



BOOK DESIGN

The organizational design of this book mirrors the content of the State-mandated Pedagogy and Professional Development Standards. This design meets the Texas State Board of Education mandate to incorporate the Pedagogy and Professional Responsibilities (PPR) competencies insofar as possible into the Introduction to the Teaching Profession (EDUC 1301) course. The book is divided into sections: Introduction to the Profession, 13 Competency Chapters, and Final Directions.

INTRODUCTION TO THE PROFESSION

Because each state has similar but different requirements for teacher certification, it is important for students to understand the community college relationship to becoming a teacher in Texas, so Dr. Rex Peebles, Vice-President of Instruction at Midland College, has written the Foreword explaining that relationship.

The front matter of this book includes **web searches** intended to introduce students to the professional resources of their chosen profession. The web searches include information on how to obtain certification as well as how to find information on the Texas Education Agency, the State Board for Educator Certification, and the Coordinating Board web sites.

This book is also designed with the final examination in mind: a **HOT ePortfolio**, the HOT standing for *higher-order thinking*. An introduction to portfolio assessment is given for portfolio construction emphasizing authentic experience. The performance design of the HOT ePortfolio enables each student to showcase the proficiency not only with technology but also with each of the 13 competencies. Even though each of the competencies is studied topically, it becomes clear that all of the competencies are integrated in the completed ePortfolio. The ePortfolio is performance-based and allows the student to demonstrate both the art and science of teaching through authentic experience.

COMPETENCY CHAPTERS

This book is divided into 13 chapters each of which is devoted to one of the 13 competencies listed in the State Standards. Breaking from a traditional textbook model, the content of each chapter is presented in a **lesson plan** format to model for students a basic 9-step lesson plan ending with a multiple-choice assessment.

Within each lesson plan, students will find objectives, lesson foci, models, assignments, and suggestions for additional artifacts for the ePortfolio.

x Preface

FINAL DIRECTIONS

The State of Texas requires a 16-hour **field experience** component which all students must complete in order to pass the course. This book includes a workable field experience design for most independent school districts in Texas.

The end of the book features an **Interactive Glossary** which students will be encouraged to complete as they work with each competency. This Interactive Glossary serves as a reinforcement strategy for learning educational jargon and, ultimately, as a study guide for the TExES.

Also included in the end matter are the pages from the TExES Preparation Manual for test 160, EC-12. These pages provide guides for the scope of each competency and serve as a permanent reference for students.