

EDTC 3000 – Pedagogy and Professional Responsibilities Course Syllabus and Rubrics

Time Requirements

- Instructional Contact Hours 150
 - Saturday School Hours 45
 - Site Based Observation Hours 9
 - Technology Instruction Hours 41
 - Technology Application Hours 41
- 286 Hours

Required Textbooks

Three textbooks have been selected to establish the knowledge base for this class. They reflect course content and the ability to engage learners

- ✓ Cunningham, Patricia M. and Richard L. Allington. Classrooms That Work: They Can All Read and Write, Fourth Edition. ISBN: 0-205-49394-7.
- ✓ Van Tassell, Frances, Betty Crocker. How to Prepare for the TExES: Texas Examination of Educator Standards
- ✓ Select one according to certification area
 - Nath, Janice and Myrna D. Cohen. Becoming a Middle School or High School Teacher in Texas. ISBN: 0-534-63801-5.
 - Nath, Janice and Myrna D. Cohen. Becoming an EC-4 Teacher in Texas. ISBN: 0-534-603009.

1. Course Mission

- Foster excellence and innovation in teaching and learning
- Support research and creative activities that expand knowledge
- Promote the application of knowledge for the benefit of society
- Assume a primary leadership role in addressing community needs
- Maintain academic integrity through free and open inquiry including the examination of values
- Understand and appreciate the historical, intellectual, technological, scientific, and cultural nature in the search for knowledge
- Provide continuing opportunities for intellectual, physical, emotional, and social growth
- Support a culturally diverse environment and advocate mutual respect for all members of the learning community as they strive for excellence
- Connect contemporary technology and teaching applications across the curriculum
- Promote the ethical standards of the teaching profession

2. Course Objectives

- Determine and analyze content, curricular, and pedagogical knowledge acquired through research and practice of the academic disciplines
- Incorporate the most recent Content and Pedagogy and Professional Responsibility Standards of the State Board for Educator Certification
- Design instruction for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Promote student learning by providing responsive instruction that makes use of effective communication strategies that actively engage students in the learning process, and timely, high-quality feedback.

- Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

3. Course Rationale

Components of the teaching process include how teachers make judgments about instructional strategies and appropriate curriculum, how they identify and lift up certain curricular themes or concepts, and, especially, how they reflect on and modify their practice. Educators may value practical knowledge (application) equally with or even more than formal knowledge. Numerous researchers have explored various facets of the concept of practical knowledge. (e.g., Carter, 1990; Clandinin, 1986; Clandinin & Connelly, 1987; Elbaz, 1983, 1990; Fenstermacher, 1994; Grimmitt, MacKinnon, Erickson & Riecken, 1990; Leinhardt, 1989; Munby, 1987; Richardson 1994; Russell, 1987; Shulman, 1986, 1987). Clearly this image of teaching is a “wise action in the midst of uncertain and changing situations” (Cochran-Smith & Lytle, 1999, p. 266). **Therefore, teacher learning is dependent on enhancing the teachers’ understandings of their own actions, their own reasoning and decision making skills, and the application of their own inventions of knowledge in unique and shifting classroom situations”** (Cochran-Smith & Lytle, 1999, p. 167).

Making context-based decisions requires using the best available evidence. Preparing preservice teachers to develop their own knowledge and apply it to managing large and small group instruction, listening to students, asking questions and responding to student answers, and engaging students in knowledge construction, is the first step in providing experiences in team and individual teaching, group work, cooperative/collaborative and individual learning, interdisciplinary curriculum development, differentiation/modification/accommodation, the lesson cycle, and models of classroom management and discipline. Candidates will learn to apply technologies that support inquiry and project-based learning and to increase their own access to professional and personal data. In addition, candidates will develop skills in authentic construction and alternative assessment methods such as a portfolio. Their preparation includes learning how to identify learning styles, assess student learning, evaluate curriculum for multicultural content, and modify curriculum to meet the needs of special learners.

4. Engaged Learning in EDTC 3000

- **Pedagogical knowledge** of teaching and assessment refers to the ability of educators to assess, plan, implement, and evaluate teaching and learning.
- **Curricular knowledge** refers to the fundamental understanding of academic content and knowledge construction.
- **Promotion of equity for all learners** refers to the skills and attitudes that enable educators to advocate for all students.
- **Celebrating diversity** refers to the construction of a learning environment that appreciates, affirms, and engages the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
- **Professional communication** refers to effective interpersonal and professional exchanges that include appropriate applications of information, technology, and the promotion of student learning.
- **Engaged professional learning** refers to the commitment of educators to ethical and caring practices and to the continual processes of learning and professional development.

Mosenthal (1999) explains engagement as that portion of the process of setting and achieving goals in which the individual is involved actively in problem solving. During this period, the individual develops and refines strategies leading to goal attainment, enabling growth in competency for future engagements (p. 2). Dewey (1910, 1929, 1938) identified engagement with the steps of “reflective inquiry,” whose essential component is the recognition of problems or “challenges to learning.” Without this recognition, learning

becomes mere assembly of facts (Mosenthal, p. 3). In “engaged learning,” students seek relevant information, formulate hypotheses, engage in dialogue, and formulate results. “Engaged learning” is active, disciplined, and often collaborative. Although it may lead to a solution, its important result is the increased ability to engage in future problems and apply the problem solving processes.

In *Engaging Minds: Teaching and Learning in a Complex World*, Davis, Sumara, and Luce-Kapler (2000), emphasize the role of the teacher in advancing the student’s ability to notice “challenges to learning.” Learning theories that account for the complexity required by this conception of teaching often focus on contextual issues, and ecological and neurological theories and recent scientific discoveries. The influence of these understandings of learning and their implications for teaching are the foundations for the design of EDTC 3000, the materials and texts selected, and the learning and assessment experiences developed. The philosophy of education reflected in this course include the one characterized by Morrison (2000, p 428) as **progressivism**¹ and **social reconstructionism**², delivered in a state whose public educational policies so often “promote” **essentialism**³.

1 **Progressivism** is based on the principle that humans are social beings who learn best in real life activities involving other people. Progressivists rely on the best scientific theories of learning. A progressive pre-service teacher (student) desires not just reading and drill, but real world experiences and activities that center on the life of the pre-service teacher (student). “Learn by Doing”

2 **Social Reconstructionism** attempts to help the pre-service teacher (student) deconstruct their own prior knowledge and attitudes, comprehend how these understandings evolved, explore the effects they have on actions and behaviors, and consider conceptions and premises that may be more serviceable in the teaching/learning experience. Analysis and structured reflection on formal course knowledge and practical experiences are incorporated.

3 **Essentialism** is defined where:

- students are passive and are expected to absorb information as it is presented by the instructor;
- individuals are taught facts, with knowledge in one area, rarely integrated with knowledge in another area;
- students often receive feedback of their learning days to weeks after being tested for their learning. Testing is seen as assessment of learning, rather than an integral part of the learning process; and
- education is memorization: knowledge is assumed to be acquired only when specific facts can be repeated back.

5. Activities

- Design an educational philosophy, professional resume, classroom design, and behavior plan
- Develop and implement an effective lesson plan
- Collect data and observational notes from 3 on-site classroom observations
- Develop and deliver 2 effective classroom teaches
- Develop technological components and incorporate with other areas- PowerPoint, spreadsheet, screenshot, data collection and desegregations
- Action research construction
- Authentic, analytical, and performance based assessments

6. Measurement

- Electronic and presentation portfolios evidencing the completion of all course requirements as defined by the state of Texas
- Authentic products and presentations developed from given criteria and assessed using activity rubrics
- Action research project
- Mid-term and final exam
- Attendance/contact hours

Artifact Guide

Each cohort member will develop a professional portfolio comprised of six areas of public school pedagogy and professional responsibilities. Artifacts will be assigned and completed in each of these six areas. Completed artifacts will be displayed both on the student's professional website and in an authentic presentation portfolio. A student's portfolio collection will be the determining factor for academic success in this course as well as evidence your understanding of professional responsibilities and growth to a perspective employer.

Artifact 1 Professional Documentation

- Educational Philosophy
- Professional Resume
- District Application
- Criminal Background Check

Artifacts 2-3 will include:

- *A summary of the assignment or project*
- *A statement of how the assignment/project prepares the cohort member as educators for the roles they will perform*
- *A self assessment as related to the standards of achievement*

Artifact 2 Professional Planning and Development

- Classroom Design and Instructional Environment
- Classroom Behavior Plan with Follow Through
- Three complete lesson plans with all accompanying ancillary materials
 - Two lesson plans will be constructed within a collaborative team
 - One lesson plan will be constructed independently (to be used with micro teach)
- Three sight based observations

Artifact 3 Teaching Experiences (with video critique)

- One collaborative micro teach
- One individual micro teach

Artifact 4 Technology Standard Including Technology for Teachers

- Webpage Design
- Spreadsheet
- PowerPoint (may be used in conjunction with another artifact's development and presentation)
- Screen Shot (may be used in conjunction with another artifact's development and presentation)

Artifact 5 Action Research

- Self Selected Public Education Research (instructor approval required)

Artifact 6 Professional Responsibilities and Insight

- Attendance
- Mid-term Evaluation
- Final Evaluation

Artifact Scoring Rubric

Cohort Member _____ Student ID # _____ Letter Grade _____

Evaluator/instructor _____
Ben Alley Jr.

Director _____
Sharon Duncan

		<i>Below Expectations</i>	<i>Proficient</i>	<i>Exceeds Expectations</i>	
Artifact 1 Professional Documentation 5%					Score
Possible 3	Educational Philosophy	0	1	3	
Possible 1	Professional Resume	0	1	--	
Possible 1	District Application	0	1	--	
	Criminal background Check	Not Complete	--	Complete	--
Comments:				Total	

Possible 5	1. <i>Summary</i> 2. <i>App. Statement</i> 3. <i>Assessment</i>	3	4	5	
Artifact 2 Professional Planning and Development 25%					
Possible 2	Classroom Design Board	0	1	2	
Possible 2	Behavior Plan	0	1	2	
Possible 2	Collaborative Lesson Plan 1	0	1	2	
Possible 2	Collaborative Lesson Plan 2	0	1	2	
Possible 3	Independent Lesson Plan 1	1	2	3	
Possible 3	Sight Based Observation 1	1	2	3	
Possible 3	Sight Based Observation 2	1	2	3	
Possible 3	Sight Based Observation 3	1	2	3	
Comments:				Total	

Possible 5	1. <i>Summary</i> 2. <i>App. Statement</i> 3. <i>Assessment</i>	3	4	5	
Artifact 3 Teaching Experiences 15%					
Possible 5	Collaborative Micro Teach	3	4	5	
Possible 5	Independent Micro Teach	3	4	5	
Comments:				Total	

Artifact 4 Technology Standard		20%				
Possible 5	Webpage Design		3	4	5	
Possible 5	Spreadsheet		3	4	5	
Possible 5	PowerPoint		3	4	5	
Possible 5	Screen Shot		3	4	5	
Comments:						Total

Artifact 5 Action Research		10%				
Possible 10	Research		6	8	10	
Comments:						Total

Artifact 6 Prof Responsibilities		25%				
Possible 5	Attendance		1	3	5	
Possible 10	Mid-term Evaluation		6 (70-80)	8 (81-90)	10 (91-100)	
Possible 10	Final Evaluation		6 (70-80)	8 (81-90)	10 (91-100)	
Comments:						Total

Comments:				
_____		Point Total	Letter Grade Equivalent	A 90-100 B 80-89 C 70-79

Artifact Assessment Criteria

Artifact 1 Professional Documentation

<p><u>Below Expectations</u> The student fails to include any of the following or any component of the following: philosophy statement, resume, and/or have incorrect grammar usage, and/or content errors. The student does not complete a district application and/or a criminal background check according to district and program standards</p>	<p><u>Proficient</u> The student includes an educational philosophy and a resume; the resume and philosophy statements are complete and have been revised and edited for grammar or usage errors. The student completes a district application and a criminal background check according to district and program standards</p>	<p><u>Exceeds Expectations</u> The student includes a philosophy statement and resume; the philosophy statement and resume have been revised for content, edited for grammar and usage errors, and include all of the listed components. The resume and educational philosophy evidence elaborated thought and self reflection.</p>
<p>The educational philosophy statement is a narrative that includes your conceptions of teaching and learning and a description/justification of how you envision yourself as a teacher. It should clearly demonstrate reflection and purpose of what drives your educational views. It also provides an opportunity to merge the different areas of your portfolio into an individualized focus.</p> <p>The resume contains information that identifies you and gives details of your background and training, honors, activities and awards, teaching experiences, and other related work experiences. It includes a career objective as it relates to public school education.</p> <p>District application completion as required Criminal background check completed as required</p>		

Inclusions to Artifacts 2-3

<p><u>Below Expectations</u> The artifact descriptions lack or are not complete nor do they describe student knowledge of content. Summaries are unclear and/or do not evidence elaborated thought. Statements of how the artifact has prepared the student for teaching may not be present or does not demonstrate personal reflection or application. Assessments of work may not be present or may document work at an unacceptable level containing grammar and/or usage errors.</p>	<p><u>Proficient</u> Artifact descriptions are moderately developed and show evidence of student knowledge of content. Summaries are somewhat clear and evidence thought. Statements of how the assignments prepare the student for the classroom show some insight and elaboration. Self assessments are moderately developed and evidence self reflection for professional growth. Work contains no grammar and/or usage errors.</p>	<p><u>Exceeds Expectations</u> Artifact descriptions are well developed and clearly demonstrate content knowledge as evidenced by elaboration and a connection to other components of student knowledge. Statements of how the assignment prepares the student for the classroom evidences elaborated insight and are reflected in the self assessment. Self assessments are clearly developed and have no grammar or usage errors.</p>
--	--	---

Artifact 2 Professional Planning and Development

Classroom Design		
<p><u>Below Expectations</u> Demonstrates 1 level of planning</p>	<p><u>Proficient</u> Demonstrates 3 levels of planning</p>	<p><u>Exceeds Expectations</u> Demonstrates 5 levels of planning</p>
Behavior Plan		
<p><u>Below Expectations</u> Evidences plan and no follow-through</p>	<p><u>Proficient</u> Evidences plan and little follow-through</p>	<p><u>Exceeds Expectations</u> Evidences plan and a elaborated follow-through</p>
Lesson Planning		
<p><u>Below Expectations</u> Lesson plan does not follow format and may show little evidence of being TEKS driven. Little evidence of academic connections. Does not effectively evidence authentic application. Objectives are not clearly stated and cannot be assessed directly. Lesson may not reflect ability level of learner/s. Artifact may not demonstrate lesson connections with a disjoint between objective and assessment. Ancillary materials may be missing or incomplete. Grammar and/or usage errors have not been corrected.</p>	<p><u>Proficient</u> Lesson plan follows format and is TEKS driven as evidenced by lesson plan documentation. Some connections to other academic areas. Authentic application is present but not elaborated or clear. Objectives are focused, developed for a specific learning level/s, and can be assessed. All lesson components are completed. There are connections between the lesson development and the teacher's personality and delivery style. There are no grammar or usage errors.</p>	<p><u>Exceeds Expectations</u> Lesson plan follows format and is TEKS driven as evidenced by lesson plan documentation. Additional academic area TEKS are listed demonstrating connections. Each component of the lesson evidences reflection and elaboration. Objectives are constructed using high level thinking skills which can clearly be assessed for proficiency. Lesson addresses learning level/s. Ancillary materials are complete and demonstrate continuum. There are strong connections between the lesson, teacher personality, and delivery style. No grammar and usage errors.</p>
Sight Based Observations		
<p><u>Below Expectations</u> Uses forms minimally, describes minimally, compares few items, reflects upon few examples, mentions but does not discuss unusual, evaluates few aspects in terms of</p>	<p><u>Proficient</u> Uses and completes forms, describes clearly, compares most items, reflects upon several examples, discusses unusual in detail, evaluates and aspects and terms of the Principles of</p>	<p><u>Exceeds Expectations</u> Uses and completes forms thoroughly, describes clearly with elaboration, compares all items, reflects upon multiple examples, discusses unusual in great detail, evaluates thoroughly in</p>

Principles of Learning and the TxBESS domains.	Learning	terms of Principles of Learning and TxBESS domains
--	----------	--

Artifact 3 Teaching Experiences

<u>Below Expectations</u> Scores an overall 1-2 on appraisal score	<u>Proficient</u> Scores an overall 2 on appraisal score	<u>Exceeds Expectations</u> Follows teaching rubric and evidences overall score of 3 on appraisal score
---	---	--

Artifact 4 Technology Standard

ALSO SEE THE TECHNOLOGY STANDARDS (Pages 7-24) RUBRIC AND GUIDE WHICH DEVELOPS THE FOUNDATIONAL COMPONENTS OF THIS ARTIFACT

Webpage Design		
<u>Below Expectations</u> Many links on page are not functioning and do not point to available and active websites It is difficult to read the text size and colors used No title given to page The navigation is difficult to find and follow Site does not show preparedness or professionalism, shows copyright fraud No introduction provided There are no links relative to teaching/subject matter. No resume posted No EDTC Assignment link is provided No use of technology other than word processing.	<u>Proficient</u> Most links on page are functioning and point to available and active websites Most of the text size and colors used can easily be read A title is provided, however, it gives users little insight as to webpage purpose Most of the navigation is easy and obvious to follow Site can be more organized or "cleaner" to show professionalism, some evidence of copyright fraud Introduction is not clear or professional There are less than 5 links relative to teaching/subject matter; some are helpful for students learning technology and TEKS. Resume successfully posted but not updated EDTC Assignment link (separate webpage where all your assignments will be uploaded) is provided but not functioning Some technology used other than word processing	<u>Exceeds Expectations</u> All links on page are functioning and point to available and active websites the text size and colors used can easily be read Meaningful title given to each page; remember the title and filename are not the same All navigation of WebPages is easy and obvious to follow Site shows teacher preparedness and professionalism reflecting legal and ethical use of technology The index page provides a short and clear introduction to yourself and teaching There are at least at least 5 links relative to teaching/subject matter that will be used for upcoming school year/preparation and for student learning of technology TEKS. Resume is updated and successfully posted EDTC Assignment link (separate webpage where all your assignments will be uploaded) is provided and functioning Website documents and design show use of digital camera, scanner, and graphics, audio, video, and other technology.
Spreadsheet		
<u>Below Expectations</u> Not uploaded	<u>Proficient</u> Properly uploaded but missing some criteria	<u>Exceeds Expectations</u> Properly uploaded with formatting, header and footer, explanations, graphics
PowerPoint Presentation		
<u>Below Expectations</u> Not uploaded	<u>Proficient</u>	<u>Exceeds Expectations</u> Properly uploaded with "best practices" of font, use of background, graphics, data, stands on its own
Screen Shot Presentation		
<u>Below Expectations</u> Not uploaded	<u>Proficient</u>	<u>Exceeds Expectations</u> Screenshot used to assist learning materials; scaled down by cropping unneeded borders, correct size

Artifact 5 Research and Application

Self Selected Public School Research		
<p><u>Below Expectations</u> The introduction vaguely describes the objectives and goals. The introduction includes some thoughts on the components of the innovation planned for the action research. The literature vaguely reveals the educational significance for the innovation with brief thoughts on the relationship to personal experiences. The plan of action is vague. Data collection insures another person would obtain the same measures. The action plan includes a vague self assessment. The summary and discussion contains vague implications of the teacher's practice. The research included a brief reflection. Conventions of writing are not followed.</p>	<p><u>Proficient</u> The introduction describes the objectives and goals. The introduction includes a thoughtful reflection on the components of the innovation planned for the action research. The literature states the need for innovation and a thoughtful reflection on the relevance as related to personal experience. The plan of action is adequate. Data collection includes a rubric for ensuring other people would obtain the same measures. The action plan includes an adequate self assessment. The summary and discussion contains a thoughtful discussion on the implications for he teacher researcher's practice, including what was learned and how the research will impact future actions. The research included a thoughtful reflection. Conventions of writing are followed.</p>	<p><u>Exceeds Expectations</u> The introduction provides a detailed description of the objectives and goals. The introduction includes a thoughtful and detailed reflection on the components of the innovation planned for the action research. The research explicitly states the need for innovation and the factors supporting it as reflected in the meaning and relevance to personal experience. The plan of action is detailed and innovative. Data collection includes a rubric as well as a determination that other people did obtain the same measures. The action plan includes explicit and elaborated self assessments. The summary and discussion contains a thoughtful and through discussion on the implications for the teacher researcher's practice, including detains of what was learned and specific ways the research will impact future actions. The research included thoughtful, insightful, and elaborated reflection. Conventions of writing are followed with the use of explicit and unambiguous language.</p>

Artifact 6 Professional Responsibilities

<p><u>Below Expectations</u> Student misses often and does not inform peers of instructor. Oral language and/or body language includes some identifiable bias. Some listeners will be offended. During group work, tasks are not defined and few members participate actively. There is no follow up. There is little understanding of who does what. Because there is no decision making process, decisions are made by individuals, and do not reflect the thinking or the desires of the team. The team atmosphere is competitive and individualistic rather than cooperative and supportive. Personal appearance is inappropriate for the occasion. Responds to questions inadequately. Body language reveals a reluctance to interact with the audience.</p>	<p><u>Proficient</u> Student attends most classes. When the student needs to be absent, they inform peers and the instructor. Oral language and body language are free from bias with one or two minor exceptions. Personal appearance is generally appropriate for the audience. Generally responsive to comments questions, and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with the audience. During group work tasks are defined informally and most but not all members understand them. Most members contribute. Follow up is sporadic. Members may not be able to explain he roles of others. Decision making procedures are established informally leading to inconsistency and a failure to involve all members in the decision making process. There is a general atmosphere of respect but some members may not be heard as much as others. Acknowledging others' work is not planned. Some members may feel free to turn to others for help.</p>	<p><u>Exceeds Expectations</u> Student attends all classes. Both oral language and body language are free from bias. Personal appearance is appropriate for the occasion and the audience. Consistently clarifies, restates, and responds to questions and summarizes when needed. Body language reflects comfort interacting with others. During group work, the student encourages all members to take an active role. Tasks are defined to all members. The student engages team members to follow-up and monitor progress. Every team member can explain the role of others. Decision making procedures are established and documented. Involvement of each team member is also documented. Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members feel free to seek assistance from others and to ask questions.</p>
--	--	--