SED 300.02E--The Teaching Profession
COURSE SYLLABUS: Spring 2014

Instructor:	Mark J. Reid, Associate Professor
Office Location:	EdS 217
Office Hours:	Monday 3 – 4:30 & Tuesday 8:30 – 12:00
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Text*:*

Carjuzaa, J., & Kellough, R. D. (2013). *Teaching In The Middle And Secondary Schools*. (10 ed.). Boston: Pearson Education, Inc.

Required Resources:

- The **TExES Preparation Manual** for the PPR—Pedagogy and Professional Responsibilities EC-12 website: http://texes.ets.org/texes/prepMaterials/
- Your content area from the **TExES Preparation Manual** website: http://texes.ets.org/texes/prepMaterials/
- Your **TEKS** for your **content area**: http://www.tea.state.tx.us/index2.aspx?id=6148
- **ELPS**—English Language Proficiency Standards -- http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

Course Description:
The Teaching Profession. Three semester hours. The course provides prospective teachers with a beginning foundation for understanding learners, enhancing student achievement, and understanding the teaching environment. The course will emphasize the structure, organization, management, and governance of the American school system and current issues related to the teaching profession. The legal, ethical, and multicultural foundations of teaching will be discussed.

Thirty clock hours of professional field experiences are required to successfully complete SED 300.

Prerequisite: passing scores on the THEA (minimum score of 250), ACT (23), SAT (550), Accuplacer (88) or Compass (90). One of the previously mentioned tests must be successfully completed before the student teaching semester.

Student Learning Outcomes:
1. The learner will be an active and engaged participant in small and whole group discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, class activities, and field-experience.

2. The learner will demonstrate understanding of the course materials through objective examinations and preparing and peer-microteaching, and group interdisciplinary lesson projects.

3. The student will participate in 30 hours of early field-experience in classrooms to gain an understanding of secondary teachers and the diversified needs of all learners in addition to ELLs and learners with special needs.

4. The learner will study the process of creating clear expectations, standards driven rubrics and assessments, and the processes of designing curriculum units and lesson plans.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

1. **30 Hours of Early Field Experience, a Mentor Teacher EFE Rating Form, and a reading score of 250 on the THEA (or previously mentioned alternative tests) are required for the successful completion of SED 300.** THEA must be successfully completed before the student teaching semester.

2. **Attendance of all class meetings is required and is essential to your success in this course. Absences from a class will result in a "0" for class attendance and participation for that particular class day. Pay careful attention to punctuality, you will have points deducted for being tardy or leaving early.**

Remember your attendance and punctuality is a reflection of your professionalism.

3. Completion of all assigned readings from the text and any supplemental materials and **on-time delivery** is expected. **No late work will be accepted.** The completion of all written assignments and projects exhibit your scholarship and professionalism. Some examples of the assignments that may be expected of you are: written reflections from field experiences and textbook content, self-assessments, thoughtful participation in class discussions, debates, group sessions, group activities, chapter quizzes, reflective written assignments, lesson plans, project presentation, mid-term and final exam.

4. Participation in **thirty hours** (30) of documented field experience

Notes:
1. Please turn off cell phones, and all other electronic devices when entering class.
2. A word to the wise: clean up your Facebook page prior to sending in your applications.
3. Please have a professional e-mail address for student teaching communications.

Attendance Policy

The work in this course is accomplished in collaborative work groups and with independent assignments. Punctuality, dependability, and the ability to accomplish group goals and individual goals are considered effective ways to demonstrate the professionalism required for success in the field-based teacher education program**. If you miss a class, you will receive a zero for that day's attendance and participation grade (total of 10 points for class). You may be allowed to make up the in-class work for that class period for 80% credit, if the make-up work is feasible. If you miss more than three classes, you may be withdrawn from the course.** Extenuating circumstances will be taken into consideration, if the student initiates a conference with the instructor.

University Related Excused Absences: When absences are related to an **approved** University event, your supervisor will need to contact the instructor with the details of the absence **before** the date. You will need to meet with the instructor to receive class notes and assignments to be completed prior to the next class meeting. Grading procedures: For an approved/excused absence you will receive full credit for attendance. The participation grade will be reflective of your completion of the make-up work of the day's assignments.

Tardy Policy: It is important that you be on-time (early) to class. You should be in the classroom, seated and ready to begin the day's lesson. Coming late to class is distracting and disruptful to the instructor and your classmates. Three tardies will count as one absence; three absences may have you withdrawn from the class.

Class Participation Grade

There will be a Class Participation Grade for each class period (5 points). The Class Participation Grade will be determined by your attentiveness and contributions to the lesson. Points will be deducted for use of cell phones, laptop use, and talking while others are talking.

Grading

SED 300 GRADING

A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:

A = 90 – 100 % B = 80 - 89 % C = 70 - 79 % D = 60-69 % F =59 % or below

Components	Points Possible
Class Attendance: 5 points per class--10 pts per week Present, on time and remain the entire class	150
Class Participation: 5 points per class-10 pts per week (includes attentiveness, contributions, activities and assignments for each class meeting)	150
Philosophy of Teaching Project Part 1: Introduction & Survey—Week 6 Part 2: Reflection—Week 7 Part 3: Rough Draft—Week 10 Part 4: Final Philosophy—Week 11	(100 Total) 25 25 25 25
SED 300 Class Notebook or Desktop Folder/Binder Graded Week 3 Graded Week 16--Final Exam	(100 Total) 50 50
Microteaching Demonstrations 5 to 7 Minute Presentation including Lesson Outline	100
Interdisciplinary Teaching Project—Week 12 &13 Group Activity—3 to 4 Best Teaching Strategies Incorporated and Lesson Plan	100
EFE--Early Field Experience Reflections 1 Due Week 10 2-5 Due Week 13 6-10 Due—Week 15 Folder Submission—Thursday of Week 15	(200 Total) 20 80 100
Midterm Examination Week 8	100
Final Examination Week 16	100
Miscellaneous Assignments Textbook Assignments Promethean Board Training Autobiography for FBTE Questions PACT Scavenger Hunt Technology Scavenger Hunt Teacher Survival Guide Discussion Prompts Lesson Plans Assessment Tools Philosophy Presentation Teacher Movie Assignment Technology Contribution (Plus, others at instructor's discretion)	400
Total Points Possible	**1500**

SED 300 Class Notebook or Desktop Folder or Electronic Binder

- SED 300 Class Notebook with dividers labeled as follows with printouts
- OR a Desktop Folder on your electronic device containing all of the following clearly labeled
    1. Syllabus/Calendar/Class Info (agendas, procedures, etc.)
    2. TExES Preparation Manual for the PPR (Pedagogy and Professional Responsibilities)
    3. TExES Preparation Manual for your Content Area
    4. TEKS for your content area
    5. ELPS—English Language Proficiency Standards

    Added for Final Notebook Grade:

    6. SED 300 Handouts
    7. SED 300 Projects/Assignments
    8. EFE Reflections 1-10
    9. Philosophy of Education Paper

The notebook will be graded during Week Three and Week Sixteen during the Final Exam.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0)
- Macintosh OS X along with a recent version of Safari 2.0 or better.
- eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- Perform a Browser Test prior to the start of your course. To launch a browser test, login in to eCollege, click on the "myCourses" tab, and then select the —Browser Test link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or the helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Use my contact information: cell phone and email address to reach me outside of class. Expect a reply within 48 hours.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Format for papers handed in for this class:

- **Use APA style for citations within text and for the reference page;**
- **Margins – Left 1., Right 1, Top and Bottom 1; Font - 12 point Times New Roman, Double Space;**
- **Header – on right side in 8 point include your full name, course identification, and semester; number pages starting with the first page on the bottom right.**

Example of citation in text:
The U.S. government states that educational agencies and schools are accountable for student success and that adequate yearly progress as determined by measurable objectives must be met (NCLB, 2001, p. 81).

Example of references:
From a journal:
Niessen, T., Abma, T., Widdershoven, G., & van der Vleuten, C. (2008). Contemporary epistemological research in education: reconciliation and reconceptualization of the field. *Theory & Psychology 18*(1), 27-45.
From a website:
No Child Left Behind Act (NCLB) of 2001. Pub. L. 107-110. 8 Jan. 2002. Stat. 115.142. Retrieved September 27, 2007 from http://frwebgate.access.gpo.gov/cgibin/getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ110.107.pdf
From a book:
Noddings, N. (1998). *Philosophy of education*. Boulder, CO: Westview Press, Inc.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the policies of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

SED 300 COURSE OUTLINE / CALENDAR Spring 2014

This agenda is tentative and may be revised as needed. Additional assignments or revisions to assignments may occur during the semester. (All assignments must be typed.)

Week	Class Activities	Due Next Week
Prior to Class	Read Chapter 1—Past, Purpose, Organization, Structure & Reform Be prepared to discuss during the first week	
Week One Course Introduction	Course Overview Information & Explanation of SED 300, EFE—Early Field Experience and FBTE—Field-Based Teacher Education Program FBTE Autobiography Expectations	**Prepare SED 300 Class Notebook or Desktop Folder** **Education Week—**Register and locate article prepare 250 word review **FBTE—**Prepare Auto- biography Questions Read Chapter 2—Post to eCollege Discussion Discussion Prompts: • Introduce yourself to the Class • Why do you want to be a teacher?
Week Two TExES Competencies	TExES PPR Competencies Introduction to Index Card Activity Promethean Board Certification Due Week 5 PACT Website Registration and Assignment Due Week 6 Chapter 2—Schools Today & Tomorrow	**Note:** **EFE January 29th deadline** ✓ Submit application By 8:00 am to Ed North 202 **FBTE January 28th deadline** ✓ Submit application By 8:00 am to Ed North 202 SED 300 Notebook—Set-up Complete Index Card Activity
Week Three PPR Assessment **FBTE Jan 28-Due** **EFE Jan 29-Due**	PPR Pre-Assessment & Review SED 300 Notebook Check Index Cards--Graded	Read Chapter 4—Post to eCollege Discussion PACT Registration Promethean Board Account Created—begin tutorials
Week Four Safe Learning Environments	Chapter 4 Safe Learning Environment Establishing norms for the classrooms Classroom Management Microteaching Demonstration Introduction & Guidelines Presented Weeks 6 & 7	Microteaching Demonstration Topic—Submit Week 5 Learning Style Survey Complete, Print & Bring to class Week 5 Promethean Board Training Print Certificate & Bring Week 5 Read Chapter 5—Post to eCollege Discussion

Week	Class Activities	Due Next Week
Week Five Instructional Planning	Chapter 5—Content & Objectives Lesson Planning & Objectives Bloom's Taxonomy Learning Styles & Survey EFE Reflection Guidelines Introduce Philosophy of Education Project Microteaching Demonstration Topics Submitted Promethean Board Certificates Submitted	Prepare a 5 to 7 minute Microteaching Demonstration Create a Mini-Lesson Outline to submit prior to demonstration Philosophy of Education Part 1 Due Week 6 PACT Scavenger Hunt Due Week 6 in Dropbox
Week Six Student Microteaching Demonstrations	Microteaching Demonstrations (5-7 minute time-limit) Submit Mini-Lesson Outline Prior to Presentations	Read Chapter 3—Post to eCollege Discussion Philosophy of Education Part 2 Due Week 7
Week Seven Diversity in Education	Microteaching Demonstrations (if needed) Special Populations and Cultural Diversity in Education	Read Chapter 8—Post to eCollege Discussion Philosophy of Education Part 3 (Rough Draft) Due Week 10
Week Eight Mid-Term	Mid-Term—PPR and Textbook Based Educational Philosophies Presentation Group Assignment--Guidelines	Educational Philosophy Presentations Due Week 9 Read Chapter 9—Post to eCollege Discussion
Week Nine Philosophy Presentations	Educational Philosophies Presentations Teacher-Centered Strategies Interdisciplinary Teaching Project Group—Introduction	Philosophy of Education Part 3 due Week 10 in Dropbox ITP Planning due Weeks 12/13 Read Chapter 7—Post to eCollege Discussion Read Chapter 11—Post to eCollege Discussion EFE Reflection #1 Due Nov. 1
Week Ten Lesson Plans & Assessments	Lesson Planning Assessment Overview Assessment Activities Questioning EFE Reflection #1 Submit	Create a lesson plan and a non-testing & testing assessment for the lesson plan— to Dropbox Philosophy of Education Part 4 Final Paper Due Week 11 Submit to Dropbox ITP Presentations Week 12/13 Read Chapter 6—Post to eCollege Discussion

Week	Class Activities	Due Next Week
Week Eleven Misc….	Review Lesson Plans & Assessments Communicating with Parents Code of Ethics Copyright Guidelines EFE Reflection Reminders EFE On-line Process	ITP—Finalize Presentations Weeks 12/13
Week Twelve ITP Presentations	ITP—Presentation of Interdisciplinary Teaching Project (Group Activity)	EFE Reflections 2-5 Due Week 13 to Dropbox
Week Thirteen ITP Presentations	ITP—Presentation of Interdisciplinary Teaching Project (Group Activity) EFE Reflections 2-5 to Dropbox	Read Chapter 10—Post to eCollege Discussion
Week Fourteen Technology	Technology in the Classroom Technology Scavenger Hunt to Dropbox Research Content Specific Technology	Technology Scavenger Hunt to Dropbox before Week 15 Research Content Specific Technology Share Week 15 **EFE Reflections 6-10 Due December 2 to Dropbox** **EFE Documentation Folder Due December 5 Prior to class**
Week Fifteen Technology in Education and Professionalism	Educational Technology, Media, Computer Based Instructional Tools, and Other Resources Professionalism in Education	Prepare for Final Exam—PPR and Textbook based SED 300 Notebook with class handouts & projects added to be graded during Final Exam
Week Sixteen	Final Exam—SED 300 Final Notebook or Desktop Folder Graded	

Secondary Education 300: Schools and Society

Early Field Experience (EFE)

V.I.P. Assignment: To Be Completed On or Before

January 29, 2014 by 8:00 AM

WE WILL WORK ON THIS IN CLASS

Vital information

- Apply online for your **early field experience observation hours**. **Thirty hours** of field observation are required for ELED/SED 200 & 300, MLED 402, RDG 350 & 370, and ECE 364.
- The deadline for registering for field observation is **8:00 AM** on **January 29, 2014**. Navigate to the necessary website, read all information, and submit your application. (Submit only **ONE** application)

Go to www.tamuc.edu/teacher

- Look under Available Programs
- Select Early Field Experience (EFE)
- Completely read the entire site including all tabs on the left
- In the Early Field Experience Forms Section you will find the forms that need to be printed and completed during the Early Field Experience. The documents are: Memo of Introduction, Observation Log, an on-line EFE Reflection, Rating Form (to be completed and signed by Mentor Teacher and/or Principal)
- You will also have Ten EFE Reflections, and your Philosophy of Education paper for SED 300 to be submitted to your instructor in a manila folder at the end of the semester.
- Select Early Field Experience Application Instructions & Information and view the informative Power Point

Criminal Background Checks – It is imperative that you visit the Educator Certification Office (ED North 202) to obtain a Criminal Background Check Form. Please know that observation applications will **not be processed** / sent to districts without the completed criminal background form attached to your EFE application. Districts **will not make assignments** without having the background form completed / submitted. Therefore, assignments will not be made until this process is completed. Only applications with completed background forms will be processed / sent to districts for observation assignments.

School districts will not accept late applications.

You MUST submit your applications and your Criminal Background Checks by the Deadline Wednesday, January 29, 2014by 8:00am.

Once you have completed your 30 hours of observation, the Observation Log Sheet**,** Mentor Rating Form, EFE Observation Reflection Form, Ten EFE Reflections, and your Philosophy of Education Paper will be submitted in a folder with your Name, CWID#, Date, Course and Section clearly printed on the front. ALL **E**arly **F**ield **E**xperience Observation Hours must be completed and all documents must be submitted in on or before:

Thursday, May 1, 2014

Do not procrastinate –begin immediately upon approval and complete your 30 hours!

Field-Based Teacher Education Program (FBTE)

Application Website

WE WILL TALK ABOUT THIS IN CLASS, BUT YOU WILL NEED TO COMPLETE THIS ON YOUR OWN

Go to this website: www.tamuc.edu/teacher

Look under Available Programs then Field-Based Teacher-Ed Application

For Fall 2014 Intern or Intern/Resident Placement, the deadline for submitting your complete application packet to Ed North, 202, is Tuesday, January 28, 2014

Application Fee $40.00 (non-refundable)

Please read the website completely. You will need the following items, in order:

1. Confirmation Page.

2. Copy of your Degree Evaluation from Degree Works

3. Completed Checklist of Requirements form.

4. Schedule of Courses form. (Click your level to view the appropriate form.)

8th - 12th &

EC-12th Grade (All Level)

5. Signed Commitment Contract.

6. Autobiography (On-Line)—This is a very important document. Prospective school districts; administrators and mentor teachers review it before making placements.

7. Manila file folder (Put all contents in the manila file folder to turn in to Education North Building, 202 to Mrs. Mitzi Hughes.)

MANILA FILE FOLDER INFORMATION- Please print neatly in pencil the following information on the tab of the manila folder:

Last Name, First Name Level (8-12, or All Level)
CWID #
Teaching Field (for 8-12, or All Level Only)
First Interview Choice

DEADLINE FOR TURNING IN YOUR (COMPLETE) APPLICATION IS January 28th

NOTE: ONLY APPLICATIONS WITH ALL ATTACHMENTS WILL BE ACCEPTED.

KEEP A COMPLETE COPY FOR YOUR RECORDS.

TExES Competencies Aligned with SED 300

English Language Proficiency Standards
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

Pedagogy and Professional Responsibilities EC-12
http://texes.ets.org/texes/prepMaterials/

- **Competency 001**: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
- **Competency 002**: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
- **Competency 003**: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- **Competency 004**: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.
- **Competency 005**: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- **Competency 006**: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
- **Competency 007**: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
- **Competency 008**: The teacher provides appropriate instruction that actively engages students in the learning process.
- **Competency 009**: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
- **Competency 010**: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
- **Competency 011**: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
- **Competency 012**: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
- **Competency 013**: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.