ELE 4143 – Professional Responsibilities Seminar  
(Elementary)  
Fall 2020

Instructor: Dr. Tingting Xu  
Office: ECRC 201k  
Office Phone: 9364681603  
Other Contact Information: 9364681701(fax)

Course: 1 Credit Hour, Online  
Time & Location: 
Office Hours: Tuesday 10am-12:30pm or by appointment  
Credits: 1 hours  
Email: D2L email

COVID-19 MASK POLICY
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


I. Course Description: A capstone course for clinical teachers with a focus on preparing and submitting a performance, technology integration, and educator law.

Course justification: "Professional Responsibilities Seminar" (1 credit hour; fully online) is a synthesis/capstone course for clinical teachers that focuses on the assisted performance of clinical teachers in a professional learning community. The course spans across 15 weeks plus 1 week for a final reflection posting. The course has 10 modules that supports the edTPA submission process, ethics, laws, policies, and other roles and responsibilities of a new teacher. Candidates will upload their edTPA performance portfolio in this course. There will be seven discussion postings and twelve drop box assignments. For every hour of module engagement, the student should spend 2 hours outside of the module to ensure successful completion of the course. Outside work, at a minimum, requires 90 hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course supports the College of Education’s Vision, Mission, Goals, and Core Values in that it addresses each of the six core values:

<table>
<thead>
<tr>
<th>Perkins College of Education’s Core Values</th>
<th>In this course, we will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic excellence through</td>
<td>pursue academic excellence through developing</td>
</tr>
</tbody>
</table>
critical, reflective, and creative thinking and implementing the skills of *reading the world around us*, continuously critically reflecting on our praxis, and continuously attempting to be innovative facilitators;

Life-long learning continue to construct new knowledge as it relates to pedagogy, schooling, and the social environment around us while acknowledging that continuous knowledge construction and reflection are needed throughout life to be a highly effective facilitator;

Collaboration and shared decision-making embrace the opportunity to work collaboratively in an online learning community;

Openness to new ideas, to culturally diverse people, and to innovation and change explore culturally responsive approaches to education and current trends in education;

Integrity, responsibility, diligence, and ethical behavior, and include integrity, responsibility, diligence, and ethical behavior in our critical reflections on theory, practice, and praxis;

Service that enriches the community explore ideas about service learning and social justice ideas that can be implemented in the classroom.

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)/Association for Middle Level Education (AMLE) standards, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, ISTE/Texas Technology Applications for Beginning Teachers (ISTE/T), the TEA Pedagogy and Professional Responsibilities (EC 12 Texas PPR), and the Commissioner Rules Educator Standards (TS). Content and assignments are aligned to these standards.

**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; InTASC 1).

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2).

**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).

**PLO 4** Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; AMLE 4).

**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).

### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>edTPA Activities (including upload of all Task)</td>
<td>35</td>
</tr>
<tr>
<td>7 drop box assignments at 5 points each</td>
<td></td>
</tr>
</tbody>
</table>
1. **edTPA Activities:** Tasks 1-3 of edTPA will be completed in the first teaching assignment. Task 4 will be completed in the second teaching assignment. Seven drop box assignments are associated with edTPA activities (5 points each, 35 points total)
   - Context for Learning
   - edTPA Proposal
   - Learning Segment Draft
   - Task 1
   - Task 2
   - Task 3
   - Task 4

2. **Professional Learning Community (PLC) – Peer Reviews**
   - Four drop box assignments are associated with the professional learning communities’ peer reviews. (5 points each, 20 points total)

3. **Discussion Boards** – (5 points each, 35 points total): Candidates will participate in seven discussion boards. The first four boards provide support in identifying central focus, academic language, creating assessments that measure objectives, and differentiation. The final three boards cover topics important for early teachers ethics, instruction, and reflective teaching practice.

4. **Professional Development Growth Plan**– (10 pts.): Candidates will complete a final reflection on teaching practice.

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

Class Attendance, Participation, Readings, and Discussions. Students are expected to have completed the assigned reading and viewed any assigned video clips prior to each class discussion. This will be a highly participatory class and preparation is essential.

- **Attendance Policy:** This course primarily meets online. You are expected to login often to view any course updates, emails, discussion postings, etc. that is associated with this course. The course week begins on Monday and ends on Sunday. You are expected review all content in the modules and to actively participate in the discussion board.

  Note: Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

- **Participation:** As a future educator, you should appreciate the importance of class participation. The quality of your participation demonstrates the seriousness with which you are approaching your chosen profession. You are expected to read all assigned materials and view any video clips prior to your discussion postings. All assignments must be completed to receive an “A” in this course.

- **Late Assignments:** All work is expected by the assignment due date. I reserve the right to:
  1. not accept assignments turned in after the assignment due date; and
2. to deduct points for late assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>edTPA Activities</td>
<td>35</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
<td>20</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>35</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>Professional Development</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: All assignments must be completed to receive an "A" in this course. Any infringement of Academic Integrity may result in a grade of "F" in this course. You are expected to submit Field Observation Documentation/Reflections in LiveText.

V. Tentative Course Outline/Calendar:

**Before Class Begins**

Read:
- Handbook pages 1-10
- Making Good Choices pages 1-8

Settle in, become familiar with, and take notes on:
- Human environment (students, cooperating teacher, parents, other teachers, administrators, staff)
- School environment (physical environment, economic social and cultural environment, semantic environment, decode the “school culture”)
- TEKS for your grade level and content area
- Accommodations and modifications for students with learning needs
- Read all files and view all videos in the Introduction to edTPA Module
- Pass out video permission forms for students
- Begin Work on Context for Learning (Template provided in D2L) DUE 8/30

View:
- [https://www.youtube.com/watch?time_continue=1&v=mORjim4ZTxY&feature=emb_logo](https://www.youtube.com/watch?time_continue=1&v=mORjim4ZTxY&feature=emb_logo)

**Week 1 Beginning edTPA**

8/24-8/30

**TASK 1**

Read:
- Handbook pages 12-22
- Making Good Choices pages 9-17
- Making culturally relevant pedagogy relevant to aspiring teachers (2014)

- **Select** one class for your edTPA portfolio
- **Identify** potential edTPA learning segment of 3-5 consecutive lessons.
- Ask your cooperating Teacher: What **TEKS** will we be covering in Reading/English/Social Studies between 9/21-10/2
- **Choose an Essential Literacy Strategy** that will pair well with one of the TEKS that you and your Cooperating Teacher identified. Review the TEKS and the Essential Literacy Strategies (URLP pgs 57-63).
- **Identify a Central Focus.** The central focus should support students to develop an essential strategy for either comprehending or composing text and requisite skills that directly support the strategy. (URLP pgs. 57-63)
- Participate in the Beginning edTPA - Introductions Discussion Board Due 8/30
- Continue to Pass out and Pick Up - Video Permission Slips (form in Before Class Begins Module)
- Submit your Final Draft of Context for Learning Dropbox Due 8/30

**Week 2**

8/31-9/6

**TASK 1**

You will need to have identified **TEKS** and **Essential Literacy Strategy** for your edTPA learning segment **BEFORE** completing the module this week.

Read: refer back to handbook pages 12-22 and Making Good Choices pages 9-17
Discuss the pairing and your ideas for lessons with your cooperating teacher (CT), field supervisor (FS), and/or peers.

- **View** the Academic Language Presentation in D2L.
- **Identify** the Academic Language your students will need to participate in the lesson, the language function, vocabulary, and language demands (syntax or discourse). **Use the Presentation and Discussion Board** activity to help you.
- **Plan** and begin to create the language supports that you will use in your edTPA learning segment. Discuss different types of language supports and when to use them (sentence stems, word walls, Frayer models)
- **Plan** and begin to create **assessments** that are aligned with the TEKS/learning objective, central focus, and essential literacy strategy. **Use the Discussion Board** activity to collaborate and brainstorm with peers.

Discuss your ideas for assessments with your CT, FS, and peers. Do your planned assessments measure the objective and provide opportunities for students to use the essential literacy strategy?

- Submit your edTPA Proposal (Template in D2L) **Due 9/4**
- Discussions- **Academic Language Discussion & Creating Assessments That Are Aligned With Objectives Due 9/6**

### Week 3

**9/7-9/13**

**TASK 1**

- **Read:** refer back to handbook pages 12-22 and Making Good Choices pages 9-17
- Review the feedback provided for your edTPA Proposal and make any necessary changes **BEFORE** writing your lesson plans.
- Write a lesson plan for each session in the learning segment (3-5). Lesson plan templates are available in D2L. **edTPA lesson plan First Draft DUE 9/13**
- **Use the Discussion Board** on differentiation and your Context for Learning as you write your lesson plans and plan or create your instructional materials, activities, and assessments. **Refer to the discussion boards from Week 2 as you write your lesson plans to address academic language, supports, and assessment.**
- Create or select (and modify) key instructional materials needed to understand what you and your students will be doing.
- Revise or update the assessments to be used during the learning segment. **Provide clear written directions for each. Consider how you plan to provide feedback (Important for Task 3)**
- Create appropriate rubrics and/or checklists for the assessments. **Clearly identify what you are measuring.**
- **Discussion Board – Differentiation Due 9/13**

Discuss with your CT, FS, and/or peers:

- **How the lessons build on each other to support learning of the essential literacy strategy** AND how each lesson (its activities and assessments) has clear connections to the related skills.
- Why you chose the instructional activities and support, how are you tying your choice to best practices per research and theory.

**Practice recording yourself teaching in the classroom**

- **Check for sound quality**
- **Determine best placement**

### Week 4

**9/14-9/20**

**Read:** refer back to handbook pages 12-22 and Making Good Choices pages 9-17

- It’s Not the Culture of Poverty It’s the Poverty of Culture – Ladson Billings
**TASK 1**

- **Write** – Respond to all Instruction Commentary prompts **PRIOR** to teaching the learning segment (Template Provided in D2L)
- **Upload** your lesson plans, instructional materials, and commentary to your mySFA Office 365 and share the files with your PLC **DUE Friday 9/18**
- **Review** your partner’s work, complete checklist (provided in D2L) , and provide feedback by emailing them. Also submit your checklist and feedback in **D2L Peer Review 1 dropbox DUE Sunday 9/20**
- **Submit** student video permission forms to LiveText **DUE 9/20**

**DUE Next Wednesday - 9/23** Incorporate feedback into your Task 1 artifacts and upload the final versions to D2L. Refer to the evidence chart in your handbook and ensure that your artifacts meet ALL requirements.

- **Part A:** Context for Learning
- **Part B:** Lesson Plans for Learning Segment
- **Part C:** Instructional Materials
- **Part D:** Assessments
- **Part E:** Planning Commentary

**THINKING AHEAD**

You will be teaching your edTPA learning segment within the next two weeks, before you teach/record, think about ways you can demonstrate:

- mutual respect and rapport
- ACTIVE student engagement with the Essential Literacy Strategy
- How you activate prior learning and connect to student assets (personal, cultural, language)
- How will you extend or deepen student learning? (Critical Thinking Questions)
- How will you model the use of the essential literacy strategy for your students?

*Plan to video record ALL edTPA lessons but identify ahead of time the possible learning segments that you might select as evidence of engaging students, modeling the essential literacy strategy, and supporting students to practice the essential literacy strategy.*

---

**Weeks**

**5 & 6**

**9/21 - 9/27**

- Handbook pages 23-31
- Making Good Choices pages 18-26
- Understanding Rubric Level Progressions (pages available as pdf in D2L)

**9/28 - 10/4**

- Task 2 Tips for Choosing Video Clips by Eric Torres (in D2L)

**TASK 2**

- **Video edTPA Lessons**
  - Download and save video each day and write a brief reflection on how your lesson went
  - Select video clips and compress (see evidence chart for specific file length, type, and size)
  - **Clip 1.** how you actively engage students while modeling the essential literacy strategy
  - **Clip 2.** Show how you support students to practice and apply the essential literacy strategy to comprehend OR compose text in meaningful contexts.
  - **Write:** Respond to all commentary prompts, analyzing your teaching and your students’ learning.
  - **Upload** your video clips and commentary to your mySFA Office 365 and share the files with your PLC **DUE Friday 10/2**
  - Use URLP pages 18-31 and the Task 2 checklist (in D2L) to review your partners’ work and share the checklist and feedback by **SUNDAY 10/4**
  - Email a copy of the checklist and typed feedback to each partner based on your observations, and upload into **D2L Peer Review 2 dropbox Due 10/4**
<table>
<thead>
<tr>
<th><strong>Week 7</strong></th>
<th><strong>Don’t forget to submit your Final Task 2 to Dropbox by Wednesday of week 7 (10/7)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>10/5–10/11</td>
<td>Before beginning Task 3, view the video and read:</td>
</tr>
<tr>
<td><strong>TASK 3</strong></td>
<td>o Handbook pages 32-41</td>
</tr>
<tr>
<td>(10/8 end of 1st Placement)</td>
<td>o Making Good Choices pages 27-33</td>
</tr>
<tr>
<td></td>
<td>o Understanding Rubric Level Progressions 32-46</td>
</tr>
<tr>
<td></td>
<td>Talk to your CT, FS, and/or peers about providing quality feedback that students can use.</td>
</tr>
<tr>
<td></td>
<td>o Select one of the assessments that you used in your learning segment to evaluate your students’ developing knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>o Provide feedback to all students (written, audio, or video)</td>
</tr>
<tr>
<td></td>
<td>o Collect and analyze student work, summarize the learning of the whole class identifying quantitative and qualitative patterns of learning within and across learners.</td>
</tr>
<tr>
<td></td>
<td>o Select 3 focus students whose work samples illustrate the patterns that you identified in your analysis. At least one of the samples must be from a student with specific learning needs.</td>
</tr>
<tr>
<td></td>
<td>o Analyze evidence of students’ language use from either the video clips in Task 2, an additional video clip, and/or the student work samples from the assessment task.</td>
</tr>
<tr>
<td></td>
<td>o Write: Respond to all Assessment Commentary prompts (template in D2L) planning for next steps.</td>
</tr>
<tr>
<td></td>
<td>o Upload your focus student work samples, feedback, and commentary to your mySFA Office 365 and share the files with your PLC DUE Friday 10/9</td>
</tr>
<tr>
<td></td>
<td>o Use URLP pages 32-46 and the Task 3 checklist (in D2L) to review your partners’ work and share the checklist and feedback by SUNDAY 10/11</td>
</tr>
<tr>
<td></td>
<td>o Email a copy of the checklist and typed feedback to each partner based on your observations, and upload into D2L Peer Review 3 dropbox</td>
</tr>
</tbody>
</table>

| **DUE Next Wednesday – 10/7** | Incorporate feedback into your Task 2 and upload the final versions to D2L. Refer to the evidence chart in your handbook and ensure that your artifacts meet ALL requirements. |

<table>
<thead>
<tr>
<th><strong>Week 8</strong></th>
<th><strong>Don’t forget to submit your Final Task 3 to Dropbox by Wednesday of week 8 (10/14)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>10/12-10/18</td>
<td>Read:</td>
</tr>
<tr>
<td><strong>TASK 4</strong></td>
<td>o Handbook pages 43-50</td>
</tr>
<tr>
<td></td>
<td>o Making Good Choices Addendum for Elementary Education: Literacy with Mathematics Task 4 pages 1-8</td>
</tr>
<tr>
<td></td>
<td>o Understanding Rubric Level Progressions pages 47-56</td>
</tr>
<tr>
<td></td>
<td>View the video on Computational Fluency, Procedural Fluency, and Conceptual Understanding</td>
</tr>
<tr>
<td></td>
<td>o Select a class (If using a small group must be at least 4 students)</td>
</tr>
<tr>
<td></td>
<td>o Write: Complete the Mathematics Context for Learning (template provided in D2L)</td>
</tr>
<tr>
<td></td>
<td>o Identify a learning segment (3-5 consecutive connected lessons) that includes a formative assessment (can be taught by you or your cooperating teacher) Identify the central focus,</td>
</tr>
</tbody>
</table>

| **DUE Next Wednesday** | Incorporate feedback into your Task 3 and upload the final versions to D2L. Refer to the evidence chart in your handbook and ensure that your artifacts meet ALL requirements. |

| |   o Part A: Student Literacy Work Samples  |
| |   o Part B: Evidence of Feedback  |
| |   o Part C: Literacy Assessment Commentary  |
| |   o Part D: Evaluation Criteria  |

Talk to your CT and FS about providing quality feedback that students can use.
TEKS, and objectives. (lesson must support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills)

- **Write:** Briefly describe the instruction using the Elementary Mathematics Learning Segment Overview (template in D2L)
- Develop or adapt the formative assessment to assess whole class learning (individual work, not group work)
- Create the evaluation criteria you will use to analyze the work (rubric, checklist, key with objectives noted)
- Collect and analyze student work, summarizing learning for the whole class (graph, chart, or narrative) to identify patterns across the whole class
- Select three focus students whose work samples reflect the patterns of learning identified in your analysis
- Identify a targeted goal or objective and design a reengagement lesson (one on one, small group, or whole class)
- Teach re-engagement lesson
- Collect work samples from the reengagement lesson from the three focus students (same 3 as identified above)

- **REGISTER FOR edTPA – Submit receipt to LiveText**

### Week 9

**Read:** Refer back to
- Handbook pages 43-50
- Making Good Choices Addendum for Elementary Education: Literacy with Mathematics Task 4 pages 1-8
- Understanding Rubric Level Progressions pages 47-56

- **View** the videos in the D2L course to support you as you write your commentary.
- **Write:** Respond to all commentary prompts for Mathematics Assessment Commentary (template in D2L) evaluating the effectiveness of the re-engagement lesson and its impact on student learning.
- Upload your learning segment overview, analysis of student work, focus student work samples, re-engagement lesson and commentary to your mySFA Office 365 and share the files with your PLC DUE Friday 10/23
- Use URLP pages 47-56 and the Task 4 checklist (in D2L) to review your partners' work and share the checklist and feedback by **SUNDAY 10/25**
- Email a copy of the checklist and typed feedback to each partner based on your observations and upload into **D2L Peer Review 4 dropbox Due 10/25**

**Due – Wednesday 10/28** Incorporate feedback into your Task 4 and upload the final versions to D2L. Refer to the evidence chart in your handbook and ensure that your artifacts meet ALL requirements.

- Part A: Mathematics Context for Learning Information
- Part B: Elementary Mathematics Learning Segment Overview
- Part C: Mathematics Chosen Formative Assessment
- Part D: Evaluation Criteria
- Part E: Student Mathematics Work Samples
- Part F: Examples of Student Work from Re-engagement Lesson
- Part G: Mathematics Assessment Commentary

### Week 10

**Don’t forget to submit your Final Task 4 to Dropbox by Wednesday of week 8 (10/28)**

- Reflect on feedback and peer collaborations and make any necessary revisions to your Tasks 1-4 edTPA portfolio.
- Complete the Final Submission Checklist
- Submit final copy of Tasks 1-4 into LIVETEXT (refer to your evidence chart to ensure that your artifacts and commentary meet ALL requirements)

**Due – Wednesday 10/28**
## Week 11 - 11/2 - 11/8

**edTPA SUBMISSION DEADLINE**

- Transmit portfolio from LiveText to Pearson on **Monday 11/2**

We will submit our files no later than Monday November 2nd to allow for last minute technical difficulties in submission and transmission. Delaying your submission will result in a delay in receiving your scores.

**Scores received after December 10th will result in a delay in recommendation for certification.** Candidates who are not able to be recommended for certification by the end of the semester will be required (by state law) to take an additional exam, the Science of Teaching Reading in order to be certified.

## Week 12 - 11/9-11/15

- Ethics – Complete assignments in D2L module for Week Twelve

**Ethics Discussion Due 11/15**

## Week 13 - 11/16-1/22

- Instruction - Complete assignments in D2L module for Week Thirteen

**Instruction Discussion Due 11/22**

## Week 14 - 11/23-11/29

- Thanksgiving

**Receive edTPA Scores November 25th**

If Condition Codes are received contact your professor and complete a Plan to Resubmit

## Week 15 - 11/30–12/6

- Personal Evaluation

**Professional Development Growth Plan Dropbox Due 12/6**

## Week 16 - 12/7-12/11

- Reflection & Celebration

- **Respond to Discussion Due 12/11**

---

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

All required readings are provided within the course modules.

Supplemental Resources/Suggested Readings:

- **Journals**
  - *ASCD Infobrief*: www.ascd.org
  - *English Journal*, National Council of Teachers of English: www.ncte.org/journals/ej
  - *Journal of Adolescent & Adult Literacy*, International Reading Association: https://ila.onlinelibrary.wiley.com/journal/19362706
  - *Journal of Computing in Childhood Education*, Association for the Advancement of Computing in Education: https://dl.acm.org/citation.cfm?id=I410
Other Resources


Erb, T. O. (Eds.). (2012). This we believe in actin: Implementing successful middle-level schools (2nd ed.). Westerville, OH: Association for Middle Level Education.


McTighe, J., & Tomlison, C. A. (2006) Integrating differentiated instruction and understanding by design:
Connecting content and kids. Alexandria, VA: Association for Supervision and Curriculum Development.


Texas Education Agency (2007). Chapter 74.4, English language proficiency standards. Austin, TX.


Online Resources

Institute of Education Sciences: ies.ed.gov
National Clearinghouse for English Language Acquisition: www.ncela.us
Texas Education Agency: tea.texas.gov

LiveText Statement:

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) or 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 e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 7050 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Note: You are expected to submit your Field Observation Documentation/Reflections in LiveText for this class.

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.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at 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 (including the first 12 day attendance report) 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.

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/.

Academic Integrity: 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. Any infringement of Academic Integrity may result in a grade of “F” in this course.

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission 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: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, 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 semesters, 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/Acceptable Student Behavior: 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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**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 honesty 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.


**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 completing 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 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 national 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, 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 www.texes.ets.org/registrationBulletin/ <http://www.texes.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 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 at 936-468-1740 or snyderke1@sfasu.edu.