



**CIEE 2333  
BECOMING A TEACHER  
Spring 2018**

*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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**Office Hours:** Monday: 9:00am to 10:00am  
Or by appointment

**Class Day, Time, Location:** Tuesday and Thursday

Section 2	11:00-12:20	TEC 340
Section 3	12:30-1:50	TEC 340

**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 FIELD 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. For your field experience, you will be expected to view 10 hours of video in order to analyze and evaluate effective professional practices. There will be specific class requirements related to field experience that are described in the CIEE 2333 assignment section of this syllabus.

**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

**Textbook:**

Whitaker, T. (2012). *What Great Teachers Do Differently*. 17 Things That Matter Most. Second Edition Larchmont, NY: Eye On Education.

**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:****Late Assignment Policy**

- All assignments need to be turned in on the due date. **Late assignments will not be accepted.** Do not email me your assignments unless prior arrangements have been made.
- Daily grades are given for class participation and in class assignments. These daily in-class assignments cannot be made up.
- If you have to be absent, be sure you have arranged for a peer to obtain materials for you or see me during office hours.

**Time Requirement and Attendance Policy**

- For each hour attempted, at least three hours outside class is expected. This 3 credit hour course will meet three hours each week. This means a minimum of nine hours each week outside of class in which to read, observe, and complete assignments. It is expected that if you are enrolled in this course, you can meet the time requirements.
- **Regular and punctual attendance is required** and will be documented every class period. If you are 10 minutes late or leave 10 minutes before class is dismissed, I will count that as an absence. A student who shows a pattern of coming in late or leaving early will be notified that continuation in this behavior will result in being counted absent and that procedures for being absent will be followed.
- As per University policy, candidates will not be penalized for three hours of absences during the semester. **These hours of absences should be used carefully for emergencies and illnesses.** It is important that candidates notify the professor prior to or on the day of the absence regardless of the reason for the absence.
- After the 3<sup>rd</sup> hour of absence, the candidate will attend a conference with the course professor to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. After that, students will lose 1 letter grade for each succeeding absence.

- 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 or see me during office hours.
- **Professional Learning Community meeting attendance is required.** These meetings are an excellent way for you and your PLC members to discuss and plan for future assignments. Two absences from PLC meetings will result in your professionalism grade being reduced by 25 points. Missing more than two meetings could result in the loss of additional professionalism points. You are expected to attend ALL PLC meetings.

### **Professionalism Policy**

Professionalism is expected both in the classroom and in the public schools. Students are expected to assist in maintaining an environment conducive to learning. Students are to treat faculty and other students with respect. You will be expected to display professional behavior in all aspects during class time. You will be expected to:

- Participate in all class activities.
- Arrive to class on time and stay for the full class period.
- Submit work on time. This means work is due at the start of class.
- Turn your cell phone OFF or on SILENT MODE as well as placing it out of sight. This includes refraining from stepping out of class to make or receive calls (or texts).
- Refrain from working on assignments for other classes during class time
- Refrain from talking during class while the instructor or a classmate is talking.
- Attend all Professional Learning Community (PLC) meetings
- Act and speak professionally during class.
- Dress, act, and speak professionally during presentations.
- Complete Academic Community Engagement (ACE) hours

### **Student Interaction Policy:**

***Contact with public school students outside of school is prohibited.***

- Communication with any public school student inside or outside school is prohibited unless it concerns academics or classroom learning.
- Do NOT text, e-mail, or access student Facebook or other social networking pages.
- Do NOT call students on their cell phones or home phones.
- Do NOT give students rides or socialize with them or their families.

## **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 Messagers 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.

## **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

## **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), Effective Field Experience w/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.

## **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.

## Learning Opportunities and Assignments:

**TEKS Activity- 100 points:** You will be assigned one of the State of Texas' curriculum for PK-8<sup>th</sup> 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 words and record findings electronically in graph and tally form. Lastly, you will write a summary regarding results.

**Timeline- 100 points:** You will create a timeline of events that have impacted your education. Each entry must contain: The historical event, a description of the event, as well as an explanation of the event's significance to your education, picture of you at the time of the event, and the event should give background information..

**Timeline Historical Event Presentation- 50 points:** You will present your timeline to the class.

**ACE Reflection Paper- 50 points:** 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. 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. The purpose of this experience is to help you find your strengths and understand your responsibility to the community.

**Why I want to be a teacher- 50 points:** You will submit an explanation of why you want to be a teacher. More information to follow.

**InTASC Standards Podcast- 100 points:** 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.

**Article Critique- 100 points:** You will complete a journal 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, etc. The articles may be theory and/or research based.

**Theorist Presentation- 50 points:** You will research a theorist and explain how the theory can be applied in the classroom using real-world examples.

**Reading Quizzes- 50 points:** You are required to complete the assigned reading and will be quizzed periodically.

**Video Responses - 50 points:** You are required to view the assigned videos and respond to the questions.

**Professionalism- 100 points:** 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. The professionalism policy outlines expected behaviors. Unprofessional behaviors will result in the loss of professionalism points.

**Midterm Exam- 100 points:** The midterm exam will be comprehensive, covering all material

from the class. We will review before the exam, but students are encouraged to periodically read through their notes and review course material as we progress through the class.

**Final Exam- 100 points:** The final exam will be comprehensive, covering all material from the class. We will review before the exam, but students are encouraged to periodically read through their notes and review course material as we progress through the class.

**As a future educator, you are expected to write *professionally and proficiently* with correct spelling, grammar, sentence structure, and punctuation.**

**Papers turned in must comply with the following:**

- Papers must be typed in a 12-point, clear font. No handwritten papers will be accepted.
- Please use spell/grammar check. Always proofread before you turn in work.
- Follow the recommended length.
- If you are struggling with writing, please utilize the SHSU Writing Center.

**Grading Scale:**

900-1000 points	A
800-899 points	B
700-799 points	C
**600-699 points	D
599 points or lower	F

**Article Reading List**

Dylan, W. (2016). The secret of effective feedback. *Educational Leadership*, 73(7), 10-15.

Hirsch, M. (2016). Keep a question in you kup. *Educational Leadership*, 67(5), 62-64.

Hoerr, T.R. Engaging learners in your classroom. *Early Childhood Today*.

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/engaging-learners-your-classroom>

Hoerr, T. R. (2016). Good failures great successes! *Independent School*, 75(2), 88-92.

King, K., Gurian, M., & Stevens, K. (2010). Gender friendly classroom. *Educational Leadership*, 68(03), 38-42.

Tomlinson, C. A. (2008). The goals of differentiation. *Educational Leadership*, 66(3), 26-30.

Tomlinson, C.A. (2010). Notes from an accidental teacher. *Educational Leadership*, 10(68), 22-26.

Tomlinson, C. A. (2010). One kid at a time. *Educational Leadership*, 67(5), 12-16.

Tomlinson, C.A. (2015). Being human in the classroom. *Educational Leadership*, 73(2), 74-77.

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