



## **CISE 3384: The Teaching Profession Fall 2016**

*CISE 3384 is a required course for Secondary Certification*

**College of Education, Department of Curriculum & Instruction**

**Instructor:** Daphne D. Johnson, Ph.D.  
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Office hours: Mondays and Wednesdays 1:00-4:00  
\*\* I am always available by email and will try to get back to you within 24 hours. Please allow a reasonable amount of time for a response.

**Class Format:** The format of the class includes lecture, small group discussions, whole class discussion, online discussions/assignments. Grades consist of professor assessment of written reports, class and online participation, appropriate implementation of technology into instruction, contribution of technology skills in a community setting, designing an appropriate lesson plan/unit plan, and evaluation of teacher ethics.

**Course Content Includes but not limited to:**

- History of Education
- Introduction to Teacher Certification
- Professional Ethics for Teacher Educators
- Lesson planning & Assessing Learning
- Instructional strategies and techniques
- Creating Productive Learning Environments
- Educational use of Technology Tools
- The Reflective Practitioner

**Class day and time:** Monday and Wednesday 10:00-11:20

**Class location:** TEC 342

**Course Description:** This course is for those seeking 7-12 certification and is an introduction to the concept of teaching as a professional career that makes a difference in the lives of children, youth, and their families. The course will introduce students to lesson planning, writing clear learning objectives, instructional strategies, formative and summative assessment methods, classroom management, professional ethics, and the use of technology as an instructional tool.

**Prerequisite:** 54 Hours.

**Textbooks:** Online readings from digital books, professional journals, movies and videos as assigned.

**Course Objectives:** The following objectives will be met during this course:

1. Demonstrate the knowledge and proper application of technology-related terms and concepts
2. Explain the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content
3. Demonstrate process in identifying task requirements necessary to efficiently acquire, analyze, and

4. Demonstrate professional roles and responsibilities and adhere to ethical codes of conduct
5. Reflection for the purpose of becoming an effective teacher and understand the commitment of becoming a professional educator
6. Demonstrate understanding of the complexity of curriculum and the lesson planning process
7. Plan and organize instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum
8. Understand the need to plan for diverse populations and the needs of special populations

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

**Essential:** Developing a clearer understanding of, and commitment to, personal values

**Important:** Gaining factual knowledge (terminology, classifications, methods, trends) AND Learning fundamental principles, generalizations, or theories

### **Course/Instructor Requirements:**

*Check BLACKBOARD and your E-MAIL account often.* I will often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I will also post assignments and documents. There may be homework reminders for the next class sent to you through e-mail.

**IN OTHER WORDS: CHECK YOUR EMAIL OFTEN!!**

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. Check Blackboard and your SHSU email regularly for announcements and materials.

### **Program Requirements**

To receive your final grade for this course, **you must complete all program requirements** by the assigned due dates. The program requirements for this course are:

- ☐ **Ed Prep Interview:** Determined by Education Preparation Services
- ☐ **Novice Dispositions in Blackboard**

### **SHSU Dispositions and Diversity Proficiency (DDP) Standards**

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs.

	<b>DDP</b>	<b>CF</b>	<b>CAEP</b>	<b>NCATE</b>
<b>1.</b>	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
<b>2.</b>	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.
<b>3.</b>	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
<b>4.</b>	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
<b>5.</b>	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.
<b>6.</b>	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
<b>7.</b>	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
<b>8.</b>	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
<b>9.</b>	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
<b>10.</b>	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.

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

Although all assignments in CISE 3384 address a variety of the aforementioned PPR

Competencies, the three Competencies specifically addressed in CISE 3384 are as follows:

<b>Competency</b>	<b>Assignments</b>
7. The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.	Ed Prep Interview History of Education
9. The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.	Cross Curriculum Unit Lesson Plan Ed Prep Interview
13. The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.	Copyright & Fair Use Ethics Essay; Video Reflection & Alignment

## GPA Requirements

A grade of “D” or lower will result in the candidate repeating the course before they are eligible for a methods placement.

### **Late Assignment Policy**

Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Electronically submitted assignments will be considered “on time” if submitted by midnight on the due date, unless otherwise noted (*NOTE: All due dates/times are based on Central Standard Time*). Submission of work after midnight will be considered late.

**\*\*In the event of an absence, students are still responsible for submitting any assignments due.**

**Late assignments** may receive a **20% deduction (10% per day)** in points. **Late work will NOT BE ACCEPTED after 48 hours past the due date.** Recognizing that “extenuating circumstances” may occur, documentation, such as a doctor’s note, with an explanation of the reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed in order to receive a grade for this course. Please do not send in your assignments via email unless you make prior arrangements with me.

### **Assignment Re-Dos**

The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Hastily completed assignments and those that are of very poor quality will not be given this consideration. You will need to schedule an appointment with me to discuss your options for a possible resubmission.

You are always welcome to re-do assignments when your grade is below a B (below 80%), unless the lower grade is a result of turning an assignment in late. Remember, GROWTH not GRADES! However, we know that grades are important. For this reason, you will have the opportunity to “fix, re-do, do-over” your assignments (when your grade is below a B) if you are not satisfied with your grade. If you choose to re-do an assignment, that resubmission must be made on the following class day.

### **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.

### **Professionalism**

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.

Professionalism is expected, both in the course and in the public schools. If individual assignments possess a striking similarity to another candidate’s work, penalty may be, minimally, the drop of one letter grade. During any campus visit, proper dress is expected. The candidate should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. Further discussion of professionalism will occur during the class.

For professional educators, there are behaviors that, while not unethical, are considered unprofessional. This semester you are becoming ever closer to joining this time-honored profession. Therefore, we consider it our duty to make abundantly clear what is meant by professional behavior.

**Professional behavior indicators:**

**EMAILS:** Your emails to us are not to be written in the casual style you might use when communicating with a friend. We expect them to be written using standard grammar, spelling, punctuation, etc. and to have a respectful tone. You may disagree with us, however, please do so in a respectful manner.

**CLASS PREPARATION:** Professionals are on time and fully prepared for class! All reading assignments are to be completed and *reflected upon* prior to the day they are due.

**DUE DATES:** You are expected to adhere to all due dates unless there has been an exception made for you by the professor. Principals expect their teachers to have their grades, forms, requests, etc. submitted ON TIME, therefore, we expect the same.

**Other Professional Teacher Candidate Professional Expectations:**

1. Participate in all class activities
2. Arrive to class on time and stay for the full class
3. Submit work on time
4. Turn your cell phone OFF or on SILENT and place it out of sight. This includes refraining from stepping out of class to make or receive calls (or texts) during class time. (If you are concerned about emergency calls, please let me know in advance.)
5. Refrain from working on assignments for this or other classes during class time.

**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 Interaction Policy:** Relates to [Sam Houston State University Academic Policy Statement 100728](#)

- ☐ Do NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning.
- ☐ Do NOT text/e-mail students or access students Facebook or other social media sites.
- ☐ Do NOT call students on their cell phones or home phones.
- ☐ Contact with students outside of school is prohibited.
- ☐ Do NOT give students rides or socialize with them or their families.
- ☐ Never be alone with any student, male or female.

## Course Outline

**Assignments** – Detailed handouts will be provided for each assignment. **Assignments are subject to change or modification.**

Technology Presentation – Students will choose a group. Each group will teach an app/technology appropriate for secondary educators to the class.

Ed Prep Interview – Students are required to upload their responses to predetermined interview questions using Interview Stream. More information will be provided by Arica Castleberry regarding the requirements of this assignment.

Observation Reflections – As a group, the class will be visiting a high school campus in a nearby city. Students will respond to questions reflecting on the visit. Also, we will watch sample video lessons during the course. Students will also be required to reflect on these lessons.

In-class Activities – Students will be asked to complete a variety of activities/assignments during class. These cannot be made up, so attendance is important.

Lesson Plan – Students will work in content groups and individually to create a lesson plan using TEKS from their content areas. A guideline/form will be provided for each group to use.

Deconstructing a TEK – Students will choose a section of their content area TEKS. Students will identify and label all verbs according to Bloom's Taxonomy levels. Then students will write what instructional implications are there based on the Bloom's levels of the verbs.

Ethics Assignment – Students will gain knowledge and recognition of the TEA Code of Ethics through ethics training and assessment

## Grades

Your learning is assessed based on the following class-based assessments.

Assignment	Points
Technology Presentation	100
Ed Prep Interview	100
Observation Reflections	100
Professionalism	100
In-class Activities	100
Lesson Plan	100
Deconstructing a TEK	100
Ethics Assignment	100
Other Assignments as Required	200

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

### Letter Grades

A =	900-1000	Academic Excellence
B =	800-899	Acceptable Performance
C =	700-799	Passing – yet insufficient performance
D =	600-699	Insufficient Performance *
F =	Below 600	Failure*

\*A grade of “D” or lower in this course will result in the candidate repeating the course before they are eligible for placement in methods block.

### Schedule

A course schedule of topics covered and assignment due dates will be posted on Blackboard.

## 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 Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: Turn your cell phone OFF or on SILENT and place it out of sight. This includes refraining from stepping out of class to make or receive calls (or texts) during class time.
  - Technology during exams: Turn your cell phone OFF or on SILENT and place it out of sight during exams.
  - Technology in emergencies: If you are concerned about emergency calls, please let me know in advance.
- 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

Regular and punctual attendance is required for class, seminars, and field experiences. The three hours of absence provided by university policy should be used carefully **for illness and emergencies**. **For this course, this means 1 class meeting.** Each absence above two will negatively impact your grade in this course.

Attendance (absences, tardies, early exits) will be documented each day. Upon the first absence, after the three (3) hours of absence allowed by university policy, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate’s file. Upon the second absence, the candidate will attend a conference with the course professor as well as the Chairperson of Curriculum and Instruction to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the course. Each absence beyond the three hours allowed by university policy may result in reduction of your final grade in CISE 3384. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor prior to the absence.

Daily grades are given for in-class assignments. **In-Class assignments cannot be made up, so attendance is essential.** Assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, email it or have a friend bring it in when it is due. **Late work will NOT BE ACCEPTED.** Late work will result in deductions from your grade and negatively impact your professionalism grade.

### **Tardies**

**Tardiness and early exits** are cumulative. Recurring instances of tardiness and early exits will be dealt with on an individual basis and may be grounds for contacting the Professional Concerns committee.

## **Course Expectations**

### **Professional Participation**

It is expected that teacher candidates be active (engage with all course materials), enthusiastic, and collegial participants in face-to-face and online activities during the semester. In addition, it is expected that course work is 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 candidates who register for this courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, taking digital pictures and video, and scanning documents. This is NOT a course to begin learning basic technology skills. Microsoft Word is the word processing program that is necessary to complete the assignments. It is also necessary that candidates have access to a computer outside of class since many course activities will be completed outside of class.

### **Assignments Across Coursework**

The use of the same or similar work (even though it is your own) across courses within the teacher preparation 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.

## **Bibliography**

- Bransford, J.D., Brown, A.L. , & Cocking, R.R. (1999). *How People Learn: Brain, Mind, Experience and School*. Washington, DC: National Academy Press
- Carroll, J.A. and Witherspoon, T.L. (2002). *Linking Technology and Curriculum*. Upper Saddle River, New Jersey: Prentice-Hall.
- Jonassen, D. H. (1996). *Computers in the Classroom: Mindtools for Critical Thinking*. Englewood Cliffs, NJ: Merrill/ Prentice- Hall.
- Newby, T.J., Stepich, D.A., Lehman, J.D., and Russell, J.D. (2006). *Educational Technology for Teaching and Learning*. Upper Saddle River, New Jersey: Prentice-Hall.
- Oblinger, D. G., & Oblinger, J. L. (2005). Educating the Net Generation. Retrieved January 8, 2009 from <http://www.educause.edu/educatingthenetgen/5989>





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Whitaker, T. (2012). What great teachers do differently: 17 things that matter most (2<sup>nd</sup> edition). Larchmont, NY: Eye on Education. ISBN 978-1-59667-199-7



## 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.