecent graphics may not be worn in any

public area of the campus including, but not limited to, the classroom, labs, library, dining hall, student center, athletic fields and stadiums, and the residence halls day rooms. Tank tops are not permitted in the dining hall.

The right and responsibility to determine the appropriateness of the dress of a particular student lies with the classroom instructor or when the student is outside the classroom, with the immediate supervisor of the building or grounds the student is utilizing. An instructor may require specific, appropriate dress when students are to give classroom presentations or speeches of any type or when representing the College outside the classroom. When an instructor or supervisor informs a student that the clothing s/he is wearing is not appropriate, the student must leave the classroom or other facility until the student changes the clothing or agrees not to wear such clothing again, as the instructor or supervisor directs. Students may appeal any decision or directive relative to dress in accordance with the appeals process established by the Board policy FLD (LOCAL) on student complaints or Board Policy FMA (LOCAL) on disciplinary appeals (if a disciplinary penalty has been imposed).

It is the expectation at Blinn College and in my course that you will dress appropriately. While this is not a face-to-face course, you will be representing Blinn College and the education profession while conducting your observations and visitations to early childcare settings and/or k-12 schools. You are expected to follow the designated dress code policy for the ISD where you are completing your field experience. Please check to ensure you completely understand their dress code policy before starting your field experience. No extensions will be given to complete the field experience hours if it is due to a dress code issue. You will be representing Blinn College and the education profession while conducting your observation hours in child care centers, programs and school districts. Most of you will be going into Teacher Education at a university and all of you will be entering the workforce at one time or another. Principals and teachers will be hesitant to work with you or invite you back for additional opportunities to volunteer or observe if you are inappropriately dressed. Additionally, if you are planning to work in child care or in another early childhood/education setting, impressions matter when it comes to hiring.

> Please note: Teachers, program coordinators, directors, school staff, and principals have the right to deny you access to classrooms if you are not dressed in accordance with their dress code policies.

Additional Course Reminders

- Please plan to visit the class as many times per week as appropriate to complete assignments, readings, view videos, and generally interact with the content in a timely manner. Participation in the quizzes, activities and assignments (and group assignments) is mandatory for a passing grade and will be evidence of your class attendance.
- Please note the starting and ending dates and times for assignments and quizzes. Occasionally, the calendar in eCampus may change and/or the dates of a quiz/assignment may change. Please monitor the calendar regularly. Each learning module corresponds with a chapter or section of course content and will contain the assignments, quizzes, videos, discussion postings, projects etc. for that time period.
- You are responsible for mastery of the course content. Course content will be provided in the form of Power Point notes, videos, links, regular notes and readings in your textbook. All resources are important for you to complete this course. You cannot do well with just looking over the notes or just reading the book. This information is provided to help you understand the concepts. Utilize the resources provided!
- PowerPoint notes are resources to help you better understand the information presented in the book.

They are tools and not substitutes for reading your text. The classroom videos are also a resource for you to utilize.

- Please let me know how I can help you be successful in the class and in this mode of learning. If you are having difficulties with the course materials or assignments, please contact me as soon as possible.
- If you are having trouble with the online format of this course, please contact Distance Education for tutorial information or other assistance in learning about eCampus* below
- Remember that students who are successful in online courses and in this course- keep up with their assignments and if they have a problem, contact the instructor promptly to prevent a small problem from escalating into a big issue!
- If you are having trouble with your computer-You may access your course through any computer in the library or learning center on any Blinn College campus. Even if your personal computer is down-you can make plans to turn in assignments, take quizzes, etc. through a campus computer. Please utilize this resource!

*For technical problems with eCampus, you must contact Blinn College Distance Education either by phone (979-209-7298) or by filling out a help-desk ticket on the Distance Education website at https://www.blinn.edu/online/help.html

If you have issues concerning your computer, you may be able to get some diagnostic assistance from Distance Ed but it is ultimately your responsibility to contact your computer's help line/technical support for assistance with computer related issues. ☐ Schedule

Week One (Aug 27-Sept 02, 2018)	Online Assignment Details	Weekly
Module "Start Here – Orientation" Module 1 "Welcome & First Assignments" Smarter Measures Assessment & Syllabus Quiz – Proctor with Tegrity Complete all assignments listed under the 'Start Here – Orientation' and Module 1.		3 hours + 1 field experience hour- 4 contact hours
Week Two (Sept 3-Sept 9, 2018)	Labor Day Holiday (Monday, Sept. 3)	Weekly
Module 2: Chapter 1 – Essentials for Child Development Begin Completing Field Experience Paperwork Complete all assignments listed under Module 2 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Three (Sept 10-Sept 16, 2018)	Online Assignment Details	Weekly
Module 3: Chapter 2 – Diversity of Families Field Experience Paperwork due in Dropbox.		3 hours + 1 field experience

Complete all assignments listed under Module 3 on Ecampus.		hour- 4 contact hours
Week Four (Sept 17-Sept 23, 2018)	**Online Assignment Details**	**Weekly**
Module 4: Chapter 3 – Culture & Language Article 1 Review Due in Dropbox. Complete all assignments listed under Module 4 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Five (Sept 24-Sept 30, 2018)	**Online Assignment Details**	**Weekly**
Module 5: Chapter 4 – Parent Involvement Parent Interview Due in Dropbox. Complete all assignments listed under Module 5 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Six (Oct 1-Oct 7, 2018)	**Online Assignment Details**	**Weekly**
Module 6: Chapter 5 – School, Home, & Community Article 2 Review Due Test 1 (Test will be taken online on Ecampus) – Proctored with Tegrity Complete all assignments listed under Module 6 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Seven (Oct 8-Oct 14, 2018)	**Online Assignment Details**	**Weekly**
Module 7: Chapter 6 – Effective Communication Quiz on Chapter 6 Due. Complete all assignments listed under Module 7 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Eight (Oct 15-Oct 21, 2018)	**Online Assignment Details**	**Weekly**
Module 8: Chapter 7 – School-based Programs Parent/Child Observations Due 1st 8 Hours of Field Experience Due: 3-4 Pages of notes, hour log sheet signed by supervisor (turn in via Dropbox)		3 hours + 1 field experience hour- 4 contact

		hours
Complete all assignments listed under Module 8 on Ecampus.		
Week Nine (Oct 22-Oct 28, 2018)	Online Assignment Details	Weekly
Module 9: Chapter 8 – School-based Programs (continued) Article 3 Review Due, turn in via dropbox. Complete all assignments listed under Module 9 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Ten (Oct 29-Nov 4, 2018)	Online Assignment Details	Weekly
Module 10: Chapter 9 – Home-based Programs Interview with Early Childhood Professional Due Test 2 (Test will be taken online on Ecampus) – Proctored by Tegirty Complete all assignments listed under Module 10 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Eleven (Nov 5-Nov 11, 2018)	Online Assignment Details	Weekly
Module 11: Chapter 10 – Supporting Families of Children with Special Needs Quiz on Chapter 10 Complete all assignments listed under Module 11 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Twelve (Nov 12-Nov 18, 2018)	Online Assignment Details	Weekly
Module 12: Chapter 11 – Family Violence & Child Abuse Advocacy Agency Presentation Due in Dropbox and Paper. Complete all assignments listed under Module 12 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Thirteen (Nov 19-Nov 25, 2018)	Thanksgiving Holiday (Wednesday-Friday, Nov 21-23)	Weekly
Module 13: Chapter 12 – Assisting Parents with Child Advocacy 2nd 8 Hours of Field Experience Due: 3-4 Pages of notes, hour log sheet signed by supervisor (turn in via Dropbox)		3 hours + 1 field experience hour- 4

		contact hours
Complete all assignments listed under Module 13 on Ecampus.		
Week Fourteen (Nov 26-Dec 2, 2018)	Online Assignment Details	Weekly
Advocacy Agency Presentation Reviews Classroom Project/Game Due (turn in pictures of game and write up via dropbox). Complete all assignments listed under Module 14 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Fifteen (Dec 3-Dec 9, 2018)	Online Assignment Details	Weekly
Review for Final Exam Complete all assignments listed under Module 15 on Ecampus.		3 hours + 1 field experience hour- 4 contact hours
Week Sixteen - Finals Week		Weekly
Final Exam	Final Exam opens at 5:00 PM, Friday, Dec. 7 and closes on Wednesday, Dec. 12 at 11:00 PM – Proctored by Tegrity	
	3 hours for Final Exam + 1 field experience hour=4 contact hours	
	3 x 15-Weekly class = 45 hours	
	3 x 1 Final Exam = 3 hours	
	1 x 16 Field Experience Hours = 16 hours	
	Note: In the Carnegie Hour system, 50 minutes = 1 contact hour	64 Contact Hours

When	Topic	Notes

☐ MCS Background Info

General

ACGM Approval Number: 13.0101 52 09

Purpose

This course is designed to provide the students with an introductory overview of the role of parents and families in education. The course will cover information that will assist child development, early childhood, and education majors in continuation of higher education goals and/or immediate employment in the field in accordance with the mission of Blinn College.

Assessment

This course will be evaluated using both direct and indirect assessment methods including test questions linked to instructional outcomes, an advocacy project using common rubrics and/or other projects and assignments throughout the course.

Key assessment specific to course-Students will complete an Advocacy Project involving researching and reporting on a social service agency that can be utilized by families in need. Students will collect information given through reports to create a resource and referral guide for working with families. This key assessment constitutes the final project for the course and will be a demonstration of the student's knowledge and understanding of the learning objectives for this course.

Semester Schedule

The individual instructor will ensure that the course activities and evaluations are scheduled and conducted to fulfill the learning outcomes and objectives of this course. The specific dates will be provided to the students on the Course Information Sheet which is handed out the first day of class.

Expanded Description

A study of the child, family, community, and schools, including parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. The course includes a minimum of 16 hours of field experiences.

This course is an academic transfer course and may be transferable into a baccalaureate degree in education or interdisciplinary studies as an education and/or early childhood education course. Please consult the university catalog of your choice to determine transferability of this course.

Intro. To Teaching Profession

EDUC-1301

Spring 2019 Section 303 CRN-21261 3 Credits 01/14/2019 to 05/09/2019 Modified 01/22/2019

☐ Meeting Times

Lecture (Face-to-face)

Tuesday, Thursday, 9:10 AM to 10:25 AM, D143

☐ Description

3 lecture hours per week and 1 external hour per week; 64 total contact hours. Credit: 3 semester hours.

An enriched integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. Students are provided opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations. Students are supported by college and school faculty for the purpose of introduction to and analysis of the culture of schooling and classrooms. The course requires sixteen hours of field experience in P-12 schools. This course is aligned as applicable with the State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Three class hours per week and one external hour per week. Credit: Three semester hours.

Requisites

Prerequisite: Students must be TSIA ready in Reading and Writing or have approval of the division chair to enroll in this course. (Refer to "Admissions Testing Requirements" in the *Blinn College Catalog*.)

Corequisites: None

☐ Core Curriculum Statement

This course is not a core curriculum course. ☐ Outcomes

Students who succeed in this course will:

1. Identify current issues influencing the field of education and teacher professional development.

2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.

3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers

4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.

5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

6. Identify the basic requirements to become a teacher in Texas

7. Describe the organizational structure, funding and legal foundation of schools, from the local level to the federal level

☐ Materials

All campuses:

Sadker, David Miller and Karen R. Zittleman. *Teachers, Schools, and Society*. 10th

ed. Boston: McGraw Hill, 2013. ISBN 9780078024450

Portfolio:

3 ring binder

(1.5 inches-2

inches) 5

Dividers with

loose leaf

paper

☐ Course Requirements

16 hours field based observations including notes from each hour, documentation of each hour, and a summary paper of the experience. Students in this course must submit to and pass a background check including a preliminary, notarized affidavit indicating they have no criminal (or civil) history of child abuse, neglect or endangerment in order to participate in the field experience and successfully complete this course. This background check will be conducted by each school or early childhood facility where students are observing. **Students must complete and submit all necessary field experience documentation required by Blinn College in order to receive a grade in this course. Failure to complete required paperwork and/or failure to complete the required 16 hours of field experience may result in a failing grade for this course.**

Professional Portfolio-A tool/resource kit containing materials and resources from this course. Students will continue to add materials/resources to this portfolio in EDUC 2301

Participation in class including daily grades, group work, bell work, etc.

Course requirements will prepare students for upper level education classes by providing an appreciation of learned teacher behaviors, as well as an awareness of the culture of schools

Online Course Integrity

Humanities Division online instructors implement a variety of strategies to ensure scholastic integrity, including but not limited to: Turnitin originality checks, timed testing, Respondus browser lockdown, randomized test questions, ProctorU, webcam, Tegrity test capture, and/or completing coursework at approved testing centers. Individual instructors will provide more information.

Contact Hour Requirement

In compliance with ACGM and THECB rulings:

Face-to-face courses require a minimum of 48 contact hours per semester. This course is 64 contact hours (48 classroom hours
+ 16 hours of field experience). The 16 hours of field experience are completed face-to-face in educational settings.

Blended courses require 49% (about 23) of those 48 hours to be face-to face and 51% (about 25) to be online hours. The 16 hours of field experience are completed face-to-face in educational settings.

Online courses require 100% of the 48 hours to be online. This course is 64 contact hours (48 classroom hours + 16 hours of field experience). The 16 hours of field experience are completed face-to-face in educational settings.

The number and type of contact hours per week are stated on the course reading and assignment schedule below. In addition to in-class hours, all faculty post and keep regular office hours for individual consultations.

Service Learning

This course is also a service learning course.

Service learning gives students the opportunity to improve critical thinking and communication skills. It allows them to apply what is learned in the course to the real world. It provides documented experiences and is an excellent resume builder. It's a great way to make a difference in your life and the lives of others.

A portion of the field experience hours are considered service learning hours as students will be assisting teachers with tasks in various educational settings.

☐ Evaluation

Grading System		
A	90-100%	Excellent
B	80-89%	Good
C	70-79%	Average
D	60-69%	Poor
F	Below 60%	Failing
I	Incomplete	
Q	Dropped	
W	Dropped for good cause or withdrew from college	

Criteria

Type	Weight	Topic	Notes
Major Exams	20%		2 major exams & 1 cumulative midterm be given throughout the semester
Research Presentation/Lesson Plan	20%		One teaching presentation will be done including a group presentation, bulletin board, and lesson plan draft and final.
Field Experience	20%		16 completed field experience hours in a k-12 classroom including, teacher signatures for each hour, notes describing what was done/observed, and a formal reflection paper at the completion of the hours.
Class Participation	20%		Homework/Participation/Daily grades

Final Exam/Teaching Portfolio	20%		Final Examination, which will include a post-test and an evaluation of your teaching portfolio.
Professional Portfolio	TBA		

☐ Blinn College Policies

All policies, guidelines, and procedures in the Blinn College Catalog (http://catalog.blinn.edu/), Blinn College Board Policies (http://pol.tasb.org/Home/Index/1204), and the Blinn College Administrative Regulations (https://www.blinn.edu/administrative- regulations/) are applicable to this course.

Specific information on civility, attendance, add/drop, scholastic integrity, students with disabilities, final grade appeal, alternative retailers, campus carry and proctoring arrangements and cost. (http://www.blinn.edu/syllabus-policies/)

Notice of any action taken under these protocol and procedures, by Blinn College or its employees, may be delivered by hand, through the U.S. Postal Service, or electronically to the student's Blinn Buc e-mail account. Notice shall be deemed received upon actual receipt, on deposit in the U.S. Mail, or upon entering the information processing system used by Blinn College for Blinn Buc e-mail accounts, whichever first occurs.

☐ Course Policies

Humanities Division Policies

Academic Honesty. Academic integrity is taught and enforced in all division classes. Plagiarism and other dishonesty will not be tolerated, whether intentional or not. Academic dishonesty includes: submitting another person's work as one's own, failing to credit research sources in one's papers, copying or sharing items on a test or exam, colluding inappropriately on an assignment, and/or submitting falsified documents such as doctor's notes.

While deliberate intellectual theft signals a lack of respect for oneself and others, careless or accidental plagiarism shows the student has not understood and followed guidelines for academic writing.

As part of the grading process, students in this division submit all major papers through a similarity detection service. An instructor who suspects academic dishonesty will call a conference with the student to clarify the issue. If a student has been found in violation of the Scholastic Integrity Policy, the student's name will be forwarded to the Blinn College Student Conduct Database. If the student has previously been cited for plagiarism at the College, a grade of F in the course will be assigned, even if the student decides to drop the course.

If it is the student's first offense, the instructor will decide whether to allow the student to rewrite the paper for a reduced grade or to assign a grade of zero.

If you are having difficulty with an assignment, please get legitimate help from your instructor, the Writing Center, your handbook, or a classmate rather than resorting to plagiarism. The short- and long-term consequences are simply not worth it. Please
see College Catalog for current policy and appeal statements

Attendance, Absenteeism, Tardy Arrival, and Makeup Work. To succeed in college, students are expected to attend all lecture and laboratory periods in traditional, blended, and online classes at the prescribed time. The division does not condone class cutting by students or walks given by instructors. Instructors will keep accurate records of student attendance, and students are responsible for contacting instructors promptly regarding necessary absences.

Attendance in **online** classes is determined by the stated instructor policy. To be counted present, students must log in AND complete the minimum specified work.

The stated instructor policy in conjunction with stated College policy will determine whether a given absence is excused and whether a student is allowed to make up missed work.

Please see the College policy addressing civility aspects of tardy arrivals to class.

Papers. Major papers must be submitted on time according to the mode of course delivery and instructor requirements for that course. Students in all classes will submit their major papers to Turnitin.com; students in online or blended classes will follow additional requirements specified by their instructors. Also see Online Course Integrity section above.

Proctoring Requirement for Online and Blended Courses. In order to maintain high academic standards, a minimum of one major assignment worth at least 10% of the total course grade must be proctored in each online/blended course. For purposes of test proctoring, we will be using Tegrity Test Proctoring which is free to students but does require students have certain equipment or access to that equipment. Please see your instructors course information for further instructions on Tegrity Test Proctoring including equipment and software requirements, procedural information, and which assessments will be monitored using this system.

Textbook. The assigned textbooks are essential for learning, especially in classes focusing on the study of the written
word. Students need the books from the very beginning of the semester and are required to bring the textbook to each face-to- face class unless otherwise instructed. Students registered for online classes or classes using electronic textbooks are also expected to acquire and use the textbook assigned by the course instructor.

Student e-mail accounts. Blinn College assigns every student an email account to facilitate official College correspondence. Students need to check their Blinn accounts regularly for important communications, including excessive absence reports and emergency announcements.

The Writing Center, Brenham Campus, ACD 9, is a writing lab where students can meet one-on-one with trained writing consultants. ACD 14 is a computer lab available to all current Blinn College students, a quiet place where students can think and study. For more information, please stop in or telephone (979) 830-4699.

The Writing Center, Bryan Campus, A 118, provides free professional tutoring for individual students in all courses at Blinn College. The Bryan Writing Center is nationally accredited by the College Reading and Learning Association (CRLA). Tutors help students correct specific writing weaknesses so they can feel confident in their writing, succeed in all their classes, and work toward educational and career goals. The Writing Center and the English Department jointly conduct regular workshops for students writing college transfer applications.

- While the Writing Center is not an editing service, tutors will work with student writers at any stage of the writing process: understanding an assignment, choosing a topic, brainstorming, planning, revising, editing, and documenting sources.

In short, the mission of the Writing Center is to help all students become better writers.

Visit http://www.blinn.edu/brazos/humanities/writingcenter/ **call (979)-209-7591,** or stop by Room A 118 to learn more about the online tutoring option for Distance Ed students, to locate a wide variety of helpful handouts, and to make appointments for tutoring.

Online and Off-Campus Writing Center tutors provide feedback within 24 hours to online, blended, or off-campus students in all courses at Blinn College. To access this service, use your Blinn email account to submit a Word document as a file attachment to AskATutor@blinn.edu. For more information, call (979) 830-4699.

Instructor Course Policies

EDUC 1301

Attendance

For EDUC 1301 Introduction to the Teaching Profession, you are required to attend classes and participate in discussions, and assignments. Two missed classes count as 1 week of missed class and will be recorded. Four missed classes will count as a 2nd week of missed classes. Upon a second week of missing class the student will be dropped from the course. Per Blinn Policy, absences may be excused at the discretion of the faculty member. If you have a situation such as a death in the family or a serious illness/hospitalization please contact me and I will take the situation into consideration in excusing or not excusing the absences. If a student is dropped from the course due to excessive absences, appeals the administrative drop and is granted a reinstatement into the course, it is the student's responsibility to check myBlinn and verify that he or she has been admitted back into the course.

Please note: I suggest you log into myBlinn at www.blinn.edu for a copy of the most recent college calendar. (The calendar provided in eCampus will only show course information and not necessarily college information) The college calendar can be found by clicking on Blinn A-Z on the home page and then clicking on Calendar of Events. This calendar contains important dates for adding, dropping, withdrawal, college testing dates, and a host of other important information such as holidays and final exams.

Assignments

Assignments and due dates can be found in the calendar at the end of this syllabus. The calendar is subject to change by the instructor. Please look for special announcements, reminders, and changes on a regular basis on the course home page on eCampus, in your email, and announced during class.

Exam Policy

All exams-including all major exams will be given online. Major exams dates will be posted on the online course calendar and announced in class. Please do not miss the deadline for quizzes and/or exams. I will give you a window of time in which to complete your quizzes and exams. No quizzes or major exams involve or require a group effort. IP addresses will be checked as needed. You are responsible for completing your own work unless it is specifically stated that an assignment is a group project or assignment.

Late Assignments

All assignments must be turned in during the designated time frame for credit. Any activity, assignment,

project, etc. turned in after the designated time will lose 10 points per class period it is late. This penalty may be waived if you have communicated with me and I have given you permission to turn in a project or assignment at a later date. Quizzes, assignments, and discussion postings done in ecampus must be completed within the time frame for credit and cannot be made up. I will NOT reopen a quiz/test after the deadline has passed. Please plan accordingly to be able to complete the quizzes and exams.

The course calendar is subject to change at the discretion of the instructor

Adding / Dropping Courses

Dropping Courses: It is the responsibility of the student to officially drop or withdraw from a course unless you choose to be dropped for absences. Failure to drop/withdraw from the course may result in a grade of "F" for the course. A grade of "Q" or "W" will be given for student initiated withdrawals that are submitted on or before the withdrawal deadline.

Important Definitions:
A grade of "Q" is recorded for a student initiated drop that will be counted towards the six (6) drop rule. A grade of "W" is recorded for a

student initiated drop that indicates a "good cause" drop/withdrawal and does not count towards the 6 drop rule.

Dropping ALL classes can be done online and will result in a

final grade of "W". Blinn College Catalog:

http://www.blinn.edu/CatalogPDF/index.htm

Incomplete Grade

The grade of I indicates that the course work was incomplete due to illness or other emergency and may be adjusted to the appropriate grade upon completion of the work required by the instructor. Work that would finish class work already substantially completed will be the
only consideration made for work suitable to be made up under an incomplete. In order to receive an incomplete in a course, a course completion contract must be signed by student, instructor, and dean or assistant dean. All work must be made up within 90 days of signing
the course completion contract, or zeroes will be assigned for the uncompleted work. A grade of I will become an F at the close of the time period defined by the incomplete contract.
The grade of W indicates that the student withdrew before the official withdrawal date as set forth in this catalog. WP and WF indicate the student withdrew passing or failing respectively.

Textbook

The assigned textbook(s) for each course is essential for your learning. You must provide yourself with a textbook(s) from the very beginning of the semester. Textbooks can be rented or purchased in hard-copy or electronically. The textbook is essential for success in this course.

Test Proctoring

For purposes of test proctoring in EDUC 1301-We will be using the Tegrity Test Proctoring process this semester for one minor quiz (Syllabus Quiz) and
one major exam (Midterm). This test proctoring option is free to students but does require students have certain equipment or access to that equipment. Please refer to information in eCampus regarding the processes and procedures for test proctoring in this course using Tegrity

Test Proctoring. If the designated quiz and exam are completed without Tegrity a ZERO will be recorded for the grade.

Appropriate Attire

Blinn College students are expected to dress following generally accepted community standards of neatness, cleanliness, modesty and good taste. This policy is interpreted to require students to wear shoes in all buildings other than residence halls and campus apartments. Elasticized,
form-fitting, athletic-type apparel is not acceptable in the classrooms, labs, library or dining hall. Outer garments should cover underwear garments. Apparel with suggestive or obscene writing and/or indecent graphics may not be worn in any public area of the campus including,
but not limited to, the classroom, labs, library, dining hall, student center, athletic fields and stadiums, and the residence halls day rooms. Tank tops are not permitted in the dining hall.
The right and responsibility to determine the appropriateness of the dress of a particular student lies with the classroom instructor or when the student is outside the classroom, with the immediate supervisor of the building or grounds the student is utilizing. An instructor may
require specific, appropriate dress when students are to give classroom presentations or speeches of any type or when representing the College outside the classroom. When an instructor or supervisor informs a student that the clothing s/he is wearing is not appropriate, the
student must leave the classroom or other facility until the student changes the clothing or agrees not to wear such clothing again, as the instructor or supervisor directs. Students may appeal any decision or directive relative to dress in accordance with the appeals process established by the Board policy FLD (LOCAL) on student complaints or Board Policy FMA (LOCAL) on disciplinary appeals (if a disciplinary penalty has been imposed). It is the expectation at Blinn College and in my course that you will dress appropriately.

You will be representing Blinn College and the education profession while conducting your observations and visitations to child care centers, schools, and other educational programs. You are expected to follow the designated dress code policy for the center, program, or ISD where you are completing your field experience. Please check to ensure you completely understand their dress code policy before starting your field experience. No extensions will be given to complete the field experience hours if it is due to a dress code issue. You will be representing Blinn College and the education profession while conducting your observation hours in child care centers, programs and school districts. Most of you will be going into Teacher Education at a university and all of you will be entering the workforce at one time or another. Principals and
teachers will be hesitant to work with you or invite you back for additional opportunities to volunteer or observe if you are inappropriately dressed. Additionally, if are planning to work in child care or in another early childhood/education setting, impressions matter when it comes
to hiring.
Please note: Directors, program coordinators, and principals have the right to deny you access to classrooms if you are not dressed in accordance with their dress code policies.

Additional Course Reminders

Please plan to visit the courses ecampus page regularly as it will be used for supplemental information, quizzes, discussions, and other activities as deemed appropriate by the instructor. You are responsible for mastery of the content in this course. Course content will be provided in the form of lectures, in class activities, PowerPoint notes, videos, links, and readings from your textbook. All resources are important for you to complete this course.
If you are having trouble with your computer-You may access your course through any computer in the library or learning center on any Blinn College campus. Even if your personal computer is down-you can

make plans to turn in assignments, take quizzes, etc. through a campus computer. Please utilize this resource!

*For technical problems with eCampus, you must contact Blinn College Distance Education either by phone (979-209-7298) or by filling out a help-desk ticket on the website at

https://www.blinn.edu/online/help.html

If you have issues concerning your computer, you may be able to get some diagnostic assistance from Distance Ed but it is ultimately your responsibility to contact your computer's help line/technical support for assistance with computer related issues.

I do not have the expertise or resources to assist with you with your computer!

☐ Schedule

EDUC 1301

Please note this calendar is subject to change

(15 weeks x 3 contact hours per week) + (16 x 1 field experience hour per week) = 3 hours for final exam = 64 TOTAL CONTACT HOURS

Week One	Meeting Details	Lecture Minutes	Weekly Hours
Tuesday, Jan. 15, 2019	**Before Class:** Purchase supplies and materials for course, and review syllabus **During Class**: Introduction to class, review syllabus with key dates, and Field Experience requirements	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Jan. 17, 2019	Before Class: Read Syllabus, purchase textbook, purchase supplies, begin putting together portfolio, begin reading Chapter 2: Different ways of learning During Class: Review requirements for presentations/project and begin Chapter 2: Different ways of learning	75	
Week Two		**LEC**	**Weekly**
Tuesday, Jan. 22, 2019	Before Class: Set up Field Experience and complete any assigned homework During Class: Chapter 2: Different ways of learning (continued) Quiz on syllabus DUE (see Ecampus) – Proctured using Tegrity*	75	3 hours + 1 Field Experience Hours = 4 hour

		LEC	Weekly
Thursday, Jan. 24, 2019	**Before Class:** Field Experience set up due, complete any assigned homework **During Class:** Chapter 2: Different ways of learning (continued), Pick groups and topics for presentations/ project **Field experience set up google form DUE**	75	
Week Three		LEC	Weekly
Tuesday, Jan. 29, 2019	**Before Class:** Begin Field Experience, read chapter 11(pg. 362 – 369) and complete any assigned homework **During Class:** Complete Chapter 2 and begin Chapter 11: Teacher Effectiveness (Models of Effective Instruction)	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Jan. 31, 2019	**Before Class:** Begin Field Experience and complete any assigned homework **During Class:** Chapter 11: Teacher Effectiveness (Models of Effective Instruction)	75	
Week Four		LEC	Weekly
Tuesday, Feb. 05, 2019	**Before Class:** Continue Field Experience, read chapter 11 (pg.357-359), and complete any assigned homework **During Class:** Chapter 11: Teacher Effectiveness (Questioning)	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Feb. 07, 2019	**Before Class:** Continue Field Experience, read chapter 11 (pg.357-359), and complete any assigned homework **During Class:** Chapter 11: Teacher Effectiveness (Classroom management) **Presentation lesson plan DUE**	75	
Week Five		LEC	Weekly
Tuesday, Feb. 12, 2019	**Before Class:** Continue Field Experience, read chapter 3, and complete any assigned homework **During Class:** Chapter 3 – Teaching your Diverse Students **Test on chapter 2 & 11 OPENS (see Ecampus)**	75	3 hours + 1 Field Experience Hours = 4 hour

Thursday, Feb. 14, 2019	**Before Class:** Continue Field Experience, read chapter 3, and complete any assigned homework **During Class:** Presentations on Chapter 2 & Chapter 3 – Teaching your Diverse Students (continued) **Test on chapter 2 & 11 CLOSES (see Ecampus)**	75	
Week Six		**LEC**	**Weekly**
Tuesday, Feb. 19, 2019	**Before Class:** Continue Field Experience, read chapter 3, and complete any assigned homework **During Class:** Presentations on Chapter 11 & Chapter 3 – Teaching your Diverse Students (continued)	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Feb. 21, 2019	**Before Class**: Continue Field Experience, read chapter 3, and complete any assigned homework **During Class:** Presentations on Chapter 3 & Chapter 3 – Teaching your Diverse Students (continued)	75	
Week Seven		LEC	Weekly
Tuesday, Feb. 26, 2019	**Before Class**: Continue Field Experience, read chapter 3, and complete any assigned homework **During Class:** Presentations on Chapter 4 & Chapter 3 – Teaching your Diverse Students (continued)	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Feb. 28, 2019	**Before Class:** Continue Field Experience, read chapter 4, and complete any assigned homework **During Class**: Chapter 4: Student Life in School & At Home	75	
Week Eight		**LEC**	**Weekly**
Tuesday, Mar. 05, 2019	**Before Class:** Continue Field Experience, read chapter 4, and complete any assigned homework **During Class:** Chapter 4: Student Life in School & At Home (continued)	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Mar. 07, 2019	**Before Class:** Continue Field Experience, read chapter 4, and complete any assigned homework **During Class:** Chapter 4: Student Life in School & At Home (continued), Ruby Payne - Poverty	75	

		LEC	Weekly
	1st 8 hours of field experience DUE – this includes notes and teacher signature page.		
Week Nine		LEC	Weekly
Tuesday, Mar. 12, 2019	**Spring Break**		
Thursday, Mar. 14, 2019	**Spring Break**		
Week Ten		LEC	Weekly
Tuesday, Mar. 19, 2019	**Before Class:** Continue Field Experience, read chapter 4, and complete any assigned homework **During Class**: Chapter 4: Student Life in School & At Home (continued), Ruby Payne - Poverty	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Mar. 21, 2019	**Before Class:** Continue Field Experience, read chapter 8, and complete any assigned homework **During Class**: Chapter 8: Philosophy of Education **Midterm OPENS (see Ecampus) - Proctored by Tegrity**	75	
Week Eleven		LEC	Weekly
Tuesday, Mar. 26, 2019	**Before Class:** Purchase supplies and materials for course, and review syllabus **During Class**: Introduction to class, review syllabus with key dates, and Field Experience requirements **Midterm CLOSES (see Ecampus) - Proctored by Tegrity**	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Mar. 28, 2019	**Before Class:** Read Syllabus, purchase textbook, purchase supplies, begin putting together portfolio, begin reading Chapter 2: Different ways of learning **During Class:** Review requirements for presentations/project and begin Chapter 2: Different ways of learning	75	
Week Twelve		LEC	Weekly

Tuesday, Apr. 02, 2019	**Before Class:** Continue Field Experience, read chapter 8, and complete any assigned homework **During Class:** Chapter 8: Philosophy of Education (continued)	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Apr. 04, 2019	**Before Class:** Continue Field Experience, read chapter 10, and complete any assigned homework **During Class:** Presentations on Chapter 10 & Chapter 10: School Law & Ethics **Philosophy Reflection Paper DUE**	75	
Week Thirteen		LEC	Weekly
Tuesday, Apr. 09, 2019	**Before Class:** Continue Field Experience, read chapter 10, and complete any assigned homework **During Class:** Chapter 10: School Law & Ethics	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Apr. 11, 2019	**Before Class:** Continue Field Experience, read chapter 1, and complete any homework assignments **During Class:** Chapter 7: History of American Education (continued) & Chapter 1: Becoming a Teaching in Texas	75	
Week Fourteen		LEC	Weekly
Tuesday, Apr. 16, 2019	**Before Class:** Continue Field Experience, read chapter 9, and complete any assigned homework **During Class:** Chapter 9 presentations & Chapter 9: Financing and Governing American Schools	75	3 hours + 1 Field Experience Hours = 4 hour
Thursday, Apr. 18, 2019	**Before Class:** Continue Field Experience, read chapter 5, and complete any assigned homework **During Class:** Chapter 5 Presentations & Chapter 9: Financing and Governing American Schools (continued) ***TEST ON CHAPTERS 8, 9, & 10 OPEN (see Ecampus)***	75	
Week Fifteen		LEC	Weekly
Tuesday, Apr. 23, 2019	**Before Class:** Continue Field Experience, read chapter 5, and complete any assigned homework	75	3 hours + 1

	During Class: Chapter 5: Purposes of School/Effectiveness **Test on chapters 8, 9, & 10 CLOSES AT 11:00pm on Ecampus**		Field Experience Hours = 4 hour
Thursday, Apr. 25, 2019	Before Class: Continue Field Experience, read chapter 6, and complete any assigned homework During Class: Presentations on Chapter 6 & Chapter 6: Curriculum, Standards, and Testing 16 HOURS OF FIELD EXPERIENCE DUE REFLECTION PAPER FOR FIELD EXPERIENCE DUE This includes notes for 2nd 8 hours, teacher signature page, and 3-4 page formal reflection paper.	75	
Week Sixteen		**LEC**	**Weekly**
Monday, Apr. 30, 2019	Before Class: Read chapter 6, and complete any assigned homework During Class: Chapter 6: Curriculum, Standards, & Testing	75	3 hours + 1 Field Experience Hours = 4 hour
Tuesday, May 2, 2019	**Before Class**: Complete any assigned homework **During Class**: Review for Final Exam	75	
Week Seventeen - Finals Week		LEC	Weekly
Monday, May 6, 2019	**Final Schedule TBA – Final (2.7 hours) Counts 3 hours**		3 hours + 1 Field Experience Hours = 4 hour
Tuesday, May 7, 2019			
Wednesday, May 8, 2019			
Thursday, May 9, 2019			
	3x15 – Weekly Class 3x1 – Final Exam 1x16 – Field Experience **Total Contact Hours**		**64 hrs.**

☐ MCS Background Info

General

ACGM Approval Number: 13.0101.51 09

Purpose

Education 1301 is a course designed to provide active recruitment and support of undergraduates interested in a teaching career, especially in high need fields such as middle school, secondary math and science education, bilingual education, and special education.

Assessment

This course will be evaluated based on test questions linked to instructional outcomes, a teaching topic research paper and assessment of field experience using common rubrics and/or other projects and assignments throughout the course.

Semester Schedule

A detailed calendar will be distributed to students on the first day of class. Major topics of discussion will include the career of teaching, student diversity, discussion of teacher effectiveness, curriculum and the culture of schools, and legal and moral issues.

Expanded Description

This course is designed to give students an overview of American education and the role of the teacher within its structure. The course examines the major social, economic, historical, political, and philosophical issues related to American education. Social objectives are used to provide a framework for highlighting the study of the education setting.

An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards.Course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

Hours

Credit	Lecture	Lab	Clinical	Practicum	Experiential
3	3	0	0	0	1

Intro. To Special Populations

EDUC-2301

Spring 2019 Section 300 CRN-22668 3 Credits 01/14/2019 to 05/09/2019 Modified 01/22/2019

☐ Meeting Times

Lecture

Monday, Wednesday, 2:50 PM to 4:05 PM, D Building, Room 143

This class contains a field service requirement - a minimum of 16 hours.

☐ Description

3 lecture hours per week and 1 external hour per week; 64 total contact hours. Credit: 3 semester hours.

An enriched integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in the high need teaching field of special populations including language, gender, socioeconomic status, ethnic and academic diversity and equity with an emphasis on factors that facilitate learning. Students are provided opportunities to participate in early field observations of P-12 classrooms with special populations. This course is aligned as applicable with the State Board for Educator Certification Pedagogy and Professional Responsibilities standards. The course requires sixteen hours of field experience in P-12 classrooms with special populations. Three class hours per week and one external hour per week. Credit: Three semester hours.

Requisites

Prerequisites: EDUC

1301 with a C or

better. Corequisites:

None

□ Core Curriculum Statement

This course is not a core curriculum course.

□ Outcomes

Students who succeed in this course will:

1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.

2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.

3. Describe the impact of socio-economic status on learning and creating equitable classrooms

4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.

5. Differentiate factors that facilitate learning for EC-12 special population students.

6. Describe the services and educational system offered to exceptional learners (Special Education, Inclusion, Gifted and Talented, Section 504, Response to Intervention, Bilingual/ESL and "At-Risk"), and the responsibilities of the special education and general education teacher when working with these identified students.

□ Materials

All campuses:

Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach, 3rd Edition (2016) by Richard M. Gargiulo and Debbie Metcalf.

ISBN 978130550990

Academic Integrity--Online Resources

http://www.blinn.edu/library/help/tutorials.htm#PL

AG

http://www.accreditedschoolsonline.org/resources

/preventing-plagiarism/

Professional Portfolio

This course requires the development of a professional portfolio. The following materials will be required

to complete this task: 1-three ring binder (2.5-3.0 inches)

1-set of dividers

__**If you have already completed a class that required you to develop a professional portfolio for education, then please just add to your existing work.__

One Interactive Bulletin Board

One tri-fold board, or poster board to use during your teaching presentation experience.

☐ Course Requirements

16 hours field based observations including documentation of each hour, and a summary log of the experience.

Professional Portfolio-A tool/resource kit containing materials and resources from this course.

Daily active participation in class including activities, group work, note-taking, journal-writing, bell work,

homework etc. Minimum of 3 major exams

1 teaching presentation/interactive bulletin board/lesson plan

Online Course Integrity

Humanities Division online instructors implement a variety of strategies to ensure scholastic integrity, including but not limited to: Turnitin originality checks, timed testing, Respondus browser lockdown, randomized test questions, ProctorU, webcam, Tegrity test capture, and/or completing coursework at approved testing centers. Individual instructors will provide more information.

In compliance with ACGM and THECB rulings:

Face-to-face courses require a minimum of 48 contact hours per semester. This course is 64 contact hours (48 classroom hours
+ 16 hours of field experience). The 16 hours of field experience are completed face-to-face in educational settings.

Blended courses require 49% (about 23) of those 48 hours to be face-to face and 51% (about 25) to be online hours. The 16 hours of field experience are completed face-to-face in educational settings.

Online courses require 100% of the 48 hours to be online. This course is 64 contact hours (48 classroom hours + 16 hours of field experience). The 16 hours of field experience are completed face-to-face in educational settings.

The number and type of contact hours per week are stated on the course reading and assignment schedule below. In addition to in-class hours, all faculty post and keep regular office hours for individual consultations.

Service Learning

This course is a service learning course.

Service learning gives students the opportunity to improve critical thinking and communication skills. It allows them to apply what is learned in the course to the real world. It provides documented experiences and is an excellent resume builder. It's a great way to make a difference in your life and the lives of others.

A portion of the field experience hours are considered service learning hours as students will be assisting teachers with tasks in various educational settings.

☐ Evaluation

Grading System		
A	90-100%	Excellent
B	80-89%	Good
C	70-79%	Average
D	60-69%	Poor
F	Below 60%	Failing
I	Incomplete	
Q	Dropped	
W	Dropped for good cause or withdrew from college	

Criteria

Type	Weight	Topic	Notes
Major Exams	20%		A minimum of three major exams. This will include authentic assessment activities.
Major Project- Teaching Experience	20%		Each student will create a lesson plan over an assigned topic, then teach the lesson, utilizing an interactive bulletin board, technology and the strategies learned in class.
Daily work/Participation	20%		This includes items such as: Group Work/Homework/Participation/Bell Work/Quizzes, etc.

Field Experiences	20%		Service Learning/Field based experience, including documentation and summary log.
Final Exam/Professional Portfolio	20%		Final Examination, which will include a post-test, and the development of an Professional Portfolio.

☐ Blinn College Policies

All policies, guidelines, and procedures in the Blinn College Catalog (http://catalog.blinn.edu/), Blinn College Board Policies (http://pol.tasb.org/Home/Index/1204), and the Blinn College Administrative Regulations (https://www.blinn.edu/administrative- regulations/) are applicable to this course.

Specific information on civility, attendance, add/drop, scholastic integrity, students with disabilities, final grade appeal, alternative retailers, campus carry and proctoring arrangements and cost. (http://www.blinn.edu/syllabus-policies/)

Notice of any action taken under these protocol and procedures, by Blinn College or its employees, may be delivered by hand, through the U.S. Postal Service, or electronically to the student's Blinn Buc e-mail account. Notice shall be deemed received upon actual receipt, on deposit in the U.S. Mail, or upon entering the information processing system used by Blinn College for Blinn Buc e-mail accounts, whichever first occurs.

☐ Course Policies

Humanities Division Policies

Academic Honesty. Academic integrity is taught and enforced in all division classes. Plagiarism and other dishonesty will not be tolerated, whether intentional or not. Academic dishonesty includes:

- submitting another person's
- work as one's own, failing to
- credit research sources in
- one's papers, copying or sharing items on a test or exam, colluding inappropriately on an assignment, and/or
- submitting falsified documents such as doctor's notes.

While deliberate intellectual theft signals a lack of respect for oneself and others, careless or accidental plagiarism shows the student has not understood and followed guidelines for academic writing.

As part of the grading process, students in this division submit all major papers through a similarity detection service. An instructor who suspects academic dishonesty will call a conference with the student to clarify the issue. If a student has been found in violation of the Scholastic Integrity Policy, the student's name will be forwarded to the Blinn College Student Conduct

Database. If the student has previously been cited for plagiarism at the College, a grade of F in the course will be assigned, even if the student decides to drop the course.

If it is the student's first offense, the instructor will decide whether to allow the student to rewrite the paper for a reduced grade or to assign a grade of zero.

If you are having difficulty with an assignment, please get legitimate help from your instructor, the Writing Center, your handbook, or a classmate rather than resorting to plagiarism. The short- and long-term consequences are simply not worth it. Please see [College Catalog](#) for current policy and appeal statements

Attendance, Absenteeism, Tardy Arrival, and Makeup Work. To succeed in college, students are expected to attend all lecture and laboratory periods in traditional, blended, and online classes at the prescribed time. The division does not condone class cutting   by students or walks given by instructors. Instructors will keep accurate records of student attendance, and students are responsible for contacting instructors promptly regarding necessary absences.

Attendance in **online** classes is determined by the stated instructor policy. To be counted present, students must log in AND complete the minimum specified work.

The stated instructor policy in conjunction with stated College policy will determine whether a given absence is excused and whether a student is allowed to make up missed work.

Please see the College policy addressing civility aspects of tardy arrivals to class.

Papers. Major papers must be submitted on time according to the mode of course delivery and instructor requirements for that course. Students in all classes will submit their major papers to Turnitin.com; students in online or blended classes will follow additional requirements specified by their instructors. Also see Online Course Integrity section above.

Proctoring Requirement for Online and Blended Courses. In order to maintain high academic standards, a minimum of one major assignment worth at least 10% of the total course grade must be proctored in each online/blended course. For purposes of test proctoring, we will be using Tegrity Test Proctoring which is free to students but does require students have certain equipment or access to that equipment. Please see your instructors course information for further instructions on Tegrity Test Proctoring including equipment and software requirements, procedural information, and which assessments will be monitored using this system.

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word. Students need the books from the very beginning of the semester and are required to bring the textbook to each face-to- face class unless otherwise instructed. Students registered for online classes or classes using electronic textbooks are also expected to acquire and use the textbook assigned by the course instructor.

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While the Writing Center is not an editing service, tutors will work with student writers at any stage of the writing process: understanding an assignment, choosing a topic, brainstorming, planning, revising, editing, and documenting sources.

In short, the mission of the Writing Center is to help all students become better writers.

Visit http://www.blinn.edu/brazos/humanities/writingcenter/ **call (979)-209-7591,** or stop by Room A 118 to learn more about the online tutoring option for Distance Ed students, to locate a wide variety of helpful handouts, and to make appointments for tutoring.

Online and Off-Campus Writing Center tutors provide feedback within 24 hours to online, blended, or off-campus students in all courses at Blinn College. To access this service, use your Blinn email account to submit a Word document as a file attachment   to AskATutor@blinn.edu. For more information, call (979) 830-4699.

Instructor Policies

Attendance and Daily Participation

This course will include activities and experiences that will require students to be punctual to class and in attendance for the full class session, participating in the opportunities provided. Daily attendance will be documented. Lack of participation will impact the students ability to receive the full benefit of this course.

Absences

This course will adhere to the Blinn attendance policy. Please contact the instructor if you must be absent. It is the student's responsibility to go on-line to eCampus to check for missed assignments and to contact a classmate for missed notes.

Assignment Expectations/Late Assignment

Assignments, including homework, tests, etc. are due upon the designated date. Late work will be subject to a loss of 10 points per day.

Appropriate Attire

It is the expectation at Blinn College and in my course that you will dress appropriately. You will be representing Blinn College and the education profession while conducting your observations and visitations to schools, child care centers, and other educational programs. You are expected to follow the designated dress code policy for the school (ISD), center, or program where you are completing your field service experience. Please check to ensure you completely understand their dress code policy prior to starting your field experience. No extensions will be provided for completing the of the service learning experience requirement if the cause is a dress code issue. Most of you will be going into Teacher Education programs at a University and all of you will be entering the workforce at one time or another. Principals and teachers will be hesitant to work with you or invite you back for additional opportunities to volunteer or observe if you are inappropriately dressed. Additionally, if you are planning to work in the education field,

impressions matter when it comes to recommendations for hiring.

PLEASE NOTE: Principals, Directors, Program Coordinators, etc. have the right to deny you access to the classrooms if you are not dressed in accordance with their policies.

☐ Schedule

Notes		Course	-Read Chapter 2	1.5	1 hour	4.0
Monday-Thursday Jan. 14-17, 2019		Paperwork for Field Service Experience Introductions/Expectations/Overview	-homework assigned in class -Check and complete any assignments/readings posted in eCampus		hours	Total Weekly hours
		Chapter 2-*Universal Design for Learning*	- -Field Service SURVEY complete	1.5 hours		
Week Two				**LEC**	**Field Service**	**Weekly**
		Martin Luther King – Holiday-				4.0
Monday-Thursday Jan. 21-24, 2019		Chapter 2-*Universal Design for Learning*	-Read Chapter 8 -Background Check/Field Service paperwork -homework assigned in class -Check and complete any assignments/readings posted in eCampus	1.5 hours	1 hour	Total Weekly hours
		Chapter 2-*Universal Design for Learning*	*Syllabus Quiz* -*Teaching topics Due*	1.5 hours		
Week Three				**LEC**	**Field Service**	**Weekly**
Monday-Thursday Jan. 28-31, 2019		Chapter 2-*Universal Design for Learning*	-homework assigned in class -Check and complete any assignments/readings posted in eCampus	1.5 hours	1 hour	4.0 Total Weekly hours

		Notes	LEC	Field Service	Weekly
Monday-Thursday Feb. 4-7, 2019	Chapter 8-*Designing Instruction for*	-homework assigned in -Check and complete any assignments/readings posted in eCampus	1.5	1 hour	4.0 Total Weekly hours
	Chapter 8-*Designing Instruction for All Students*	*TEST ONE – Chapters 2&8*	1.5 hours		
Week Five			**LEC**	**Field Service**	**Weekly**
Monday-Thursday Feb. 11-14, 2019	Chapter 8-*Designing Instruction for All Students*	*-Student led instructional lessons begin* -Read Chapters 1 & 3	1.5 hours	1 hour	4.0 Total Weekly hours
	Chapter 1 – *Today's Inclusive Classroom*	--homework assigned in class -Check and complete any assignments/readings posted in eCampus	1.5 hours		
Week Six			**LEC**	**Field Service**	**Weekly**
Monday-Thursday Feb. 18-21, 2019	Chapter 1 – *Today's Inclusive Classroom*	-homework assigned in class	1.5 hours	1 hour	4.0 Total Weekly hours
	Chapter 1 – *Today's Inclusive Classroom*	-Check and complete any assignments/readings posted in eCampus	1.5 hours		
Week Seven			**LEC**	**Field Service**	**Weekly**
Monday-Thursday Feb. 25-28, 2019	Chapter 1 – *Today's Inclusive Classroom* Chapter 3- *Special Education/Legal*	-Read Chapter 10 -homework assigned in class	1.5 hours	1 hour	4.0 Total Weekly

Notes	Chapter 3- *Special Education/Legal*	*TEST 2- Chapters 1,2,3,8*	1.5 hours		
Week Eight			**LEC**	**Field Service**	**Weekly**
Monday-Thursday Mar. 4-7, 2019	Chapter 3- *Special Education/Legal*	-homework assigned in class -Check and complete any assignments/readings posted in eCampus	1.5 hours	I hour	4.0 Total Weekly hours
	Chapter 10-*Selecting Instructional Strategies*	-Read Chapter 4	1.5 hours		
Week Nine **Mar. 11-15, 2019**	**CAMPUS CLOSED ALL WEEK** **SPRING BREAK** **Spring Break**		**LEC**	**Field Service**	**Weekly**
Week Ten			**LEC**	**Field Service**	**Weekly**
Monday-Thursday Mar. 18-21, 2019	Chapter 10-*Selecting Instructional Strategies*	-homework assigned in class -Check and complete any assignments/readings posted in eCampus	1.5 hours	I hour	4.0 Total Weekly hours
	Chapters 4 & 5-*Diversity in the Classroom*	-Read Chapter 5	1.5 hours		
Week Eleven			**LEC**	**Field Service**	**Weekly**
Monday-Thursday Mar. 25-28, 2019	Chapters 4 & 5-*Diversity in the Classroom*	-homework assigned in class -Check and complete any assignments/readings posted in eCampus	1.5 hours	I hour	4.0 Total Weekly hours
	Chapter 9-*Assessment*	-Read Chapter 9	1.5 hours		

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Monday-Thursday	Chapter 9-*Assessment*	-Read Chapter 11	1.5	1 hour hours	4.0
Apr. 01-04, 2019		-homework assigned in class -Check and complete any assignments/readings posted in eCampus			Total Weekly hours
	Chapter 11-*Behavioral Supports*	***TEST 3 – CHAPTERS, 1,2,3,4,11***	1.5 hours		
Week Thirteen			**LEC**	**Field** **Service**	**Weekly**
Monday-Thursday Apr. 08-11, 2019	Chapter 11-*Behavioral Supports*	-homework assigned in class -Check and complete any assignments/readings posted in eCampus Read Chapter 7	1.5 hours	1 hour	4.0 Total Weekly hours
	Chapter 7-*Collaboration and Cooperative Teaching*		1.5 hours		
Week Fourteen			**LEC**	**Field** **Service**	**Weekly**
Monday-Thursday Apr. 15-19, 2019	Chapter 7-*Collaboration and Cooperative Teaching*	-homework assigned in class -Check and complete any assignments/readings posted in eCampus	1.5 hours	1 hour	4.0 Total Weekly hours
	TEST 4 – IN CLASS AUTHENTIC ASSESSMENT (MUST BE PRESENT FOR TEST COMPLETION)	***Test 4-Chapters 1-11*** -Read Chapters 12&13	1.5 hours		
Week Fifteen			**LEC**	**Field** **Service**	**Weekly**

			LEC	Field Service	Weekly
Monday-Thursday Notes	Chapters 12-13	-homework assigned in	1.5	1 hour	4.0
Apr. 22-25, 2019	*Developing Instruction for all learners in academic areas and technology*	-Check and complete any assignments/readings posted in eCampus			Total Weekly hours
	Chapters 12-13 *Developing Instruction for all learners in academic areas and technology*	-Read Chapters 14 & 15	1.5 hours		
Week Sixteen			**LEC**	**Field Service**	**Weekly**
Monday-Thursday Apr. 29-May 02, 2019	Chapters 14-15 *Developing Instruction for all learners in academic areas and technology*	-homework assigned in class -Check and complete any assignments/readings posted in eCampus	1.5 hours	1 hour	4.0 Total Weekly hours
	Chapters 14-15 *Developing Instruction for all learners in academic areas and technology*		1.5 hours		
Week Seventeen - Finals Week			**LEC**	**Field Service**	**Weekly**
Monday-Thursday May 06-09, 2019	**Final Schedule TBA – Final (2.7 hours) Counts 3 hours**	***PORTFOLIO DUE/Conference with instructor (per appointment)***	**(2.7 hours) Counts 3 hours**	1 hour	4.0 Total

ACGM Approval Number: 13.1001.51 09

Core Course: No

Purpose

Education 2301 is a course designed to provide a broad understanding and appreciation for the unique challenges of special population students to undergraduate students who have demonstrated an interest in teaching.

Assessment

This course will be evaluated using both direct and indirect assessment methods including test questions linked to instructional outcomes, a teaching topic research paper and assessment of field experience using

common rubrics and/or other projects and assignments throughout the course.

A detailed calendar will be distributed to students on the first day of class. Major topics of discussion will include aspects of teaching culturally and linguistically diverse students and students with disabilities such as response to intervention, inclusion, managing behavior, and types of disabling conditions that affect students,

Expanded Description

EDUC 2301 Introduction to Special Populations provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity and equity with an emphasis on factors that facilitate learning. This course explores the complexities of Special Education in the public school setting. Also, this course provides students with opportunities to participate in early field observations of EC-12 special populations.

An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

Hours

Credit	Lecture	Lab	Clinical	Practicum	Experiential
3	3	0	0	0	1

Child Growth & Development

TECA-1354

Spring 2019 Section N01 CRN-24452 3 Credits 01/14/2019 to 05/09/2019 Modified 01/08/2019

☐ Meeting Times

This course is online and students will have access to course information, notes, lectures, videos, activities, projects, etc. at all times through Blinn's eCampus: https://ecampusd2l.blinn.edu. This course is NOT self-paced though-modules will open and close according to the course calendar in Concourse and eCampus.

☐ Description

3 lecture hours per week; 48 total contact hours. Credit: 3 semester hours.

A study of the physical, emotional, social, and cognitive factors impacting growth and development of children through adolescence.

This course supports the definition required by the THECB for courses in the Social and Behavioral Sciences category. Students in this course will identify and examine principles of growth and development in the physical, cognitive, emotional and social domains. They will compare and contrast theories of development and discuss the impact of these theories and processes on educational practices. Students will also identify the stages of play development and describe it's importance in children's learning and development. They will also be expected to demonstrate skills in practical application of these principles and theories through observation, assessment and recognition of growth and development patterns.

Core objectives for this course include critical thinking, communication, empirical/quantitative skills, and social responsibility.

☐ Core Curriculum Statement

Through the Texas Core Curriculum, students will gain a foundation of knowledge in human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. For details relating to this core course, please see:

http://www.blinn.edu/academics/core_curriculum.html
(http://www.blinn.edu/academics/core_curriculum.html)

☐ Outcomes

1. Summarize principles of growth and development for children in the physical, cognitive, emotional and social domains from conception through adolescence.

2. Identify typical stages of cognitive, social, physical, language, and emotional development.

3. Compare, contrast and apply theories of development in practice

4. Discuss the impact of developmental processes on educational practices

5. Identify the stages of play development (i.e. from solitary to cooperative) and describe the important role of play in young children's learning and development.

6. Demonstrate skills in practical application of developmental principles and theories, observation techniques, assessment, and recognition of growth and development patterns.

☐ Materials

All campuses:

The following materials are required at each campus location: Child and Adolescent Development, 2nd edition by Anita Woolfolk and Nancy E. Perry

ISBN 9780133439793

Technology

You must have access to a working computer and internet access in this course to complete the assignments-this can be your personal computer or you can take advantage of computers and internet access in the learning centers, libraries and computer labs on the various campuses.

For Tegrity Test Proctoring-students must have access to a computer, webcam, and microphone. These items are available in the Learning Center and computer labs.

Academic Integrity--Online Resources

http://www.blinn.edu/library/help/tutorials.htm#PL

AG

http://www.accreditedschoolsonline.org/resources

/preventing-plagiarism/

Computer and Internet Access

You must have access to a working computer and internet access in this course to complete the assignments-

this can be your personal computer or you can take advantage of computers and internet access in the learning centers and libraries on the various campuses. While not impossible, it is very difficult to take this course using your smart phone!

☐ Course Requirements

This course may include but is not limited to the following learning activities: lecture, use of media including but not limited to DVD/video/online video, group discussion, assigned readings from textbook/handouts/supplemental readers, written and oral assignments/projects/presentations/, guest speakers, role-play, demonstrations, and reflections. Course requirements should reflect student learning outcomes and require students to recall, comprehend, apply, analyze, synthesize and evaluate course content as it relates to the field of early childhood education.

Online Course Integrity

Humanities Division online instructors implement a variety of strategies to ensure scholastic integrity, including but not limited to: Turnitin originality checks, timed testing, Respondus browser lockdown, randomized test questions, ProctorU, webcam, Tegrity test capture, and/or completing coursework at approved testing centers. Individual instructors will provide more information.

Contact Hour Requirement

In compliance with ACGM and THECB rulings:

Face-to-face courses require a minimum of 48 contact hours per semester.

Blended courses require 49% (about 23) of those 48 hours to be face-to face and 51% (about 25) to be online hours.

Online courses require 100% of the 48 hours to be online.

The number and type of contact hours per week are stated on the course reading and assignment schedule below. In addition to in-class hours, all faculty post and keep regular office hours for individual consultations.

☐ Evaluation

Grading System		
A	90-100%	Excellent
B	80-89%	Good

C	70-79%	Average	
D	60-69%	Poor	
F	Below 60%	Failing	
I	Incomplete		
Q	Dropped		
W	Dropped for good cause or withdrew from college		

Breakdown Criteria

Type	Weight	Topic	Notes
Type	Weight	Topic	Notes
Weekly Activities/Bell Work/Discussion Postings	20		Instructors are expected to provide opportunities for student engagement on a daily/weekly basis including daily assignments, quizzes, discussion postings and other group participation activities. Participation grades must be 10% or more of the total course grade.
Quizzes	20		Chapter quizzes (Quizzes will be averaged together. There will be approximately 13-14 quizzes. I will drop the three lowest quiz grades and average the remaining quiz grades. If you miss a quiz-the 0 that results may be included a part of the three dropped grades. I will not reopen missed quizzes unless you have had a technical problem.)
Exams	20		There are three major exams in this course aligned with student learning outcomes and course content in corresponding chapters.
Final Exam	10		The final exam cover the last three chapters and additional information along with a comprehensive posttest over all course content.
Case Study Project	20		Key Assessment specific to course-Students will observe a child over the course of the semester to determine growth and development milestones. Students will then compile information to create a comprehensive view of the child's growth and development. This key assessment constitutes the final project for the course and will be a demonstration of the student's knowledge and understanding of the learning objectives for this course.

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In short, the mission of the Writing Center is to help all students become better writers.

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Instructor Course Policies

TECA 1354 Attendance

For TECA 1354-Child Growth and Development-Internet, you are required to log-in to this course and interact with course materials in the online environment in order to complete the chapter quizzes, discussion posts, exams and projects as assigned. The chapter quizzes and/or discussion postings will serve as a record of attendance. Please note: Logging in is not sufficient to be successful in the class. You will be taking quizzes, tests, completing and responding to discussion postings and communicating with other students about projects. I will track each student on a weekly basis from Monday through Sunday. If you have not logged into the course during the week and completed the chapter quizzes or discussion postings, I will record one
week of absences. Two weeks of absences will be recorded upon a second week of missing work, if necessary. Per Blinn Policy, absences may be excused at the discretion of the faculty member. If you have a situation such as a death in the family or serious illness/hospitalization-please contact me and I will take the situation into consideration in excusing or not excusing absences.

If a student is dropped from a course due to excessive absences, appeals the administrative drop and is granted a reinstatement into the course, it is the student's responsibility to check myBLINN and verify that he or she has been admitted back into the course.

Please note: I suggest you log in to myBlinn at www.blinn.edu for a copy of the most recent college calendar. (The calendar provided in eCampus will show only course information and not necessarily college information) The college calendar can be found by clicking on Blinn A-Z on the home page and then clicking on Calendar of Events. This calendar contains important dates for adding, dropping, withdrawal, college testing dates and a host of other important information such as holidays and final exams.

Assignments

Assignments and due dates can be found in the Schedule at the end of this syllabus. You can also find a more printable copy of the calendar in the Week 1: Getting Started/Orientation module in the Table of Contents of the course-Look for the Concourse Calendar with Contact Hours. There is also a calendar in eCampus but these dates appear as due dates are set throughout the semester. Typically, I will open the modules on Monday and Wednesday with the quizzes, discussion postings and other assignments due on Sunday nights by 11:00 PM. At times, assignments may be due on Monday night. The calendar is subject to change by the instructor. Please look for special announcements, reminders and changes on a regular basis on the course home page and in your email.

Exam Policy

All exams-including all major exams will be given online. The weekly quizzes can be found in the weekly chapter modules and major exams can be found in the folder, "Major Exams". Major exam dates will be posted on the online course calendar.
Chapter quizzes will be available in each module. Please do not miss the deadline for quizzes and/or exams. I will give you a window of time in which to complete your quizzes and exams.

No quizzes or major exams involve or require a group effort. IP addresses will be checked as needed. You are responsible for completing your own work unless it is specifically stated that an assignment is a group project or assignment.

Late Assignment Policy

All activities must be turned in during the designated time frame for credit. Any activity or project turned in after the designated

time will lose up to 10 points for each week it is late. This penalty may be waived if you have communicated with me and I have given you permission to turn in a project or assignment at a later date. Quizzes, assignments, and discussion postings (when available) must be completed within the time frame for credit and cannot be made up. Discussion topics will not be available once the availability period has ended. I will not reopen a quiz after the deadline has passed. A missed quiz grade may be dropped as part of dropped the three lowest quiz grades. Please plan accordingly to be able to complete the quizzes. The only reason a quiz date and quiz availability may change is if a mistake is made in loading the quiz, setting up the quiz, or if the quiz was not available at the proper time. If I need to reload a quiz or change a setting, I will give you additional time to complete it!

Please note that while a missed quiz grade may eventually be dropped, missing a quiz will mean that you are incurring an absence in the course for that week.

**The course calendar in eCampus is subject to change at the discretion of the instructor

Additional Information

Dropping Courses: It is the responsibility of the student to officially drop or withdraw from a course. Failure to drop/withdraw may result in a grade of "F" for the course. A grade of "Q" or "W" will be given for student-initiated withdrawals that are submitted on or before the withdrawal deadline.

Important Definitions:

A grade of "Q" is recorded for a student initiated drop that will be counted towards the six (6) drop rule. A grade of "W" is recorded for a student initiated drop that indicates a "good cause" drop/withdrawal and does not count towards the 6 drop rule.

Students may drop classes in one of the following ways:

1. Using myBlinn
   1. My Records tab
   2. Add or Drop Classes link
2. Enrollment Services – Due to one of the reasons below.
   1. Severe illness
   2. Care for a sick, injured, or needy person
   3. Death of a close relative/relation
   4. Military duty
   5. Military duty of a close relative/relation
   6. Change in work schedule

Dropping ALL classes can be done online and will result in a

final grade of "W". Blinn College Catalog:

http://www.blinn.edu/CatalogPDF/index.htm Incomplete

Grade

The grade of I indicates that the course work was **incomplete** due to illness or other emergency and may be adjusted to the appropriate grade upon completion of the work required by the instructor. Work that would finish class work already substantially completed will be the only consideration made for work suitable to be made up under an incomplete. In order to receive an incomplete in a course, a course completion contract must be signed by student, instructor, and dean or assistant dean. All work must be made up within 90 days of signing the course completion contract, or zeroes will be assigned for the uncompleted work. A grade of I will become an F at the close of the time period defined by the incomplete contract.

The grade of W indicates that the student withdrew before the official withdrawal date as set forth in this catalog. WP and WF indicate the student withdrew passing or failing respectively.

Textbook

The assigned textbook(s) for each course is essential for your learning. You must provide yourself with a textbook(s) from the very beginning of the semester. Textbooks can be rented or purchased in hard-copy or electronically. The textbook is essential for success in this course.

Test Proctoring

For purposes of test proctoring in TECA 1354-We will be using the Tegrity Test Proctoring process this semester for one minor quiz and one major exam. This test proctoring option is free to students but does require students have certain equipment or access to that equipment. Please refer to information in eCampus regarding the processes and procedures for test proctoring in this course using Tegrity Test Proctoring.

One quiz at the beginning of the semester and the midterm will be proctored using Tegrity this semester

for TECA 1354. **Additional Course Reminders**

- Please plan to visit the class as many times per week as appropriate to complete assignments, readings, view videos, and generally interact with the content in a timely manner. Participation in the quizzes, activities and assignments (and group assignments) is mandatory for a passing grade and will be evidence of your class attendance.
- Please note the starting and ending dates and times for assignments and quizzes. Occasionally, the calendar in eCampus may change and/or the dates of a quiz/assignment may change. Please monitor the calendar regularly. Each learning module corresponds with a chapter or section of course content and will contain the assignments, quizzes, videos, discussion postings, projects etc. for that time period.
- You are responsible for mastery of the course content. Course content will be provided in the form of Power Point notes, videos, links, regular notes and readings in your textbook. All resources are important for you to complete this course. You cannot do well with just looking over the notes or just reading the book. This information is provided to help you understand the concepts. Utilize the resources provided!
- PowerPoint notes are resources to help you better understand the information presented in the book. They are tools and not substitutes for reading your text. The classroom videos are also a resource for you to utilize.
- Please let me know how I can help you be successful in the class and in this mode of learning.
- If you are having difficulties with the course materials or assignments, please contact me as soon

as possible. If you are having trouble with the online format of this course, please contact Distance Education for tutorial information or other assistance in learning about eCampus* below

- Remember that students who are successful in online courses and in this course- keep up with their assignments and if they have a problem, contact the instructor promptly to prevent a small problem from escalating into a big issue!
- If you are having trouble with your computer-You may access your course through any computer in the library or learning center on any Blinn College campus. Even if your personal computer is down- you can make plans to turn in assignments, take quizzes, etc. through a campus computer. Please utilize this resource!

*For technical problems with eCampus, you must contact Blinn College Distance Education either by phone (979-209-7298) or by filling out a help-desk ticket on the Distance Education website at

https://www.blinn.edu/online/help.html

If you have issues concerning your computer, you may be able to get some diagnostic assistance from Distance Ed but it is ultimately your responsibility to contact your computer's help line/technical support for assistance with computer related issues.

I do not have the expertise or resources to assist with you with your computer!

☐ Schedule

Please Note: This calendar is subject to change		
Dates	Week 1 Meeting Details	WEEKLY CONTACT HRS
M–01/14/201-1/20/2019	Class Prep: Purchase supplies and materials for course. Class Activities: Introduction to Course-Course Information Sheet/Syllabus Getting Started Module-Orientation Video, Course information quiz, Introductions discussion posting Smarter Measure Readiness Assessment Assignment Due: Course Information Quiz Introductions posting due	3 contact hours

MLK Holiday-Monday, January 21st

Dates	Week 2 Meeting Details	HRS
T - 1/22/2019- 1/27/2019	Class Prep: Read Chapter 1-Dimensions of Development Class Activities: Chapter 1-Dimensions of Development Powerpoint/Video Weekly activity/Bell Work/Discussion post activities Child Study Project assigned Assignment Due: Chapter 1 Quiz Weekly activity/Bell Work/Discussion post activities-DP: Family and Culture Smarter Measures Readiness Assessment due	3 contact hours

Dates	Week 3 Meeting Details	HRS
M- 1/28/2019- 2/3/2019	Class Prep: Read Chapter 2-Theory and Research in Child Development Class Activities: Chapter 2-Theory and Research in Child Development Powerpoint/Video Weekly activity/Bell Work/Discussion post activities Work on Case Study Assignment Due: Chapter 2 Quiz Weekly activity/Bell Work/Discussion post activities-DP: Albert Bandura Case Study Project permission to observe due	3 contact hours

Dates	Week 4 Meeting Details	HRS
M – 2/4/2019- 2/10/2019	Class Prep: Read Chapter 3-Genetics, Prenatal Development, and Birth Class Activities: Chapter 3-Genetics, Prenatal Development, and Birth Powerpoint/Video Weekly activity/Bell Work/Discussion post activities-DP: Prenatal Testing and Fetal Monitoring	3 contact hours

Work on Case Study

Assignment Due: Chapter 3 Quiz

Weekly activity/Bell Work/Discussion post activities

Dates	Week 5 Meeting Details	HRS
M - 2/11/2019-2/17/2019	Class Prep: Read Chapter 4-Infancy and Toddlerhood Class Activities: Chapter 4-Infancy and Toddlerhood Powerpoint/Video Weekly activity/Bell Work/Discussion post activities-DP: Nurturing and Stable Relationships Work on Case Study Assignment Due: Chapter 4 Quiz Weekly activity/Bell Work/Discussion post activities	3 contact hours
Dates	Week 6 Meeting Details	HRS
M - 2/18/2019-2/24/2019	Class Prep: Read Chapter 5-Early Childhood Physical Development Class Activities: Chapter 5-Early Childhood Physical Development Powerpoint/Video Weekly activity/Bell Work/Discussion post activities-DP: Nutrition and Early Childhood Work on Case Study Assignment Due: Chapter 5 Quiz Weekly activity/Bell Work/Discussion post activities Test 1 (Chapters 1-4)-begins on Wednesday, Feb. 20th and will be due on Sunday, Feb. 24th by 11:00 PM	3 contact hours
Dates	Week 7 Meeting Details	HRS
M – 2/25/2019-3/3/2019	Class Prep: Read Chapter 6-Early Childhood Cognitive Development	3 contact hours

Class Activities: Chapter 6-Early Childhood Cognitive Development

Powerpoint/Video

Weekly activity/Bell Work/Discussion post activities-DP: Emergent Literacy

Work on Case Study

Assignment Due: Chapter 6 Quiz
Weekly activity/Bell Work/Discussion post activities

Dates	Week 8 Meeting Details	HRS
M – 3/4/2019- 3/10/2019	Class Prep: Read Chapter 7-Early Childhood Social Emotional Development Class Activities: Chapter 7-Early Childhood Social Emotional Development Powerpoint/Video Weekly activity/Bell Work/Discussion post activities-DP: Self-Regulation Work on Case Study Assignment Due: Chapter 7 Quiz Weekly activity/Bell Work/Discussion post activities	3 contact hours
Dates	Week 9 Meeting Details	HRS
Spring Break-Monday, March 11-Friday, March 15th		
Dates	Week 10 Meeting Details	HRS
M - 3/18/2019- 3/24/2019	Class Prep: Read Chapter 8-Middle Childhood Physical Development Class Activities: Chapter 8-Middle Childhood Physical Development Powerpoint/Video Weekly activity/Bell Work/Discussion post activities-DP: School Nutrition and Middle Childhood Work on Case Study Assignment Due: Chapter 8 Quiz Weekly activity/Bell Work/Discussion post activities	3 contact hours

Test 2 (Chapters 5-7)-begins on Wednesday, March 20th and will be due on Sunday, March 24th by 11:00 PM

Dates	Week 11 Meeting Details	HRS
M - 3/25/2019-3/31/2019	Class Prep: Read Chapter 9-Middle Childhood Cognitive Development Class Activities: Chapter 9-Middle Childhood Cognitive Development Powerpoint/Video Weekly activity/Bell Work/Discussion post activities Work on Case Study Assignment Due: Chapter 9 Quiz Weekly activity/Bell Work/Discussion post activities	3 contact hours
Dates	Week 12 Meeting Details	HRS
M – 4/1/2019-4/7/2019	Class Prep: Read Chapter 10-Middle Childhood Social Emotional Development Class Activities: Chapter 10-Middle Childhood Social Emotional Development Powerpoint/Video Weekly activity/Bell Work/Discussion post activities-DP: Bullying Work on Case Study Assignment Due: Chapter 10 Quiz Weekly activity/Bell Work/Discussion post activities	3 contact hours
Dates	Week 13 Meeting Details	WEEKLY CONTACT HRS

Dates	Meeting Details	Contact Hrs
M - 4/8/2019- 4/14/2019	Class Prep: Read Chapter 11-Adolescent Physical Development Class Activities: Chapter 11-Adolescent Physical Development Powerpoint/Video Weekly activity/Bell Work/Discussion post activities Work on Case Study Assignment Due: Chapter 11 Quiz Weekly activity/Bell Work/Discussion post activities Test 3 (Chapters 8-10)-begins on Wednesday, April 10th and will be due on Sunday, April 14th by 11:00 PM	3 contact hours
Dates	Week 14 Meeting Details	WEEKLY CONTACT HRS
M - 4/15/2019- 4/21/2019	Class Prep: Read Chapter 12-Adolescent Cognitive Development Class Activities: Chapter 12-Adolescent Cognitive Development Powerpoint/Video Weekly activity/Bell Work/Discussion post activities Work on Case Study Assignment Due: Chapter 12 Quiz Weekly activity/Bell Work/Discussion post activities	3 contact hours
Good Friday Holiday Friday, April 19th		
Dates	Week 15 Meeting Details	HRS

| M -
4/22/2019-
4/28/2019 | Class Prep: Read Chapter 13-Adolescent Social Emotional Development

Class Activities: Chapter 13-Adolescent Social Emotional Development

Powerpoint/Video

Weekly activity/Bell Work/Discussion post activities

Work on Case Study

Assignment Due: Chapter 13 Quiz
Weekly activity/Bell Work/Discussion post activities
Case Study is due on Sunday, April 28th at 11:00 PM | 3 contact hours |

Last Day to Drop Classes-Friday, April 26th

Dates	Week 16 Meeting Details	HRS
M – 4/29/2019- 5/5/2019	Class Prep: Read notes over Developmental Psychopathology-Common Childhood Disorders (This is not in the textbook!) Class Activities: Notes over Developmental Psychopathology-Common Childhood Disorders Powerpoint/Video Weekly activity/Bell Work/Discussion post activities Assignment Due: Common Childhood Disorders Quiz Weekly activity/Bell Work/Discussion post activities	3 contact hours

Date	Week 17 Meeting Details	HRS
Monday- 5/6/2019- Thursday- 5/9/2019	Final Exam Final Exam opens at 5:00 PM, Friday, May 3rd and closes on Wednesday, May 8th at 11:00 PM 3 hours for Final Exam=3 contact hours	3 contact hours
	3 x 15-Weekly class (Exclude Spring Break)	45
	3 x 1-Final Exam	3

	Note: In the Carnegie Hour system, 50 minutes = 1 contact hour.	48 Contact Hours

☐ MCS Background Info

General

ACGM Approval Number: 13.1202 52 09

Purpose

This course is designed to provide the students with an overview of the developmental stages of children birth through age twelve. This course will cover information that will assist child development, early childhood, and education majors in continuation of higher education goals and/or immediate employment in the field in accordance with the mission of Blinn College.

Assessment

This course will be evaluated using both direct and indirect assessment methods including test questions linked to instructional outcomes, a child observation project using common rubrics and/or other projects and assignments throughout the course.

Key Assessment specific to course-Students will observe a child over the course of the semester to determine growth and development milestones. Students will then compile information to create a comprehensive view of the child's growth and development. This key assessment constitutes the final project for the course and will be a demonstration of the student's knowledge and understanding of the learning objectives for this course.

Semester Schedule

The individual instructor will ensure that the course activities and evaluations are scheduled and conducted to fulfill the learning outcomes and objectives of this course. The specific dates of content and assignments will be specified in a course calendar provided by the instructor on the first day of class.

Expanded Description

This course is an academic transfer course and may be transferable into a baccalaureate degree in education or interdisciplinary studies as an education and/or early childhood education course. Please consult the university catalog of your choice to determine transferability of this course.

Hours

Credit	Lecture	Lab	Clinical	Practicum	Experiential
3	3	0	0	0	0