Course Description

This course focuses on the organization and management of classroom environments and student behavior. This includes legal, ethical, and teacher professional performance issues related to public schools. Specifically, this course addresses PPR Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. This course is to be taken concurrently with clinical teaching.

Required Textbooks & Materials

Mandatory

writing to change themselves and the world around them. New York: Doubleday. (required)

   o Note: If you are a social studies/history teacher, you may choose the following book instead: Wineburg, S. S. (2001). Historical thinking and other unnatural acts: Charting the future of teaching the past. Philadelphia: Temple University Press.

   • Blackboard & email (must be checked daily)

Recommended


Course Objectives

By the end of the semester, the candidate is able to:

1. Design & implement lessons based on understanding human development
2. Design & implement authentic, engaging lessons based on understanding student diversity
3. Analyze student learning outcomes to design effective instruction
4. Effectively manage student behavior to further student responsibility & self-development
5. Identify personal strengths & weaknesses and suggest appropriate actions design & implement more effective lessons

Methods of Instruction

• Online Activities
• Independent Studies
• Assigned Readings

Assignments & Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Contextual Factors Assignment</td>
<td>15%</td>
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<tr>
<td>Professional Roles &amp; Responsibilities Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Articles Assignment</td>
<td>15%</td>
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Angelo State University          Varbelow          Department of Teacher Education
You should always be aware of your current course grade, which is shown as your Weighted Total on Bb/Grades. Please note that your grades are weighted, which means that your final course grade is different from the arithmetic mean. Teacher candidates have to have a grade of C or better in this class to count toward certification (ASU OP10.04 Academic Regulations Concerning Student Performance [http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)).

**Contextual Factors Assignment**

You will make yourself knowledgeable about the specific conditions of the students who you will be teaching. See Bb for specific instructions, requirements and expectations. This assignment is directly related to the Reflexive Teacher Assignment below.

**Professional Roles & Responsibilities Assignments**

You will familiarize yourself with the Teacher Code of Conduct, understand the danger of ethics being a gray area rather than black and white, and reflect on an ethical dilemma. See Bb for specific instructions, requirements and expectations.

Further, throughout the semester you will make experiences that will shape your individual vision for your future classrooms. In this final assignment, you will have to craft your personal vision for what education ought to make possible and how you plan to contribute to that. See Bb for specific instructions, requirements and expectations.

**Midway Reflection**

You will reflect on how your clinical experiences converge with or diverge from the vision you had for yourself as a teacher.

**Article Assignment**

You will choose five articles on diverse educational topics from newspapers around the country and the world that I provide you with. You will reflect on the educational issues at hand. To reflect means to make meaning of things in their connection to other things. In other words, rather than agreeing or disagreeing with something, say what things mean to you. Once you have clarified that, think about the “so what?”
Technology Assignment

You will delineate how you use technology for teaching & learning in your content area.

Weekly Journals

You will choose one of the books listed above and read it throughout the semester. Each Sunday night by midnight, you will post a journal (Bb/Journals) in which you briefly reflect on the reading. There is no specific length or format as long as you do not summarize. Reflect on how the reading makes sense with what you already know, never knew, experienced, observed in a classroom, have been thinking about, are afraid of, etc.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments Due on Sundays by Midnight</th>
</tr>
</thead>
</table>
| 1 & 2 | Introduction  
- Course expectations & requirements | First journal entry 01.27.19 |
| 3 | Contextual Factors  
- City – District – Community – School – Classroom  
- Students – Implementations | Contextual Factors due 02.03.19 |
| 4 - 6 | Professional Roles and Responsibilities Part I  
- Teacher Code of Conduct | Ethics Assignment due 02.17.19 |
| 7 | Midway Reflection  
- Self-Evaluation/Pulse check | Midway Reflection Due 03.03.19 |
| 8 & 9 | Article Assignment  
- From local to global thinking | Article Assignment due 03.31.19 |
| 10 - 12 | Technology Assignment  
- Teaching & learning with technology | Technology Assignment due 04.14.19 |
| 13 - 15 | Professional Roles and Responsibilities Part II  
- Vision for Education | Vision for Education Reflection due 05.05.19 |

Course Policies

Attendance

This is a 100% online course. This means that attendance is measured in the way you reply to emails. Be sure to check them daily and reply within 24 – 48 hours.
Assignments

Assignments are due by midnight on Sundays. Please check Bb/Assignment Due for specific dates. All assignments are to be submitted through Bb only. The professor reserves the right to return, for resubmission, any work that is not neatly, legibly, and professionally submitted in APA format. In addition, assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision upon the discretion of the professor, or a reduced grade may be assigned.

Late Work

One letter grade will be deducted for all late work. Late work is considered only if turned in within one day from the date it was due.

ASU Policies

Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Plagiarism and cheating are grounds for dismissal from this class. You are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.


Specific conditions for courses taught in the Department for Teacher Education: At the first incident of plagiarism, the student will receive a zero for the plagiarized assignment while this infraction will be noted on the student's records. Should there be a second occurrence of plagiarism, the student will receive a final grade of F for the course and another infraction report will be added to the student's permanent records.

Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the
designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with the exception of Course Description and Course Objectives with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes, and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by the students when the syllabus is received.
Learning Outcomes

The following chart lists the learning outcomes for this course. Learning outcomes for this class are based on ASU Undergraduate Learning Goals, TExES Standards and Competencies for Teachers, and NCATE accreditation standards. More information for each of these can be found at the Internet links.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Contextual Factors</th>
<th>PPR Assignment</th>
<th>Reflexive Teacher Assignment</th>
<th>Motivation Assignment</th>
<th>Journal Assignment</th>
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<tbody>
<tr>
<td><strong>ASU Undergraduate Learning Goals</strong></td>
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<tr>
<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Core skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3. Specialized knowledge</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>4. Social responsibility</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Cultural Identity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>TExES Competencies</strong></td>
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<tr>
<td>Competency 001 – The teacher understands human developmental processes and applies this knowledge to plan instruction &amp; ongoing assessment that motivate students and are responsive to their developmental characteristic &amp; needs.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Competency 002 – 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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Competency 003 – Understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Competency 004 – Understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction &amp; appropriate assessments.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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| Competency 005 – Knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical & emotional environment that is safe & productive. | X | X | X | X | X |
| Competency 006 – Understands strategies for creating an organized and productive learning environment and for managing student behavior. | X | X | X |
| Competency 007 – Understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. | X | X | X | X | X |
| Competency 011 – Understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families. | X | X | X |

InTASC Standards 1 – 10 are addressed within the course assignments and clinical teaching experience. InTASC Standards: [http://www.cesso.org/resources/publications/intasc_model_core_teaching_standards_2011_ms_word_version.html](http://www.cesso.org/resources/publications/intasc_model_core_teaching_standards_2011_ms_word_version.html)

ISTI Standards 1-5 are addressed within the course assignments and clinical teaching experience. Check Bb/Standards for detailed descriptions.