Stephen F. Austin State University
Department of Education Studies

ELED 4143. 649, Professional Responsibilities Seminar
COURSE SYLLABUS
Fall 2023

INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Erica Dillard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 201E</td>
</tr>
<tr>
<td>Email</td>
<td>D2L Preferred; <a href="mailto:dillarderica@sfasu.edu">dillarderica@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-468-2287</td>
</tr>
<tr>
<td>Office Hours</td>
<td>TR 7:30-8:00 AM (201E); &amp; 4:00-5:00 PM (Web); F 8:00-10:00 AM (Rotating Schedule-Office 201E &amp; Web) *Additional Appointments Available</td>
</tr>
<tr>
<td>Office Hour Links</td>
<td>Zoom Link Posted in D2L</td>
</tr>
<tr>
<td>Other Contact Info:</td>
<td>Additional Contact Information Offered in D2L</td>
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SECTION 1: COURSE INFORMATION

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<tr>
<th>COURSE TIME AND LOCATION:</th>
<th>ONLINE</th>
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<tr>
<td>COURSE MODALITY:</td>
<td>ONLINE</td>
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<tr>
<td>CREDIT HOURS:</td>
<td>1 Hour</td>
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COURSE BULLETIN DESCRIPTION
This capstone course will provide a forum for clinical teachers to engage in professional dialogue with peers and cooperating teachers while implementing requirements for planning, instruction, and assessment to complete a Teacher Performance Assessment (edTPA).

COURSE JUSTIFICATION
Professional Responsibilities Seminar (1-3 credits-See Degree Plan) focuses on the clinical teacher’s application of planning, instruction, and assessment in a professional learning community. The online course supports the edTPA submission process, roles, and responsibilities of a teacher, STR exam preparation, and professional growth reflection. Candidates will engage in course discussions, quizzes, course assignments, and collaborations with their cooperating teacher. For a minimum of 10 weeks the candidates will meet each week for an instructional hour with their professor. In addition to the one hour weekly instructional time with the professor, the candidate will spend a minimum of 2 hours to ensure success with the weekly module content.

CO-REQUISITES (Courses taken with this course.)
ECED 4110 and ELED 4242 C or higher required for all courses; failure to achieve a C or higher in ELED 4143 will delay graduation. Failure of ELED 4143 two times will result in removal from EPP.

PRE-REQUISITES (Courses that must be completed before taking this course.)
ELED 4310, ELED 4320, ELED 4330, and READ 4340

PCOE DIVERSITY STATEMENT
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.
### SECTION II: INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

#### PERKINS COLLEGE OF EDUCATION VISION, MISSION, GOALS, AND CORE VALUES (VMGV) GENERAL STATEMENT

Each assignment in ELED 4143 is designed to reinforce the shared vision and purpose of the SFASU College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please review the Perkins College of Education Vision, Mission, Goals and Core Values (VMGV) below.

<table>
<thead>
<tr>
<th>VISION OF THE COLLEGE OF EDUCATION</th>
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<tr>
<td>The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world</td>
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<tr>
<th>MISSION STATEMENT OF THE COLLEGE OF EDUCATION</th>
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<tr>
<td>The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship</td>
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<tr>
<th>VALUES OF THE COLLEGE OF EDUCATION</th>
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<td><strong>Integrity:</strong> We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.</td>
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<td><strong>Diversity and inclusion:</strong> We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.</td>
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<td><strong>Reflective Informed Practice:</strong> We critically reflect on our actions, creatively engage in a process of life-long continuous learning, and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.</td>
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<td><strong>Equity and Social Justice:</strong> We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.</td>
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<tr>
<td><strong>Democratic Citizenship:</strong> We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.</td>
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**PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES, AND ASSESSMENTS**

**PROGRAM LEARNING OUTCOME (PLO) 1: Understanding and Addressing Each Child’s Developmental**: Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning. (CAEP 1: AMLE 1)

<table>
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<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENTS/ASSIGMENT DESCRIPTION</th>
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<tr>
<td>SLO 1.a Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.</td>
<td>SLO 1.a.1 Task 1 Part A Literacy Context for Learning – Candidates will collect information about the school/classroom to prepare for planning and instruction in literacy. SLO 1.a.2: Task 1 Part E Planning Commentary Prompt 2 – Candidates will reflect to prompts on how they used knowledge of students to inform their teaching. SLO 1.a.3 Task 4 Part A Mathematics Context for Learning – Candidates will collect information about the school/classroom to prepare for planning and instruction in mathematics.</td>
<td>TS Standards 2 A-C, Standard 6 Ai-iii; PPR 1.1k – 1.6k, 1.7k – 1.11k, 4.12k; STR 15b 6-9, 15c 3</td>
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<tr>
<td>SLO 1.b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.</td>
<td>SLO 1.b.1: Task 1 Part E Planning Commentary Prompt 5 – Candidates will reflect to prompts on how to plan for monitoring student learning. SLO 1.b.2: Task 1 Part E Planning Commentary Prompts 1,3, and 4 – Candidates will reflect to prompts on how to plan for a central focus, knowledge of students to inform teaching and how they plan to support students’ literacy learning. SLO 1.b.3 Task 4 Part G Mathematics Commentary Prompts 1-3 – Candidates will reflect to prompts to inform teaching using assessment data of whole class and individual students and how to they plan to develop students’ mathematical understanding. SLO 1.b.4 Task 4 Part G Mathematics Commentary Prompt 4 – Candidates will reflect to prompts that require them to analyze their teaching.</td>
<td>TS Standards 2 A-C, Standard 6 Ai-iii; PPR 1.1k – 1.6k, 1.7k – 1.11k, 4.12k; STR 15b 6-9, 15c 3</td>
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**PROGRAM LEARNING OUTCOME (PLO) 2: Understanding and Applying Content and Curricular Knowledge for Teaching**: Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies. (CAEP 2; AMLE 2)

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<tr>
<td>SLO 2.a Candidates demonstrate and apply understandings of the elements of literacy critical for</td>
<td>SLO 2.a.1: Task 1: Candidates plan and implement literacy instruction for comprehension or composition. (Assignments</td>
<td>TS Standard 1 A-F; PPR 1.12k-1.14k, 1.16k-1.18k; 1.19k-1.24k, 1.1s-1.5s,</td>
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purposeful oral, print, and digital communication.

SLO 2.b. Candidates demonstrate and apply understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

SLO 2.b.1: Task 4: Candidates plan and implement mathematics skills for initial instruction and reengagement lessons based on the needs of students. (Assignments include: Part B Mathematics Learning Segment Overview, Part C Mathematics Chosen Formative Assessment, Part D Evaluation Criteria)

SLO 2.b.2: Task 4: Candidates plan and implement mathematics skills for initial instruction and reengagement lessons based on the needs of students. (Assignments include: Part B Evidence of Feedback, Part C Assessment Commentary, and Part D Evaluation Criteria)

SLO 3.a. Candidates administer formative and summative assessment regularly to determine students’ competencies and learning needs.

SLO 3.a-d.1: Task 3: Candidates plan and implement assessment appropriate for the needs of students, provide feedback, and evaluate data to determine future instruction. (Assignments include: Part B Evidence of Feedback, Part C Assessment Commentary, and Part D Evaluation Criteria)

SLO 3.a-d.2: Task 4: Candidates plan assessments based on the needs of students and evaluate student assessment data to improve instruction and monitor learning. (Assignments include: Part E Student Mathematics Work Samples and Part F Examples of Student Work form Reengagement Lesson)

PROGRAM LEARNING OUTCOME (PLO) 3: Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development. (CAEP 3; AMLE 2)

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<tbody>
<tr>
<td>SLO 3.a. Candidates administer formative and summative assessment regularly to determine students’ competencies and learning needs.</td>
<td>SLO 3.a-d.1: Task 3: Candidates plan and implement assessment appropriate for the needs of students, provide feedback, and evaluate data to determine future instruction. (Assignments include: Part B Evidence of Feedback, Part C Assessment Commentary, and Part D Evaluation Criteria)</td>
<td>TS Standard 3 B ii-iii, Standard 3 C i-ii, Standard 5 A i-ii, Standard 5 B I, Standard 5 C i-ii, Standard 5 D I; PPR 1.25k-1.28k, 1.30, 1.31k, 1.24s-1.26s, 1.28s, 1.29s, 3.15s-3.20s; STR 15c 1; Reading Standard 10</td>
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<tr>
<td>SLO 3.b. Candidates use assessment results to improve instruction and monitor learning.</td>
<td>SLO 3.a-d.2: Task 4: Candidates plan assessments based on the needs of students and evaluate student assessment data to improve instruction and monitor learning. (Assignments include: Part E Student Mathematics Work Samples and Part F Examples of Student Work form Reengagement Lesson)</td>
<td>TS Standard 3 B ii-iii, Standard 3 C i-ii, Standard 5 A i-ii, Standard 5 B I, Standard 5 C i-ii, Standard 5 D I; PPR 1.25k-1.28k, 1.30, 1.31k, 1.24s-1.26s, 1.28s, 1.29s, 3.15s-3.20s; STR 15c 1; Reading Standard 10</td>
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PROGRAM LEARNING OUTCOME (PLO) 4: Supporting Each Child’s Learning Using Effective Instruction: Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. (CAEP 4; AMLE 4)
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<tr>
<td>SLO 4.a Candidates use a variety of instructional practices that support the learning of every child. SLO 4.b Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child. SLO 4.c. Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content SLO 4.d – Candidates provide constructive feedback to guide children’s’ learning, increase motivation, and improve student engagement SLO 4.e – Candidates effectively organize and manage whole class, small group, and individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.</td>
<td>SLO 4.a-e.1: Task 2 Part A – Candidates will video their teaching of lessons that demonstrate scaffolding support, feedback to students, and instruction focused on the needs of various groups. SLO 4.a-e.2: Task 2 Part B Instruction Commentary -</td>
<td>TS Standard 4 A i-iii, Standard 4 B ii, Standard 4 D i-ii; PPR 2.1k-2.6k, 2.8k, 2.10k, 2.17k, 2.18k, 2.19k, 2.22k, 2.23k, 2.1s-2.5s, 2.7s, 2.9s, 2.15s, 2.16s, 2.19s02.21s, 3.1k-3.8k, 3.11k-3.16k, 3.1s-3.14s,</td>
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**PROGRAM LEARNING OUTCOME (PLO) 5: Developing as a Professional:** Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community. (CAEP 5; AMLE 5)

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<tr>
<td>SLO 5.a – Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth. SLO 5.b. Candidates participate in peer and professional learning</td>
<td>SLO 5.a/b.1: Professional Rubric – Candidates are expected to engage professionally with others and participate in weekly meetings and professional development events. SLO 5.a/b.2: Professional Growth Plan – Candidates complete an individual growth plan based on the evaluation of their final edTPA portfolio scores.</td>
<td>TS Standard 6 D i-iii, Standard 6 B i-ii, Standard 6D i-ii; PPR 4.4k, 4.12k-4.15k; PPR 4.12s-4.15s</td>
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<tr>
<td>TS Standard 6 A i-iii, Standard 6 B i-ii; PPR 4.4k, 4.12k-4.15k; PPR 4.12s-4.15s</td>
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<td>communities to enhance student learning.</td>
<td>SLO 5.a/b.3: Introduction Discussion – Candidates introduce themselves while practicing how to prepare an effective video, then engage with peers.</td>
<td>TS Standard 3 Aii; PPR 4.6s-4.8s, 4.10s</td>
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<td>SLO 5.a/b.4: Getting to Know Your Students and School – Candidates engage with their cooperating teacher, students, and parents to gain knowledge of the environment and individual students in their classroom.</td>
<td>TS Standard 6 A i-iii, Standard 6 B i-ii, Standard 6D i-iii; PPR 4.4k, 4.12k-4.15k</td>
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<td>SLO 5.a/b.5: Scheduling Your Instruction – Candidates engage with their cooperating teacher to find appropriate TEKS/Pre-K guidelines for instruction and appropriate dates for implementing lessons.</td>
<td>TS Standard 6 A i-iii, Standard 6 B i-ii, Standard 6D i-iii; PPR 4.4k, 4.12k-4.15k</td>
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<td></td>
<td>SLO 5.a/b.6: Task Checklists – Candidates will evaluate their work for their edTPA portfolio and engage in discussions with peers.</td>
<td>TS Standard 6 A i-iii, Standard 6D i-iii; PPR 4.12s-4.15s</td>
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### LOCATION OF ASSIGNMENTS

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

### ACCESSING ASSIGNMENTS ON D2L

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

### FORMATTING REQUIREMENTS OF ASSIGNMENTS

All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

### ASSIGNMENT DEADLINES

All assignments are due according to the dates listed on the course timeline. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. A broken computer or no internet is not an acceptable excuse for not completing work by the required deadlines.

### QCLASSROOM REQUIREMENTS

This course requires that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom. Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

### ASSIGNMENTS/ASSOCIATED STANDARDS/POINTS

Assignments will be given to enhance the teacher candidate’s understanding of content, pedagogy, and professional standards. Assignments will be submitted via D2L, unless otherwise specified by your instructor.

To enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

A list of assignments can be found in the PLO/SLO/Assessment Chart located above in Section II.

**Assignment Policy** — Students must complete all assignments including documentation when required. Students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment. Repeated failure to complete course work may result in an automatic reduction of the final course grade earned. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur with course requirements.
SECTION IV: EVALUATION OF ASSESSMENTS (GRADING)

GRADING SCALE FOR PREFIX/COURSE NUMBER

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
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<tr>
<td>B</td>
<td>80-89</td>
<td>80%-89%</td>
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<tr>
<td>C</td>
<td>70-79</td>
<td>70%-79%</td>
</tr>
<tr>
<td>F</td>
<td>69 or fewer</td>
<td>0%-69%</td>
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Please note that final grades may be rounded up. (For example, a final score of 89.5 to 89.9 out of 100 points may be entered as an A).
You must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

PROFESSIONALISM

Professionalism is expected for all students in all courses whether fully online, hybrid or face-to-face.

Candidates are expected to be professional at all times. Behaving unprofessionally can adversely affect the candidate’s grade. Candidates are subject to loss of points and/or a course letter grade for behavior unbecoming a professional teacher candidate as determined by instructor discretion. Each teacher candidate exhibits professionalism by:

- attending/participating in all class meetings in accordance with the policies of the university; http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
- becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism; http://www.sfasu.edu/policies/academic_integrity.asp
- contacting the professor prior to missing a class assignment;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
- completing ALL ASSIGNMENTS/QUIZZES independently unless otherwise stated by the instructor;
- completing ALL ASSIGNMENTS/QUIZZES on or before the due date;
- submitting ALL WORK in order to complete this course;
- being prepared for quizzes and exams;
- participating intelligently in class discussions;
- completing the end-of-course online evaluation;
- being professional in demeanor, attitude; and
- maintaining confidentiality at all times.

Professionalism is also considered when teacher candidates take time to help fellow peers who have difficulty reading/finding specifics in the course. Teacher candidates who help fellow peers remain positive and promote change for efficiency in teaching will also be considered to promote professionalism. Being negative is not considered professional.

WORK POLICY EXPECTATIONS

- Late Work— Late work receives no credit unless there is prior approval from the instructor.
- Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.
- “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week, or the deadline specified by the instructor. Edited work resubmitted without the original work will not be accepted.
- Students must submit all assignments in the requested format found in the assignments.

TEACHER CANDIDATE PROFESSIONALISM EXPECTATIONS

Academic Honesty: Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).
- Self-plagiarism is reusing your own specific wording and ideas from work that you have previously submitted.
- **Collusion** is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

**Appearance:** Teacher candidates must be appropriately dressed for the required setting. When engaging with students, whether in person or in virtual formats, candidates dress according to the campus dress code.

**Assigned Responsibilities:** While in field placements, teacher candidates must follow the lead of the mentor teacher to carry out all responsibilities with enthusiasm while demonstrating initiative. Candidates are encouraged to focus on their own personal experience rather than the experiences of other teacher candidates.

**Attendance:** Teacher candidates must follow all policies and procedures as outlined in this syllabus. REGULAR ATTENDANCE IS MANDATORY. Absences must be made up hour-for-hour for field experiences.

**Interpersonal Communication:** Teacher candidates must demonstrate collaborative efforts with mentor teachers, other teacher candidates, and instructors/professors. Candidates are expected to respond professionally to peers, mentors, the site coordinator, and others on the campus. The candidate will maintain professional communication about individuals and groups associated with SFASU and partnering facilities on all social and print media published and/or shared with others.

- When you email any representative from the Education Studies department, remember that you are emailing a professional. Look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. You should expect a response within 48 hours of sending your email. If you do not receive an answer in 48 hours (during the week), please re-send the email. The weekend is not a time when emails are checked regularly and instructors may not check email outside of normal working hours. If you email Friday night, you may not receive a response until Monday. Check your email daily so you do not miss course information and announcements.

**Professionalism and Commitment:** Teacher candidates are expected to employ effective teaching strategies. Candidates must demonstrate a commitment to the teaching profession by being punctual, attending ALL lab and university classes, attending all stated meetings, exhibiting enthusiasm and initiative, and maintaining confidentiality at all times (inside and outside of school).

**Professional Demeanor:** Teacher candidates must maintain a high level of professionalism, including a professional demeanor which includes presenting ones’ self in a professional manner, refraining from activities that may interfere with your professionalism the next day, maintaining a drug free and alcohol-free body, practicing appropriate language, and maintaining confidentiality at all times, including the use of social media. Teacher candidates are expected to communicate professionally in verbal and written communication (including electronic communication) when communicating with students, peers, mentor teachers, and site supervisors. Electronic devices, including cell phones, are not allowed in any mentors’ classrooms without prior approval from the site supervisor.

**Punctuality:** Teacher candidates should arrive to class and field experience locations ten (10) minutes prior to the report time. **To be “on time” is to be late.** Teacher candidates are expected to remain in class setting requirements for the expected time. Candidates may be required to document. Punctuality expectations also apply to virtual observations.

### CONSEQUENCES OF UNPROFESSIONALISM

A combination of any three behaviors that display a lack of professionalism will result in a 10-point reduction in your overall course grade. The candidate will also be referred to the Program Review Panel, which may result in failure.

- 1st Professionalism Behavior Concern – Email from course instructor
- 2nd Professionalism Behavior Concern – Meeting with course instructor
- 3rd Professionalism Behavior Concern – Referral to Program Review Panel

Examples of behaviors that signify lack of professionalism include/but are not limited to the following: inappropriate dress, tardiness, unexcused absences, late assignments, academic dishonesty, and ongoing submission of incorrect assignments.

Note, a combination of three behaviors can come from one professionalism component (i.e., being absent 3 times).

### TEXAS EDUCATORS’ CODE OF ETHICS

In addition to the Professionalism expectations provided above, all teacher candidates are expected to adhere to the Texas Educators’ Code of Ethics. Any violation of the Texas Educators’ Code of Ethics will be reviewed by a Program Review Panel and may result in failure of the course and/or dismissal from the program.

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.

Additional information can be found in the Texas Administrative Code, Chapter 247: Educators’ Code of Ethics via the website below. https://tea.texas.gov/index2.aspx?id=2147501244

**QCLASSROOM REQUIREMENTS**

This course uses the Q Classroom 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. This course requires that you submit the designated assignments listed below to Q Classroom.

- edTPA Task 1
- edTPA Task 2
- edTPA Task 3
- edTPA Task 4
- edTPA Portfolio Score Report

Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments.

**ATTENDANCE AND PARTICIPATION REQUIREMENTS**

At the beginning of the semester, candidates must complete an assignment that signifies their reading of the course syllabus and participation in the class. For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for the course. Regular attendance and participation may affect your final grade in the course.

Weekly class meetings are scheduled at the beginning of the semester. Attendance and participation of the weekly class meetings are part of the professionalism rubric grade for this course. Course instructors may record weekly meetings for candidates who are absent to make up no more than two excused absences.

During the semester there are three professional development days. These PD Writing Days are part of the professionalism rubric grade for this course. The candidate has an option to participate F2F, online or complete a self-study of the professional development requirements.

**CERTIFICATION/LICENSING REQUIREMENTS**

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.

**Certification/Licensing Requirements**

- Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

1. 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.

2. 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.

### SECTION V: TENTATIVE COURSE TIMELINE

The tentative course overview calendar is located below and a more detailed timeline included as a separate document in D2L. Although all sections of this course may follow a uniform course calendar, individual course instructors may adjust the course outline and calendar when special circumstances require adjustments to the timeline.

Unless noted differently, all assignments listed under the TASKS TO COMPLETE column are due by...:

<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>TASKS TO COMPLETE</th>
</tr>
</thead>
</table>
| **Week 1** | Read: Course Expectations Module, Weekly Meeting Module: Week One, Intro to edTPA Reading, and Task 1 Part E Prompt 2 prior to class discussion next week | *Introduction/Video Practice Assignment  
*Complete the Weekly Meeting Survey (QR Code located in course.)  
*Complete STR 240 Practice Test IF you were not cleared in Field 2 and/or already passed the exam. |
| **Week 2** | Weekly Meeting (WM) Tuesday 5-6pm or Thursday (TBD)  
Read: Weekly Meeting Module: Week Two and Task Requirements: Task 1 Part D and Part E Prompt 5 prior to class discussion this week | *Getting to Know Your Students and School Assignment with completed Task 1 Part A: Literacy Context for Learning AND separate checklist  
*Task 1 Part E: Prompt 2 Literacy Planning Commentary and separate checklist |
| **Week 3** | Attend WM  
Read Weekly Meeting Module: Week Three and Task Requirements: Task 1 Parts B and C and Part E Prompts 1,3, and 4 prior to class discussion this week | *Scheduling Your Instruction  
*Task 1 Part D: Literacy Assessments with separate document of rubrics for evaluating assessments and explanation of planned feedback to students for each assessment AND separate checklist  
*Task 1 Part E: Prompt 5 Literacy Planning Commentary and separate checklist |
| **Week 4** | Attend WM  
Read: Weekly Meeting Module: Week Four and Task Requirements: Task 2 Part A prior to class discussion this week. | *Task 1 Part B: Lesson Plans for Learning Segment and separate checklist  
*Task 1 Part C: Instructional Materials and separate checklist |
| Week 5 | Attend WM  
Read: Weekly Meeting Module: Week Five and Task Requirements: Task 2 Part B prior to class discussion this week.  
Friday, Sept. 29 - PD/Writing Day 1 - Preparing to Teach (8:30-11:30) | *Task 1 Part E: Prompts 1, 3, and 4 and separate checklist  
*Video/Material Release Forms |
| Week 6 | Attend WM  
Teach your three-day Literacy Learning Segment (option 1 2nd - 4th, option 2 3rd - 5th, option 3 4th - 6th)  
Read Weekly Meeting Module Week 6 and Task 3 Parts A, B, C and D prior to class discussion this week. | *Task 2 Part A: Video Clips (compressed and ready to view as two separate clips) AND separate checklist  
*Task 2 Part B: Instruction Commentary and separate checklist |
| Week 7 | Attend WM  
Teach your three-day Literacy Learning Segment (option 4 9th - 11th)  
Read: Weekly Meeting Module: Week Seven and Task 4 Parts B, C, and D prior to class discussion this week. | *Task 3 Part A Student Literacy Work Samples (3 separate files) and separate checklist  
*Task 3 Part B Evidence of Feedback (3 separate files) and separate checklist  
*Task 3 Part D: Evaluation Criteria (only for assessment shown in work samples) and separate checklist  
*Task 3 Part C: Assessment Commentary and separate checklist |
| Week 8 | Attend WM  
Read: Weekly Meeting Module: Week Eight and Task 4 Parts A and G Prompts 1-3 prior to class discussion this week.  
Friday, Oct. 20 - PD/Writing Day 2 - Preparing Evidence from Teaching and Planning for Mathematics (8:30-11:30) | *Task 4 Part B: Mathematics Learning Segment and separate checklist  
*Task 4 Part C: Chosen Formative Assessment and separate checklist  
*Task 4 Part D: Evaluation Criteria and separate checklist |
| Week 9 | Attend WM  
Teach/Observ Mathematics three-day Learning Segment (option 1 23-25th, option 2 24-26th, option 3 25-27th)  
Read: Weekly Meeting Module: Week 9 and Task 4 Part G Prompt 4 | *Task 4 Part A: Mathematics Context for Learning and separate checklist  
*Task 4 Part G: Prompts 1-3 Mathematics Assessment Commentary and separate checklist |
| Week 10 | Attend WM  
Teach Reengagement Lesson (Monday, Tuesday, or Wednesday) | *Task 4 Part G: Prompt 4 Mathematics Assessment Commentary and separate checklist |
| Week 11 | Attend WM  
Friday, Nov. 10 - PD/Writing Day 3 - Getting Ready to Submit (8:30-11:30) | DUE SUNDAY - Submit all final task files to the Ready to Submit Dropboxes for each task. (only task parts included, no checklists)  
*If all files are not submitted and/or submitted correctly, you... |
SECTION VI: ADDITIONAL RESOURCES TO SUPPORT LEARNING

**READINGS**

REQUIRED READING: The required reading is located in the content modules along with handbooks. It is the responsibility of the candidate to read all information located in the handbooks provided in the course.

**COURSE REFERENCES**


**Q CLASSROOM STATEMENT**

This course uses the Q Classroom 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. Failure to upload the required documents into Q Classroom will result in zero credit being received for those assignments.

Support emails for Q Classroom will come from qclassroom@sfasu.edu.

SECTION 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.

### SECTION VIII: OTHER RELEVANT COURSE INFORMATION

<table>
<thead>
<tr>
<th>REPEATING THIS COURSE POLICY</th>
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<tbody>
<tr>
<td>If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may <strong>not</strong> be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.</td>
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<tr>
<th>NONDISCRIMINATION</th>
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<tr>
<td>“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: <a href="http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf">http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf</a>)</td>
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<thead>
<tr>
<th>FIELD OBSERVATION HOUR REQUIREMENTS</th>
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<tbody>
<tr>
<td>This course requires observation and/or participation in a classroom as part of the ELED 4242 clinical teaching course. You will complete an attendance form in the ELED 4242 course. An additional attendance form is not required for this course.</td>
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<thead>
<tr>
<th>FIELD ATTENDANCE AND ENGAGEMENT REQUIREMENTS</th>
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<tr>
<td>This course requires specific requirements when you engage in the PK-8 classroom and weekly class/lab.</td>
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<tr>
<td>Field Attendance Time Requirement: a minimum of 75 days in an assigned classroom appropriate for your degree area associated with your ELED 4242 course</td>
</tr>
<tr>
<td>Weekly Class Time Requirement: Weekly attendance for an hour class beginning week 2 and participation in four PD Writing Days (see syllabus timeline for specific days/times).</td>
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<tr>
<th>EPP/CERTIFICATION TESTING DEADLINE REQUIREMENTS</th>
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<tbody>
<tr>
<td>During this course, you must complete an edTPA portfolio no later than December 14 to pass ELED 4143 and complete requirements for certification.</td>
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</table>
STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

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<tr>
<th>STUDENT SUPPORT</th>
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<tbody>
<tr>
<td>SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.</td>
</tr>
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**On-campus Resources:**
- SFASU Counseling Services, [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices), Health and Wellness Hub (corner of E. College and Raguet), 936-468-2401
- SFASU Human Services Counseling Clinic, [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp), Human Services Room 202, 936-468-1041

**Crisis Resources:**
- Burke 24-hour crisis Line: 1-800-392-8343
- Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741