



CIED 5333 Roles and Responsibilities of the Professional Educator Spring 2017

*CIED 5333 is a required course for the Master of Education Degree with Initial Certification
CIED 5333 is an elective course for the certified teachers seeking a Master of Education Degree or
Masters of Arts Degree*

**College of Education
Department of Curriculum and Instruction**

Instructor: **Dr. Casey Creghan**
Office 238 Teacher Education Center
P.O. Box 2119 SHSU
Huntsville, Texas 77341
Office: 936-294-3325
Cell: 817-707-2221
Email: flc003@shsu.edu
Note: e-mail communication is the fastest way to reach me in an emergency

Office hours:

Tuesday	10:00 am – 12:30 pm	TEC 238 (please make an appointment)
Wednesday	9:00 am – 2:00 pm	TEC 238 (please make an appointment)
Thursday	10:00 am – 12:30 pm	TEC 238 (please make an appointment)

Day and time the class meets: Online/ Central Standard Time

Location of class: Online

Course Description:

5000-level class for graduate credit. This course is designed to assist teachers in understanding the structure, organization, and management of public schools. Discussion topics include the Roles of the Professional Educator, History of American Education, school reform, school law, culture, technology, ethics, diversity, and special populations.

IDEA Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Developing a clearer understanding of, and commitment to, personal values
- Developing specific skills, competencies, and points of view needed by professionals in the field

Important:

- Learning fundamental principles

Textbooks/Materials (Required):

- Kauchak, D. & Eggen, P. (2014). *Introduction to teaching: Becoming a Professional (5th Edition)*. New Jersey, Pearson Merrill Prentice Hall. ISBN-13: 978-0132835633
ISBN-10: 0132835630
- Sizer, N. & Sizer, T. (2005). *The students are watching: Schools and the moral contract*. ISBN-13: 978-0807031216
ISBN-10: 0807031216

Textbooks/Materials (Recommended):

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. Sixth Edition. Washington, D.C.: American Psychological Association.
ISBN: 1433805618 / ISBN-13: 9781433805615
- Online readings from digital books and professional journals

Course Format:

The content of this course is delivered online using the **Blackboard** course management system and various Web 2.0 tools. More specifically, course concepts are learned through **project based learning activities**, self-study, online peer discussions and responses, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products and discussions.

Course Content (Brief Overview):

- Critiquing current research, theories, and professional practices related to the professional educator
- Analysis of the National Board for Professional Teaching Standards - The Five Core Propositions
- Analysis of the Educators' Code of Ethics - Code of Ethics and Standard Practices for Texas Educators
- Identify professional ethical conduct, practices and performance
- Explore ethical conduct toward professional colleagues
- Explore ethical conduct toward students

Course Requirements:

Late Assignment Policy

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered “on time” if submitted by midnight the day due unless otherwise noted by professor (**NOTE: All due dates/times are based on Central Standard Time; if you are in a different time zone, adjust your submittals accordingly.**). Submission of work after midnight Central Standard Time will be considered late.

Late assignments will be reduced by 20% of points earned for every day late and will not be assessed for points if submitted more than 2 calendar days late. All assignments must be completed to receive a grade in this course.

Time Requirement

For each hour in class, the candidate will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Group Work Policy

In this course, graduate candidates will be required to work in groups. Certain behaviors will be required when working in groups:

- Work together as a team in order to achieve project goals. No hitchhiking. In other words, there are no free rides. Everyone participates.
- Respect the viewpoints of others. Listen to everyone’s ideas, even if you do not agree. Constructively criticize ideas, not individuals.
- Organize group communications and meetings so that everyone knows at all times what the group has planned and what part they must play.

- Plan early to allow sufficient time for the process and to accommodate varying work schedules and time zone differences. When planning to meet synchronously, bear in mind time zone restrictions of peers.

Professionalism Policy

Professionalism is expected, both in the course and in the public schools. If individual assignments possess a striking similarity to the previous work of the candidate or another candidate's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. Candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. Attendance, punctuality, the quality of the candidate's interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine professionalism, which in turn, signals readiness to advance in the degree program.

Equipment Requirements

It is expected that candidates who register for online can meet the following minimum software and hardware requirements:

- Technical Requirements - found at <http://distance.shsu.edu/home/technical-requirements.html>
- Information Technology Hardware Requirements - found at http://www.shsu.edu/~ucs_www/hardware_requirements.html

Textbooks/Materials Requirement

Purchasing the necessary texts and listed materials for an online course is the responsibility of the candidate. Required textbooks and materials are essential for the successful completion of the module activities.

Cell Phone Policy

Please visit http://www.shsu.edu/~vaf_www/aps/documents/100728.pdf for information regarding Sam Houston State University Academic Policy Statement 100728, Use of Telephones and Text Messages in Academic Classrooms and Facilities.

Academic Dishonesty Policy

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain 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.

Additional Student Syllabus Guidelines

Please visit <http://www.shsu.edu/syllabus/> for additional Sam Houston State University syllabus information regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

Program Information and Requirements:

NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

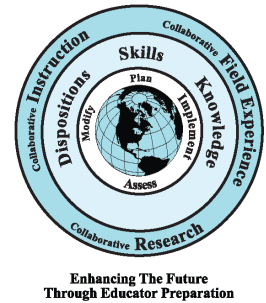


“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:
<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

- Knowledge Base (CF1)
- Technological Learning Environment (CF2)
- Communication (CF3)
- Assessment (CF4)
- Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:
http://www.shsu.edu/~edu_edprep/

SHSU Dispositions and Diversity Proficiencies

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. In addition to the requirements for this course, in order to be eligible to register for the next level/course in the program, the candidate must consistently demonstrate the dispositions/diversity proficiencies listed. Each candidate in an advanced program for teachers or other school professionals must:

1. Demonstrate the ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrate an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrate a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practice ethical behavior and intellectual honesty. (CF 3)
5. Demonstrate thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrate a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrate knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Lead diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Use assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrate a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

Diversity of Experiences (Field and Employment)

As a graduate candidate in the College of Education, it is expected that you will have experiences with students in diverse settings. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards Sam Houston State University has adopted you should document **multiple and varied (diverse) field experiences**. Additionally, you should complete a written reflection highlighting the totality of your experiences. The goal of this requirement is to monitor your experiences in diverse settings, reflect upon these experiences and your growth and development in knowledge, skills, and dispositions in teaching in diverse classrooms. This reflection and the summary of diverse field experiences chart must be uploaded into TK20 as part of an existing course assignment or part of your culminating portfolio (which ever applies depending on your program of study).

Multiple and varied areas of diverse field experiences include, participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups [see the resource page for appropriate terminology at the end of this section]. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term field experience may not fully fit the experience and information you provide. You may use past or current employment placements.

In the **Masters of C&I Program**, the Key Assessment and Assignments allow candidates the opportunity to complete the previously described diversity requirements. These assessments include:

- Beginning Program Dispositions (CIED 5383)
- Digital Responsibility (AKA Copyright and Fair Use) Assignment (CIED 5383)
- Portraiture of Diverse Learners (CIED 5384)
- Curriculum Analysis and Development Project (CIED 5384)
- Field Experience Portfolio (CIED 5370)
- Capstone Research Project (CIED 5385)
- Proficient Dispositions (CIED 5385)

TK20 Account

Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. A *TK20* account is required for all graduate courses in the College of Education. *However, no assignments for this course (CIED 5333) are submitted through TK20.*

GPA Requirements

Candidates must maintain a cumulative GPA of at least 3.00 on all graduate level coursework. Candidates who earn one grade of "F" or three grades of "C" in 500-, 600- or 700-level courses will be terminated from the program. A candidate cannot graduate with three grades of "C" in a graduate program.

All course and program requirements must be completed by the assigned due dates in order to receive a grade in this course.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Standards Matrix:

Course Objectives <i>The Candidate will:</i>	Course Activities	Performance Assessment	Standards Alignment DDP: Dispositions & Diversity Proficiencies CF: Conceptual Framework N: NCATE Knowledge & Skills Proficiencies NETS: ISTE NETS Technology Standards
✓ Collaborate with colleagues to contribute to dialogue based on their research and experiences	<ul style="list-style-type: none"> ✓ Webcasts with peers ✓ Collaborative review & critique of current research literature within an online professional learning network 	<ul style="list-style-type: none"> ✓ Annotated Bibliography ✓ Professional Educator's Professional Development 	DDP: 1, 5 CF: 1, 2, 3 N: 1c, 1d, 3b, 4b, 4c NETS: 1a, 1b, 1d, 2a, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5c, 5d
✓ Analyze the legal and ethical rights and responsibilities of teachers	<ul style="list-style-type: none"> ✓ Identify, analyze, and distribute pertinent research literature regarding appropriate practices of professional educators ✓ Collaborative design, development, and delivery of Professional Educator's Survival Guide to help novice teachers understand their role 	<ul style="list-style-type: none"> ✓ Annotated Bibliography ✓ Professional Educator's Professional Development 	DDP: 1, 4, 5 CF: 1, 2, 3 N: 1a, 1b, 1c, 1e, 1g, NETS: 1a, 3c, 3g, 4b, 5b, 5c
✓ Apply search strategies in the efficient acquisition, analysis, and evaluation of electronic information	<ul style="list-style-type: none"> ✓ Identify, analyze, and distribute pertinent research literature regarding appropriate practices of professional educators 	<ul style="list-style-type: none"> ✓ Annotated Bibliography ✓ Professional Educator's Professional Development 	DDP: 3, 10 CF: 1, 2 N: 1c NETS: 1a, 1d, 3a, 3b, 3c, 3d, 4a, 4c, 5c, 5d
✓ Demonstrate communication of information in different formats and for diverse audiences	<ul style="list-style-type: none"> ✓ Plan for delivery of instruction to diverse audiences in the Professional Educator's Survival Guide 	<ul style="list-style-type: none"> ✓ Professional Educator's Professional Development 	DDP: 1, 2, 3, 4, 5, 6, 7, 10 CF: 1, 2, 3, 5 N: 1b, 1c, 1f, 1g, 3b, 3c, 4a, 4b, 4d NETS: 1d, 3a, 3b, 3c, 4a, 4c, 4d, 5a, 5d
✓ Develop knowledge, skills, and dispositions to plan, implement, and assess effective teaching/learning	<ul style="list-style-type: none"> ✓ Identify, analyze, and distribute pertinent research literature regarding appropriate practices of professional educators 	<ul style="list-style-type: none"> ✓ Annotated Bibliography ✓ Professional Educator's Professional Development 	DDP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CF: 1, 2, 3, 5 N: 1g, 2c, 3b, 3c, 4a, 4c NETS: 1b, 2a, 2b, 2c, 2d, 3c, 4a, 4b, 4d, 5a, 5b, 5d

Dispositions and Diversity Proficiencies: See program requirements above

Conceptual Framework: http://www.shsu.edu/~edu_edprep/

NCATE Unit Standards: <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

ISTE NETS Technology Standards: <http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>

ISTE NETS for Technology Coaches: <http://www.iste.org/standards.aspx>

Course Evaluation:

Assignment	Points	Due Date
Participation (Wikis, Discussion Boards, etc.)	200	Ongoing
Code of Ethics Group Activity	100	Oct. 1
COURSE MODULES		
I. Teachers and Students	100	Sept. 24
II. Foundations of American Education	100	Oct. 15
III. Teaching and Curriculum	100	Nov. 5
IV. Entering the Profession	100	Nov. 19
<i>The Students are Watching</i> Essay	200	Nov. 26
Professional Teacher Webpage/Resume & Philosophy Paper	100	Dec. 6
Total Points	1000	

Letter grades:

A = 900-1000

B = 800-999

C = 700-699

699 or Below – retake course

The professor reserves the right to alter course requirements to better meet the learning needs of the graduate/teacher candidates.

Expectations:

Candidate Participating Outside of the Central Standard Time Zone

If a graduate candidate will be participating in this course from a time zone other than the time zone of the university, it is expected that the candidate will notify the instructor at the beginning of the semester.

Professional Participation

It is expected that graduate candidates be active (engage with all course materials), enthusiastic, and collegial participants during the semester. In addition, it is expected that course work be completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.

Technology Requirements

It is expected that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, taking digital pictures and video, scanning documents, and conducting online research, and using library electronic reserves. It is also necessary that candidates have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. Additionally, it is expected that graduate candidates who register for an online course feel comfortable using a computer. Online courses move quickly and all candidates need to hit the ground running. This is NOT a place to begin learning the technology skills necessary for success.

Assignments Across Coursework

The use of the same or similar work (even though it is your own) across courses within the Masters and/or Post-Bac program, is NOT acceptable. In each course, original work is expected -- not work used precisely as used in another class, OR work similar to work used in another class, but with a few changes made to appear to make it different. Original work in each course is expected. Use of assignments across courses in the Program will result in a conference with the Professional Concerns Committee and the Chair of Curriculum and Instruction and possible removal from the Program.

Student Interaction Policy

Communication with any public school student inside or outside school is prohibited unless it concerns academics or classroom learning.

- Do NOT text, e-mail, or access student Facebook, Instagram, etc
- Do NOT call students on their cell phones or home phones.
- Do NOT give students rides or socialize with them or their families.
- Contact with students outside of school is prohibited.

Bibliography:

- Bonk, C.J. (2009). *The world is open: How web technology is revolutionizing education*. San Francisco: Jossey-Bass.
- Bugaj, C.R. & Norton-Darr, S. (2010). *The practical and fun guide to assistive technology in public schools: Building or improving your districts AT team*. Washington, DC: International Society for Technology in Education (ISTE).
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- Detweiler, R. (2004, July 9). At last we can replace lectures. *Chronicle of Higher Education*, 50(44), B8.
- Fryer, W.A. (2003, Winter). Copyright 101 for educators. *TechEdge*, 23(2). Retrieved from http://www.wtvi.com/teks/02_03_articles/copyright.html
- International Society for Technology in Education (ISTE). (2007). *National educational technology standards for students (NETS-S)*. Retrieved from <http://www.iste.org/standards/nets-for-students.aspx>
- International Society for Technology in Education (ISTE). (2007). *National educational technology standards for teachers (NETS-T)*. Retrieved from <http://www.iste.org/standards/nets-for-teachers.aspx>
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- Powell, R. (2011). *The response revolution: The pursuit of excellence in teaching and learning*. Stafford, UK: Robert Powell Publications Ltd.
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- Trilling, B. & Fadel, C. (2009). *21st century skills: Learning for life in our times*. San Francisco: Jossey-Bass.
- Turkle, S. (2004, January 30). How computers change the way we think. *Chronicle of Higher Education*, 50(21), B26. Retrieved from http://web.mit.edu/sturkle/www/pdfsforstwebpage/Turkle_how_computers_change_way_we_think.pdf

Professional Journals

- *American Educator*
- *American School Board Journal*
- *Current Issues in Education*
- *Journal of Technology and Teacher Education*
- *Technology, Pedagogy, and Education*
- *The Kappan*
- *The Texas Technology Connection*
- *Technology and Learning*
- *The Technology Teacher*