“The Teacher as Competent Professional Educator”

I. **Catalog Course Description and Credit Hours of Course:** An introductory study of schooling as the principle institution by which American society educates its citizens for life in a democratic social order. (2)

II. **Prerequisite (s):** US-105 American History I or US-107 American History II, PS-103 United States Political Systems. Admission to the Teacher Education program.

III. **Purposes or Objectives of the Course:**
   A. To foster an understanding of the central concepts of foundational inquiry into issues of public education in the United States and to briefly introduce teacher candidates to the comparative status of American education in a global environment.

   B. To foster understanding of the historical and current role of schools in the intellectual, social and personal development of the individual in our society.

   C. To help teacher candidates understand the conflicting historical purposes of American public education and their role in forming the current institutions of education through fostering the development of critical reflection and performance skills.

   D. To model communication techniques through the use of inquiry and interactive discussion so as to help teacher candidates develop the abilities to foster active inquiry, collaboration and supportive interaction amongst their own students.

   E. To give teacher candidates an understanding of the role and professional dispositions of the teacher in the American educational system and the sociological relationships between teachers, parents, schools and the larger community.

   F. To introduce teacher candidates to the philosophical foundations of critical moral reasoning and develop their skill in reflecting on the ethical issues of teaching and their personal philosophy as a basis for choices they will make in curriculum, teaching and student relations.

   G. To emphasize the importance of developing reflectively based assessment strategies to ensure the continuous intellectual, social and physical development of their students.

   H. To introduce teacher candidates to the political perspectives of current educational reform issues in American society so they can understand the impact on curriculum, school and teaching planning and assessment.
I. To help teacher candidates understand the evolution of teaching in a culturally diverse society, the role of culture in learning and assessment, and the public schools; historical and current role in assimilation and socialization as it relates to contextual factors and the Teacher Work Sample (TWS).

J. To foster understanding of the historical and current development of curriculum and its role in forming current educational practices.

K. The ability to investigate and present on current and historical educational issues using educational technology, e.g. internet, Smartboard, presentation software.

### Alignment Matrix

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Upon completion of the course, the student will have demonstrated:</th>
<th>College of Education Standard</th>
<th>DESE (MOSTEP) Standard</th>
<th>INTASC Standard</th>
<th>Assessment Ensuring that Objective Has Been Met</th>
<th>Number of Hours Allocated (15 per credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To foster an understanding of the central concepts of foundational inquiry into issues of public education in the United States and to briefly introduce teacher candidates to the comparative status of American education in a global environment.</td>
<td>2.3 2.4 3.2 4.3</td>
<td>1.2.1.1 1.2.2.1 1.2.2.2</td>
<td>1.4 1.5 1.6 3.5 3.6</td>
<td>--Reflective field experiences journal --Synchronous and asynchronous discussion</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>To foster understanding of the historical and current role of schools in the intellectual, social and personal development of the individual in our society.</td>
<td>2.3 2.4 3.2 4.3</td>
<td>1.2.1.1 1.2.2.1 1.2.2.2</td>
<td>1.4 1.5 1.6 3.5 3.6</td>
<td>--Family Educational History Essay</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>To help teacher candidates understand the conflicting historical purposes of American public education and their role in forming the current institutions of education through fostering the development of critical reflection and performance skills.</td>
<td>2.3 2.4 3.2 3.3 3.4 4.3</td>
<td>1.2.5.1 1.2.5.2</td>
<td>1 (all) 1.4 1.5 1.6 3.5 3.6</td>
<td>--Reflective field experiences journal --Family History Essay --Synchronous and asynchronous discussions</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>To model communication techniques through the use of inquiry and interactive discussion so as to help teacher candidates develop the abilities to foster active inquiry, collaboration and supportive interaction amongst their own students.</td>
<td>1.2 2.3 3.2 3.3 3.5 6.2</td>
<td>1.2.7.1 1.2.7.4</td>
<td>1.4 2.2 2.3 2.4 3.5 3.6 6.1</td>
<td>--Synchronous and asynchronous discussions --Family Educational History Essay</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>To give teacher candidates an understanding of the role and professional dispositions of the teacher in the American educational system and the sociological relationships between teachers, parents, schools and the larger community.</td>
<td>2.3 2.4 3.1 3.3 3.4</td>
<td>1.2.10.2 1.2.10.3</td>
<td>4.3 5.4 5.5 8.6 9 (all)</td>
<td>--Reflective field experiences journal</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>To introduce teacher candidates to the philosophical foundations of critical moral reasoning and develop their skill</td>
<td>2.3 2.4 3.3</td>
<td>1.2.9.1 1.2.9.3 1.4 2.4 3.5</td>
<td></td>
<td>--Personal Educational Philosophy Essay --Personal Values</td>
<td>4</td>
</tr>
</tbody>
</table>
In reflecting on the ethical issues of teaching and their personal philosophy as a basis for choices they will make in curriculum, teaching and student relations.

<table>
<thead>
<tr>
<th></th>
<th>3.4</th>
<th>3.6</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7</strong></td>
<td>To emphasize the importance of developing reflectively based assessment strategies to ensure the continuous intellectual, social and physical development of their students.</td>
<td>1.3 1.4 4 (all)</td>
<td>1.2.8.1 2 (all) 8.2 8.3 8.4</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>To introduce teacher candidates to the political perspectives of current educational reform issues in American society so they can understand the impact on curriculum, school and teaching planning and assessment.</td>
<td>3.2 3.3 4.3</td>
<td>1.2.4.1 1.4 2.4 3.5 3.6 9.3</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>To help teacher candidates understand the evolution of teaching in a culturally diverse society, the role of culture in learning and assessment, and the public schools' historical and current role in assimilation and socialization as it relates to contextual factors and the Teacher Work Sample (TWS).</td>
<td>3.2 4 (all)</td>
<td>1.2.3.1 1.2.3.4 2.2 2.4 3.5 3.6 4.3</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>To foster understanding of the historical and current development of curriculum and its role in forming current educational practices.</td>
<td>2 (all) 3.2 4 (all)</td>
<td>1.2.5.1 1.2.5.2 1 (all) 3.1 4.1</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>The ability to investigate and present on current and historical educational issues using educational technology such as Internet, SmartBoard, and presentation software.</td>
<td>5 (all) 6.1</td>
<td>1.2.11.1 1.2.11.5 6 (all)</td>
</tr>
</tbody>
</table>

### Relationship of the Conceptual Framework to Standards
Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a **competent**, **reflective**, and **caring** professional as the grounding tenet of our conceptual framework as well as a commitment to proficiency in literacy, diversity and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a **competent** professional who actively **reflects** on his/her teaching, while maintaining a **caring** attitude, is and/or will be capable of meeting the intent of those standards.

### IV. Student Learning Outcomes

The students will:

A. Conduct primary research into historical perspectives on educational issues and practices.

B. Articulate personal values relevant to educational decision-making.
C. Synthesize their own perspectives on educational issues and practices into a personal philosophy of education.

V. **Expectations of Students:**

Students will be expected to complete the following course requirements:

A. Paper critically reflecting on and analyzing teacher candidate’s values as a basis for constructing a personal philosophy of education

B. Paper analyzing and reflecting on issues in teaching generated by readings and course discussions.

C. Paper analyzing and reflecting on course issues as seen through the eyes of a family member.

D. Reflective journaling and/or asynchronous online discussion of teacher candidate’s experiences and observations during field experiences to integrate course issues of the sociological, cultural and historical purposes of American schooling, moral and political ideologies of teaching, and students’ perceptions and experiences as to issues of race, class and/or gender in school as to multicultural education.

E. Periodic examinations and/or other reflective writing at instructor's discretion.

**Expectations of Teacher Candidates:**

A. Attend class regularly

B. Read assignments

C. Be an active participant in classroom discussion, critiques, role plays and group work

D. Write a series of analysis, reflection, reaction papers and other assignments as delineated on the class schedule.

VI. **Course Content**

A. Introduction: Historical, philosophical and social perspectives on education

B. Perspectives on educational philosophies and ideology in education

C. Evolution of the American school and teaching historical responses to diversity politics of education

D. Education of the "other"; Current issues of race, class and gender and multiculturalism

E. Issues of equity in education literacy, language and democracy, Inclusion & Special Education

F. Cultural and political socialization as purpose of education

G. Teaching as a moral act; educational ethics

H. Current Educational Reform Issues

VII. **Textbook and/or Required Readings:**

B. Any ancillary readings will be handed out in class or posted as links on the class web site.

**VIII. Basis for Student Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family educational history essay</td>
<td>30</td>
<td>5th week</td>
</tr>
<tr>
<td>Personal values essay</td>
<td>30</td>
<td>10th week</td>
</tr>
<tr>
<td>Educational philosophy essay</td>
<td>30</td>
<td>15th week</td>
</tr>
<tr>
<td>Reflection journal entries</td>
<td>30</td>
<td>4th, 9th, 14th week</td>
</tr>
<tr>
<td>In-class activities and asynchronous discussion/writing</td>
<td>120</td>
<td>(As required)</td>
</tr>
<tr>
<td>Periodic examinations and/or reflective writing</td>
<td>(Varies)</td>
<td>(As required)</td>
</tr>
</tbody>
</table>

*Note: The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.*

**IX. Grading Scale**

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

**X. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

**XI. Student with Disabilities:**

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to
become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XII. Civility and Harassment
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIII. Professional Dispositions for Teacher Education
The Dispositions, as assessed within Teacher Education are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the 11 current dispositions assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed dispositions are listed under the applicable Conceptual Framework Term.
Competent: -Self-initiative/Independence
-Reliability/Dependability
-Attendance/Punctuality
Reflective: -Response to feedback
-Desire to improve teaching performance
Caring: -Tact judgment (with peers and/or instructors)
-Interaction with students, peers, teachers and others
-Collegiality
-Attitudes towards learners/Fairness
-Attitudes towards cultural, ethnic and socioeconomic diversity
-Commitment to the profession

DEPARTMENTAL APPROVAL DATE: 4-7-10, 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 05-13-10, 5-8-12