

T&L 500: THE PROFESSIONAL TEACHER (3 CREDITS)

FALL SEMESTER

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OFFICE LOCATION: Education

OFFICE HOURS: I check my email often, but I do not check it all hours of the day. I will do my best to answer your questions within 24 hours. If you have not heard back from me, try calling during my office hours or resending your question. Emails sent on Friday will be returned no later than Monday.

MAILING ADDRESS: 231 Centennial Drive, Stop 7189
Grand Forks, ND 58202-7189

Course Description

This class is an introduction to the study of education, that explores the foundations of education, how learners differ, and the social and political contexts of schools. This course will provide students the opportunity to explore the many facets of the teaching profession, and to consider its value as a personal career choice. Through reflection on the teacher, the learner, the subject matter, and the context within one teaches, the student will begin to develop a personal philosophy of teaching and learning.

Field Experience

There is a required 10-hour field experience that will be done in the middle of the semester. During your time in the field, observation topics/focus areas will be assigned that link topics we have been studying in class to practical applications within the educational setting. This is an observation only practicum with no required dispositions to be filled out by the cooperating teachers.

Course Objectives

- *Professional Skills & Responsibilities:* Students will explore teaching as a profession and career, identifying the professional responsibilities of teachers, and develop the skills necessary in the teaching profession (such as problem-solving, research, group work, and critical-thinking skills). **CAEP 1.4, InTASC 1, InTASC 3, InTASC 5, ISTE 1, ISTE 3**
- *Foundations of Education:* Students will demonstrate an emerging level of understanding about the historical, philosophical, social, and psychological foundations of American education. **CAEP 1.2, InTASC 10**

- *Diversity*: Students will identify major issues associated with diversity and multiculturalism, and explore basic concepts related to teaching a diverse student population. **CAEP 1.4, InTASC 1, InTASC 2, InTASC 7**
- *Issues and Trends in Education*: Students will identify major issues and trends addressing curriculum and instructional practices. **CAEP 1.5, InTASC 3, InTASC 7, InTASC 8, ISTE 4, ISTE 6**

Course Requirements

It is expected that all assignments be submitted on time. All papers need to be typed and double-spaced adhering to APA format (6th ed.). Title and reference pages must be used; however, title and reference pages are not needed for reflective papers. Doing all of the assigned readings, assignments, and participating in class discussions is crucial for your success in this course.

Required Texts/Readings

Fraser, J. W. (2015). *Teach: A question of teaching* (2nd ed.). New York, NY: Routledge.

Palmer, Parker J. (2000). *Let Your Life Speak, Listening for the Voice of Vocation*. San Francisco, CA: Jossey-Bass.

Whitaker, T. (2013). *What Great Teachers Do Differently, 17 things that matter most*. New York, NY: Routledge.

Note: All page numbers and references will be made to this specific text. If you purchase the full book or an earlier edition, it will be up to you to find the proper page references.

Note: There will also be other readings available via Blackboard.

Topics Covered in this Course

An introduction to...

- the teaching profession
- lesson design (UbD) and assessment
- INTASC standards
- diverse students and their families
- student motivation
- learning styles (emphasizing constructivism)
- teacher-student relationships
- the social, psychological, and physical aspects of the learning environment

Major Assignments and Points

Assignments may change depending on how the course goes. Changes will be made explicit and students will have time to accomplish what is needed.

Assignment	Points
Let Your Life Speak – Personal Inventory	50
Personal Educational Philosophy (Evolving through course)	30
What Great Teachers Do Differently Study and Reflection	50
Hot Topics TEACH text	50
UbD lesson (linked to practicum)	30
Discussion Board interaction	100

A 90-100%, B 80-99%, C 70-79%, D 60-69%, F below 59%

Letter of Introduction

Before the student begins the field experience, you will need to introduce yourself to your assigned cooperating teacher. This short introduction is your first professional responsibility for the field experience, and the letter should be well written, free of grammatical errors, and formatted professionally. A template will be provided to give you guidance on the structure, and will only be used as a guide.

Personal Educational Philosophy

Throughout your experiences this semester and throughout your entire experience in teacher education, you will develop your own philosophy of teaching and learning. This assignment will be an ongoing, scaffolded assignment, where the students will apply the theory learned during the weekly lessons to their emerging understandings of the teaching profession. Each instructional unit will ask that they reflect upon and adjust (if necessary) previous statements to reflect their growing understanding of their personal philosophies.

Understanding by Design

You will learn the theoretical constructs of Understanding by Design, and apply them to your particular area of study. You will be linking observations at your field experience to concepts discussed during this unit. The departmental template will be used as the basis for study.

What Great Teachers Do Differently Reflections

Todd Whitaker's book gives valuable insights into effective teacher influence. This practical read offers the opportunity for personal reflection related to school climate, goals, expectations, willingness to put student learning first, relationship capital, outside the box thinking, and finding the best in everyone. Reflection and discussion of this text will be central to understanding effective teacher traits and practices.

Let Your Life Speak Reflections

Parker Palmer's intimate discussion of call and passion are designed to invite each of us to discovering our true selves. In a culture inundated with voices calling us to be this or that; this book is a fresh invitation to listen slowly, carefully, and thoughtfully to our quiet inner voice. Reflections from this text will take the form of class discussion and processing along with written reflections and thoughts.

Hot Topics

Based upon the "issues" we identify and discuss course books and the course text, the student will choose one issue to analyze more in-depth. Combining what the student read in the text, outside sources, and their experiences at the practicum, they will create a final culminating project that not only reflects their understanding of this hot topic, but also discuss its relevance for them as future teachers.

Late Assignments

All assignments must be submitted on the due dates that are provided. If you are unable to complete an assignment on time, a verifiable reason is required (i.e. note from doctor or other appropriate documentation) in order for the assignment to be accepted by the instructor. If an extension on an assignment is needed, you must communicate with the instructor prior to the class period in which the assignment is due. Unforeseen circumstances may occur throughout the semester, and for most situations, an extension will be granted, unless making this request has become patterned. Late assignments with no verifiable reason or extension will be accepted for 1 week past the due date, but will receive a 1-full letter grade reduction in points. All in-class assignments or exams that are missed due to unexcused absences cannot be made up and will automatically receive a grade of zero points.

NOTE: ALL assignments must be completed in order to pass this class.

Incomplete Grades

It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student's control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark "I," Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See p. 36 for undergraduate courses) or p. 227 (for graduate courses) of 2018-19UND Catalog for the complete policy statement.)

Other Policies

Students who feel they may need some instructional modifications to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this in a timely manner. If you have emergency medical information to share with me (the instructor), need special arrangements or disability accommodations in this course, please make an appointment with me (the instructor).

Conceptual Framework

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of educators who

- are committed to the continuing process of learning about many things, especially about their content and learning to teach;
- are able to take an active role in promoting the learning of all students;
- will advocate with and for students, parents, colleagues, school and community.

Departmental Framework

This course is aligned with the conceptual framework defined by the Department of Teaching and Learning and with the Interstate New Teacher Assessment and Support Consortium Standards (INTASC) which have been adopted for the undergraduate programs in the Department of Teaching and Learning.

Chair, Department of Teaching & Learning- Dr. Cheryl Hunter, Office Education 240, 701-777-3431, Cheryl.hunter@und.edu

(Note: Not every dimension of the conceptual framework of every INTASC Standard is covered in any single course.)

Dispositions

Professional dispositions are formally and/or informally monitored throughout the teacher education program. It is possible in this course that you will receive a Level 2 disposition. Faculty, instructors and/or cooperating teachers may request one-on-one meeting with a teacher candidate to discuss areas of strengths or concerns. Written documentation of the conference may be included in the candidate's permanent file. Specific procedures and delineated on the form, "Professional Dispositions for UND Teacher Education."

University & College Statements

University Attendance Policy and Procedure.

Attendance and participation in class activities are considered integral parts of a university education. It is the University policy that attendance in classes is expected of all students. If attendance and/or participation are required and will impact grading, it is the responsibility of the instructor to communicate clearly that policy to students during the first week of class in the course syllabus.

Even in situations where an instructor might excuse a class absence, e.g., severe medical situations, family emergencies, military service, or authorized University activities, it is the responsibility of the student, whenever possible, to inform the instructor ahead of time.

Campus Emergency: *In the event of a major campus emergency, suspension, or closure, the course requirements, deadlines, and grading policies on the official syllabus are subject to change. You will be notified of such changes by email, using the email address you have listed in Blackboard. Please make sure that email address is correct.*

The Code of Student Life: *UND students are expected to follow the Code of Student Life which is available at: <http://und.edu/code-of-student-life/>. It outlines the rights and responsibilities and expected levels of conduct of citizens in the University community. The purpose of the rules outlined is to prevent abuse of the rights of others and to maintain an atmosphere in the University community appropriate for an institution of higher education.*

Disability Services for Students: UND recognizes its responsibility for making reasonable accommodations/adjustments to ensure there is no discrimination on the basis of disability, as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you plan to request disability accommodations you are expected to register with Disability Support Services. For more information, contact DSS or check the DSS web site at: <http://und.edu/disability-services/>

College of Education & Human Development Academic Concerns and Grievance Process Policy: The grievance process can be found on the web at <http://education.und.edu/files/docs/academic-concerns.pdf>. Graduate students should follow the CEHD Grievance Policy for decisions made at the course or program level and should follow the School of Graduate Studies Grievance Policy for decisions made by the School of Graduate Studies. **It is the student's responsibility to initiate and advance the grievance.** Please contact Dr. Anne Walker, the Associate Dean of Student Services and Assessment, for more information and assistance with the CEHD grievance process.

Scholastic Honesty: Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion.

A. Cheating on a test includes, but is not restricted to:

1. Copying from another student's test.
2. Possessing or using material during a test not authorized by the person giving the test.
3. Collaborating with or seeking aid from another student during a test without authority.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.
5. Substituting for another student or permitting another student to substitute for oneself to take a test.
6. Bribing another person to obtain an unadministered test or information about an unadministered test.

B. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. This includes appropriation of another person's work by the use of computers or any other electronic means.

C. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Instructors choosing to treat a case of scholastic dishonesty as a scholastic matter have the authority to decide how the incident of dishonesty will affect the student's grade in the course. If, before the drop date, an instructor is considering such action (or still investigating a possible case of dishonesty), the instructor may, with the concurrence of the dean of the course, place hold on the student's registration to prevent the student dropping the course. If the student has already dropped the course, the dean of the course may void that drop and have the Registrar re-enroll the student in the class. (See "Scholastic Honesty" in the 2018-19 UND Catalog).

Non-discrimination statement: As part of its commitment to providing an educational environment free from discrimination, UND complies with Title IX of the Education Amendments, which prohibits

discrimination and harassment based upon sex in an institution's education programs and activities. Title IX prohibits sexual harassment, including sexual violence, of students at UND-sponsored activities and programs whether occurring on-campus or off-campus. Title IX also protects third-parties, such as visiting student athletes, from sexual harassment or violence in UND's programs and activities and protects employees from sexual harassment and discrimination. Prohibited harassment includes acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, even if those acts do not involve conduct of a sexual nature; sex-based harassment by those of the same sex; and discriminatory sex stereotyping. UND will take prompt action to investigate and resolve reports of sexual harassment or sexual violence in accordance with Title IX. UND's Title IX coordinator is Donna Smith, Director of Equal Employment Opportunity/Affirmative Action, 401 Twamley Hall, 264 Centennial Drive Stop 7097, Grand Forks, ND 58202-7097, 701-777-4171, donna.smith@und.edu. Retaliation against any person who initiates an inquiry or complaint or participates in the investigation of a complaint is prohibited. Such conduct will be further cause for disciplinary action.

Brief Information about reporting: Any student who has been impacted by sexual violence (sexual assault, domestic violence, dating violence, stalking) or gender-based misconduct is encouraged to report and seek appropriate resources on campus. Please contact the Title IX Coordinator (Donna Smith, donna.smith@und.edu or 701-777-4171) to discuss your options. To view the policy and additional resources, please visit: <https://und.policystat.com/policy/4522669/latest/>.

How to seek help when in distress: We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/student-affairs/student-rights-responsibilities/care-team.cfm>.

Faculty reporting obligations regarding sexual violence: Classroom discussions or assignments may lead a student to disclose information about an incident of sexual violence that occurred recently or in the more distant past. It is important for students to understand that faculty are required by federal law to report to the Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. Reporting the incident does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>.