

**SED 480—The Professional Educator’s Role**  
**College of Education**  
**Department of Curriculum and Instruction**

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

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**Text/Readings:** Walsh, Kemerer, and Maniotis. The Educator’s Guide to Texas School Law. 6<sup>th</sup> edition. Austin, TX: University of Texas Press.

**Course Description:** This course is designed to assist teachers in understanding the structure, organization, and management of public schools. Discussion topics will include school history, law, diversity, and special populations.

**Teacher Standards and Competencies**

The Sam Houston State University Teacher Preparation Program is committed to assisting teachers to achieve the following standards, 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.

## Class 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

<b>OBJECTIVES/ LEARNING OUTCOMES</b>	<b>ACTIVITIES FOR COURSE</b>	<b>PERFORMANCE ASSESSMENT</b>	<b>STANDARDS FOR TEXAS</b>
Enhance individual professional portfolio that reflects teaching employment readiness	Create a professional portfolio, with a self assessment of the contents and organization	Portfolio	4.14S, 4.9K
Create materials used in applying for a teaching position	Write an education philosophy that reflects your individual beliefs and goals for you and your students Prepare a Resume	Philosophy Paper Resume	Competency 21
Identify the organizational structure of the public school system.	Develop a working knowledge of the local, state and federal, state education organization. Complete an organizational chart for the school district where you student teach	Organizational Report	1.18K, 4.15S, 1.15K, 4.5K, 4.6K, 4.7K, 4.9K, 4.18K, 4.19S
Analyzing the legal and ethical rights and responsibilities of teachers	Write a report on a legal issue based on a professional journal article	Legal Written Report Examination	4.13S, 4.13K, 4.14K, 4.15K, 4.16S
Analyze the services provided in the public school for special populations. Including the teacher's role and responsibilities with special populations	Plan and present a lesson on a special population Answer examination 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
Supplemental assignments	Supplemental assignments may consist of reading journal articles, books, or reports on web-sites, video material, or presentations	TBA	4.14S, 4.9K Competency 21

**Course Format:**

This course combines discussion, brainstorming, cooperative learning activities, simulation gaming, presentations using technology, guest lectures, outside readings and examinations.

## Course Requirements

### **Exam I-100 points**

Multiple choice exam

### **Exam II-100 points**

Multiple choice and essay exam

### **Professional Portfolio-100 points**

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-20 points**

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.

### **Legal Issues Journal Report-20 points**

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-20 points**

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.

### **Personal Resume-20 points**

Each student will compile information and documentation necessary to produce a professional and employment ready resume.

### **Activities and Electronic Assignments-20 points**

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-100 points**

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.

**Grades:**

A=500-460

B=459-430

C=429-300

D/F=Below 300—Retake Course

**Attendance Policies:**

The student enrolled in SED 480 is a professional educator. Roll will be checked and absences will necessitate that the student retake the course. **If more than three hours are missed, the student will not be given credit for the course and will not be allowed to student teach this semester.**

All SHSU policies must be followed. For information about SHSU policies regarding academic dishonesty, religious holy days, visitors in the classroom, and students with disabilities, please visit the University Web site at [www.shsu.edu/syllabus/](http://www.shsu.edu/syllabus/).

## Course Schedule

480.01 8:00-11:30

480.02 12:30-4:00

Teacher Education Center Rm. #342

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Topic</b>	<b>Due</b>
8/9/07	3:00-3:30	AB IV Rm.#307	Preparation for beginning course	
8/10/07		TEC		
8/13/07				
8/14/07				
8/15/07				
8/16/07				
8/17/07				
9/28/07				
10/8/07				
10/9/07				
10/10/07				

