Instructor: Dr. Chrissy Cross

Course Time & Location: Online and on campus for Mastery Exam, as scheduled

Office: McKibben 401

Office Hours: T/Th 8:15-10:45 or by appointment*

Office Phone: (936) 468-2908

Other Contact Information: (936) 468-1274

Email: crossc1@sfasu.edu or by message in D2L*

I realize that you may not be able meet during office hours because of your student teaching commitment. Please contact me to set up an appointment at a time that is convenient for both of us. I will be glad to arrange a time later in the day to accommodate you.

Prerequisites
- Must be admitted to the Teacher Education Program and maintain all admission standards: http://www.sfasu.edu/education/about/accreditations/ncate/standards/1/docs/1.1.i.pdf
- Satisfactory completion of SED 450 and SED 450L

IMPORTANT CONTACTS
- For questions about your student teaching/field experiences, please contact your field supervisor first, then Carrie Durrett, Student Teaching Coordinator, at edcertfield@sfasu.edu or (936) 468-1275.
- For questions about teacher certification testing (TExES), please contact Julie Stadler, Certification Assessment Coordinator, at stadlerjd@sfasu.edu or (936) 468-1607.

I. Course Description

Three semester hours. This web-based course is designed to synthesize educational strategies and practices while the candidate completes student teaching. It also assists students in preparation for teacher certification examinations.

II. Intended Learning Outcomes/Goals/Objectives

This course addresses the COE mission and values. The course prepares “competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” Specifically the course helps student learn to teach to all students and work with diverse families and students. In addition the course helps to prepare professionals for the public schools. The course promotes academic excellence through critical, reflective, and creative thinking, life-long learning, collaboration, and shared decision-making, openness to new ideas, to culturally diverse people, and to innovation and change, integrity, responsibility, diligence, and ethical behavior, and service that enriches the community.

Program Learning Outcomes
1. The student will develop and adapt instruction and assessment based on the needs of diverse students.
2. The student will effectively manage a diverse learner-centered classroom.
3. The student will implement and modify instruction for all students, incorporating technology as appropriate.
4. The student will understand the purpose of education and philosophical perspectives, including
professional, legal and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.

**Student Learning Outcomes**
Upon successful completion of SED 443, the student will be able to:
1. Apply the knowledge and skills of pedagogy to provide developmentally appropriate instruction to meet the cognitive, emotional, social, and physical needs of learners.
2. Apply knowledge and skills of pedagogy to meet professional expectations for Texas teachers.
3. Utilize the knowledge of pedagogy through collaboration and life-long learning

**Course Objectives Based on the Texas PPR Test Framework for EC-12 and 8-12 Educators**
1. Apply knowledge of human development to plan instruction and assessment that respond to developmental needs of EC-12 learners.
2. Apply knowledge of human diversity to plan instruction and assessment that is responsive to differences and promotes learning for all students.
3. Design instruction and assessment that is driven by appropriate goals and objectives.
4. Apply factors that affect learning to design effective instruction and assessment that takes into consideration learners' levels of development, contexts of the home and community, motivation, teacher roles, and student learning styles.
5. Describe and apply ways to create a classroom that supports student learning through a climate that provides for all students respect, physical and emotional safety, equity, and high expectations.
6. Describe and apply classroom routines and procedures to facilitate learning, manage instructional and human resources, foster autonomy, and guide students toward appropriate behavior.
7. Apply effective strategies for communication, interpersonal relationships, questioning techniques, and higher order thinking skills.
8. Describe and apply instructional strategies that actively engage students in learning and meet the varied needs students bring to the classroom.
9. Apply understanding of varied resources, including technology, to appropriately plan, organize, deliver, and evaluate instruction.
10. Select, design, and use varied methods to assess student performance and communicate progress to students and their families/caregivers in a timely and appropriate manner.
11. Describe and apply ways the teacher can involve all students' families/caregivers in the educational process through effective communication.
12. Describe and model collaboration with other professional educators to enhance student learning and wellbeing, individual professional growth, teacher leadership, and involvement in school activities.
13. Describe and model the legal and ethical requirements expected of Texas educators and the governance structure of Texas public schools.

**ELL Standards**
II.007.4 Knows state-mandated LEP policies, including the role of the LPAC, and procedures of implementing LPAC recommendations for LEP identification, placement, and exit.
III.10.2 Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children’s education and school activities.
III.10.3 Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
III.10.4 Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

**College Values**
The course will also emphasize and help develop the values of the College of Education at SFASU, including Academic Excellence, Life-Long Learning, Collaboration, Openness, Integrity, and Service.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology

1. The course is learner-centered; however, students are expected to complete each lesson and its related assignments by specified dates indicated in the course calendar.
2. All assignments should be completed as scheduled on the course calendar. Students are responsible for all material and updates posted by the instructor; therefore it is essential to log in to check grades and course email several times a week during the semester.
3. Students are required to attend face-to-face meetings to participate in student teaching orientation meeting and to take the Mastery Exam.
4. Eligibility to take state certification tests is determined by Department of Secondary Education and Educational Leadership and the College of Education Office of Assessment and Accountability.
5. The course will provide candidates with opportunities to:
   a) Examine and apply the Pedagogy and Professional Responsibilities (PPR) Standards for EC-12 or 8-12 teachers in the context of best practices for public school classrooms.
   b) Examine and apply major legal guidelines that govern educators’ professional practice.
   c) Examine and apply the Code of Ethics and Standard Practices for Texas Educators as they pertain to educators’ professional practice.
   d) Examine and apply current technological applications and trends within the educational context.
   e) Examine professional education journals, websites, books and other professional development literature.
   f) Discover professional development opportunities that keep educators’ abreast of current research and trends.
   g) Reflect on their experiences in the public schools during student teaching in an effort to improve their teaching practices.

IV. Evaluation and Assessments (Grading)

Attendance and Participation: Prompt submission of assignments in this course is an attendance and participation requirement in this course. If a student submits more than 5 assignments late, it will be considered 5 absences and the student’s grade in the course will be decreased by a letter grade, if the students continue to submit late assignments, their final grade in the course will continue to be decreased by a letter grade for every 3 more late assignments. For example: If a student submits 8 assignments late their final grade will be decreased by two letter grades.

Course assignments include online quizzes, readings, and indicated assignments. A due date for completion of each assignment is provided in the course schedule below.

Resume: Candidates submit their draft resumes to SFA Career Services for critique. After revision based on the critique, resumes are submitted to the Dropbox folder in D2L.

Educational Philosophy: Candidates revise their educational philosophies by reducing verbiage while retaining essential elements that might be presented during job interviews.

A Work Sample must be completed and submitted to LiveText by the end of the course. The Work Sample will be based on instruction and assessment that takes place during student teaching. Each candidate will complete all parts of the Work Sample, describing a lesson taught during student teaching, including pre- and post-assessment, graphing of assessment data, and three-part reflection component.

Mastery Exam: You must pass the Mastery Exam before the College of Education clears you to take the actual PPR certification test. No pre-registration or fees are required for the Mastery Exam. Students should bring a #2 pencil and a photo ID to the testing room. The minimum required score for the Mastery
Exam is 75. A student who does not achieve the minimum required score after the allowed number of attempts will be given a grade of WH in the course until agreed upon requirements are completed.

The first administration of the Mastery Exam will be near the beginning of the semester at the time of student teacher orientation. All students must take Mastery Exam #1 at this time. A student who receives the minimum required score will be allowed to register for the next available TExES PPR test; however, the student must continue the course, completing assignments in a timely manner.

Schedules for face-to-face study sessions and exact dates for administering the Mastery Exams are set by the SED 443 instructor (see schedule below). Students are responsible for arranging their schedules to accommodate testing and required study sessions.

A student who does not make the minimum required score on the final administration of the Mastery Exam will be required to work independently with the SED 443 instructor as a prerequisite to taking another Mastery Exam. At this time, the student will receive a WH in the course, but will be provided one more attempt to pass a Mastery Exam after the semester ends. A student who does not pass on that attempt must complete one or more of the following options:
1. Repeat SED 443 with instructor and department chair approval.
2. Attend a paid, appropriate professional review session approved by the instructor and department chair. Demonstrate readiness to test on the next regularly scheduled Mastery Exam. Other, as determined by the SED 443 instructor and the department chair. There is no final exam for this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introductory Discussion Board Post and Reply</td>
<td>100</td>
</tr>
<tr>
<td>Test Dispositions &amp; Domain I-IV Quizzes</td>
<td>5x100</td>
</tr>
<tr>
<td>School Law Quizzes</td>
<td>4x50</td>
</tr>
<tr>
<td>Resume draft &amp; revision</td>
<td>150</td>
</tr>
<tr>
<td>Work Sample Discussion</td>
<td>100</td>
</tr>
<tr>
<td>Philosophy of Education Post &amp; Final</td>
<td>150</td>
</tr>
<tr>
<td>Work Sample Post &amp; Final</td>
<td>300</td>
</tr>
<tr>
<td>Total Points</td>
<td>1500</td>
</tr>
</tbody>
</table>

Grades will be assigned on the following scale:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
</tbody>
</table>

**QUALITY OF ASSIGNMENTS**

All assignments are to be submitted in a timely, professional manner. This includes proper use of grammar, correct spelling, and appropriate formatting. These elements will be considered as part of your grade on each assignment you submit. As a teacher, you should want only the best for and from your students. As your instructor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher.

You will need to submit your work in one of the following formats: .doc, .docx, .rtf, or .pdf. If you do not have Microsoft Office on your computer, you can purchase it at the campus bookstore at a significant discount, or you can download OpenOffice, a free software suite that is compatible with Microsoft Office (go to [http://www.openoffice.org](http://www.openoffice.org)).
EARLY WORK

Students may submit their work prior to the due date, but the work will not be graded until after the due date. In other words, you can work ahead, but I will not grade ahead.

LATE WORK

Students who submit their work in a timely manner will receive feedback from the instructor. Should late assignments be accepted by the instructor, these assignments may not receive feedback and will receive a reduction in grade. If accepted by the instructor, assignments turned in one week past the due date may be penalized a letter grade, and so on for subsequent weeks late. Students should always save and back-up their files.

FINAL COURSE GRADE

The instructor ultimately determines the course grade based on quality of work, timeliness, effort, progress, and participation. A grade of WH (incomplete or grade withheld) will be assigned ONLY if a student has not successfully passed the Mastery Exam. A grade of WH will not be assigned for students who have passed the Mastery Exam but have not completed coursework. Students receiving a grade of WH must pass the Mastery Exam within one calendar year from the end of the semester in which they receive a WH or the grade automatically becomes an F.

v. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Module</th>
<th>Due</th>
<th>Assignment</th>
<th>Topic/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Jan. 18</td>
<td>Discussion Board Introduction Post</td>
<td>Course orientation/PPR readiness</td>
</tr>
<tr>
<td></td>
<td>Jan. 23</td>
<td>PPR Test Dispositions Quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan. 30</td>
<td>PPR Domain I Quiz</td>
<td>Competencies 001-004</td>
</tr>
<tr>
<td></td>
<td>Feb. 6</td>
<td>PPR Domain II Quiz</td>
<td>Competencies 005-006</td>
</tr>
<tr>
<td></td>
<td>Feb. 13</td>
<td>PPR Domain III Quiz</td>
<td>Competencies 007-010</td>
</tr>
<tr>
<td></td>
<td>Feb. 20</td>
<td>PPR Domain IV Quiz</td>
<td>Competencies 011-013</td>
</tr>
<tr>
<td></td>
<td>Feb 20</td>
<td>Work Sample Discussion</td>
<td>Note: Post to Discussion Board</td>
</tr>
<tr>
<td>II</td>
<td>Feb. 27</td>
<td>Resume (draft to Career Services)</td>
<td>Note: Submit draft resume to</td>
</tr>
<tr>
<td></td>
<td>Mar. 5</td>
<td>Philosophy of Education (draft)</td>
<td>Note: Post draft to Discussions</td>
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<tr>
<td></td>
<td>Mar. 5</td>
<td>ESL Practice Quiz (Optional)</td>
<td>ESL Component</td>
</tr>
<tr>
<td></td>
<td>Mar. 12</td>
<td>Philosophy of Education</td>
<td>Note: Submit to LiveText</td>
</tr>
<tr>
<td></td>
<td>Mar. 26</td>
<td>Revised Resume</td>
<td>Note: Submit revised resume/</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>references to Dropbox with CS</td>
</tr>
<tr>
<td>III</td>
<td>Apr. 2</td>
<td>Work Sample Peer Review</td>
<td>Note: Post to your Discussion group</td>
</tr>
<tr>
<td></td>
<td>Apr. 9</td>
<td>Educational Law Quiz 1</td>
<td>Readings Chapters</td>
</tr>
<tr>
<td></td>
<td>Apr. 16</td>
<td>Educational Law Quiz 2</td>
<td>Readings Chapters</td>
</tr>
<tr>
<td></td>
<td>Apr. 23</td>
<td>Educational Law Quiz 3</td>
<td>Readings Chapters</td>
</tr>
<tr>
<td></td>
<td>Apr. 30</td>
<td>Educational Law Quiz 4</td>
<td>Readings Chapters</td>
</tr>
<tr>
<td></td>
<td>May 6</td>
<td>Work Sample</td>
<td>Note: Submit to LiveText</td>
</tr>
<tr>
<td></td>
<td>May 6</td>
<td>Program Completer Survey</td>
<td>Note: You will find this in the Forms</td>
</tr>
</tbody>
</table>

Mastery Test Dates for this semester

<p>| Day | Date | Time | Location |
|-----|------|------|----------|----------|</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>TBA</td>
<td>TBA</td>
<td>TBD</td>
</tr>
<tr>
<td>Friday</td>
<td>May 6th</td>
<td>1:00 PM</td>
<td>McKibben 439</td>
</tr>
</tbody>
</table>
The Mastery Exam will be offered only at the SFA campus. The state will not allow the Mastery Exam online at this time; however, the state testing site provides an online practice test resource that can help you prepare for the actual test.

vi. Readings


Secondary and All-Level Student Teaching Handbook

Livetext FEM Statement

If you purchased the Livetext FEM during the SED 450 L Internship Class, you do not need to purchase it again. HOWEVER, if you have not purchased the Livetext FEM module, you must purchase it before student teaching.

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.
VII. Course Evaluations
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information
available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

Additional postings on the D2L homepage are considered part of this syllabus.

SED 443 is an online course. You will need to be focused and self-motivated to be successful. The time you would normally spend in the classroom and commuting to campus must be used to complete your readings and assignments.

I will be more than happy to work with you on any issues dealing with the course content. Should you have any problems related to technology, please go to http://www.sfaonline.info/#!supportandtutorials-/c1pna or

D2L (Desire2Learn) Technical Support
P.O. Box 13038 SFA Station, Nacogdoches, TX 75962 Phone: (936) 468-1919
Fax: (936) 468-1308
E-mail: D2L@sfasu.edu

COE Mission Statement
The mission of the James I. Perkins College of Education us to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.