Department of Education Studies
SEED 5343.501 Pedagogical Content Knowledge and the Professional Educator
Spring 2024

Instructor: Michael Wicker, Ed.D.
Course Time & Location: Online
Email: wickermicha@jacks.sfasu.edu

Prerequisites: Admission to the PBIC/Alternative Certification Educator Preparation Program

I. Course Description:

This web-based course is designed to synthesize educational strategies and practices while the candidate completes student teaching. It also assists students in preparation for teacher certification examinations.

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

A complete listing of the standards associated with this course and the MAT program is located on the Perkins College of Education (PCOE) website.

This course fulfills the following university and program learning outcomes:

University Core Values
In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

• 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.

Program Learning Outcomes:

• The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
• The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
• The candidate will design an effective classroom management plan for diverse learner centered educational settings.
• The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.
Student Learning Outcomes:

1. The student will apply the knowledge and skills of best practice in pedagogical content knowledge to provide developmentally appropriate instruction to meet the cognitive, emotional, social, and physical needs of learners.
2. The student will apply knowledge and skills of pedagogy to meet professional expectations and state requirements for Texas teachers.
3. The student will utilize the knowledge of pedagogy through collaboration and lifelong learning.

This course is designed to fulfill the Texas Education Code 230.36, which states that for a person to be granted an internship certificate, “a candidate must meet the subject matter requirements for issuance of an intern certificate to serve an internship in a classroom teacher assignment for each subject area to be taught.”

A complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found here.

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

1. The course is learner-centered; however, students are expected to complete each lesson and its related assignments by specified dates indicated in the course calendar.
2. All assignments should be completed as scheduled on the course calendar. Students are responsible for all material and updates posted by the instructor; therefore it is essential to log in to check grades and course email several times a week during the semester.
3. Students are required to attend face-to-face meetings to participate in student teaching orientation meeting and to take the Mastery Exam.
4. Eligibility to take state certification tests is determined by Department of Secondary Education and Educational Leadership and the College of Education Office of Assessment and Accountability.
5. The course will provide candidates with opportunities to:
   a. Examine and apply the pedagogical content knowledge best practice required for effective classroom teaching and by the State of Texas subject area tests required for Texas teacher certification.
   b. Examine and apply the Pedagogy and Professional Responsibilities (PPR) Standards for EC-12 or 8-12 teachers in the context of best practices for public school classrooms. (TEKS Training)
   c. Examine and apply major legal guidelines that govern educators’ professional practice.
   d. Examine and apply the Code of Ethics and Standard Practices for Texas Educators as they pertain to educators’ professional practice.
   e. Examine and apply current technological applications and trends within the educational context. (TEKS Training)
QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers, identified by poor grammar, spelling, sentence structure, and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

IV. Evaluation and Assessments (Grading):

Course assignments include discussion board and assignments. A due date for completion of each assignment is provided in the course schedule below.

TEXES Teacher Exam: During this semester, you are expected to study for and take the content area test that you are wanting to be certified in. If you are not successful in your attempt to pass the TEXES content test, you will be required to purchase an $80 subscription to Certify Teacher (or other instructor approved test prep program) in your content area and show adequate progress in completing instructor determined benchmarks for remediation.

A student who does not make the minimum required score will be required to work independently with the SEED 5343 instructor. At this time, the student will receive a WH in the course. A student who does not pass on that attempt must complete one or more of the following options:

1. Repeat SEED 5343 with instructor and department chair approval.
2. Attend a paid, appropriate professional review session approved by the instructor and department chair. Demonstrate readiness to test on the next regularly scheduled Practice Exam.
3. Other, as determined by the SEED 5343 instructor and the department chair. There is no final exam for this course.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Daily Attendance and Participation (190 pts.) Each day the student will attend class and participation in online and in class activities with corresponding discussion posts to the class discussion boards in a timely manner. Discussion board posts grades will be entered as a zero and not be allowed to be made up after the due date. **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.**

2. Teaching Lessons (200 pts.) Each student will design 2 mini-lessons and lesson plan in their content area and implement it within their own communities/schools. **Ties in to SFASU value of Academic excellence through critical, reflective, and creative thinking and Collaboration and shared decision-making.**

3. Field Experience (200 pts.) Each candidate is expected to complete 10 hours of field experience during SEED 5343 tied to their community lesson presentation. **Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People.**

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Pts.</th>
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</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>Each module</td>
<td>150 pts.</td>
</tr>
<tr>
<td>Module Assignments</td>
<td>Each module</td>
<td>300 pts.</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Module 4</td>
<td>150 pts</td>
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<tr>
<td>Methods Chart</td>
<td>Module 6</td>
<td>100 pts</td>
</tr>
<tr>
<td>Final Essay</td>
<td>Module 7</td>
<td>100 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>700 pts.</strong></td>
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Quality of Assignments

-All assignments are to be submitted in a timely manner. Late work may be accepted at my discretion and will be deducted 5 points or more per day that it is late. Since this is a summer course, turning in work on time is paramount to success in the course. In addition, any assignment that I return to you for revisions must be revised and resubmitted for credit. This is a mastery learning course and many of the assignments require revision and editing.

-All assignments must be written in a professional manner, which includes proper use of grammar, correct spelling, and appropriate formatting.

-All written assignments must be in 12-point Times New Roman, double-spaced, with 1” margins and in APA style. All assignments will be turned in through D2L and checked with the Plagiarism Detection tool located in D2L.

-These elements will be considered as part of your grade on each assignment. As a teacher, you should want only the best for and from your students. As your professor, I want the same from
you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher.

-Students should always save and back-up their work files. Computer problems are inevitable, but please have a second computer available (school, work, home, library, etc) so that you can submit your assignments. Always avoid the twenty-first century equivalent of the excuse "The dog ate my homework," which is "My computer/network/internet was down."

**Late assignments will result in a 10 point reduction, not exceeding two class days**

**Changes:** The instructor reserves the right to make changes or modifications in the above requirements as needed and/or required to meet course goals. Students will be notified of the changes.

IV. Evaluation and Assessments (Grading):

To determine your grade, take your points earned and divide by the number of points possible. Grades will be posted through D2L with total points. Letter grades for the course will be determined as follows:

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\begin{align*}
90-100\% & = A \\
80-89\% & = B \\
70-79\% & = C \\
60-69\% & = D \\
\text{Below 60\%} & = F
\end{align*}
\]

**Note:** Students in the secondary and all level of education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Content Module</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1- Intro       | -Create welcome sign for your classroom (50 pts.)  
                 | -Self Assessment for areas to improve knowledge for classroom (50 pts.) | January 17th |
- Powerpoint/Video Lecture
- Discussion (25 pts.)

2- Learning the Content
- TEKS, Classes, Content Test Graphic Organizer (50 pts.)
- Practice Test Questions
- Discussion (25 pts.)
  February 7th

3- Identifying Content Test Goals
- Create personal learning goals (50 pts.)
- Register and take TEA practice test ($10)
- Create Personal Study pages (50 pts.)
- Get approved for and take TEXES Content Test
- Discussion (25 pts.)
  February 28th

4- Legal and Ethical Considerations in Pedagogical Content Knowledge
- Lessons for ALL students that follow federal laws for SPED, ELL, and other historically marginalized populations
- Lesson Plans (5E, traditional, online) 150 pts
- Discussion (25 pts.)
  March 14th

5- Creating Best Practice Curriculum in Your Content Area
- Literacy, CRT, practical application, community engagement in lesson planning
- Scope and Sequence assignment (50 pts.)
- Discussion (25 pts.)
  April 4th

6- Content Area Methods
- Methods Research
- Best Practice Methods Chart (100 pts.)
- Final Discussion Reflection (25 pts.)
  April 25th

7- Conclusion
- Final Essay (100 pts.)
  May 2nd

VI. Readings (Required and recommended—including texts, websites, articles, etc.):
1. A subscription to Certify Teacher, which costs $80 is required for this course.


Research-based literature supporting the course content:


*Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.*
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 COE 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, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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: 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify 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.


Teacher Certification: To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete 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.

LiveText

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. 1267 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.

Course Credit Hour Justification
SEED 5343 Pedagogical Content Knowledge and The Professional Educator (3 credits; fully online) spans 15 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules is approximately 3 hours or more per week. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education as well as participating in critical discussions with peers. Students will produce a paper or project as a culminating experience that synthesizes the student learning outcomes for the course. For every hour the student spends engaging with the content, he/she spends at least 2 hours completing associated activities and assessments outside of class.