

CISE 4380.03 - Roles and Responsibilities of the Professional Educator

CISE 4380 is a required course for SECONDARY EDUCATION MINOR and SECONDARY CERTIFICATION
College of Education, Department of Curriculum and Instruction

Instructor: **Dr. Casey Creghan**
Office 238 Teacher Education Center
P.O. Box 2119
SHSU Huntsville, Texas 77341
Office: 936-294-3325
Cell: 817-707-2221
Email: flc003@shsu.edu

Office hours:

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

Class Format:

The course format includes readings from the text, use of library resources such as newspapers, journal articles, trade books, and the Internet to find reading resources, tests, class discussions during class and on Blackboard, small group activities, preparation of reading activities, and teaching.

Class day and time: Tuesday and Thursday from 12:30 pm – 1:50 pm

Class location: TEC 322

Course Description: *This course is designed to assist teachers in understanding the structure, organization, and management of public schools. Discussion topics will include school history, school law, teacher professionalism, ethics, and special populations. A minimum of 10 hours for this course will be spent in field experiences in a public classroom. During Field Experiences students will observe public school teachers and students for information related to class work.*

Textbook:

Kidder, R. M. (2009). *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Harper, [2009], c1995. Required.

ISBN-10: 0061743992

ISBN-13: 978-0061743993

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

OBJECTIVES/ LEARNING OUTCOMES	ACTIVITIES FOR COURSE	PERFORMANCE ASSESSMENT	STANDARDS FOR TEXAS
The Candidate will: Create a professional portfolio that reflects teaching employment readiness	*Create or continue the development of a professional portfolio to be used in the professional interview process.	Professional Portfolio	4.14S, 4.9K 3Aii, 6 A-D
The Candidate will: communicate effectively & professionally with other educators in varied contexts	*Prepare a resume based on a widely accepted format in the field of education. *Prepare a cover letter based on a widely accepted format in the field of education. *Write a philosophy of education that	Resume Cover Letter Philosophy Essay	Competency 21 6A-D

	reflects candidate's individual beliefs and goals for the candidate and his/her students. *Participate in peer review sessions of the above. *Complete a job application.		
The Candidate will: Analyze the legal and ethical rights and responsibilities of teachers.	*Participate in evaluating ethical education dilemmas. *Research a critical case in educational law and present the case to the class. *Write a report on a legal or ethical issue, based on a professional journal article, and present the summary of the article to the class.	Case Law Report and Presentation (instructor assigned) Legal/Ethical Issue Journal Report (content based) and Presentation	4.13S, 4.13K, 4.14K, 4.15K, 4.16S 3Aiii 4A ii & iii 4C i-iii 4Div 5Biii 6A-D
The Candidate will: Identify the organizational structure of the public school system.	Develop a working knowledge of local, state, and federal education organizations through participation in web searches and discussions, and creation of charts.	Examination of the TAC/TEC Campus and District Organizational Chart	1.18K, 4.15S, 1.15K, 4.5K, 4.6K, 4.7K, 4.9K, 4.18K, 4.19S 3Ai-iii 5C I & ii 5D ii 6B I & ii 6C i& ii 6D ii
The Candidate will: Analyze the services provided by the public school system for special populations. Include the teacher's roles and responsibilities with special populations.	Work with a group to plan and present an interactive lesson on a special population encountered during field experience. Answer classmates' questions about special populations and legal requirements.	Group Presentation of Lesson and Information on the Special Population Assigned	1.1S, 1.2S, 1.3K, 3.5K 1Bi 2Ai 2C ii 5Cii 5Di 6A iii 6D iii

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

Essential: Learning to apply course material (to improve thinking, problem solving, and decisions)

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

Course/Instructor Requirements:

Tk20 Account:

Tk20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at:

<https://tk20.shsu.edu/>

Requirements:

1. Check BLACKBOARD and your E-MAIL account frequently. 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!!!!!!**

2. Field Experience: Field Experience is designed to give you the opportunity to observe teachers and students in a public school setting and to apply learned information in the classroom. There are specific assignments related to Field Experience. Successful completion of Field Experience and the Field Experience assignments are required to receive credit for this course. The ten required hours will be planned within our course schedule. We will not meet on specific dates (TBA) to allow you to gain experiences in the field. You cannot begin your field experience until you have applied to the Education Preparation Program (EPP) and have a completed background check.

Revised 8/17/2017

3. Late Assignment Policy

Because your active participation is so important, it is *imperative* that all assignments be submitted on dates due at the beginning of class OR as assigned. 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.

Late assignments may receive a **10% deduction in points for each day late**. Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed to receive a grade for this course.

4. Assignment Re-Dos

The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments that are hastily completely and of very poor quality will not be given this consideration. The Teacher Portfolio and DDP assignments to be submitted in the TK20 system may require multiple revisions. 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, you must make an appointment with the professor to meet and discuss the resubmission. Then, the **resubmission must be made on the following class day**.

5. 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.

6. Time requirement:

If you enroll in this course, it is assumed you are able to meet the time requirements. **No considerations** for other courses, employment, and additional commitments will be made.

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

- ☐ Field Experience Documentation Log:
- ☐ Emerging Dispositions in TK20:

8. Dispositions and Diversity Proficiencies - The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs. At the end of your field experience, you will be required to reflect on these dispositions.

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1 & 2	4a.3., 4c.1., & 4c.2.
3.	Practices ethical behavior and intellectual honesty.	3	1 & 2	4a.3.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	1, 2, & 3	4a.2 & 4a.3.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	1, 2, 3	4a.1., 4a.2 4a.3. 4d.1.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1, 2, & 3	4a.2., 4a.3., & 4d.1.

Sam HoustonTM

STATE UNIVERSITY

Course Outline

Professional Portfolio

The professional portfolio is an example of the student's knowledge and skills of the standards and dispositions required for certification. The portfolio is also a tool used to showcase the teacher candidate's abilities, creativity, and talents in the educator preparation program and is useful as an example of the student's potential for success in teaching.

- ❖ **Professional Resume-** Each student will compile information and documentation and produce a professional and employment- ready resume. (www.resumes-for-teachers.com)
- ❖ **Cover Letter-** Each student will write and attach a professional cover letter to the resume.
- ❖ **Philosophy of Education Essay-** Each student will write a 2 page essay describing their personal beliefs, attitudes, and philosophy about the teaching profession and student academic success. This essay will be the first entry in the professional portfolio.

Case Law Report and Presentation

Each student will write a one-page report on an assigned educational law case (a template will be provided). The report must include a summary of the case with the legal dilemma as the focus. Students will give a short presentation of the case summary to the class.

Legal/Ethical Issue Journal Report (content based) and Presentation

Each student will write a one-page report on a legal or ethical issue based on a professional journal article (a template for the report will be provided). The topic should pertain to the student's teaching field. The report must include a summary of the article with the legal or ethical dilemma as the focus. Students will give a short presentation of the article summary to the class.

Examination of TAC/TEC

Students will participate in an activity researching the importance of TAC/TEC.

Campus and District Organizational Chart

Each student will research and create an organizational chart of a campus and district where they would like to student teach. The chart should include the job title and name of each administrator. Students should be prepared to explain the chart and describe the position and person in each area.

Special Populations Lesson and Group Presentations

Students will work in a group to prepare and present an interactive lesson on an assigned special population including legal requirements. Students will be expected to demonstrate knowledge of the topic and involve the class through hands-on activities and information.

Participation and Professionalism

Each student enrolled in CISE 4380 is considered a professional educator and must demonstrate their readiness to embrace that role. Participation is required in order for the instructor to assess the educator's preparedness for success in employment in the public schools.

Discussion Board - Ethical Scenarios

Each student is required to create an original post addressing the ethical scenario posted for each week of class. Each student is also required to respond to a **minimum** of two other student's posts. The posts should be of professional quality and show depth of reflection on the issue concerned.

Discussion Board - Textbook

Each student is required to create an IRA post for each chapter of the textbook (See Discussion Board for details). The posts should be of professional quality and show depth of reflection on the issue concerned.

Course Evaluation

Activity	Point Value	Due Dates
Professional Portfolio (resume, cover letter, philosophy of education 3@ 70 points	210	
Case Law Report and Presentation	100	
Legal or Ethical Issue Journal Report and Presentation	100	
TAC/TEC Examination	100	
Campus and District Organizational Chart	100	
Special Population Lesson and Group Presentation	200	
Participation and Professionalism**	240	
Ed Prep Interview (required)		
Discussion Board - Ethical Issues – 15 @ 10 points	150	
Textbook IRA Discussion Board – 10 @ 10	100	
Total Possible Points	1300	

(Due dates are for submission are posted through BlackBoard per instructor directions. Some assignments/presentations will be completed during class.)

****In Class Activities: (140 points)** Your success this semester depends on your participating in all class activities. This includes class discussions, presentations, textbook study, and group work.

****Professionalism: (100 points)** At this stage of your candidacy for teacher education, certain professional behaviors are expected. These behaviors are called dispositions and for this class include the following:

A) Promptness to class and to the field experience: Tardiness to class and to the field experience is simply not acceptable.

B) Attendance: Points for professionalism/participation will be used to address insufficient attendance issues.

C) Appropriate attitude in class and in the field experience: Teaching is people oriented. It is expected that candidates will be courteous and respectful to one another, the professor, and to the students and teachers they encounter in field experiences. There are appropriate ways to approach differences in opinion. It is expected that candidates will utilize the appropriate manner to handle any differences that may arise. It is expected that candidates will attend to class activities and not engage in personal conversations with other candidates, **will not use their cell phones to text message, or otherwise engage in off task behaviors.** The professor will not hesitate to discuss problems areas with candidates. If inappropriate behaviors continue, the professor will ask the candidate to drop the class.

D) Appropriate dress: Candidate discretion is assumed in the manner of dress for class. While at the mentor school, candidates will follow the dress code of the school in which they do their field experiences. **Jeans are usually not acceptable forms of dress** for teachers at most campuses. Special attention to length of blouses/shirts worn outside the pants and to the neckline of blouses is necessary.

E) Completion of assignments in class and in field experience: Assignments must be completed and submitted on time. Activities that are a part of the field experience must be completed to the mentor teacher's satisfaction. More than adequate preparation is required for any teaching experience in the field. **(We are held to a higher standard folks!!!)** Your learning is assessed based on class-based assessments and field-experience. All are tied to the state competencies and their related standards that must be mastered. Assignments may be modified to meet the needs of individual learners.

Grading Scale:

A = 1170 - 1300

B = 1040 - 1169

C = 910 - 1039

Below 910 must repeat the course

****It is expected that you will successfully complete and submit every assignment in order to receive a grade in CISE 4380.**

Schedule – a tentative schedule will be posted in Blackboard.

The content of this syllabus, including assignments and policies, is subject to change without notice.

Student Guidelines

University Policies

- 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 Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- 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

ATTENDANCE EXPECTATIONS

Regular and punctual attendance is required for class and field experiences. The three hours of absence provided by university policy should be used carefully **for illness and emergencies only**.

Attendance (absences, tardiness, early exits) will be documented each day. Each absence above one will negatively impact your grade in this course. On the second absence, a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. On the third absence, you will be invited to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

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 submit an assignment, you should email it, give it to a friend, or use some other method to submit your work on time. Late work will **negatively impact your professionalism grade**.

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 regularly for announcements and materials.**

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

Professionalism:

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. Please address all professors as Doctor unless otherwise instructed.
- **YOUR COLLEAGUES:** The other students in our class are your colleagues. They deserve your support and attention. When another colleague is speaking, please give your full attention. When another colleague is struggling with an assignment or concept, share your knowledge. Do not speak ill of your colleagues to other colleagues or to anyone outside our class. This does not mean you cannot relay important information about a colleague to your professor, but it does mean you need to do this in a private setting and then keep it to yourself.
- **ATTIRE:** The way you present yourself within the school is critically important. The school administrators/teachers/colleagues are looking to you as a representative of Sam Houston State University as well as the entire teaching profession.
- **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.
- **CONVERSATIONS:** Classroom conversations should be limited to general topics that don't include private information. It is very easy to undermine the climate of the class by sharing information that others might find offensive. Your mentor teacher should only be discussed in positive terms. If you feel you cannot do that, please refrain from mentioning your mentor in our classroom. It goes without saying that you should NEVER mention your mentor AT ALL outside our classroom. This means there should be no sharing of information about your mentor to your colleagues or anyone who is not associated with this class (i.e. roommates, boy/girlfriends, etc.). **We are guests at the school, and as such, we are to speak in a supportive manner about the school. Any individual problems with your mentor should be shared with the professors only.** All conversations including those with your colleagues, your professors, your mentor, and the students at the school should be professional and contain no information that is not fully true.

Secondary Methods Block Field Experience

This part of the syllabus is common to all of the courses in the Secondary Methods Block. Therefore, each course incorporates the Field Experience points as part of your final grade (see specific course requirements). **The successful completion of assignments and requirements described in this document are required for the completion of the course.**

- **What is Field Experience?**

This course is a field-based course. This means you will spend at least 10 hours in a public secondary classroom. In working in these classrooms, you will be applying knowledge and skills learned in your courses.

- **What is the purpose of Field Experience?**

Field Experience is designed to give you the opportunity to work with students, apply information covered in class to the classroom and teach actual lessons in secondary public school classrooms. The overall purpose is to give you

constant feedback and help you continuously improve your teaching performance. The motto is...**GROWTH NOT GRADES!**

- **How do I get started in Field Experience?**

You will not be assigned a field placement during the semester. You will need to find a location (See the list of SHIPS) to complete your field experience. You will be given class days to complete your field experience.

- **What will I be required to do during Field Experience?**

The first thing to keep in mind is that this is Field Experience, not observation. Your first day in the classroom, you might sit and observe to become oriented. However, on subsequent days, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, grading papers, organizing materials, preparing for upcoming lessons and teaching lessons whenever possible. **DO NOT JUST SIT!** It is your responsibility to ask how you can be of assistance. The more time you spend in front of the class will aid in your methods and student teaching experience.

Bibliography

- Assessment Reform Group. 2002. *Assessment for Learning: 10 principles research-based principles to guide classroom practice*, Assessment Reform Group, London, United Kingdom.
- Assessment Reform Group. 2002. *Testing, Motivation and Learning*, Assessment Reform Group, London, United Kingdom.
- Black, P, Harrison, C, Lee, C, Marshall, B & Wiliam D. 2003. *Assessment for Learning: Putting it into practice*, Oxford University Press, Oxford, United Kingdom.
- Black, P & Wiliam, D. 1998. "Assessment and Classroom Learning", *Education: Principles, Policy and Practice*, 5(1), 7-74.
- Black, P & Wiliam, D. 1998. *Inside the Black Box: Raising standards through classroom assessment*, School of Education, King's College, London, United Kingdom.
- Black, P & Wiliam, D. 2004. *Working Inside the Black Box: Assessment for learning in the classroom*, Phi Delta Kappan, Bloomington, United States.
- Bloom, B. 1984. The search for methods of group instruction as effective as one to one tutoring. *Educational Leadership*, 41(8), 4-17.
- Chappuis, J. 2009. *Seven strategies of assessment for learning*. Portland, OR: ETS Assessment Training Institute.
- Chappuis, J 2005. Helping students understand assessment. *Educational Leadership*, 63(3), 39-43.
- Gardiner, John (ed) 2006, *Assessment and Learning*, Sage Publications, London, UK.
- Glasson, T 2009, *Improving student achievement: A practical guide to Assessment for Learning*, Curriculum Corporation, Carlton South, Australia.
- Hattie, J., & H. Timperley. 2007. The power of feedback. *Review of Educational Research*. Retrieved October 9, 2007 from <http://rer.sagepub.com>.
- Johnston, P 2004, *Choice Words: How our language affects children's learning*. Stenhouse, Portland, United States.
- Leahy, S, Lyon, C, Thompson, M & Wiliam, D. 2005. Classroom assessment: Minute by minute, day by day *Educational Leadership*, 63(3) 19-24.
- McTighe, J & O'Connor, K. 2005. Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.
- Martin-Kniep, G. 2005. *Becoming a Better Teacher: Eight innovations that work*, Association for Supervision and Curriculum Development, Alexandria, United States.

- Popham, W. J. 2008. *Transformative assessment*. Association for Supervision and Curriculum Development, Alexandria, United States.
- Stiggins, R.J. 2009. Assessment manifesto: A call for the development of balanced assessment systems. Portland, OR: ETS Assessment Training Institute.
- Stiggins, R. 2005. Rethinking the motivational dynamics of productive assessment. *MASJ Journal*, spring, pp 8-12.
- Stiggins, R. 2007. Assessment through the student's eyes. *Educational Leadership*, 64(8), 22-26.
- Stiggins, R. & Chappuis J. 2005. Using student-involved classroom assessment to close achievement gaps. *Theory Into Practice*, 44(1), 11-18.
- Wiggins, G. 1998. *Educative Assessment: Designing assessments to inform and improve student performance*, Jossey-Bass, San Francisco, United States.

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.