COURSE SYLLABUS
Southeast Missouri State University

THE TEACHER AS PROFESSIONAL EDUCATOR

Department of Middle and Secondary Education  Course No. SE308
Course Title: Fundamentals of Secondary School Education  Revised: Spring 2012

“The Teacher as Competent Professional Educator”

I. Catalog Course Description and Credit Hours of Course:  History, philosophy, organization, and curriculum of secondary-level schools and the instructional strategies for teaching for secondary school students. (3

II. Prerequisite(s): Successful completion of Block I and admission to Teacher Education Program. SE305, SE306, SE307, SE275 and EF304 must be taken concurrently

III. Purposes or Objectives of the Course:
A. Pragmatic knowledge and application of contemporary curricular structures, and issues and trends related to secondary schools.

B. Pragmatic knowledge and application of the characteristics of adolescents and of the implications of those characteristics for selecting relevant instructional strategies in the learning environment.

C. The ability to write learning goals, instructional objectives, design lessons, and incorporate relevant technology for use in teaching at the secondary school level.

D. Application of course objectives through successful completion of the Teacher Work Sample (TWS) elements.

E. Learn and development basic skills and appropriate professional dispositions of a secondary level teacher.

F. Pragmatic understanding of the unique challenges of teaching different curricular areas in the secondary school.
### Alignment Matrix

<table>
<thead>
<tr>
<th>Course Objective</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>
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<td>Upon completion of the course, the student will have demonstrated:</td>
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<td>1 A pragmatic knowledge and application of contemporary curricular structures,</td>
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<td>1.2.1.1-4</td>
<td>1.3</td>
<td>Written assignments, Teacher Work Sample</td>
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<td>and issues and trends related to secondary schools.</td>
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<td>1.2.4 (all)</td>
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<td>6.2</td>
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<td>2 A pragmatic knowledge and application of the characteristics of adolescents</td>
<td>1.1-3</td>
<td>1.2.1.2-4</td>
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<td>Teacher Work Sample</td>
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<td>and of the implications of those characteristics for selecting relevant</td>
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<td>1.2.2.1</td>
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<td>instructional strategies in the learning environment.</td>
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<td>3 The ability to write learning goals,</td>
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<td>1.2.2.2</td>
<td>5.3</td>
<td>Teacher Work Sample</td>
<td>16</td>
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<td>instructional objectives, design lessons, and incorporate relevant technology</td>
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<td>1.2.3 (all)</td>
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<td>for use in teaching at the secondary school level</td>
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<td>4 Application of course objectives through successful completion of the Teacher</td>
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<td>1.2.2.2-4</td>
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<td>Teacher Work Sample</td>
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<tr>
<td>Work Sample (TWS) elements</td>
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<td>5 Learn and development basic skills and appropriate professional dispositions</td>
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<td>Class discussions, Individual reflections</td>
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<td>of a secondary level teacher.</td>
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<td>6 Pragmatic understanding of the unique</td>
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<td>1.1</td>
<td>Class discussions, Individual reflections</td>
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<td>challenges of teaching different curricular areas</td>
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<td>the secondary school.</td>
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### 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. Identify and describe instructionally significant contextual factors.

   B. Write learning goals for use in teaching at the secondary school level.

   C. Design lessons for use in teaching at the secondary school level.

V. **Expectations of Teacher Candidates:**

   A. Each teacher candidate is expected to actively participate in regularly scheduled class meetings and complete assigned work in a timely fashion.

   B. Each teacher candidate is expected to locate information in professional journals and critique articles relevant to teaching at the secondary school level.

   C. Each teacher candidate is expected to use technological resources and appropriate equipment in fulfilling the required elements of the course.

   D. Each teacher candidate is expected to maintain a professional posture in the assigned school for field experiences for Block II.

VI. **Course Content**

   A. Secondary Schools

      1. Organization
      2. Curricular Structure
      3. History
      4. Philosophy

   B. Characteristics and Needs of Adolescents and Implications for Teachers

   C. Planning to Teach

      1. Writing Objectives
      2. Assessment and Evaluation
         a. Traditional Methods of Assessment
         b. Alternative Methods of Assessment
         c. Relationship of Assessment to Evaluation
      3. Designing Lessons
      4. Organizing Elements of a Unit Plan, including interdisciplinary unit.
      5. Time Management
6. Classroom Management

D. Instructional Strategies and Implementation of Relevant Technology

1. Advantages and Disadvantages of Basic Techniques
   a. Formal and Informal Lectures
   b. Discussion
   c. Questioning
   d. Games & Simulations
   e. Problem-Solving
   f. Skill Practice
   g. Using multimedia/technology

2. Active Learning

3. Cooperative Learning

4. Individualized Approaches

E. Issues and Trends

1. Grouping Practices
   a. Heterogeneous Grouping
   b. Homogeneous Grouping
   c. Inclusion

2. Multicultural Issues

3. School and Community Activities

4. Parental Involvement

F. Integrated Field Experience

Each student will be assigned to a secondary school where specific experiences will be carried out to achieve specified Performance Indicators from the MoSTEP Standards. The experiences will include but not be limited to

1. Assisting in classroom activities
2. Planning for, teaching and evaluating at least 3 large group lessons
3. Learning about
   a. the organizational structure of the school
   b. the school's expectations as related to teachers, classrooms, and students
   c. the process for ordering, renting and purchasing instructional materials
   d. the teaching-learning support elements available through the school library-media center
   e. the relationship the classroom teacher and other school colleagues.
VII (A).  **Textbook and/or Required Readings:**


VII (B).  **Teacher Work Sample**

Students are required to purchase a four-year license for the Chalk and Wire online portfolio software, in order to publish a Teacher Work Sample. This format will be used for Block II, III, and IV iterations of the Teacher Work Sample.

VIII.  **Basis for Student Evaluation:**

A. Discussion and reflection

B. Teacher work sample

C. Written assignments

*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:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100% to 90%</td>
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<tr>
<td>B</td>
<td>89% to 80%</td>
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<tr>
<td>C</td>
<td>79% to 70%</td>
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<tr>
<td>D</td>
<td>70% to 60%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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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