

SED 480
Spring, 2008
Role and Responsibilities of the Professional Educator
Department of Curriculum and Instruction

(This course aids both undergraduate and graduate students seeking traditional or alternative certification.)

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Course Description:

This course is the companion course to secondary student teaching. The field experience requirement of this course is met by the teacher candidate's student teaching assignments. This course is designed to assist teachers in understanding the structure, organization, and management of public schools. The standards and competencies for teachers will be the focus of instruction and mastery throughout this course. Discussion topics will include school history, law, teacher professionalism, and special populations. All required assignments have detailed assignment sheets to assist the learner in their growth as a professional educator.

Course Competencies

1. **4.14 S** Use evidence of self-assessment (portfolio) to identify strengths, challenges, and political problems; improve teaching performance; and achieve instructional goals
2. **1.1 S** Plan lessons that reflect an understanding of students' developmental characteristics and needs
3. **1.2 S** Adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English language learners
4. **1.3 K** Examine appropriate strategies for instructing English language learners
5. **1.18 K** Use resources beyond the campus to help students meet academic and nonacademic needs
6. **4.13 S** Enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework)
7. **1.3 K** Identify characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs

8. **3.5 K** Develop criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs
9. **4.13 K** Identify legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse)
10. **4.15 K** Explain the importance of aligning instructional goals with campus and district goals
11. **4.5 K** Identify the roles and responsibilities of specialists and other professionals at the building and district levels (department chairperson, principal, board of trustees, curriculum coordinator, special education professional)
12. **4.6 K** Explain available educator support systems (e.g., mentors, service centers, state initiatives, universities)
13. **4.7 K** Identify the various ways in which teachers may contribute to their school and district
14. **4.9 K** Examine the importance of participating in professional development activities to enhance content knowledge and pedagogical skill
15. **4.15 S** Use appropriate resources and support systems inside and outside the school to address professional development needs
16. **4.14 K** Analyze ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community)
17. **4.15 K** Identify policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification
18. **4.18 K** Explain the structure of the Texas education system, including relationships among campus, local, and state components
19. **4.16 S** Use knowledge of legal and ethical guidelines to guide behavior in education-related situations
20. **4.19 S** Use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues
21. Understand the procedures used to apply for a teaching position

Standards Matrix

OBJECTIVES/ LEARNING OUTCOMES	ACTIVITIES FOR COURSE	PERFORMANCE ASSESSMENT	STANDARDS FOR TEXAS
<i>The Candidate will:</i> Enhance individual professional portfolio that reflects teaching employment readiness	Create a professional portfolio to be used in a professional interview process. Complete a self-assessment of the contents and organization of the portfolio.	Professional Portfolio	4.14S, 4.9K
<i>The Candidate will:</i> Create materials used in	Write an education philosophy that reflects your	Philosophy Paper Resume	Competency 21

applying for a teaching position	individual beliefs and goals for you and your students Prepare a Resume based on a widely accepted format in the field of education.		
<i>The Candidate will:</i> Identify the organizational structure of the public school system.	Develop a working knowledge of the local, state and federal, state education organization through diagrams, discussions and law.	Organizational Report	1.18K, 4.15S, 1.15K, 4.5K, 4.6K, 4.7K, 4.9K, 4.18K, 4.19S
<i>The Candidate will:</i> Analyzing the legal and ethical rights and responsibilities of teachers	Write a report on a legal issue based on a professional journal article and present the article to the class. Initiate and head a round table discussion on the topic with the rest of the class members	Legal Written Report	4.13S, 4.13K, 4.14K, 4.15K, 4.16S
<i>The Candidate will:</i> Analyze the services provided in the public school for special populations. Including the teacher's role and responsibilities with special populations among other tools.	Plan and present a lesson on a special population encountered during the student teaching Answer classmates questions about special populations and legal requirements	Summary of a lesson for a special population including the lesson plan, assessment, materials, and reflection.	1.1S, 1.2S, 1.3K, 3.5K
<i>The Candidate will:</i> Complete Supplemental assignments: -Campus Improvement Plan Analysis -District and Campus Organizational chart	Supplemental assignments will consist of reading journal articles, books, or reports on web-sites, video material, or presentations. There will also be required assignments that are to be completed while on your assigned campus.	TBA	4.14S, 4.9K Competency 21

Course Format

This course will be taught through lecture, modeling, small group work, and cooperative learning, in class activities and student teaching. To be successful, students are encouraged to manage time and assignments along with the student teaching/certification requirements.

Course Content

During the semester, we will cover the following topics:

Course Requirements and Grading Policy

Exam I and II

Multiple choice and/or essay exam

Professional Portfolio

The professional portfolio is an example of the student's knowledge and skills of the standards and dispositions required for certification. The portfolio is also a tool used to showcase the teacher candidates' abilities, creativity, and talents in the educator preparation program and is useful as an example of the students' potential for success in teaching.

- ❖ **Philosophy Paper**-Each student will write a 2 page paper announcing their personal beliefs, attitudes, and beliefs about the teaching profession and student academic success. This paper will be the first entry in the professional portfolio.
- ❖ **Personal Resume**-Each student will compile information and documentation necessary to produce a professional and employment ready resume. (www.resumes-for-teachers.com)

Legal Issues Journal Report

Each student will make a report on a legal issue based on a professional journal article of their choice. The report must include a summary of the article with the legal dilemma as the focus. The report should conclude with the student's professional view of the legal issue presented.

Organizational Chart & Information

Each student will complete an organizational chart of the campus and district when they are assigned to student teach. The chart should include the job title and name of each administrator. Students should be prepared to explain the chart and describe the position and person in each area.

Activities and Electronic Assignments

Throughout the semester students will be asked to complete supplemental assignments which may consist of reading journal articles, books, or making a report on web-sites, video materials, seminars, or presentations. Students will be expected to demonstrate knowledge of the topic as evidenced through an oral and/or written report.

Participation and Professionalism

Each student enrolled in SED 480 is considered a professional educator and must demonstrate their readiness to embrace that role. Participation is required in order for the instructor to assess the educator's preparedness for success in employment in the public schools.

Field Experience

The student will complete the student teaching placement assignments during this semester.

Course Evaluation

Course Expectations

Attendance Policy:

Regular and punctual attendance is required for class, seminars, and student teaching. Course grades may be lowered up to one-half letter grade for each one-hour absence in excess of three hours. **The three hours of absence provided by university policy should be used carefully for illness and emergencies.**

Attendance (absences, tardies, early exits) will be documented each day. After two absences a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. After three absences, you will be invited to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

Daily grades are given for class participation and in-class assignments. **Daily work cannot be made up.** Assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, email it, or have a friend bring it in when it is due. I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you.

Tardies and early exits are defined as 15 minutes. If a candidate is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in being counted absent and that procedures for being absent will be followed.

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Time Requirement:

For each hour attempted, at least three hours outside class is expected. **It is expected that if you enrolled in this course, you can meet the time requirements.**

Professionalism:

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.