



College of Arts and Sciences
Department of Agricultural Sciences

COURSE SYLLABUS
SED 480.03
RESPONSIBILITIES OF THE PROFESSIONAL EDUCATOR
3 HOURS
SPRING 2008



Enhancing The Future
Through Educator Preparation

LOCATION

Room 325, Thomason Building

SCHEDULE

January 7 – February 8

8:00 – 10:00 a.m., Monday – Friday

1:00 – 5:00 p.m., Monday & Wednesday

INSTRUCTOR

Dr. Dwayne Pavelock

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Office Hours: Open Door Policy or By Appointment

COURSE DESCRIPTION

The course is designed to assist future teachers in understanding the structure, organization, and management of public schools at the national state, and local levels. Course content will include a study of the needs of the special learner and students from various cultures.

The course deals with a variety of topics and is designed to assist the students in becoming more knowledgeable and effective teachers. Students are involved in the exciting, challenging world of teaching. Students are expected to engage in a dialogue with students, investigate the validity of their perceptions, and are provided with an environment in which new perceptions are encouraged. This course does not have all the answers. In fact, it does not have all the questions. Rather, it is offered as a stimulus to the development of a learning environment in which each participant assumes responsibility for their learning.

Pre-Requisites: Completion of coursework required for admittance to student teaching.

Overview: Most information for the course will be disseminated through lecture, but much group discussion will be required in addition to related individual and group activities that foster a greater understanding of the material. Exams will include short answer and essay questions. Projects will require both written composition and oral presentation.

COURSE OBJECTIVES

The Sam Houston State University Teacher Preparation Program is committed to assisting pre-service teachers achieve the following proficiencies, which collectively describe a vision of an *Ideal Teacher*.

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The achievement of these proficiencies shall be attained through the following objectives:

Objective	Course Assignments	Performance Assessment	State Standards
The candidate knows and understands the importance of designing instruction appropriate for all students.	Presentations; Lesson plans; In-class activities	Exams; Assessment of demonstration lessons	1.2k; 1.3k; 1.6k; 1.14k
The candidate designs instruction appropriate for all students.	Lesson plans; Class presentations; Guest speakers	Assessment of lesson plans; Exams	1.2s 1.18s
The candidate knows and understands his/her professional role and responsibilities and how to adhere to the ethical requirements of the profession.	In-class activities; Role plays; Cooperative group work; Written reports	Exams; Activities; Role plays; Class presentations; Assessment of written reports	4.1k; 4.4k; 4.5k; 4.6k; 4.9k; 4.10k; 4.13k; 4.14k; 4.15k; 4.18k;
The candidate knows and understands how to carry out professional roles and responsibilities and how to adhere to legal and ethical requirements of the profession.	In-class activities; Role plays; Professional development activities completed outside of class	Exams; In-class activities; Role plays	4.8s; 4.10s; 4.12s; 4.13s; 4.14s; 4.16s; 4.19s

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- The beginning teacher knows and understands:
 - 1.2k the impact of developmental characteristics for planning appropriate instruction;
 - 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
 - 1.6k appropriate strategies for instructing English language learners;
 - 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs.
- The beginning teacher is able to:
 - 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners; and
 - 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

- The beginning teacher knows and understands:
 - 4.1k the importance of families' involvement in their children's education; and
 - 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
 - 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairpersons, principal, board of trustees, curriculum coordinator, special education professional);
 - 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
 - 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
 - 4.10k the importance of documenting self-assessments;
 - 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
 - 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
 - 4.15k policies and procedures in compliance with the Code of Ethics and Standard Practices for Texas Educators as adopted by the State Board for Educator Certification;
 - 4.18k the structure of the education system in Texas, including relationships among campus, local and state components.
- The beginning teacher is able to:
 - 4.8s communicate effectively and appropriately with other educators in varied contexts;
 - 4.10s participate in decision making, problem solving, and sharing ideas and expertise;
 - 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors, and other support systems);
 - 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in course work);
 - 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; achieve instructional goals;

- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

COURSE GOALS

Upon completion of the course, students will be able to:

1. Identify the social, political, economic, academic, and psychological purposes of education and career and technology education;
2. Explain the organizational framework and functions of the American school system;
3. Identify teacher organizations and their goals;
4. Identify the characteristics and needs of special populations, including handicapped, bilingual, ESL, migrant, gifted and talented and topics concerning career and technology education. Dyslexia and child abuse/neglect are included under these topics;
5. Define the various cultures served in education and assess their needs;
6. Comprehend important legal issues and analyze their ramifications;
7. Explain the contributions of major historical figures in education and career and technology education;
8. Explain procedures for hiring and evaluating personnel;
9. Identify rights and responsibilities of students, parents, teachers, and school administrators. Particular focus will be given to rights and responsibilities as they pertain to agricultural science and extracurricular activities;
10. Describe the code of professional ethics;
11. Identify ways of promoting and participating in professional development;
12. Apply knowledge of reading skills to instruction in agricultural education; and
13. Recognize current educational issues and trends in agricultural science.

TEXTS

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. (2008). *Handbook on Agricultural Education in Public Schools* (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

Williams, P. A., Williams, R. C., Pavelock, D., Goodwin, A. V., & McGee, J. C. (2005). *Responsibilities of the Professional Educator* (7th ed.). Boston, MA: McGraw-Hill Custom Publishing.

Sam Houston State University. *Guidelines for Student Teaching*.

Pavelock, D. (2008). *Course materials for SED 480*. Available from chosen source.

ATTENDANCE POLICY

Students are expected to attend all class meetings. Classes will begin promptly at the designated times. Two (2) late arrivals and/or departures are equivalent to one (1) absence.

Excessive absences (more than 1) will result in a 45-point reduction of the student's total grade points. It may also result in the student not being approved to participate in student teaching. In the event that an emergency or other justifiable reason prevents a student from attending class, the instructor shall be notified as soon as possible. Even if an emergency or justifiable reason is the cause for an absence, it is still an absence and will count as an absence.

ASSIGNMENTS & EXAMS

Students will be expected to complete the requirements listed below:

1. Three (3) examinations and a final examination, which will be comprehensive. Exams will include both short answer and essay questions. Missed and make-up exams are subject to being administered in an all-essay format.

2. Three (3) written reports with in-class oral reports on various assigned topics. Additional information regarding the requirements of these reports will be provided in class.
3. One (1) teaching portfolio to be maintained throughout the semester and comprised of specific items related to teacher preparation and ability.
4. Related activities, including homework and in-class assignments, considered to be extension and enrichment activities.
5. Punctual and regular attendance, involvement in class discussions and activities, and participation in out-of-class activities.
6. Professionalism, such as adherence to classroom policies, attire, and ethical standards.

Assignments are expected to be mechanically correct in spelling, grammar, etc. Assignments shall be typed, double-spaced, and follow APA guidelines unless specified otherwise.

GRADING PLAN

The following are the point values of each course requirement:

<u>Assignment</u>	<u>Maximum Point Value</u>
Examination #1	100 points
Examination #2	100 points
Examination #3	100 points
Final Examination	150 points
Reports (3 @ 50 points each)	150 points
Teaching Portfolio	125 points
Attendance, Participation, and Professionalism	75 points
TOTAL	
	800 points

The following ranges of scores will be used to calculate the final grade:

- A = 800 – 736 pts. (92% and above)
- B = 735 – 656 pts. (82% and up)
- C = 655 – 576 pts. (72% and up)
- D = 575 – 480 pts. (60% and up)
- F = 479 pts. or below

Late assignments will be assessed a 33% grade deduction for each calendar day they are late, regardless of the reason for which they are late. Assignments are considered to be late if they are not turned in at the start of class on the date it is due. Assignments may be submitted early, e-mailed, turned in by another classmate, faxed, or by other arrangements if the instructor is notified prior to the due date. If a student is absent on the day an assignment is done in class, it shall be due at the beginning of the next scheduled class day. **It is the student’s responsibility to check with the instructor regarding possible missed assignments. Make-up exams for students with pre-approved absences are subject to being administered in an all essay format.**

ACADEMIC DISHONESTY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a

student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

CLASSROOM RULES OF CONDUCT

Students will refrain from behavior in the classroom that disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers or other materials not related to the course, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

VISITORS IN THE CLASSROOM

Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If a visitor is not a registered student, it is the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

SPECIAL MEETINGS

Several special meetings will be held to accomplish the course objectives and to prepare students for the TExES. These meetings may include field trips and may be held at times other than regularly scheduled class meetings. Students **MUST** attend these special activities, and failure to do so will result in a class absence being assessed.

ATTIRE

Students are considered to be professionals, and as such, will be required to present and conduct themselves as such. Gentlemen are required to wear long pants/slacks, dress shirt and a tie on a daily basis (coats are also preferred). Hats and/or caps may not be worn. Ladies shall wear a dress, business suit, skirt and blouse, or long pants/slacks and blouse on a daily basis. The instructor will inform the class of activities requiring different attire.

STUDENTS WITH DISABILITIES

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. A student seeking accommodations should contact the Counseling Center and Services for Students with Disabilities (SSD) at the very beginning of the semester.

RELIGIOUS HOLIDAYS

An institution of higher education shall 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. A student who plans to miss a class or required activity to observe a religious holy day should inform the instructor of all such days in writing not later than the 15th calendar day after the first day of the semester.

TENTATIVE SCHEDULE

- M 01/07 (am) Student Teacher Orientation (AB IV, 8:30 a.m. -12:00 noon)
- M 01/07 (pm) Introductions and Course Requirements
 - ✓ Discuss visitation to student teaching center
 - School Organization and Administration
 - ✓ Assign Written and Oral Reports
- TU 01/08 The History of American Education
- W 01/09 (am) The History of American Education (cont.)
- W 01/09 (pm) The Goals of Education: National, State, and Local
- TH 01/10 School Finance
- F 01/11 *No SED 480 Class – With Dr. Ullrich all day*
- M 01/04 (am) School Organization and Administration
 - ✓ **Oral Report Due – “School Organization & Administration”**
 - ✓ **Written Report Due – “School Organization & Administration”**
- M 01/14 (pm) Working with School Administrators
 - ✓ *End of information for Examination #1*
- T 01/15 **Examination #1**
 Special Populations and External Forces in Schools
 - ✓ *Assign Written and Oral Reports*
- W 01/16 ***No Class – Waco Tractor Technician CDE***
- TH 01/17 Special Populations and External Forces in Schools (cont.)
- F 01/18 ***No Class – Visit to student teaching centers***
- M 01/21 ***No Class – Martin Luther King Day holiday***
- TU 01/22 Special Populations and External Forces in Schools (cont.)
- W 01/23 (am) Legal Issues – Education and the Law
- W 01/23 (pm) Rights and Responsibilities of Students and Parents
- TH 01/24 Rights and Responsibilities of Students and Parents (cont.)
 Rights and Responsibilities of Educators
- F 01/25 (am) Rights and Responsibilities of Educators (cont.)
 Employment of School Personnel
- F 01/25 (pm) Employment of School Personnel (cont.)

- M 01/28 (am) Special Populations
 ✓ **Oral Report Due – “Special Populations”**
 ✓ **Written Report Due – “Special Populations”**
 Working with Special Populations Students
End of information for Examination #2
- M 01/28 (pm) Professional Development
 Professional Organizations
 ✓ *Assign Written and Oral Reports*
- TU 01/29 **Examination #2**
- W 01/30 (am) The Professional Code of Ethics
- W 01/30 (pm) Evaluation of School Personnel
- TH 01/31 Graduation Requirements and Curriculum: The Agriscience Factor
- F 02/01 (am) Graduation Requirements and Curriculum: The Agriscience Factor (cont.)
- M 02/04 (am) Child Abuse – Physical, Emotional, Sexual and Neglect
- M 02/04 (pm) Child Abuse and Crisis Management (*Guest lecturer*)
 ✓ *End of information for Examination #3*
- TU 02/05 **Examination #3**
- W 02/06 (am) Program Planning
 The Diversity of Today’s Public School Students
- W 02/06 (pm) Professional Organizations
 ✓ **Oral Report Due – “Professional Organizations”**
 ✓ **Written Report Due – “Professional Organizations”**
- TH 02/07 Maintaining School and Student Records
- F 02/08 **Final Examination**
 The Student Teaching Experience: Responsibilities and Requirements
- M 02/11 ***First Day at Student Teaching Center***
- F 05/09 ***Last Day at Student Teaching Center***
- M 05/12 ***Return to SHSU for Scheduled Class***
 Evaluation of Student Teaching Center and Experience; Related Activities
 ✓ **Teaching Portfolio Due**
- TU-F 05/09-05/11 Selected Activities
- SA 05/17 ***Commencement***