



CISE 3384 The Teaching Profession Spring 2018

CISE 3384 is a required course for a Secondary Education minor and Secondary Teaching Certification.

College of Education, Department of Curriculum and Instruction

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Office hours:

Tuesday & Thursday 10:50 am-12:30 pm. TEC 238 (please make an appointment)
Wednesday 9:00 am – 1:00 pm TEC 238 (please make an appointment)
Tues/Wed/Thurs 5:00 pm – 7:00 pm Skype/Text*****
(Access Skype and information about Skype at <http://www.skype.com/>)
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Day and Time of Class: Tuesday and Thursday 9:30 am – 10:50 am

Location of class: TEC 342

Course Description: This course provides an overview of the teaching profession in secondary schools. This is a required course for those seeking 7-12 certification. The course 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. Students will be introduced 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.

IDEA Objectives: In this course, our focus will be on these 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

Textbooks: Online readings from digital books, professional journals, movies and videos as assigned. No textbook is required for this course.

Course Format:

The format of the class includes lecture, small group discussions, whole-class discussion. The content of this course is delivered in class and online using Blackboard and other Web 2.0 tools. 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 appropriate lesson plan, and evaluation of teacher ethics

Course Content

- 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
- Copyright and Fair Use
- The Reflective Practitioner

Course 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!!!!!!

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:

Attendance Policy

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**.

As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or text prior to, or on the day of, the absence regardless of the reason for the absence.

Upon the first absence after the three (3) hours of absence allowed by the University, 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.**

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 result in deductions from your grade and 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.

If a candidate is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in an absence.

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 will receive a 20% deduction (10% per day) in points for being up to 48 hours after the due date and time. After 48 hours, a grade of zero will be earned; however, every assignment must be submitted to earn credit in the course.

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.

Assignment Re-Dos

The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments, which are hastily completed and of very poor quality, will not be given this consideration.

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 field experience, 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. Please address all professors as Dr.

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 either professor, but it does mean you need to do this in a private setting and then keep it to yourself.

PARTICIPATION / PROFESSIONALISM: As a courtesy to other participants and to your instructor, please refrain from text messaging, checking email, or answering your cell phone during class time. Breaks are provided throughout the class so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor PRIOR to the beginning of class. *(loss of up to 20 points per day)*

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.

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. Please pay attention to all deadlines. Expect computer glitches, crashes, and "gremlins" – back up all of your work and do not wait until the last minute to meet deadlines. All assignments must be submitted at the scheduled time, in the designated posting place, and should be done in a professional manner (typed, Standard English grammar, usage, spelling, and neatness).

● **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 as well as placing out of sight.** This includes refraining from stepping out of class to make or receive calls (or texts) during class time. I keep a log of who is on their phones. You will have professionalism points deducted. Continued use could result in a referral to the Professional Concerns Committee.
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.

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. For each hour

in class, the candidate will be expected to commit at least three hours outside of class

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

- ☐ Do NOT communicate with any public school students inside or outside school unless it concerns academics or classroom learning.
- ☐ Do NOT text/e-mail students or access student Instagram, Twitter, Facebook, or any 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.

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. No visitors are allowed at the field experience location.

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), 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

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.

College of Education Information:

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

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.

Standards Matrix:

Course Objectives	Activities	Performance Assessment	Conceptual Framework SHSU COE	Standards		
				SBEC	ISTE	NCATE
				Technology Applications Standards		
Demonstrate the knowledge and proper application of technology-related terms and concepts	Complete classroom activities appropriately incorporating terms and concepts	Copyright & Fair Use; Lesson Plan; Cross Curriculum Unit	CF1, CF2, CF5	1Biii; 1Eiii; 6Di	3 NET'S 3a,3b, 3c, 3d	1
Explain the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and	Large-group and small-group discussions, Plan for delivery of instruction	Lesson Plan; Cross-Curricular Unit; History of Education	CF1, CF4	3A i-iii	3	1,3,4

real-world applications of their grade-level and subject-area content.						
Demonstrate process in identifying task requirements necessary to efficiently acquire, analyze, and evaluate a variety of electronic information	Discuss and present conclusions	Copyright & Fair Use; Lesson Plan; Web Investigator	CF1, CF2, CF5	1Bii&iii; 1Eiii	3 NETS 3a, 3d	1, 3
Demonstrate professional roles and responsibilities and adhere to ethical codes of conduct	TEA Teacher Code of Ethics discussions	Ethics Alignment and Review of TEA Ethics Videos	CF5	4Aii; 4Div; 6Ai-iii; 6Bi; 6Di-iii	4, 5	1, 3
Reflection for the purpose of becoming an effective teacher and understand the commitment of becoming a professional educator	Large-group and small-group discussions and readings	DDPs, My Life Presentation, Review of Journal Articles	CF5	4Aii; 4Div; 6Ai-iii; 6Bi; 6Di-iii	6	3
Demonstrate understanding of the complexity of curriculum and the lesson planning process	Large-group and small-group discussions and readings	Lesson Plan; Cross-Curricular Unit; History of Education	CF1	1Ai-iii; 1Bi-iii; 1Ci-iii; 1Di; 1Ei-iii; 1Fi; 2Bi-iii; 2Cii&iii; 3Ai; 3Bi-iii; 3Ci&iii; 4Dii&iii; 5Aiⅈ 5Biⅈ 5Di	3	1
Plan and Organize instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum	Plan for delivery of instruction; Designing Technology Presentation	Lesson Plan; Cross-Curricular Unit; History of Education	CF1, CF2, CF5	1Bii&iii; 1Eiii;	2 NETS 2a, 2b, 2c, 2d	1, 3, 4
Understand the need to plan for diverse populations and the needs of special populations	Large-group and small-group discussions and readings	Lesson Plan; Cross-Curricular Unit; History of Education; Web Investigator	CF1, CF5	1Ci-iii; 3Ci&ii	2, 6	4

For more information on Texas State Board of Educator Certification (SBEC), see [Educator Standards](#); for NCATE Standards, see <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>; for SHSU Conceptual Framework, see http://www.shsu.edu/~edu_edprep/, State Standards, see

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

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

Assignment	Points
My Life	100
Journal Review (4 @ 25 points)	100
Copyright & Fair Use PBL	100
History of Education	100
Lesson Plan - Individual	100
Lesson Plan - Group	100
Cross Curricular Unit	100
Web Investigator	100
Online Assignments (TK20, DDP's, Videos, etc.)	100
Professionalism	100
In-Class Participation	300
Total	1300

Course Evaluation: Your learning is assessed on all class assessments. All assignments must be completed.

Letter Grades:

A =	1170-1300	Academic Excellence
B =	1040-1169	Acceptable Performance
C =	910-1039	Passing – yet insufficient performance
D =	780-909	Insufficient Performance *
F =	Below 780	Failure*

*A grade of “D” or lower in this course will result in the candidate repeating the course before methods block eligibility.

Course Evaluation:

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

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 removal 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., & Witherspoon, T.L. (2002). *Linking Technology and Curriculum*. Upper Saddle River, New Jersey: Prentice-Hall.

Newby, T.J., Stepich, D.A., Lehman, J.D., & 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>

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