ELE 442: Professional Responsibilities

Department of Elementary Education Spring 2018

Instructor Information:

Dr. Steven A. Josephsen
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Office: 201J JPECRC
Office hours: M 9:50-10:50 a.m. & 1:00 - 2:00 p.m., T 9:00 – 11:00 a.m., W 7:50 – 9:00 a.m.
Credits: 1 hour
Course Time & Location: This is an online/web-based course.

Prerequisites:
Enrolled in student teaching or given special permission by the department chair.

I. Course Description:

Synthesis/capstone seminar for student teachers with a focus on the assisted performance of student teachers in a professional learning community.

II. Intended Learning Outcomes/Goals/Objectives:

This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

We are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) and the Association for Middle Level Education (AMLE). All content and assignments are aligned to these standards.

ELE 442 is a course taken at the end of the program, usually with student teaching.
PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1; InTASC 1).

- SLO 1.1 Candidates know, understand, and implement practices designed to respect the rights of students and their diversity, and consider these rights when constructing instruction and strategies for interactions to meet the needs of all students and their families.
  - SLO 1.1.1 Assessment – Diversity Dropbox [PPR 1.3k (TS2Ci); PPR 1.4k; PPR 2.1k (TS4Ai); PPR 2.21s; PPR 4.1s; T2.3k (ISTE 3a, 3d); T 6.9(ISTE 3d); T 6.10S (ISTE 3d); T 6.17S (ISTE 3d); T 7.2S (ISTE 2c, 4c)].

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8).

- SLO 3.1 Candidates know, understand, and implement strategies to foster a positive classroom climate that is well-managed, safe, inclusive, and responds to all students.
  - SLO 3.1.1 Assessment – Environment & Climate Discussion [PPR 2.2k; PPR2.3k (TS4Aiii); PPR2.10k; PPR2.21k; PPR2.17s; PPR2.19s]
- SLO 3.2 Candidates know, understand, and implement
  - SLO 3.2.1 Assessment – Instruction Discussion [PPR 1.15k, PPR 2.5k, PPR 2.5s (TS2Aiii), PPR 3.15k, T7.6s (ISTE 2a, 2b)]

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; AMLE 5; InTASC 9, 10).

- SLO 5.1 Candidates know, understand, and implement state and district code and policies and ensure students know and understand district guidelines.
  - SLO 5.1.1 Assessment – Ethics & Policies Discussion [PPR 2.15k; PPR 2.17k; PPR 2.16s; PPR 4.14k; PPR 4.15k; PPR 4.17k; PPR 4.16s (TS6D1)]
- SLO 5.2 Candidates know, understand the education system in Texas, support systems, non-instructional duties, roles of others, the value of contributing to schools, administrative tasks, and implement strategies to perform administrative tasks.
  - SLO 5.2.1 Assessment – Roles Discussion [PPR 2.11k, PPR 2.12k, PPR 2.12s, PPR 2.13s, PPR 4.6k, PPR 4.7k, PPR 4.8k, PPR 4.18k; T 7.13s (ISTE 3d)]
- SLO 5.3 Candidates understand and implement monitoring and self-assessment to identify strengths and challenges in teaching effectiveness and instructional technology implementation to improve teaching performance and student achievement.
  - SLO 5.3.1 Assessment – Professional Development Plan Dropbox [PPR 1.24k, PPR 4.12k, PPR 4.14s (TS6Aii), T7.17s (ISTE 5c)]
  - SLO 5.3.2 Assessment – Reflect & Celebrate Discussion [PPR 4.12k, (TS6Aii)]
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

DISCUSSIONS – (70 pts.)
- Environment & Climate (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8) (10 pts) – You will review the content in the module, interview a teacher, and post your response to the prompts.
- Instruction (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8) (15 pts) – You will review the content in the module, interview a teacher, and post your response to the prompts.
- Ethics & Policies (ACEI 5; AMLE 5; InTASC 9, 10) (20 pts) - You will view the content in the module, view and consider all of the TEA ethics videos, and post your response to the prompts.
- Roles (ACEI 5; AMLE 5; InTASC 9, 10) (15 pts) – You will view the content in the module, interview a teacher, and post your response to the prompts.
- Reflect & Celebrate (ACEI 5; AMLE 5; InTASC 9, 10) (10 pts) - You will reflect upon your undergraduate experience and respond to the prompts.

DROPBOXES – (30 pts.)
- Diversity (ACEI 1; AMLe 1; InTASC 1) (20 pts) - You will view the module videos and create a video to address one diversity topic. Then, you will evaluate the video while responding to the prompts.
- Professional Development Action Plan (ACEI 5; AMLE 5; InTASC 9, 10) (10 pts) – You will review the module content, participate in three surveys, and craft three goals, strategies, and assessments to implement in your future teaching.

TOTAL: 100

Technology - This is an online class that requires the use of D2L. You will navigate web sites and video links. Additionally, you will Word and PowerPoint if you choose to do so for your assignments. You are encouraged to use all of the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.

IV. Evaluation and Assessments (Grading):

A = 90 - 100 points - B = 80 - 89 points - C = 70 - 79 points - F < 70 points

See the section above for a detailed description of the assignment and the point totals for that assignment. See the PLO/SLO section above for alignment to the Educator Preparation Standards.

All assignments are expected to be at least attempted!

The professor reserves the right to lower the grade by one letter if assignments are not attempted.

GRADING RUBRICS

There are rubrics for each discussion which are posted in the discussion directions and in the discussion. Also, there are rubrics for the diversity and professional development assignments. They, too, are posted in the directions for the dropbox assignments in the modules. All assignments are Due by 11:59 Sunday Nights.
**V. Tentative Course Calendar of Assignments:**

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module(s)</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Before Class Begins Module</td>
<td>Read all files in modules listed</td>
</tr>
<tr>
<td>1/16 – 1/21</td>
<td>Syllabus &amp; Timeline Module</td>
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<td></td>
<td>LiveText Module</td>
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<td>APA Module</td>
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<tr>
<td>Weeks 2 &amp; 3</td>
<td>Environment &amp; Climate</td>
<td>Read all files &amp; articles (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8)</td>
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<tr>
<td>1/22 – 2/4</td>
<td></td>
<td>Due – Environment &amp; Climate Discussion</td>
</tr>
<tr>
<td>Weeks 4, 5, &amp; 6</td>
<td>Diversity</td>
<td>Read all files, view all videos, &amp; view all links (ACEI 1; AMLE 1; InTASC 1)</td>
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<tr>
<td>2/5 – 2/25</td>
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<td>Due – Diversity Dropbox</td>
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<tr>
<td>Weeks 7 &amp; 8</td>
<td>Instruction</td>
<td>Read all files and view the video (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8)</td>
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<tr>
<td>2/26 – 3/9</td>
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<td>Due – Instruction Discussion</td>
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<tr>
<td>Weeks 9, &amp; 10</td>
<td>Ethics &amp; Policies</td>
<td>Read all files and view all videos (ACEI 5; AMLE 5; InTASC 9, 10)</td>
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<tr>
<td>3/10 – 4/1</td>
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<td>Due – Ethics &amp; Policies Discussion</td>
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<td>Weeks 11 &amp; 12</td>
<td>Other Roles, Responsibilities, &amp; Support</td>
<td>Read all files (ACEI 5; AMLE 5; InTASC 9, 10)</td>
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<tr>
<td>4/2 – 4/15</td>
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<td>Due – Roles Discussion</td>
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<tr>
<td>Weeks 13 &amp; 14</td>
<td>Professional Development</td>
<td>Read all files, view all links, and take all surveys (ACEI 5; AMLE 5; InTASC 9, 10).</td>
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<tr>
<td>4/16 – 4/29</td>
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<td>Due Professional Development Dropbox</td>
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<tr>
<td>Week 15 &amp; 16</td>
<td>Reflect &amp; Celebrate</td>
<td>Reflect upon your teacher candidate experience and this course (ACEI 5; AMLE 5; InTASC 9, 10).</td>
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<tr>
<td>4/30 – 5/4</td>
<td></td>
<td>Due – Reflect &amp; Celebrate Discussion NO FINAL!</td>
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**VI. Required Text and Other Required Materials:**

1. **LIVETEXT** – This course has no LiveText assignment.

2. There are NO required textbooks. All reading is posted in the course modules.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Students in the COE electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the COE, 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.
VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absences:

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor. The grade may be lowered one letter grade if all assignments (quizzes, dropboxes) are not completed. This is at the discretion of the professor.

Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in all classes, laboratories, and other activities for which the student is 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 or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7).

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):

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/.

Academic Dishonesty:

Abiding by university policy 4.1 on academic integrity is a responsibility for 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 that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Penalties for academic dishonesty 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 decision related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).

Withheld Grades Semester Grades (Policy 5.5):

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, except as allowed through policy (i.e., Active Military Service (6.14). 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 policy 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.edu/judicial/earlyalert.asp or call the office at 936 468 2703.

Acceptable Student Behavior:

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 (see the Student Conduct Code, policy D-34.1). 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _____________________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at
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 state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information concerning this matter, contact Katie Snyder Martin 936-46-1740 or snyderke1@sfasu.edu

**IX. Other Relevant Course Information**

None