Department of Elementary Education  
MLG 403P.411 Integrating Middle Grades Learning  
Fall 2018

Instructor: Dr. Claudia Whitley  
Course Time & Location: TBD

Office: ECRC 209I  
Office Hours: T 12:15-3:15; R 9-11  
Other hours by appointment

Office Phone: 936-468-4074  
Credits: 2 semester hours

Cell Phone: 936-554-5447  
Email: whitleyc@sfasu.edu

Prerequisites: Admission into Educator Certification. Enrolled in Field Experience II.

I. Course Description:

*Integrating Middle Grades Learning* - Two semester hours for practicum. Middle Grades curriculum, instruction, and assessment designed to meet the needs of students in content area classes. The professional roles and responsibilities of teaching are also emphasized.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of this course is to prepare competent, successful, careful, caring, and enthusiastic professional educators dedicated to responsible service, leadership and continued professional and intellectual development. The dispositions of service, openness to diversity, collaboration, integrity, academic excellence, and lifelong learning will be emphasized. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

MLG Program Learning Outcomes and Student Learning Objectives:

**PLO2:** The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. (AMLE 2; PPR Standard 1)

Element A: Subject Matter Content  
Element B: Interdisciplinary Nature of Knowledge and  
Element C: Middle Level Student Standards

SLO 2.1 The teacher candidates will design and teach a minimum of three lessons in their Practicum II classrooms. (TAC3.11s, 4.6s, 4.7s, 4.10s, 5.1s, 5.7s, 5.9s); (ISTE 2.b); (CRES 1A (i), 1A(ii), 1A(iii), 1B(i), 1B(ii), 1B(iii), 1C(i), 1C(iii), 1D(i), 1D(ii), 1D(iii), 1E(i), 1E(ii), 1E(iii), 1F(i), 1F(ii), 1F(iii), 2A(i), 2A(ii), 2A(iii), 2B(i), 3B(i), 3B(ii), 3B(iii), 4A(i), 4B(i), 4B(ii), 4C(i), 4C(iii), 4D(i), 4D(ii), 4D(iii), 5B(i), 5B(ii), 5D(i)); (PPR 1.12k, 1.13k, 1.14k, 1.19k, 1.26k, 1.1s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.24s, 1.25s, 1.26s, 1.27s, 1.29s, 2.4k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.13, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s

**SLO Assessment 1: Lesson Plans** (TAC 3.11s, 5.1s, 5.7s, 5.9s); (ISTE 2.b); (CRES 1A(i), 1B(i), 1B(ii), 1B(iii), 1C(i), 1D(i), 1E(i), 1F(i), 1F(ii), 1F(iii), 2A(i), 2A(ii), 2A(iii), 2B(i), 3B(i), 3B(ii), 3B(iii), 4A(i), 4B(i), 4B(ii), 4C(i), 4C(iii), 4D(i), 4D(ii), 4D(iii), 5B(i), 5B(ii), 5D(i)); (PPR 1.12k, 1.13k, 1.14k, 1.19k, 1.26k, 1.1s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.24s, 1.25s, 1.26s, 1.27s, 1.29s, 2.4k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.13, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s
1E(ii), 1E(iii), 3B(i), 5B(i), 5B(ii), 5D(i)); (PPR 1.12k, 1.14k, 1.19k, 1.26k, 1.1s, 1.4s, 1.5s, 1.6s, 1.7s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.21s, 1.24s, 1.26s, 1.29s, 2.4s, 3.7s, 3.8s, 3.9s, 3.10s

SLO Assessment 2: Observation and Performance Summary
(PPR 1.13k, 1.16k, 1.19k, 1.3s, 1.8s, 1.11s, 1.18s, 1.22s, 1.25s, 1.27s, 1.24k, 2.1s, 2.2s, 2.3s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s)

PLO 3: The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they will work successfully within these organizational components. (AMLE 3)

Element A: Middle Level Philosophical Foundation

Element B: Middle Level Organization and Best Practices
SLO 3.2 The teacher candidates will reflect over what is happening in their Practicum II classroom and respond in a journal reflection weekly. Some topics will be specific, while some topics will be more general. (TAC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k); (PPR 1.1k, 3(i), 3(ii), 2B(iii), 2C(iii), SA(i), SC(i), SC(ii)); (PPR 1.6k, 1.2s, 3.5k)

SLO Assessment 3: Journal Reflections over Best Practices
(TAC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k)

SLO Assessment 5: Language Observation, Performance and Reflection Summaries. (RES 1C(i), 1C(ii), 2B(iii), 2C(iii), SA(i), SC(i), SC(ii)); (PPR 1.6k, 1.2s, 3.5k)

PLO 4: The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (AMLE 4)

Element A: Content Pedagogy

Element B: Middle Level Instructional Strategies

Element C: Middle Level Assessment and Data-formed Instruction
SLO 4.3 The teacher candidates will complete a Work Sample in which they reflect in detail over lesson design, assessment, delivery, and their own personal strengths and weaknesses as a teacher. This lesson will be videoed on-site and analyzed in depth. (TAC 1.2k, 1.3s, 2.1s, 3.3k, 3.2s, 3.7s, 4.3s, 4.5s, 4.11s, 4.12s, 5.15s); (ISTE 1c, 2b, 2c, 2d, 3d)(RES 6A(ii), 6B(i), 6D(iii)); (PPR 1.28s, 4.14s, 4.18s)
Benchmark Assessment II: Work Sample – This assessment will be submitted in LiveText. (TAC 1.2k, 1.3s, 2.1s, 3.3k, 3.2s, 3.7s, 4.3s, 4.5s, 4.11s, 4.12s, 5.15s); (ISTE 1c, 2b, 2c, 2d, 3d); (CRES 6A(ii), 6B(i), 6D(iii)); (PPR 1.28s, 4.14s, 4.18s)

PLO 5: The teacher candidates will understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals. (AMLE 5)

Element A: Professional Roles of Middle Level Teachers
Element B: Dispositions and Professional Behaviors

SLO 5.4 The teacher candidates will conduct themselves as professionals while engaging in the public schools during Practicum II. (CRES 4D(v)); (PPR 4.3s, 4.7s, 4.8s)

SLO Assessment 4: Professionalism Grade (CRES 4D(v)); PPR 4.3s, 4.7s, 4.8s)

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

*Work Sample: (Benchmark Assessment II) 200 points.

Teacher candidates will video tape one lesson during lab and use it to complete their Benchmark Work Sample. They will design a pre/post assessment to evaluate the lesson they are teaching. Students will be expected to reflect on and evaluate their lesson as well as one of a peer. This assignment will be submitted in Live Text and a hard copy will be submitted in class.

Lesson Plans (SLO Assessment 1) 150 points.

Teacher Candidates will complete three lesson plans for lessons to be observed during this Field Experience. These lesson plans will be submitted prior to teaching each lesson. Each lesson plan will be worth 40 pts.

Lesson Observations (SLO Assessment 2) 300 points

Teacher Candidates will be observed teaching three lessons during this Field Experience. Each lesson observation will be worth 100 points

Teaching Summary Reflections (20 points each) 60 points

Teacher candidates will reflect over each lesson they teach and establish new goals to accomplish during their next teaching opportunity.

Journal Entries (SLO Assessment 3B) 240 points

Teacher candidates will complete eight journal entries based on their observation and reflections on best teaching practices. Each journal entry will be worth 30 points.

Mentor Teacher Evaluations 50 points.

Mentor Teachers will complete a mid-term and final evaluation for each Teacher Candidate. Evaluations will be worth 25 points each.

Final Exam 40 points.

Teacher candidates will complete a reflective online exam.

Professionalism 50 points.
Professionalism grade will be a compilation of points including: class attendance, participation in class discussions, completion of on-line course evaluation and the exhibition of professional behavior in class and in the practicum setting.

*Scoring guides may be found in Course Handbook

**IV. Evaluation and Assessments (Grading):**

A=981-1090 points
B=882-980 points
C=783-881 points
F = Below 783 points

Students’ must submit Live Text Assignments into Live Text. Failure to do so will result in a penalty of one letter grade in the course for each assignment not submitted.

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation At SFA</td>
<td>Syllabi and Course Handbook</td>
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<tr>
<td>Aug. 27</td>
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<tr>
<td>Week 1</td>
<td>Orientation at Field Site</td>
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<td>Aug. 29</td>
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<tr>
<td>Week 2</td>
<td>Begin Field Experience</td>
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<td>Sept. 4</td>
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<tr>
<td>Week 3</td>
<td>Field Experience Site</td>
<td>Journal 1 due</td>
<td>Sept. 14</td>
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<td>Sept. 10/12</td>
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<tr>
<td>Week 4</td>
<td>Field Experience Site</td>
<td>Journal 2 due</td>
<td>Sept. 21</td>
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<tr>
<td>Sept. 17/19</td>
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<td>Try to have Observation #1</td>
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<tr>
<td>Week 5</td>
<td>Field Experience Site</td>
<td>Journal 3 due</td>
<td>Sept. 28</td>
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<td>Sept. 24/26</td>
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<td>Try to have 1st</td>
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<td>Observation Completed</td>
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<td>Week 6</td>
<td>Field Experience Site</td>
<td>Journal 4 due</td>
<td>Oct. 5</td>
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<td>Oct. 1/3</td>
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<td>Try to have 2nd</td>
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<td></td>
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<td>Observation scheduled</td>
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<tr>
<td>Week 7</td>
<td>Oct. 8/10</td>
<td>Field Experience Site</td>
<td>Journal 5 due Mid Term Mentor Evaluation Due</td>
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<td>Week 8</td>
<td>Oct. 15/17</td>
<td>Field Experience Site</td>
<td>Journal 6 due</td>
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<td>Week 9</td>
<td>Oct. 22/24</td>
<td>Field Experience Site</td>
<td>Journal 7 due</td>
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<td>Week 10</td>
<td>Nov. 6/8</td>
<td>Field Experience Site</td>
<td>Journal 8 due</td>
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<td>Week 11</td>
<td>Nov. 13/15</td>
<td>Field Experience Site</td>
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<td>Week 12</td>
<td>Nov. 26/28</td>
<td>Field Experience Site</td>
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<td>Week 15</td>
<td>Dec. 3/5</td>
<td>Field Experience Site</td>
<td>Final Mentor Evaluation &amp; Attendance Due</td>
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<tr>
<td>Week 16</td>
<td>Dec. 11</td>
<td>Final Exam Due</td>
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submitted into LiveText


**Required: LiveText FEM Add-On Instructions for Students**
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience. Failure to purchase and activate the account and/or submit the required assignments within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) and majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have a question about obtaining or registering your LiveText account, cal ext. 1267 or email SFALiveText@jacks.sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@jacks.sfasu.edu. Failure to do so may result in course failure.
Resources:


This we believe: Keys to educating young adolescents (2010). Westerville, Ohio: Association of Middle Level Education


VII. Course Evaluations:

"Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Teacher candidates who complete the online evaluation will receive 10 points toward their professionalism grade.

VIII. Student Ethics and Other Policy Information:
Class Attendance and Excused Absence Policy 6.7

Regular, punctual attendance, documented participation, and submission of completed assignments are expected at all classes, laboratories, and other activities for which you are registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work, when it is at least partly the
work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3)

**Withheld Grades Semester Grades Policy 5.5**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.judicial/earlyalert.asp](https://www.sfasu.judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honest and good moral character. The Texas educator in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or are planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a notional criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation:FAQs/

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). You must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For more information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or email her at snyderke1@sfasu.edu

IX. Other Relevant Course Information:

Expectations:
1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 468-4108. You may also visit the following website for assistance in writing: www.columbia.edu/acis/bartleby/strunk
2. All submitted work must be typed unless the instructor provides a template (i.e. in-class assignments). Handwritten work will not be accepted.
3. In order to pass this course ALL WORK must be completed and submitted to the instructor.
4. All work should be completed by the due date. The grade for all work turned in within 1 week of the due date will be penalized by 10%. The grade for all work turned in within 2 weeks of the due date will be penalized by 20%. After two weeks, work must be completed and turned in, but will receive a grade of 0. Any exceptions must be approved ahead of time by the professor.
5. Students are expected to read all assignments BEFORE coming to class and be prepared to participate in all class discussions. Participation will be noted according to the depth and comprehension of your responses during class discussions. Participation will contribute to your final professionalism grade (8 points max).

Professionalism:
Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator.

Gossiping is a reflection of negativism, lack of maturity, and integrity. If problems occur, go to your university professor: you will find that others’ attitudes are easily influenced through negativity.

Cell phones should be turned off during class. Texting during class is not a professional behavior. Violations of this policy will result in a reduction of your professionalism grade (Conduct in class).

Assignment Policy: All students are expected to complete assignments on the due date shown on the Tentative Course Timeline. Points will be subtracted for assignments turned in late at the discretion of the instructor. These assignments can only be turned in late if certain criteria are met. In order to receive an A in the course, ALL assignments must be completed. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade.
regardless of the total number of points earned.

**Make-Up Work Policy:** The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will be accepted one week from the original due date. No make-up work will be accepted finals week.

**“Redo Work” Policy:** Some assignments may be subject to editing and resubmission at the discretion of the instructor. Full credit will not be given to “redo work.” In this event the resubmitted work is due not later than one week after it is received from the instructor.

For **Spring 2019 Student Teaching**, the following dates have been established:
1. Currently – On-line application available
2. September 15, 2018 – Deadline for submitting on-line application
3. January 15, 2019 - Passing scores on the content area certification exam must be received in the Educator Certification Office