



CIEE 2333

Becoming a Teacher

Fall 2017

Monday or Wednesday

(CIEE 2333 is a required course for the Bachelor of Science in Interdisciplinary Studies including: EC-6 Generalist, Bilingual, 4-8 Math, 4-8 Math/Science, 4-8 Language Arts-Social Studies, and EC-12 Special Education Certification.)

College of Education

Department of Curriculum and Instruction

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Course Description: As per the Conceptual Framework for Teacher Preparation at SHSU, this course is designed to provide you with INSTRUCTION based on RESEARCH which, when coupled with your experience, will help develop your professional DISPOSITIONS, KNOWLEDGE, AND SKILLS to effectively develop as a new professional teacher.

The purpose of this course is to help prepare you for a career in the teaching profession. Emphasis will be placed on your acquisition of knowledge concerning the standards and dispositions needed to become effective and committed new teachers. Constructivist principles and ideas will be modeled and all pedagogical methods are based on education research, best practice and State and National standards for teaching as a profession.

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 Format: This course will consist of cooperative discussion groups, in-class activities, use of technology to improve teaching and learning, field experience, opportunities for learning, and reflections designed to help you further your knowledge, skills, and dispositions regarding teaching in the public schools.

Course Content: 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

Course Requirements and Policies:

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:

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).

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.

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
- 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.

CAEP 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.

CAEP Standards

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), and Effective Field Experience with Diverse Learners (CF5)

CF: Conceptual Framework

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*).

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.

Cell Phone Policy Sam Houston State University Academic Policy Statement 100728

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 **two** classes without being penalized. These hours should be considered as insurance policies and used for **emergencies** and **illnesses**.

Upon each absence (after the second 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.

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.

Matrix:

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>

Assignments:

- Article Critique:** You will complete a journal article (not Time, Newsweek...use an education journal of some sort) that deals with a category discussed in class. The articles may be theory and/or research based. The library is a great resource for finding scholarly articles. (<http://library.shsu.edu/>) **Articles should be not be more than 7 years old.**
- TEKS Activity:** You will be assigned one of the State of Texas' curriculum for PK-8th grade in **Math, Language Arts, Social Studies, or Science**. You will be assigned a subject and grade and then highlight all verbs in the student expectations section. You will then align these verbs with Bloom's Taxonomy and record findings electronically in graph and tally form. Lastly, you will also write a summary regarding results. The summary should be a **one to two typed single spaced paragraph(s) using a 12 pt. Times New Roman Font. The paragraph include the following: 1) Explain your findings, 2) Explain why you think the results of your findings are what they are, and 3) Explain how this information will help you plan lessons in the future.** Additional information will be provided through a handout and rubric.
- You Tube 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.
- InTASC Standards Podcast:** You are required to research and complete a specific InTASC standard and make a podcast and post the link on YouTube and then post to BB for your classmates to review.
- Theorist Presentation:** More information will be given in class.

Course Evaluation:

	Points:	Due Date:
1. Article critique	200	
2. TEKS Activity	200	
3. YouTube Video	100	
4. InTASC Podcast/comments	100	
4. Theorist presentation	200	
5. Professionalism	200	

Total points = 1,000

A =	1,000-900 points	(90%-100%)
B =	899-800 points	(80%- 89%)
C =	799-700 points	(70%- 79%)
D =	699- 600 points	(60%- 69%)
F =	599 and below	(below 60%)

PROJECT

RUBRICS

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

Cohort Theorist Presentation Rubric

Name _____

	Target (10-7 points)	Acceptable (6-4 points)	Unacceptable (3-0 points)	Total
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.	
Information about the theorist	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 theorist and the impact it has had on education. Or Speaker explains who the theorist is but does not explain how the theorist's theory has benefited education.	Speaker does not explain the impact the theorist has had on education.	
Information about the theorist's theory	Speaker gives background information on the theory	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.	
Explanation of how the theory applies to education	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.	
			Total	/25

Podcast Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Introduction	15-12 points	11-8 points	7-4 points	3-0 points	___/15
	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	25-22 points	21-18 points	17-14 points	13-0 points	___/25
	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	25-22 points	21-18 points	17-14 points	13-0 points	___/25
	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	15-13 points	12-10 points	9-7 points	6-0 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	15-13 points	12-10 points	9-7 points	6-0 points	___/15
	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 5 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 Blackboard	5 points			0 points	___/5
	Relevant Comments on all podcast links posted to BB.			No comments are posted to BB or comments are not relevant.	
TOTAL POINTS					___/100

Article Critiques

You will complete a journal article (not Time, Newsweek...use an education journal of some sort) that deals with a topic we discuss in class. The articles may be theory and/or research based. The library is a great resource for finding scholarly articles. (<http://library.shsu.edu/>) **Articles should be not be more than 7 years old.**

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. **(You are not required to complete an abstract)**
- **Evaluation- Title and create** an evaluation section in which you critique the claims of the article and the bases for those claims. Should anyone take action based on this article? If so, explain what action(s) should be taken and why.
- **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, explain how you will implement the information from this article in your classroom in the future? Give examples of what you will do and the educational impact this will have on your future students' education.
- **References-** Include at least two article references in your article critique. The cited articles should be cited on a reference page using APA formatting.

Your critiques should be 2-3 double space pages **(not including the reference page)**. 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.
- 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?)

	Excellent 50-44 points	Very Good 43-37 points	Satisfactory 36-30 points	Minimally Responsive 29-0 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.
Grade				

Article Reading List

Vatterott, C. (2017). One size doesn't fit all homework. *Educational Leadership*, 74(6), 34-39.

Teaching to the Mind of Boys	Kelley King and Michael Gurian
Notes from an Accidental Teacher	Carol Ann Tomlinson
Engaging learners in your Classroom	Thomas R. Hoerr
Keep a Question in you Kup	Miriam Hirsch
Five Hallmarks of Good Homework	Cathy Vatterott
The Goals of Differentiation	Carol Ann Tomlinson

Technology tools for presentation

Knovio	Jux	Photopeach	Slide six	Popplet	Nearpod
Ahead	Slidestaxx	Slideboom	Zoho show	Prezi	Tellagami
Helloslide	Present.me	Zentation	Prezentit	Keynote	Haiku deck
Powtoon	Animoto	Bunkr	Visme	Canva	Flowvella
Impress	Knowledge vision	Move note	Pear deck	Slide dog	Glogster