CIED 5333: THE ROLES & RESPONSIBILITIES OF THE PROFESSIONAL EDUCATOR
FALL 2017

CIED 5333 is a required course for MASTER OF ARTS IN TEACHING with Initial Certification and is also an elective course for Certified Teachers seeking a MASTER OF EDUCATION degree.

College of Education, Department of CURRICULUM & INSTRUCTION

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Class 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 readings, activities, self-study, online peer discussions and responses. Evaluation consists of self-evaluations, peer evaluations, and professor assessments using rubrics for products and discussions.

Class day and time: M-TR ONLINE

Class location: ONLINE

Course Description:

This course is designed to assist classroom and prospective teachers in understanding the structure, organization, culture and management of public schools. Discussion topics include the roles and responsibilities of educators; history of American education;, school reform; school law; culture; technology; professional ethics, diversity, and special populations.

Textbooks 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 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
- Code of Ethics and Standard Practices for Texas Educators https://www.uta.edu/coed/_downloads/fieldexperience/elps/supt_code_of_ethics.pdf

Course Objectives: The following objectives will be met during this course:
1. Review current research, theories, and professional practices related to the professional educator.
2. Explore the history and development of American Educational systems;
3. Analyze the Educator's Code of Ethics – Code of Ethics and Standard Practices for Texas Educators;
4. Identify professional ethical conduct, practices, and performances of educators;
5. Evaluate schools and their social, moral and ethical contracts.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this link.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field.

Important: Developing a clearer understanding of, and commitment to, personal values.

Course/Instructor 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. Attendance, punctuality, the quality of the candidate's interactions with the instructor via email, text, face-to-face, or phone, and the quality and timeliness regarding completing assignments all determine professionalism.

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.

Course Outline

Assignments/Modules

Participation/Professionalism (200 pts)
To earn these points is a simple endeavor. Participate, interact with your classmates, share your ideas in a friendly and purposeful way. Whether through Discussion Board, email, text, or other social media venues, be respectful and professional in your communications.

Code of Ethics Group Activity (100 pts)
In this activity, you and your online team will explore the Texas Code of Professional Ethics for Teachers and research examples of teachers who have broken a particular Professional Ethic standard. You and your team will prepare a 5-minute You Tube video (similar to the popular show, "What would you do?") that highlights a case study of a teacher who makes better choices to meet the provisions of the code. You will share your videos with other teams and openly discuss possible solutions and scenarios.

Module 1: Teachers and Students (100 pts)
In this first module, you will complete your reading assignments and explore issues related to the teaching professions such as -- Why you became a teacher or would want to be a teacher; the changes in American Society and their influences on students of today; and student diversity -- culture, language, and gender exceptionalities. You will prepare a presentation to share with your peers, post to discussion board in addition to viewing some supporting videos.

Module 2: Foundations of American Education (100 pts)
In this module, you will explore the following: The historical roots of American Education; Educational philosophies and the impact of these philosophies on your teaching; how to choose an ideal school; how schools are governed, financed, and regulated; and school law and the legal and ethical issues that influence teaching. There are videos for you to view, chapters #4-8 for you to read, an activity for you to choose and post; in addition to a Wiki and response to your classmates' activity response.

Module 3: Teaching and Curriculum (100 pts)
The focus of this module is on teaching and being an effective teacher. You will explore the following topics: The School Curriculum in the Era of Standards; Classroom Management techniques; and creating productive learning environments. You will respond to a set of "Provocative Questions" related to teaching and curriculum. There are videos to view and three chapters to read.

Module 4: Entering the Profession100 pts)
In this final module you will explore teaching as a profession and select four of the following activities to complete --

1) Explore professional teaching organizations and become a member of at least one of those organizations;
2) Refine your resume and write a cover letter that you can use in a potential job interview;
3) Outline the Educational Reform Movement and its impact on your teaching profession;
4) Describe the stages of teacher development and discuss where you believe you are in these stages of development;
5) Share your first day of teaching story with us, and/or
6) Join an online Professional Learning Community and share with your classmates how you have or will benefit from the experience.

The *Students Are Watching* Analysis Paper (200 pts)
For this assignment, you will read Sizer & Sizer's, "The students are watching: Schools and the moral contract." You will prepare a 3-5 paper that provides an overview of each chapter in the book and synthesizes the ideas to your own classroom experience. The emphasis on this paper is less descriptive and more about how you will translate the ideas posited by the authors into practical classroom/school methodologies.

Professional Teacher Webpage & Philosophy & Resume (100 pts)
You will prepare a professional teacher webpage using Wix that includes a professional photograph, an up-to-date resume, and your teaching philosophy.

Grades

Rubrics are available for most assignments. The criteria for each assignment is include in the rubric description.

Letter grades:
A = 900-1000
B = 800-999
C = 700-699
699 or Below – retake course

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

Schedule

Assignments	Points	Due Dates
Participation (Wikis, Discussion Board Responses)	200	*Ongoing*
Code of Ethics Group Activity	100	Oct 17
COURSE MODULES	**(400)**	
I. Teachers and Students	100	Sept 22
II. Foundations of American Education	100	Oct 13
III. Teaching and Curriculum	100	Oct 27
IV. Entering the Profession	100	Nov 10
The Students are Watching Analysis Essay	200	Nov 17
Professional Teacher Webpage/Resume & Philosophy Paper	100	Dec 1
Total Points	**1000**	

Student Guidelines

University Policies
- SHSU Academic Policy Manual-Students
  - Procedures in Cases of Academic Dishonesty #810213
  - Students with Disabilities #811006
  - Student Absences on Religious Holy Days #861001
  - Academic Grievance Procedures for Students #900823
- SHSU Academic Policy Manual-Curriculum and Instruction
  - Use of Telephones and Text Messages in Academic Classrooms and Facilities

Attendance

Course 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 of 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 removable 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.

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Francisco: Jossey-Bass.

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http://web.mit.edu/sturkle/www/pdfsforstwebpage/Turkle_how_computers_change_way_
we_think.pdf

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

CIED 5333 Standards Matrix

Course Objectives The Candidate will:	Course Activities	Performance Assessment	**Standards Alignment** **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	✓Discussions with peers ✓Collaborative review & critique of current research literature within an online professional learning network	✓ Annotated Bibliography ✓ Professional Educator's Professional Development	**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	✓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	✓ Annotated Bibliography ✓ Professional Educator's Professional Development	**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	✓Identify, analyze, and distribute pertinent research literature regarding appropriate practices of professional educators	✓ Annotated Bibliography ✓ Professional Educator's Professional Development	**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	✓Plan for delivery of instruction to diverse audiences in the Professional Educator's Survival Guide	✓ Professional Educator's Professional Development	**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	✓ Identify, analyze, and distribute pertinent research literature regarding appropriate practices of professional educators	✓ Annotated Bibliography ✓ Professional Educator's Professional Development	**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**

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