



College of Education, Department of Curriculum and Instruction

1

Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - ISTE NETS*S Technology Standards (for technology integrated curriculum)

Matrix:

Topic(s)/ Objective(s)	Activities/ Assignments (including field-based activities)	Measurement (including performance- based)	Standards Alignment S —SPA Standard Alignment TS —Texas Educator Standards/Competencies DDP —Diversity and Disposition Proficiencies CF —Conceptual Framework Indicator N —NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards
Will demonstrate the ability to interact with peers in a professional manner while at times demonstrating leadership abilities	Engages in small group discussions on journal articles and the textbook Timeline TEKS activity	Discussion notes Observations Presentation Presentation	5.2 CF 5 4.1K 1 2.a-b, 3.c-d, 4.c, 6.a-d
Will develop professional thinking, problem-solving and teacher decision-making skills, and professional behavior	Textbook (all chapters) Journal articles Discussions Chapter share	Discussion notes Journal article reflections Reflection paper	5.1 CF 5 4.9K 1
Will demonstrate professional roles and responsibilities and will also adhere to legal and ethical requirements of the profession	Textbook Timeline TEKS activity	Class discussions prior to field experience Professionalism points (see “professionalism” this syllabus)	5.1 CF 5 4.13K, 4.14K, 4.15K 1 AND 3 2.a-b, 3.c-d, 4.c, 6.a-d
Will practice reflection for the purpose of becoming an effective teacher and to understand the rewards and demands of making a commitment to becoming a professional educator	Small group sharing of reflections on textbook readings, journal articles, and field experiences*	Reflection Paper (submitted to tk20)	5.1 CF 5 4.12K 3 6.a, 6.b, 6.c, 6.d
Will analyze the relationship among historical & political educational issues	Timeline of personal family educational history or important historical & political events that have influenced educational practice	Timeline	5.1 CF 1 4.18K 1

			1.a, 1.b, 2.a, 2.b, 2.d, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b, 4.c, 4.d, 6.a, 6.b, 6.c, 6.d
Will demonstrate understanding of the complexity of curriculum and the need to use it responsibly (including an understanding of the organization of the TEKS)	Textbook- Small group activities to interact with the organization of the TEKS TEKS Activity	Class discussions and notes Matching activity that will demonstrate knowledge of the organizational pattern of the TEKS	2.1 CF 1 1.7K, 1.30K 1 3.c, 3.d, 6.a, 6.b, 6.c, 6.d
Will understand the need to embrace diversity and to meet the needs of individual students	Small group discussions of Textbook Journal articles	Small group discussions/notes on journal articles (Blackboard discussion)	3.2 CF 5 1.3K, 1.5K, 2.1K, 2.2K, 2.3K, 2.4K, 2.5K 4 2.a, 2.b, 6.a, 6.b, 6.c, 6.d
Will understand the need to engage in a lifetime of professional growth	Textbook Journal articles	Class discussion and notes Goal setting	5.1 CF 5 4.12K 1

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

Essential: Gaining factual knowledge related to becoming a new teacher

Important: Applying course material to improve professional thinking, problem-solving, and decision-making in regards to becoming EC-6 teachers, and developing specific skills, competencies, and reflective thinking needed by teachers as professionals

Course Content/Instructor Requirements: The following course content and opportunities for learning will be demonstrated during class time through modeling and activities related to each topic. Teacher Candidates will:

- ** be provided opportunities to demonstrate their understanding of student learning and the state curriculum.
- ** demonstrate an understanding of how to use reflection for professional growth and to demonstrate their belief that “Teaching Matters”
- ** demonstrate an understanding of the need to integrate their content knowledge from the Core Curriculum with the knowledge they will acquire in their education classes

1. Late Assignment Policy: It is assumed by the instructor that all work will be submitted on time. **LATE WORK WILL BE ACCEPTED with a 50% deduction on the first day and 25% off each additional day.**

2. Time requirement: For each hour in class, you 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.

3. Professionalism policy: Since the major objective for this class is to introduce you to the teaching profession as a whole, you will be expected to display professional behavior in all aspects during class time. You will be expected to:

Professionalism policy: Since the major objective for this class is to introduce you to the teaching profession as a whole, you will be expected to display professional behavior in all aspects during class time. You will be expected to:

- 1. Participate in all class activities**

2. Arrive to class on time and stay for the full class period
3. Submit work on time. This means that work is due at the start of class.
4. Turn your cell phone OFF or on SILENT MODE as well as placing it out of sight. That includes refraining from stepping out of class to make or receive calls (or texts) during class time. Failure to do this will result in you losing 50 professionalism points the first time and the remaining professionalism points the second time.
5. Refrain from working on assignments for this or other classes during class time
6. Refrain from talking during class while the instructor or a classmate is talking.
7. Attend all cohort meetings.
8. Act and speak professionally during class.
9. Dress, act, and speak professionally during presentations.
10. Complete ACE hours (10).
11. Be present in class for all Field Videos

All of these behaviors are expected of teachers in all professional situations, and therefore, the same will be expected of you. Infractions of these professional behaviors will result in lost professionalism points. All other behavior that is deemed to be unprofessional will result in points deducted according to the severity of the infraction.

The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Educator Preparation Program.

Missed Field Experience (Videos shown in class): Missing field experience means you have not completed your field experience requirement for this class. Failure to complete field experience will result in you failing the course. When you miss a field experience video you must complete a two page single spaced paper and submitted by email to your professor within 48 hours after the video is missed. In your paper you should address the following information 1) Explain the purpose of the video, 2) Describe the benefits of implementing this information in a classroom, 3) Explain what teaching techniques you learned after viewing the video, 4) How will you incorporate these techniques in your classroom in the future? 5) Explain how information from this video will benefit you and your future students, and 6) How did information from this video connect with what you have learned in class?

Course Outline

Assignments:

1. Article Critiques:

You will complete a journal article critique for an article (not Time, Newsweek...use an education journal of some sort) that deals with one of the following categories: ELL Learners, Poverty, Gifted and Talented, Bullying, Learning Disabilities and Motivation. The articles may be theory and/or research based. The library is a great resource for finding scholarly articles. (<http://library.shsu.edu/>)

The following should be included in the article critique:

- **A cover page** (APA style)
- **Summary**- Title and create a summary section in which the nature of the article and its key concepts and ideas are shared.
- **Evaluation**- Title and create an evaluation section in which you critique the claims of the article and the bases for those claims. (Basically, should anyone take action based on this article? If so, explain what action(s) should be taken?)
- **Application**-Title and create an application section in which you explain how reading and analyzing the article could affect your teaching practices in the classroom. After reading this article, what will you implement in your classroom in the future?
- **References**- Reference at least 2 other articles in your article critique. Be sure to cite the article references on your reference page in APA style.

Your critiques should be 2-3 double space pages. Also, please create a **Reference Page** at the end where you provide the article's details in APA format. If you need guidance on that format see <http://owl.english.purdue.edu/owl/resource/560/07/>. Your entire article critique needs to follow APA style. The paper should be well-written and free of grammar and context errors.

Directions for writing the critique:

- Article Critique should have a cover page (APA style)
- Title and create a **summary** section in which the nature of the article and its key concepts and ideas are shared. (section 1 of rubric)
- Title and create an **evaluation** section in which you critique the claims of the article and the bases for those claims. (Basically, should anyone take action based on this article? If so, explain what action(s) should be taken?) (section 2 of rubric)
- Title and create an **application** section in which you explain how reading and analyzing the article could affect your assessment practices in the classroom. (section 3 of rubric)
- Reference at least 2 other articles in your article critique. Be sure to cite the article references on your reference page in APA style.

2. **TEKS/Blooms Activity:** Cohort members will obtain the State of Texas' curriculum for PK-8th grade in **Math, Language Arts, Social Studies, or Science**. Cohort members will use the information from the online TEKS to choose a grade level and subject and highlight all the verbs in the Student Expectations section. Cohort members will then align these verbs with Bloom's Taxonomy, record your findings electronically in graph and tally form. Each cohort member will also write a summary regarding your results. The summary should be two typed paragraphs using a **12 pt. Times New Roman Font**. Additional information will be provided through a handout and rubric.
3. **Timeline:** You will create a timeline of events that have affected the education profession for different family members or friends. Each entry must contain: a date (as specific as possible), a "title" of the event, important people connected with the event, a description of the event as well as an explanation of the event's significance to your family member or friend who was in school when it occurred. A rubric is also provided for scoring.
4. **ACE Reflection Paper:** You will submit a **2 to 3 page double spaced 12 pt. Times New Roman font** paper to reveal your personal thoughts/experiences with regards to the 10 hours you are required to volunteer in the community. You must relate your analysis to what you learned in this course with your personal knowledge and experience during the completion of this community service. By completing the community engagement component in this class you will gain knowledge and leadership skills that will help you become an effective educator while you help to improve your community. The purpose of this experience is to help you find your strengths and understand your responsibility to the community. A rubric is provided for scoring.
5. **Why I want to be a teacher:** You will submit a **3 to 4 page double spaced 12 pt. Times New Roman font paper** reflecting why you want to be a teacher. A rubric is provided for scoring.
6. **Cohort Technology Video:** You will complete a video explaining and demonstrating five ways teachers or students may use technology in the classroom and place the video on You Tube.
7. **Cohort Meetings Notes:** You are required to meet with your cohort once a week for **15-20 minutes**. During your meetings you are required to take notes. Your notes should include cohort members' names who attended the meeting, date of the meeting, where the meeting took place, the length of the meeting, **detailed** information regarding topics related to the class that were discussed during your meetings. Your meeting notes should be typed in the google doc link for your cohort and should be submitted every week. Your notes are due by 5:00 each Friday as specified in the syllabus. You need to obtain a GOOGLE account if you do not already have one.
8. **InTASC Standards Podcast:** You are required to research and complete a specific InTASC standard and make a podcast and post the link on BB for your classmates to review.
9. **Peer Review:** You will rate your cohort members' performance as well as your own during this semester. Be honest and fair. You are required to justify the points you assign to yourself and to your cohort members. **Peer Review Rubric provided.**

PROJECT

RUBRICS

Why I Want to be a Teacher Rubric

Name: _____

Score _____

	22-15	14-10	10-0
Reasons for Wanting to be an Educator	An explanation as to why the person wants to be an educator is included.	The paper does not adequately explain why the person wants to be an educator.	The paper did not state why the person wants to be an educator.
	22-15	14-10	10-0
Purpose of Education	Clearly and thoroughly describes the writer's perception of the purpose of education including the roles of the teacher, the student and the curriculum.	Describes the purpose of education with some reference to the roles of the teacher, the student and the curriculum	Discusses motivation to teach but not necessarily the purpose of education or discusses purpose in general.
	22-15	14-10	10-0
Candidate is able to describe strengths and weaknesses they may have that are associated with teaching	Shows thorough understanding of the strengths and weaknesses of his/her personality and the impact the strengths and weaknesses will have on his/her success in the profession.	Describes the strengths and weaknesses of his/her personality.	Demonstrates a weak understanding of his/her personality.
	22-15	14-10	10-0
Mechanics of writing	No errors in capitalization, spelling, grammar, or punctuation making the paper exceptionally easy to read.	1-2 errors in conventions, but the plan is still easy to read.	Several errors in conventions catch the reader's attention and also greatly interrupt the flow.
	12-7	6-4	3-0
Formatting	Formatting is fully compliant with assignment requirements (cover page, 2 to 4 pages, double spaced, Times New Roman, 12 pt. font, rubric included	Formatting is largely compliant with assignment requirements.	Formatting does not follow more than two of the assignment requirements

Name _____ Sec. _____ Date _____

Journal Article Critique Rubric

	Excellent 25-19 points	Very Good 18-13 points	Satisfactory 12-6 points	Minimally Responsive 5-0 points
Summarizes the context and content of the selected article	Provides a very thorough and clear and concise summary of the article context and content.	Provides a clear and concise summary of the article context and content.	Provides a clear but shallow summary of the article; may be excessively brief or may include some extraneous information	Provides a somewhat muddled, unclear and rambling summary of the article.
Evaluate the context and content of the selected article	Thoroughly describes your personal reaction to the article; includes discussion of the relevant issues within the article.	Describes your personal reaction to the article; includes a simplistic discussion of the relevant issues within the article	Describes your personal reaction to the article; includes no discussion of the relevant issues within the article.	Attempts to describe your personal reaction to the article, but lacks a logical flow and reaction is muddled; no discussion of any relevant issues in the article.
Application of content of the selected article in the classroom	Thoroughly describes how you will apply the relevant issues within the article in your future classroom.	Includes a simplistic discussion of the relevant issues within the article and how it will apply these issues in your classroom in the future.	Includes no discussion of how you will incorporate these relevant issues within the article in your future classroom.	Attempts to describe how you will use any relevant issues in the article in your future classroom are muddled; no discussion of any relevant issues in the article are discussed.
Grammar, mechanics, and APA style for references and citations	Contains all correct information regarding article title, author name, and article source and date. Consistently contains accurate and proper grammatical conventions, spelling, and punctuation. Clearly and consistently uses proper APA formatting	Contains all correct info regarding article title, author name, and article source and date. Contains accurate and proper grammatical conventions and spelling.	Contains mostly correct info regarding article title, author name, and article source and date. Contains frequent errors in grammatical conventions, spelling, and punctuation; errors begin to interfere with paper's meaning. Inconsistently uses APA.	Contains incorrect info regarding article title, author name, and article source and date. Contains numerous errors in grammatical conventions, spelling, and punctuation; substantially interferes with paper's meaning.

Total points: _____/100

Name _____ Sec. _____ Date _____

Timeline Rubric

Section	Approaching Expectations	Meets Expectations	Exceeds Expectations
Personal Information Approaching = 0-1 Meets = 2-4 Exceeds = 10 TOTAL: _____	Family members/Friends are not clearly identified by name and relationship The information is vague and does not lead to even a general understanding	Family members/friends are clearly identified with name and relationship to cohort member All information is accurate The information is enough for a general understanding	Slides are clearly identified and pictures are included for each event. There is also additional information given - example information about you such as what grade, and school you attended at the time of each event. Event slide includes important information about event. All information is accurate The information is sufficient for a clear understanding.
Information About Event Approaching = 0-9 Meets = 10-12 Exceeds = 13-15 TOTAL: _____	Some information is not accurate The information is vague and does not lead to even a general understanding	Information is not important to the event. All information is accurate The information is enough for a general understanding	Event slide includes important information about event. All information is accurate The information is sufficient for a clear understanding.
Significance of Events on your education Approaching = 0-14 Meets = 15-18 Exceeds = 19-20 TOTAL: _____	The significance of each event on your education is either not mentioned or is only implied through vague statements.	A slide is provided that has three bulleted examples of the significance of each event on your education. Slide also includes some examples for additional clarification.	A slide is provided that has five bulleted examples of the significance of each event on your education including examples for additional clarification.
Events are placed on a Timeline Approaching = 0-1 Meets = 2-4 Exceeds = 5 TOTAL: _____	No timeline is included. Events are not in order.	There is a timeline but the timeline is not in order or the events are not placed on the timeline	There is a timeline and events are included in order.
References Approaching = 0-1 Meets = 2-4 Exceeds = 5 TOTAL: _____	There is not a hyper link to the exact page where the information is located Some information is not referenced	There is a hyper link to the exact page where the information is located All information is referenced	There is a hyper link to the exact page where the information is located There is a clear connection between the citation and all information is referenced
Presentation Approaching = 0-14 Meets = 15-18 Exceeds = 19-20 TOTAL: _____	Read from slides Slides were cluttered Too many words on slide There was little interaction with the audience as a result of: voice volume, eye contact, lack of enthusiasm, was not dressed appropriately ,etc.	Read some of slides Some information was bulleted There was some connection with the audience (voice volume, eye contact, dress was appropriate, etc.)	Gave a synopsis of information Slides had only important information There was an obvious connection with the audience (voice volume, eye contact, enthusiasm, appropriately dressed, etc.)
Posted to BB 5 ____			
Quality of Writing Approaching = 0-14 Meets = 15-18 Exceeds = 19-20 TOTAL: _____	Writing was not commensurate with college level work	Writing was commensurate with college level work	Writing was mistake-free

Total points: _____/100

Name: _____ Sec. _____ Date: _____

TEKS/Bloom Activity Rubric

SCALE	APPROACHING MINIMAL STANDARDS 0-6	MEETS MINIMAL STANDARDS 7-13	EXCEEDS MINIMAL STANDARDS 14-20
HIGH-LIGHTED VERBS	Some verbs are not highlighted or verbs are highlighted unnecessarily	Most appropriate verbs are highlighted	All appropriate verbs are highlighted
VERBS LABELED WITH BLOOM'S LEVELS	Some of the verbs are correctly labeled and/or Labeling was confusing	Most verbs were correctly labeled	All verbs were correctly labeled
GRAPH ACEI 5.1 TX PPR 4.9K CF #1, #3	The graph does not provide both raw numbers and percentages or The graph does not include a title. or Incorrect information was graphed.	The graph represents some raw numbers as well as percentages The graph includes a title. Some information was graphed correctly	All parts of the graph are clearly labeled. The graph represents raw numbers as well as percentages. The graph includes a title. Correct information was graphed in such a way that it was easily understood
STATEMENT ACEI 5.1 TX PPR 4.9K CF #1, #3	There is no statement of findings and/or no inference as to the importance of using the information in effective lesson planning. or The statement is too brief for the level of understanding to be clear.	There is only minimal information given about the student's findings or it is difficult to understand what the student has inferred about using the information in effective lesson planning.	The findings reflect the student's understanding and reflect his/her ability to infer the importance of using the information in effective lesson planning.
USE OF TECHNOLOGY ISTE 3.c, 4.c, 6.a, 6.b,	Graphing technology is used ineffectively to communicate data.	Graphing technology is partially used ineffectively to communicate data.	Graph technology was effectively used to clearly represent the data.

Total points: _____ / 100

Name _____ Date _____ Section _____

CIEE 2333
ACE Reflection

Instructions: Your reflection is to be written to reveal your personal thoughts/experience with regard to being a volunteer in the community. The object of this assignment is to synthesize what you have learned in this course with your personal knowledge and experience. The reflection is to be approximately 2 to 3 pages double spaced, typewritten, with the four paragraph headings below. The questions below are to help you focus your thoughts in each paragraph. You are not required to answer each question below instead they should be used to help guide your ideas for each paragraph.

Previous Perceptions: This semester, you volunteered 10 hours in the community, tutoring students, working with small groups, teaching computer skills to seniors, etc. Before taking this course, did you volunteer in the community? If so, where and what did you do? (Give a specific example). If not, why not? Do you think you impacted your community by completing 10 hours of community service? If so, what impact did your service have on the community?

Link Between Theory and Practice: Were you able to apply the subject matter taught in this course to a real world situation during your community service? Did it help you better understand the material taught in this course? Do you think the idea of combining volunteering in the community with university coursework/material should be practiced in more classes?

Long Term Impact: How has the service you provided this semester help you to become aware of the needs in your community? After becoming aware of these needs in your community this semester will you continue to volunteer in your community? Do you believe you can make a difference in the world? Will you continue to volunteer after this course?

Conclusion: Do you think participating/interacting with the community help to enhance your leadership skills and help improve your communication skills? Did completing this service component help define your personal strengths and weaknesses? Do you think the service aspect of this course was valuable? Do you think you have made a difference in your community?

Total _____/30

Team Member Being Rated _____

Rater _____

Peer Review Rubric

*Each member will fill out one for each member of the cohort as well as rate **himself/herself**. The average of all scores will make up the “peer review” portion of your final grade.

Please circle the score that best represents each member’s performance.

<u>Super Star Team Player</u>	<u>Valuable Team Player</u>	<u>Team Player</u>	<u>Nonexistent Team Player</u>
10 9 8	7 6 5	4 3	2 1 0
<p>Team Member was a rock star! He/she did his/her role in group planning, creating and implementation. He/she was always in attendance. If absent, he/she was considerate and informed team members and made up his/her work.</p> <p>Justification for giving your team member this rating. Here are some examples why I rated my team member this way:</p>	<p>Team Member was a valuable team member. Team member did his/her role in group planning, creating and implementation but had to be reminded several times of group responsibilities and/or was absent without informing team members or did not make up his/her work.</p> <p>Justification for giving your team member this rating. Here are some examples why I rated my team member this way:</p>	<p>Team Member did some (but not his/her fair share) of his/her role in group planning, creating, and implementation. He/she was absent without informing team members and did not make up the work.</p> <p>Justification for giving your team member this rating. Here are some examples why I rated my team member this way:</p>	<p>Team Member did very little or none of the group work.</p> <p>Justification for giving your team member this rating. Here are some examples why I rated my team member this way:</p>

Cohort Technology Video Presentation Rubric

Name _____

Total Score /80

	Target (20-15 points)	Acceptable (14-10 points)	Unacceptable (9-0 points)
Volume/Rates	Presenter is easy to hear and rates of speech are appropriate	Audience is able to hear as a whole, but there are times when volume is not quite adequate. Speaker may at times seem like she/he is rushing or exaggerating pauses	Presenter is difficult to hear and the rate of speaking is too slow or too fast.
Use of technology tool	Speaker explains who may use the technology tool (either the teacher, the student or both). Give three benefits of using the technology tool.	Speaker explains who may use the tool but does not explain the benefits or does not give three benefits of using the technology tool. Or Speaker explains the benefits but does not tell who will benefit from this technology tool or does not give three benefits.	Speaker does not explain who may use the tool nor give any benefits.
Demonstration	Speaker tells the name of the technology tool and demonstrates how to use the technology tool.	Speaker does not tell the name of the technology tool but demonstrates how to use the technology tool.	Speaker does not tell the name of the technology tool and does not demonstrate how to use the technology tool.
Technology Tool	Technology tools are visible for the audience while the speaker is demonstrating the use of the technology tool.	Technology tools are partly visible for the audience while the speaker is demonstrating the use of the technology tool.	Technology tools are not visible for the audience while the speaker is demonstrating the use of the technology tool.

Podcast Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Introduction	10-8 points	7-5 points	4-2 points	1-0 points	___/12
	Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately.	Describes the topic and engages the audience as the introduction proceeds.	Somewhat engaging and provides a vague purpose.	Does not include an introduction or the purpose is vague and unclear.	
	Tells who is speaking, date the podcast was produced, and where the speaker is located.	Tells most of the following: who is speaking, date of the podcast, and location of speaker.	Alludes to who is speaking, date of the podcast, and location of speaker.	Speaker is not identified. No production date or location of the speaker is provided.	
Content	15-13 points	12-10 points	6-4 points	3-0 points	___/15
	Creativity and original content enhance the purpose of the podcast in an innovative way. Accurate information and succinct concepts are presented.	Accurate information is provided succinctly.	Some information is inaccurate or long-winded.	Information is inaccurate.	
	Vocabulary enhances content.	Vocabulary is appropriate.	Vocabulary is adequate.	Vocabulary is inappropriate for the audience.	
	Includes a wide variety of appropriate, well-researched and informative sources and has well-edited quotes from "expert" sources. Quotes and sources of information are credited appropriately.	Includes appropriate and informative quotes from "expert" sources. Source quotes are credited appropriately.	Includes some variety of informative quotes from some "expert" sources. Source quotes need some editing and some credits are missing.	Includes no source quotes.	
	Keeps focus on the topic.	Stays on the topic.	Occasionally strays from the topic.	Does not stay on topic.	
	Conclusion clearly summarizes key information.	Conclusion summarizes information.	Conclusion vaguely summarizes key information	No conclusion is provided.	
Delivery	20-18 points	15-14 points	13-8 points	7-0 points	___/20
	Well-rehearsed, smooth delivery in a conversational style.	Rehearsed, smooth delivery.	Appears unrehearsed with uneven delivery.	Delivery is hesitant, and choppy and sounds like the presenter is reading.	
	Highly effective enunciation, expression, and rhythm keep the audience listening.	Enunciation, expression, pacing are effective.	Enunciation, expression, rhythm are sometimes distracting.	Enunciation of spoken word is not clearly understandable or expression, and rhythm are distracting throughout the podcast.	
	Correct grammar is used throughout the podcast.	Correct grammar is used during the podcast.	Occasionally incorrect grammar is used during the podcast.	Poor grammar is used throughout the podcast.	

Graphic and Music Enhancements	10-8 points	8-6 points	5-4 points	3-0 points	___/15
	The graphics/artwork used create a unique and effective presentation and enhance what is being said in the podcast.	The graphics/artwork relate to the audio and reinforce content.	The graphics/artwork sometimes enhance the quality and understanding of the presentation.	The graphics are unrelated to the podcast. Artwork is inappropriate to podcast.	
	Music enhances the mood, quality, and understanding of the presentation.	Music provides supportive background to the podcast.	Music provides somewhat distracting background to the podcast.	Music is distracting to presentation.	
Technical Production	10-8 points	7-6 points	5-3 points	2 points	___/12
	Transitions are smooth and spaced correctly without noisy, dead space.	Transitions are smooth with a minimal amount of ambient noise.	Transitions are uneven with inconsistent spacing; ambient noise is present.	Transitions are abrupt and background noise needs to be filtered.	
	Volume of voice, music, and effects enhance the presentation.	Volume is acceptable.	Volume is occasionally inconsistent.	Volume changes are highly distracting.	
	Podcast length (minimum of 10 minutes) keeps the audience interested and engaged.	Podcast length keeps audience listening.	Podcast length is somewhat long or somewhat short to keep audience engaged.	Podcast is either too long or too short to keep the audience engaged.	
Comments on	5-4 points	4-3 points	3 points	0 points	___/6
Blackboard	Relevant Comments on all podcast links posted to BB.	Comments on all podcast links but comments are not relevant.	Comments posted to some of the podcast links on BB.	No comments are posted to BB.	
TOTAL POINTS					___/70

Grades:

	Points:	Due Date:
1. Why I want to teach paper	100	September 1 st
2. TEKS/Blooms Activity	100	September 8 th
3. Timeline (uploaded to BB)	100	September 27 th
4. Journal Article Critique	100	October 6 th
5. Cohort Technology Video	80	October 16 th
6. InTASC Podcast	70	November 13 th
7. Peer Review	10	December 4 th
8. ACE Community Service log	30	December 4 th
9. ACE Reflection Paper	30	December 4 th
10. Cohort Meeting Notes	30	Every Monday on Google Doc
11. Professionalism	100	

Total points = 750

A = 675-750 points (90%-100%)

B = 600-674 points (80%- 89%)

C = 525-599 points (70%- 79%)

D = 450-524 points (60%- 69%)

F = below 450 points (below 60%)

A RUBRIC SHOULD BE INCLUDED WITH ALL SUBMITTED ASSIGNMENTS! FAILURE TO DO SO WILL RESULT IN A DEDUCTION OF 5 POINTS FOR FINALLY GRADE ON THE ASSIGNMENT!

Course Expectations:

In order to receive credit for this course, you must:

- Complete and submit your Field Experience Log
- Complete ACE Hours and submit your ACE Log
- Submit your technology video link to Tk20

FAILURE TO COMPLETE THE ABOVE ITEMS WILL RESULT IN YOU RECEIVING AN F IN THE CLASS

Course Schedule:

Date	Topics In Class	Items to Complete Before the next Class
Aug 23 rd Wednesday	Introductions - bring an All About Me bag that contains 3 to 5 items that describe you- be creative – How will I remember you!	Complete the Should I Be a Teacher Quiz in BB Bring to next class be ready to discuss.
Aug 25 th Friday	Make Name Plates Syllabus – Questions? <ol style="list-style-type: none"> 1. Must enroll in ED PREP program 2. 10 ACE Volunteer Hours record on log found in blackboard. Discuss Should I be a Teacher Quiz Discuss Expectations for Why I Want to Teach Paper Discuss TEKS website: http://tea.texas.gov/index2.aspx?id=6148 5 Cohorts – List online in blackboard – please sit with your Cohorts during class	Print Bloom's Taxonomy Verbs from Course Documents Obtain TEKS in one of the core subject areas for a specific grade (Math, Science, Social Studies, or Language Arts) Meet with Cohort and Post Cohort Notes in Google Doc. Work on Why I want to teach paper
Aug 28 th Monday	Discuss Expectations of 5 Articles in BB (class discussion – not used for Article Critique) Discuss Article Critique (different from articles in BB) Discuss TEKS Assignment Discuss Bloom's Taxonomy Verbs Powerpoint: Blooms/21 st Century Learners	Work on Why I want to teach paper
Aug 30 th Wednesday	Powerpoint: Blooms/21 st Century Learners Continued	Read Journal article #1 from blackboard "Notes from an Accidental Teacher" Work on TEKS Activity Work on Why I want to teach paper
Sept 1 st Friday	Discuss Journal article #1 1st Cohort Meeting – remember to post your notes Google Docs – every cohort member must post his/her own notes.	Read Chapters 1-3 What Great Teachers Do Differently Work on TEKS Activity Why I want to teach paper due on or before 5PM today in BB. Please remember to attach a rubric.
Sept 4 th Monday	School Holiday	
Sept 6 th Wednesday	Discuss Chapters 1-3 What Great Teachers Do Differently...	Work on Cohort TEKS Activity (Due next class)
Sept 8 th Friday	Historical Events Powerpoint Discuss Historical Events Significant Historical Educational Events – bring this with you to next class. Turn in Cohort TEKS Activity in pocket folder (One folder per cohort) Due at the start of class	Cohort TEKS Activity Due – submit in folder with brads. One rubric for each group member. Each group member will have their own summary. Only one graph and tally marks are needed. Obtain a historical significance event that influenced/impacted education – bring
Sept 11 th	Obtain a historical significance event that	Read Journal article #2 on blackboard

Monday	influenced/impacted education. How did this event impact the education of the generation at the time? Did this event impact your education or the education of anyone in your family, if so how? Bring this to next class – be ready to discuss Discuss Timeline Assignment – example on BB	“Keep a Question in your Kup.”
Sept 13 th Wednesday	Discuss Article #2 Video #1	Read Chapters 4-5 Work on Article Critique Work on Timeline
Sept 15 th Friday	Discuss Chapters 4-5	Read Journal article #3 “Hallmarks of Good Homework.” Work on Timeline
Sept 18 th Monday	Video #2 Discuss Article #3	Work on Timeline
Sept 20 th Wednesday	Video 3 Video 4 Discuss Technology Video Assignment	Work on Timeline Work on Article Critique
Sept 22 nd Friday	Assignment Day	Read Chapters 6-7 – ready to discuss next class
Sept 25 th Monday	Chapters 6-7	Finish Timelines -due next class
Sept 27 th Wednesday	Cohort Meeting Day – Work on Technology Video with Cohort - remember to post your notes Google Docs – every cohort member must post his/her own notes.	All timelines uploaded to BB by 5PM Write Cohort Notes Work on Technology Video Read: Journal article #4 “Countering Standardization”
Sept 29 th Friday	Video 5 Discuss Article #4 Discuss InTASC Standards	Work on Technology Video Work on Article Critique
Oct 2 nd Monday	Cohort Meeting Day Work on Technology Video with Cohort - remember to post your notes Google Docs – every cohort member must post his/her own notes.	Read Chapters 8 & 9 Work on Technology Video
Oct 4 th Wednesday	Discuss Chapters 8-9 Discuss InTASC Standards – group	Read Chapters 10-11 Work on Technology Video
Oct 6 th Friday	Discuss Chapters 10-11 Discuss InTASC Standards	Article Critique Due – submitted on blackboard. Please remember to attach a rubric.
Oct 9 th Monday	Cohort Meeting Day Work on Technology Video with Cohort - remember to post your notes Google Docs – every cohort member must post his/her own notes.	
Oct 11 th Wednesday	Video 6 Discuss InTASC Standards – Discuss Assignment Expectations	Work on InTASC Standards Podcast Read Journal Article #5 “The Bridge to Character”
Oct 13 th Friday	Discuss Article #5 Video 7	Work on InTASC Standards Podcast
Oct 16 th Monday	Cohort Meeting Day POST Technology Video & Work on Podcast with Cohort - remember to post your notes Google Docs – every cohort member must post his/her own notes.	Read Chapters 12 One person per cohort should post the ENTIRE cohort technology You-Tube video link to BB by 5PM today
Oct 18 th Wednesday	Discuss Chapters 12	Read Chapter 13-14

Oct 20 th Friday	Video 8 Discuss Chapter 13-14	Read chapters 15-16
Oct 23 rd Monday	Cohort Meeting Day Work on Podcast with Cohort - remember to post your notes Google Docs – every cohort member must post his/her own notes.	Work on InTASC Podcast
Oct 25 th Wednesday	Discuss Chapters 15-16	Read chapters 17
Oct 27 th Friday	Discuss Chapter 17 Video 9	Read Chapters 18 & 19
Oct 30 th Monday	Cohort Meeting Day Work on Podcast with Cohort - remember to post your notes Google Docs – every cohort member must post his/her own notes.	Work on InTASC Podcast
Nov 1 st Wednesday	Discuss Chapters 18 & 19	
Nov 3 rd Friday	Video 10 & Video 11	Find an article that demonstrates a teacher doing something unethical and/or illegal – bring a copy to next class and ready to discuss.
Nov 6 th Monday	Cohort Meeting Day Work on Podcast with Cohort - remember to post your notes Google Docs – every cohort member must post his/her own notes.	
Nov 8 th Wednesday	Discuss legal and ethical issues articles	
Nov 10th Friday	No Class	Work on InTASC Podcast
Nov 13 th Monday	Cohort Meeting Day Work on Podcast with Cohort - remember to post your notes Google Docs – every cohort member must post his/her own notes.	Upload InTASC Podcast to BB by 5pm
Nov 15 th Wednesday	Timeline Presentations	
Nov 17 th Friday	Timeline Presentations	Listen to or watch InTASC Podcast and comment on BB by 5pm today ALL COHORT MEETING NOTES ARE DUE
Nov 20-24	THANKSGIVING WEEK	
Nov 27 th Monday	Timeline Presentations	
Nov 29 th Wednesday	Timeline Presentations	
Dec 1 st Friday	Timeline Presentations	
Dec 4 th Monday	Timeline Presentations Peer Reviews and Community Service Log due at the start of class	ACE Reflection Paper Uploaded to BB by 5pm today Community Service Log Due Peer Reviews are due
Dec 6 th Wednesday	Timeline Presentations	

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #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 #100728](#)
 - Technology during instruction: technology used during instruction should only be used at with the professor's approval.
 - Technology during exams: no technology is allowed during exams. Failure to adhere to this will result in failing grade for exam.
 - Technology during emergencies: in an emergency situation the professor will instruct the students how/when to use technology during the situation.
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance Policy for CIEE 2333

Since this is a lecture class you need to attend every assigned class. The SHSU attendance policy allows you to miss **3 hours** of class for courses offering **3 hours** of credit this equates to you missing three classes without being penalized. These hours should be considered as insurance policies and used for **emergencies** and **illnesses**.

Upon each absence (after the three (3) hours of absence allowed by the University) there will be a reduction of **25 professionalism points**. An excessive amount of absences will result in your final grade **being lowered by one or more letter grade (s) depending on the number of absences you incur**. It is the student's responsibility to retrieve handouts, materials, and information from any missed class. Any missed group work cannot be made up.

Cohort meetings attendance: Cohort meetings are an excellent way for you and your cohort members to discuss and plan for future assignments. Excessive absences from cohort meetings could result in your professionalism grade being **reduced by 25 points**. You are expected to attend ALL cohort meetings. You are allowed to miss one cohort meeting.

Being late or leaving early: If you are **ten minutes** or more late to class or leave class **ten minutes** or more before class is over, an absence will be recorded. If you show a pattern of being late (but less than 10) that will be noted and will result in the loss of professionalism points

Course Expectations:

In order to receive credit for this course, you must:

- Complete ACE Hours and submit your ACE Log

FAILURE TO COMPLETE THE ABOVE ITEM WILL RESULT IN YOU RECEIVING AN F IN THE CLASS

Opportunities for Learning Aligned with Standards:

1. Journal Articles and Folder

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill)

Conceptual Framework #1 (Knowledge Base) #3 (Communication)

NCATE 1 (knows and demonstrates the content knowledge, Pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.)

ISTE 2.a (interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media), 2.b (communicates information and ideas effectively to multiple audiences using a variety of media and formats)

2. TEKS Activity

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill)

Conceptual Framework: #1 (Knowledge Base) #2(Technological learning environment) #3 (Communication)

ISTE 3.c (evaluates and selects information sources and digital tools based on the appropriateness to specific tasks), 3.d (process data and report results), 4.c (plan and manage activities to develop a solution or complete a project), 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

3. Timeline

Conceptual Framework #1 (Knowledge base) #2 (Technological learning environment) #3 (Communication)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill) 4.12K (Understands the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness) 4.13K (Understands the legal requirements for educators [e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse])

ISTE 1.a (applies existing knowledge to generate new ideas, products, or processes), 1.b (creates original works as a means of personal or group expression), 2.a (interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media), 2.b (communicates information and ideas effectively to multiple audiences using a variety of media and formats), 2.d (contributes to project teams to produce original works or solve problems, 3.a (plans strategies to guide inquiry), 3.b (locates, organizes, analyzes, evaluates, synthesizes, and ethically uses information from a variety of sources and media), 3.c (evaluates and selects information sources and digital tools based on the appropriateness to specific tasks), 4.a (identifies and defines authentic problems and significant questions for investigation), 4.b (plans and manages activities to develop a solution or complete a project), 4.d (uses multiple processes and diverse perspectives to explore alternative solutions), 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

4. Reflection Paper

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

Conceptual Framework #5 (Effective Field Experience)

TX PPR Standard 2.2K (Understands the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development) 2.3K (Understands ways to establish a positive classroom climate that fosters active engagement in learning among students) 4.12K (Understands the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness)

NCATE #4 (Diversity)

ISTE 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

Bibliography

Program specific URL address for ***Specialty Program Association (SPA) standards***:

ACEI: <http://www.acei.org>

Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

TX PPR Standards: <http://www.tea.state.tx.us>

NCATE: <http://www.ncate.org>

ISTE: <http://www.iste.org>

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

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.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

I have received a copy of the course syllabus for **CIEE 2333**. I have read it and understand the course content, class procedures, and what is expected of me to earn credit with a specific grade in this class. I am also aware that if I do not receive a C or better in this course I will be required to retake this class.

If circumstances are such that I cannot complete the semester, I understand that it is my responsibility to withdraw officially from the course. If I do not withdraw officially, I know that I will receive a course grade of an **F** and that the instructor is required by law to report when I last attended class.

_____	_____	_____	_____
Student's signature	Print Name	Section #	Date