SED 383
FALL, 2007
SED 383 is a required course for Secondary Certification
College of Education
Department of Curriculum and Instruction

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Office Hours: **Monday, Wednesday**

10:00 A.M—11:00 A.M
Or by appointment

Course Description:

This course is designed to provide teachers who seek certification at the secondary level with an introductory overview of the teacher education program, with an introduction into instructional issues and teaching models, and with an introduction into how technology impacts education both in terms of increasing teacher productivity and in terms of integrating technology into instruction.

Lectures and Related PPR Competency, ISTE NETS:

Syllabus and Assignment #2 003(1)
Public Education in America—2007-2008 009(7)
Profile of Education in Texas 009(7), 013(5)
Teacher Certification at SHSU (including PPR samples) 013(5)
Teacher Work Sample
AEIS (Academic Excellence Indicator System)
PDAS 003(1)(2)(3)(4)(6)
Effective Instructional Technology Projects 003(6); 009(6); V(B); VI(D)
School Finance/Teacher Salaries 013(5)
Copyright/Website Evaluation 009(2); II (C); VI (A)

Assignments

Objectives/Learning Outcomes	Activities	Form of Submission for Grade/Assessment	ISTE Standards ***	PPR Competencies ***
Assignment #1 To create a school academic calendar while a list of course topics and subtopics.	*Introduction Strategy:* Download a copy of the TEKS for a particular course that you might teach. *www.tea.state.tx.us/teks* Print out the TEKS. *Assignment*: Create a coded, colored year long academic calendar and a list of topics and sub-topics for a course you plan to teach. First you should develop a list of major topics (units) you plan to teach for the entire year (Look at the TEKS for ideas). Then, create a topic lists with three columns including topics, length of time for the topic (unit), and the TEKS to be covered (codes may be used). Next, create a calendar reflecting when the topics (units) will be taught.	*Hand in:* 1. Color, coded year long calendar in a course you teach. 2. List of unit topics, length of time for the unit, and the TEKS to be	I(A), V(C)	009(3) 009(5) 009(1)

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	You may wish to do this using Microsoft Word or other calendar programs. The calendar should cover from August through May. (Teacher contracts include 187 days with 180 days of instruction.) You may wish to look at school calendars on school websites for ideas. Begin by choosing a starting day for school and divide the calendar into six weeks grading periods. In 2007-2008 schools may not begin before the fourth week in August. <There may be exceptions>. Place holidays, Spring break, before school in-service days, teacher workdays, and bad weather days on the calendar. Then add your color coded topics (units) onto the calendar.	covered. *Assessment- Rubrics provided*		
Assignment #2—To create and present a lesson in your teaching field.	*Introduction Strategy*: Lesson components will be reviewed in class. *Assignment*: Plan an instructional lesson in your teaching field or at your grade level. The lesson should contain the following components. **_Establishing the Lesson Framework_** I. Lesson Goal. • Example: Students will design an experiment showing how gravity and friction work on objects. • Example: Students will correctly illustrate a given hour using both a blank clock face and a toy clock model. • Example: Students will construct graphs of simple linear equations, and figures on the coordinate plane. • Example: Students will present why the political, social, and technological advances have industrialized the way of life in the United States. • Example: Students will identify the major parts of a shark, whale, fish, and octopus. II. Objective: III. Rationale: IV. TEKS/Student Learner Expectations: **_Designing Supportive Lesson Environment_** III. Materials (Any materials used in the lesson) IV. Setting How will you set up your classroom for the lesson? Will the setup remain the same throughout the lesson? How are you going to group your students? How are you going to manage your materials? What safety issues need to be addressed during the lesson? What prior knowledge do your students have or need for the lesson? How will you individualize for students who need individual help? V. Student Needs **_Instructional Strategies_** V Introduction/Focus (How will you introduce your lesson? How will you get your students' attention? What is your	*Hand in*: 1.Lesson description containing the nine items required on the lesson— handed in when lesson is presented (15 points) 2. In addition the lesson plan script should be turned in when the lesson is presented. (15 points) 3. Create a website with goals, with background and with at least four pictures of you teaching your lesson. No spelling or grammar errors. 15 points) 4. Participate in student appraisals (15 points) *Assessment-* Rubric provided	II,A,B	003(4) 003(6) 003(8) 009(3) 009(1)

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	"hook"? VI. Instructional Procedures (What type of instructional strategy will you apply during the lesson? Explain, review, guided practice, exploration, facilitation questions, application, etc. How will you differentiate instruction?) VII. Closure (How will you conclude your lesson and be sure that the lesson ends logically?) ***Evaluation Strategies*** VIII. Assessment/Evaluation Descriptions of Types of Assessment Formative/Summative			
Assignment #2 (Continued)	***PowerPoint Recommendations for Classroom Teaching Presentations:*** 1. Use short phrases of no more than six or seven words per line. 2. Have a space between each line of text. 3. Use bullets to control when each phrase is seen by the students. This means controlling when a phrase enters a slide using slide animation. 4. Use few colors for fonts and backgrounds and make the colors used relate to meaning. 5. Use simple, large, system fonts. Do not use all caps. 6. Do not use transitions between slides. 7. Use simple, meaningful graphics if appropriate. 8. Use sound cautiously and only if the sound has meaning. 9. Check for spelling and grammar errors. 10. Presentation Recommendation: When PowerPoint is in the presentation mode, the user may select Control P and write or draw over the top of the presentation to make certain points. The user may discard the writing when leaving the presentation mode. The shape and color of the point may be changed by clicking the right button when in the presentation mode. 11. Practice your presentation.			
Assignment #3 To create a linear PowerPoint presentation introducing yourself to the school community.	*Introduction Strategy:* A model of looping, linear PowerPoint presentation is available to students in Blackboard. *Assignment*: Create a linear PowerPoint classroom presentation (ten slide minimum) that would be appropriate in introducing yourself to a school community (parents, PTO, or booster club.) Include a graphic organizer providing a description of the presentation. Save the file as a traditional looping PowerPoint presentation. *Computer Lab practice*	***Hand in:*** 1. Printed presentation as handout with six slides on each sheet 2. The graphic organizer (storyboard) ***Assessment-*** Rubric provided	I(A), V(C)	009(3) 009(5) 009(1)
Assignment #4—To create a non-linear PowerPoint	*Introduction Strategy:* Two non-linear PowerPoint curriculum-oriented-models representing different developmental levels is available to students in Blackboard	***Hand in:*** 1. Printed presentation as handout	III (C,D); V(C)	009(1) 009(4)

Objectives/Learning Outcomes	Activities	Form of Submission for Grade/Assessment	ISTE Standards ***	PPR Competencies ***
presentation sharing curriculum information in your content area.	*Assignment*: Create a non-linear PowerPoint classroom presentation (twelve slide minimum) that would be appropriate in your curriculum area or grade level. *Computer Lab practice*	with six slides on each sheet 2. The graphic organizer (storyboard) *Assessment-* Rubric provided		
Assignment #5- Test		*In-class*		
Assignment #6 To create an electronic grade book	*Introduction Strategy*: Model of electronic grade books will be available to students on Blackboard. *Assignment:* Create an electronic grade book with a minimum of twenty students (listed alpha by last name) with ten grades per student. Assume that daily/homework grades will count 60%, a mid-term test or project will count 20% and the final will count 20%: Tabulate the average by using the formula (assuming row 3 is used for first student) =AVERAGE(B3:G3)*0.6+H3*0.2+I3*0.2 Use the *If, Then, Else* formula to convert the numeric grades to alpha grades in the grade book (assuming that the numeric average is in cell L3. .=IF(L3>89.5,"A",IF(L3>79.5,"B",IF(L3>69.5, "C",IF(L3>59.5,"D",IF(L3<59,"F"))))) Provide an alpha distribution chart of grades using the *CountIf* formula; for example, =COUNTIF(M3:M23, "A") (assuming that the alpha grades are in column M). Create an exploding pie chart to chart the distribution data and place the chart on a separate worksheet from the grade book. *Computer Lab practice*	*Hand in:* 1. Printed grade book with grades, numeric and alpha averages, and distribution chart printed on one single sheet. Chart should be submitted on a separate single sheet *Assessment-* Rubric provided	IV(A)	009(6)

***PPR competencies and ISTE Nets Standards are listed at the end of the syllabus

Assignments and Points**

Assignment	Assignment	Points
Assignment #1	Long Term Curriculum Planning Document	100
Assignment #2	Teaching--140 pts. Lesson—15 pts. Script—15 pts. Webpage—15 pts. Student appraisals—15 pts	200
Assignment #3	Linear PowerPoint	50
Assignment #4	Non-linear PowerPoint	100
Assignment #5	Test	150
Assignment #6	Grade book	100
Observation Hours—10— Field Experience Information: http://www.shsu.edu/~edu_ofe/fieldexp.html	Completed and submitted ten observations reports.	200
Potential for Professional Growth-- downloads and materials in class (50), Computer Lab work—Assignment practice, Video Broadcast (50),		100
Total Points		**1000**

** Attendance (1 letter grade will be deducted for each absence over the three hours allowed by SHSU)

All grades will be displayed on Blackboard.

Points to determine grade for the semester:

1000-950-A
949-900-—B
899-850—C
849-800—D
Below 800—F

Class Rules:
   Teacher education courses exist in order to prepare you as a teacher. The rules in SED 383 are similar to the kinds of expectations you would experience in a teaching job. You should begin to see yourself not as a student but as an adult who is preparing for a job working with students.

   1.   You need to be in class everyday. Roll will be called at the beginning of every class. If you come in late after I have checked roll, it is up to you to see me that period and ask me to change your attendance record from absence to tardy. If you wait until the next class to ask me to make the change, I will not do so.
   2.   No late work is accepted.
   3.   If you are ill on the day an assignment is due and you decide not to attend class, you must e-mail the completed assignment by the time your class begins or have the assignment brought in by another student.
   4.   You must prepare, in advance, for problems involving technology. Don't wait until the last minute to complete and print assignments. Excuses such as, "My printer won't work", "My ink cartridge was dry" are not acceptable. There are many computers and printers available to students on campus.
   5.   If you arrive in class on the day that an assignment is due, I will not allow you to go to the lab and finish your assignment. (This includes printing.) On the day an assignment is due, you should walk through the classroom door with the assignment in your hand.
   6.   Students are not excused from class to do observations.

Expectations:

> **Computer Access Needed**: You will frequently need a computer, a printer, and Internet access for this class. If you don't have a personal computer, you need to familiarize yourself with the campus sites that allow computer use by students such as the library and AB-1.

> **Blackboard Skills Needed:** Familiarity with Blackboard including group e-mail and attachments

> **Supplies Needed for Class:**
> 2 overhead transparencies for inkjet or laser printers.
> Flash drive

> **Naming and Saving Conventions**
> All assignments should be saved using your last name, the first letter of your first name followed by the words *Assignment* # (whatever) for example: Smith, J.—Assignment #6. All assignments submitted in *Assignments* must follow this format.

> **Attendance policy**—You are preparing yourself in teacher education courses for a job requiring you to be at work and on time every day. You need to be in this class, every day and on time. Students who miss in excess of three class periods will be reported to the disposition committee for evaluation of their commitment to teaching.

> **Cell phones and pagers are to be turned off during class.**

Disability Statement:
It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Student Absences on Religious Holidays Policy:
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for
the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Important Websites:
1.   State Standards for Texes tests: This site contains those standards that you will be responsible for on both the content area exit and the Pedagogy and Professional Responsibilities (PPR). Click on Standards and Testing and then on Educator Standards

http://sbec.state.tx.us

2.   TEKS This site contains the TEKS for all disciplines taught in Texas school

http://www.tea.state.tx.us

3.   Academic Excellence Indicator System (AEIS) –Campus and district information about all Texas schools

http://www.tea.state.tx.us

Click on *Most Popular Information* and *(Year) AEIS Reports*

4.   Web address for specialty organization standards: *http://cnets.iste.org/teachers/t_stands.html*

Pedagogy and Professional Responsibilities Competencies

Competency 003
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
The beginning teacher:
1. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
2. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs, and interests; alignment with campus and district goals).
3. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness, and guide instructional planning for individuals and groups.
4. Understands the connection between various components of the Texas statewide assessment program, the TEKS, and instruction, and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs.
5. Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school)
that may be used to enhance student learning and engagement, and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes, and to meet varied student needs.
6. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
7. Plans learning experiences that provide students with opportunities to explore content from integrated and varied perspectives (e.g., by providing intradisciplinary and interdisciplinary instruction, encouraging students' application of knowledge and skills to the world beyond the school, designing instruction that reflects students' increasing ability to examine complex issues and ideas).
8. Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment, and closure.

Competency 009
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
The beginning teacher:
1. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).
2. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).
3. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and

other documentation, evaluating electronic information for accuracy and validity).
4. Knows how to use task-appropriate tools and procedures to synthesize
knowledge, create and modify solutions, and evaluate results to support the work
of individuals and groups in problem-solving situations and project-based
learning activities (e.g., planning, creating, and editing word processing
documents, spreadsheet documents, and databases; using graphic tools;
participating in electronic communities as learner, initiator, and contributor;
sharing information through online communication).
5. Knows how to use productivity tools to communicate information in various
formats (e.g., slide show, multimedia presentation, newsletter) and applies
procedures for publishing information in various ways
(e.g., printed copy, monitor display, Internet document, video).
6. Knows how to incorporate the effective use of current technology; use
technology applications in problem-solving and decision-making situations;
implement activities that emphasize collaboration and teamwork; and use
developmentally appropriate instructional practices, activities, and materials to
integrate the Technology Applications TEKS into the curriculum.
7. Knows how to evaluate students' technologically produced products and
projects using established criteria related to design, content delivery, audience,
and relevance to assignment.
8. Identifies and addresses equity issues related to the use of technology.
Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
1.   Develop a positive relationship with parents early.
2.   Parent/teacher communication
Competency 013:   The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
   1.   A national perspective
   2.   Structure of the state education system

ISTE NETS for Teacher*s*

ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom .

I. TECHNOLOGY OPERATIONS AND CONCEPTS.
Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:
A.demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE
National Education Technology Standards for Students)
B.demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.
 Teachers plan and design effective learning environments and experiences supported by technology. Teachers:
 A   design developmentally appropriate learning opportunities that apply technology-enhanced
     instructional strategies to support the diverse needs of learners.
B. apply current research on teaching and learning with technology when planning learning environments and experiences.
C   identify and locate technology resources and evaluate them for accuracy and suitability.
D. plan for the management of technology resources within the context of learning activities.
plan strategies to manage student learning in a technology-enhanced environment.

III.   TEACHING, LEARNING, AND THE CURRICULUM.
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:
A. facilitate technology-enhanced experiences that address content standards and students technology standards.
B. use technology to support learner-centered strategies that address the diverse needs of students.
C. apply technology to develop students' higher order skills and creativity.
D. manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION.
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.   .
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning,communication,and productivity.

V.   PRODUCTIVITY AND PROFESSIONAL PRACTICE.
Teachers use technology to enhance their productivity and professional practice. Teachers:
A. use technology resources to engage in ongoing professional development and lifelong learning.
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
C. apply technology to increase productivity.
D.   use technology to communicate and collaborate with peers, parents, and the   larger community in order to nurture student learning.

VI.   SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.
Teachers understand the social,ethical,legal,and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:
A. model and teach legal and ethical practice related to technology use.
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
C. identify and use technology resources that affirm diversity
D. promote safe and healthy use of technology resources.
E. facilitate equitable access to technology resources for all students.

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Op-ed section.