

TO: Student Teachers Taking **EDSD 413 or EDEL 414 Online**
FROM: Dr. Lynn Kelting-Gibson
Coordinator – Online Component
RE: EDSD 413 – Professional Issues Online Syllabus
EDEL 414 – Professional Issues Online Syllabus

Syllabus:

The attached syllabus contains all information needed to complete the required Professional Issues course during your student teaching experience, online. Successful completion of the assignments and discussions contained in the syllabus constitutes the equivalent of EDSD 413 or EDEL 414.

Desire 2 Learn:

This entire course will take place over 13 weeks and will be taken online utilizing the Desire 2 Learn learning management system or platform. Both discussions and assignments are submitted through this management system. The completed assignments are all due on Thursdays at 11:00 pm. This allows me to correct them on Fridays and return them to you in a timely manner.

The Desire2Learn production server is up and ready for you to begin designing your Spring 2009 courses. As a reminder, the URL to the production server is <https://ecat.montana.edu>. Your Desire2Learn username and password are the same as your MyMSU username and password. If you don't know or recall your MyMSU Portal username, you can find it through the secure area of [MyInfo](#). (After logging on, select Announcing MyMSU Portal). If you know your username but don't remember your password, you can reset it using the <http://password.montana.edu> web site.

Licensure:

Prior to leaving for your student teaching placement, it is your responsibility to apply for teacher licensure through the Field Placement and Licensure office, 247 Reid Hall. You must make an appointment with either Marlene Elifrits (marlene.elifrits@montana.edu) or Jackie Bergstedt (jsb@montana.edu) before you leave campus.

Career Services/Placement Office:

Prior to leaving for your student teaching placement or after you begin student teaching, it is recommended that you begin a placement file with Career Services, 125 Strand Union. By beginning this file, you will have a place to combine your application papers as you seek employment. Information packets will be provided.

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EDSD 413-03 or EDEL 414-03 Professional Issues
Fall Semester 2009, 2 credits
Montana State University
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Course Description: EDSD 413 and EDEL 414 are senior capstone courses addressing the role of the teacher in the contemporary elementary or secondary school. They are an overview of significant issues to include applied evaluation, classroom management and discipline, cooperative learning, law, contracts, certification, professional organizations, ethics, resume, job seeking, and professionalism.

COURSE OBJECTIVES:

Upon completion of this course graduating teachers will:

- Complete a philosophy of education statement ready for a district application or personal portfolio.
- Revise a professional resume and cover letter.
- Have a general understanding of school law and political issues related to school law.
- Complete the requirements involved in seeking a teaching position and presenting themselves in a professional manner.
- Know the appropriate manner to contact a school district and to follow up on their application procedures.
- Know how to prepare for and deliver a strong interview.
- Report and discuss a broad overview of typical and atypical teaching situations, based upon various experiences gained from fellow students.
- Complete a Montana Teaching Licensure Application.
- Recognize issues related to confidentiality.
- Discuss the challenges that often occur within the first year of teaching.
- Design a plan of how to work with parents in various situations.
- Discuss how best to work with special education students in their classroom.
- Enter the teaching profession with a summative professional portfolio.

Professional Portfolio (It is possible these may change, you will know from me if they do):

The following are assignments that will enhance your professional portfolio or your credential file through Career Services.

1. **Grading Policy (due Thursday, October 1)**
2. **Philosophy of Education (due Thursday, October 8)**
3. **Discipline and Management Plan (due Thursday, October 22)**
4. **Parent Conference Plan & Procedures (due Thursday, November 5)**
5. **Resume (due Thursday, November 19)**
6. **Cover Letter (due Wednesday, November 25)**

Standards: Interstate New Teacher Assessment and Support Consortium (INTASC)

Standards for which teacher education programs follow in order to adequately prepare future teachers.

INTASC Standard #1 Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC Standard #2 Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social and personal development.

INTASC Standard #3 Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC Standard #4 Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

INTASC Standard #5 Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

INTASC Standard #6 Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTASC Standard #7 Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

INTASC Standard #8 Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

INTASC Standard #9 Reflective Practice: Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

INTASC Standard #10 School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students learning and well-being.

Essential Understanding Regarding Montana Indians #2: There is a great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual. There is no generic American Indian.

MSU Code of Conduct:

Teachers are held to the very highest ethical standards. Therefore, you are expected to abide by MSU's policies on collaboration and plagiarism. Academic dishonesty will not be tolerated in this course and will result in serious consequences. If you choose to engage in academic dishonesty and are caught, you will be subject to University disciplinary jurisdiction. A variety of sanctions may be imposed: you will fail the assignment, you may fail the course, you may be denied the opportunity to repeat the course, your standing in the College of Education, Health and Human Development may be in jeopardy, and your offense may be referred to the Dean of Students. For a description of MSU's Student Conduct Code with regard to academic dishonesty, consult www2.montana.edu/policy/student_conduct/cg600.html.

Grading Criteria for Assignments and Discussions:

- See the two rubrics below for assignment and weekly discussion criteria.
- The instructor will determine grades on assignments and each of you will determine your grade on the weekly discussions. Points for these will be recorded under the **Grades** tab. Each week after you have completed the requirements for any given topic, take the Discussion Self-Evaluation quiz under the quiz tab. This process eliminates any miscalculations on my part and is a great self-evaluation tool.
- Final grades will be determined by using a composite score derived from all assignments and discussions.

Assignments: 6 assignments X 10 points each = 60 points possible

Discussions: 12 Weeks X 5 points each week = 60 points possible. Week 13 will not be scored for discussions, as many of you will not be teaching at this time.

Grading will be based on the following scale using 120 points possible:

| | | |
|----|----------|------------|
| A | 100-93%, | 120 - 111 |
| A- | 92-91%, | 110 – 109 |
| B+ | 90-89%, | 108 – 107 |
| B | 88-83%, | 106 – 99 |
| B- | 82-81%, | 98 – 97 |
| C+ | 80-79% | 96 – 95 |
| C | 78-73%, | 94 – 87 |
| C- | 72-71%, | 86 – 85 |
| D+ | 70-69%, | 84 – 83 |
| D | 68-60% | 82 – 72 |
| F | 59-0% | 71 – below |

Grading Criteria for Each Assignment

Guidelines for Written Assignments, see scoring rubric below (10 points each):

- Throughout this course you will have six assignments that will be shared with your group for peer review and then with me. All assignments will help you develop a stronger portfolio. You will also be asked to download information into your e-portfolio. This is the portfolio you began in EDCI 102. www.montana.edu/4teachers and see attached document on the final pages.
- During the 13 week timeframe I have placed an INTASC standard after the weekly topic. Either your discussion comments or your assignment should be placed under that specific standard in your e-portfolio.

| Grade | Criteria |
|-------|--|
| A | 9-10 pts. The assignment was of high quality, well written, thoughtful and well organized, and showed authentic comprehension and original insights, connecting the topic to the student's own experiences. The student showed an advanced performance on all criteria of the assignment. |
| B | 8 pts. The assignment made clear and insightful connections between the readings, the class discussions, and the student's own ongoing teaching experiences (if teaching). The student showed a proficient performance on the assignment. One particular criterion was not addressed. |
| C | 7 pts. The assignment was somewhat well written, thoughtful, and covered most of what was required as the assignment. Some connections were made between the readings and the class discussions. The students showed a partially proficient performance on the assignment. Two particular criteria were not addressed. |
| D | 6 pts. The assignment was not clearly written or thoughtful. It covered very few elements of the assignment, and showed little evidence of understanding the readings. The student showed a novice performance on the assignment. Most criteria were not addressed. |
| F | 0-5 pts. The assignment was not clearly written and it showed no connections between the readings and our class discussions. The assignment was late and of quality below undergraduate level work. The criteria were not addressed. |

Grading Criteria for Each Weekly Discussion/Reflection

Weekly Discussions, see scoring rubric below (5 points each week): Each week you are required to respond at least **once** to the readings and the discussion questions; this does not have to be all of the questions. You must also take the time to read what others have posted. When you respond to someone's discussion posting, offer something insightful other than, "Yes, I agree with you," tell us why you agree with that person. Respond at least **three** times to others' postings and questions.

Points for this will be recorded in the **Quizzes** area. Each week after you have completed the requirements for any given topic, take the Discussion Self-Evaluation quiz. This process eliminates any miscalculations on my part and is a good evaluation tool.

So that you have personal time, I would prefer that you are on top of postings and discussions the week in which they are assigned, preferably during the week and not on weekends. Discussions are a time for the sharing of thoughts and ideas and answering questions others may have regarding the questions, assignments or what is happening in their classroom. I encourage consideration when your views may be a different from others in the course. I also encourage you to share what is happening in your classroom even though it may not be topic related. At times you may have an issue come up that cannot be discussed with your cooperating teacher. Our course discussion area is a perfect venue as these circumstances arise. We don't want to make this a complaint session, but a helpful discussion session.

| Grade | Criteria |
|----------|--|
| A | 5 pts. You will reflect at least once to the readings or questions and constructively respond to what others have written at least 3 times during the week. You will participate in the discussion throughout the week, not just the final day. You will make connections between the readings and your present/future classroom environment. You will read what others have written. |
| B | 4.5 pts. You will reflect at least once to the readings or questions and constructively respond to what others have written at least 3 times during the week. You don't participate in the discussion throughout the week, just the final day. You will make connections between the readings and your present/future classroom environment. You will read most of what others have written. |
| C | 4 pts. You will reflect at least once to the readings or questions and respond to what others have written at least 2 times during the week. You don't participate in the discussion throughout the week, just the final day. You make modest attempts to make connections between the readings and your present/future classroom environment. You will read little of what others have written. |
| D | 3.5 pts. You will reflect at least once to the readings or questions and respond to what others have written at least 1 time during the week. You will participate in the discussion just on the final day. You make modest attempts to make connections between the readings and your present/future classroom environment. You will read little of what others have written. |
| F | 1-3 pts. You will reflect at least once or not at all to the readings or questions and respond to what others have written at least once during the week. You don't participate in the discussion throughout the week. You make no attempts to make connections between the readings and your present/future classroom environment. You will read very little or none of what others have written. |

WEEKLY SCHEDULE

Week #1, August 31 – September 5 – Observations: (INTASC standards # 1)

During this first week take time to observe your cooperating teacher. What does she/he do well? What hopes do you have in your own teaching that will emulate what this teacher does? What concerns do you have at this point, especially after observing your cooperating teacher? Share these comments in this week's discussion area.

Week #2, September 7-12 – Legal Rights: (INTASC standards # 9)

Discuss with your cooperating teacher any legal issues that have affected her/him during her/his career. Ask her/him or your immediate administrator what other legal issues you should know about as a teacher. Share these comments in the discussion area.

Week #3, September 14-19 – Teaching Strategies: (INTASC standards # 2, #4 and #6)

While observing your cooperating teacher during the first couple of weeks, jot down the teaching strategies she/he uses. Discuss reasons for use of those strategies with her/him. How will you integrate these strategies into your teaching? Be specific in your description.

Week #4, September 21-26 – Assessments and Monitoring Student Learning: (INTASC standards #7 and #8)

Discuss with your cooperating teacher how she/he monitors student learning. What types of assessments are utilized in the classroom (both formative...for learning and summative...of learning)? What assessments are required by the district? State? Federal Government?

Week #5, September 28 – October 3 – Reporting and Grading: (INTASC standards #7 and #8)

Discuss the process of grading and reporting in your classroom. What is the school's grading policy (if any)? What is the teacher's philosophy of grading? How is this information shared with students and parents?

Assignment *Due Thursday, October 1 @ 11pm*

Grading System/Policy

Based on our discussions regarding grading systems, grading philosophies and grading procedures, you will create your own grading system for your future classes. This will be very similar to the grading policy we created in EDCI 360 if you still have that document. Please include the following in your **one page** grading system, as well as any items shared by your cooperating teacher:

1. **Purpose/Philosophy:** What is your overall philosophy regarding why you grade or the purpose you see in grading?
2. **Types of Assignments:** What types of assignments, possibly both formative and summative, will be included in your grading procedures?
3. **Guidelines:** Which guidelines will you choose that are most important to you and your students? These guidelines are from the list in your packet that we discussed in class.
4. **Others:** What other important policies will you include (late work, plagiarism, make-up, redos, extra credit...)?

Week #6, October 5-10 – First Year of Teaching and Philosophy of Teaching: (INTASC standards #9 and others)

In your current school district find a first or second year teacher/s to interview. Ask them to share the ups and downs of their first year/s of teaching. What is one thing that they would like to share that they wish they had known before this first year of teaching? What has been the biggest struggle for them? What has worked that they are glad they implemented into their teaching? What other things did they share? In the discussion area, share first year teaching experiences and the following regarding a teaching philosophy. Before submitting your teaching philosophy, ask your cooperating teacher the following question. If you were looking over a pile of applications for a position in this school district, and the applicants were required to submit a Teaching Philosophy, what would be of most importance to you in that philosophy?

Assignment *Due Thursday, October 8 @11pm*

Philosophy of Education

Many school districts will request your philosophy of education. This document should be double-spaced and no longer than two pages. The issues to address while writing your philosophy include suggestions from your cooperating teacher and the following:

1. Learning – How do students learn in your content area? (Learning styles, multiple intelligences, constructivism, differentiation, brain research, etc.)
2. Teaching – How will you know what students need to learn? How will you support their learning?
3. Equity – How will you assure high expectations and strong support for all learners?
4. Assessment – How will you know when students make progress towards standards, targeted learnings, etc.? Include discussion of pre-tests, formative and summative assessments and the importance of utilizing the combination of strategies.
5. Curriculum – How will you support the national and state content standards in your field?
6. Technology – How will you use technology to enhance teaching and learning in your classroom?

Week #7, October 12-17 - Discipline and Classroom Management: (INTASC standard #5)

Work with your cooperating teacher on a Discipline Plan. What does she/he do? What policies or programs, if any, are in place in your school district? What policies regarding discipline are in place when you have an identified special needs student in your classroom? What issues should you expect during your first year of teaching?

Week #8, October 19-24 – Discipline and Classroom Management: (INTASC standard #5)

This week, take the time to describe your discipline plan with us. You can attach it or share it in your own words. How are discipline and classroom management going? Are you feeling comfortable having to discipline students? What strategies are you working on and those you are struggling with? This is an opportunity to help each other out in providing feedback and suggestions or asking questions of others.

Discipline and Management Plan: Due, Thursday, October 22 @ 11pm

This is a one page plan outlining your philosophy and procedures for good classroom management. Give a concise listing of your classroom rules and steps for discipline (this could be what you utilize during your student teaching experience). Often your discipline plan will follow a school policy. There are many on-line policies from various school districts that you may wish to review.

Week #9, October 26-31 – Professional Development: (INTASC standard #9)

Have you had the opportunity to attend any special professional development in your district? If so, what have you attended? What other opportunities does this district provide? Find out from your cooperating teacher what she/he does (e.g., workshops, national/state organizations, conferences...) for professional development. What benefits/opportunities do these provide?

Week #10, November 2-7 - Parent/Teacher Conferences: (INTASC standard #10)

Attend and participate in every opportunity for parent-teacher conference/interaction. Document in writing when these conferences take place, the topic(s) addressed, and results. Write a one page position paper summarizing key elements for interacting effectively with parents. Included in this Parent Interaction Plan should be the three most compelling realizations that took place during interactions with parents. Share some of your thoughts with your classmates.

Parent Conference Plan/Procedure: Due, Thursday, November 5 @ 11pm

This is a one page plan outlining your procedures for parent teacher conferences as well as general communication strategies with parents and community stakeholders.

Week #11, November 9-14 – Special Needs Students: (INTASC standards #2, #3, and #4)

Hopefully, at this point you have completed your special needs assignment for your student teaching experience (see student teaching packet). Please give a brief overview of what you did and share what you learned from this experience. Take the time to talk to a resource room teacher and ask them about strategies that work well for including special needs students in your classroom. Share these ideas with others. Have you had the opportunity to attend an IEP meeting? What did you learn from that?

Week #12, November 16-21 – Job Interviews and Resume Development: (INTASC standard #9)

At some point during the semester, set up a mock interview (you may even have had a real interview) with an administrator. Prior to this mock interview go on *youtube.com* to see if you can find an interview that is taking place with a teacher or interview questions. Share the questions asked with your classmates. In your personal interview, what went well? What would you do differently?

Resume: Due, Thursday, November 19 @ 11pm

Your resume provides a recruitment and selection committee their first impression of you. If possible, try and retain your resume to one page. The resume should not be more than two pages.

Week #13, November 23 -25 – Cover Letters and District Applications: (INTASC standard #9)

Look online or ask a colleague to help you write a cover letter. Find out what future employers are looking for in a cover letter by asking an administrator, human resource person, or your fellow teachers. Also, complete a district application from your current district or one in which you would like to apply. Share your findings regarding cover letters and the district applications in the discussion area.

Cover Letter : Due, Wednesday, November 25 @ 11pm

Your cover letter provides a recruitment and selection committee with one of their first impressions of you, so please proofread carefully. If possible, try and retain your cover letter to one page. See example in the attachments on the homepage of this course.

District Application: Not Required

To prepare yourself for the application process you may want to complete an application from any district for which you are applying or complete a Bozeman School District Application [for practice purposes]. All the information must be complete, answers professionally written, and easy to read. Be sure to keep your own copy for future reference. The application can be downloaded from:

<http://www.bsd7.org/humanresources/appmaterials.html>

-Find the PDF Bozeman Public Schools Application for Licensed Teaching Employment

Maintaining Your Electronic Teacher Portfolio Web Site at MSU

Your MSU site remains available to you for six months after your graduation. Make sure to save it to CD or upload to a different site before that time.

Your electronic portfolio is the tool used for collecting artifacts to provide evidence of progress with the INTASC standards for new teachers. An electronic portfolio provides an effective, concise compilation for presenting you as a teacher ready to (1) make subject matter meaningful to students, (2) understand how learning takes place, (3) build upon the diversity of learners, (4) plan enhanced and varied learning environments, (5) encourage active engagement in learning, (6) integrate technology and facilitate communication, (7) plan an effective bridge between curriculum goals and students experiences, (8) assess and evaluate learning at various stages, (9) commit to seeking out, developing, and continually refining practices and (10) foster relationships with school colleagues and others in the larger community to support students learning and well-being. These standards form the Conceptual Framework of your Teacher Education Program at MSU.

Check to see if you have a working Electronic Portfolio

1. Open Netscape or other browser.
2. Type your URL <http://studentweb.montana.edu/username>

Your username is the one you use to get into your z-drive; it may be your myportal username. Check your links and images on your pages.



If you have ANY problems come to the Instructional Computing Lab, REID 425 for assistance. 994-6280.

Forgotten Password

If you have forgotten your password for your z-drive, go to <http://www.montana.edu>. Click on "My Passwords" at the bottom left. You will change the MSU DOMAIN account since this is your z-drive-- MSU Student Computer Account.

Getting a Web Editor

You need to have a web page editing program in order to edit the web pages of your e-portfolio. NETSCAPE COMPOSER is free and can be downloaded to your own computer. <http://www.montana.edu/4teachers> click on Electronic Portfolio, and then see the paragraph that tells how to download Composer. Get Version 7.2 suite-- not the latest release. Follow directions.

Adding Web pages or Documentation to your Electronic Teacher Portfolio.

As you progress through the Teacher Education Program, you will want to add documentation to show how you have accomplished each of the 10 INTASC standards. EDCI 320 is your documentation for the teaching with technology component of Standard #6. Multicultural Education is documentation for Standard 3 on diversity, as is a component of Children's Literature. The web pages to work on as you go through the Teacher Education Program are in your z-drive, Web folder, inside the INTASC folder.

INTASC Standards and web pages on which to work:

| | |
|--|---|
| st1.html Standard 1: Content Pedagogy | st6.html Standard 6: Communication and Technology |
| st2.html Standard 2: Student Development | st7.html Standard 7: Planning |
| st3.html Standard 3: Diversity | st8.html Standard 8: Assessment |
| st4.html Standard 4: Instructional Strategies | st9.html Standard 9: Reflective Practice |
| st5.html Standard 5: Motivation and Management | st10.html Standard 10: School and Community |

1. To Work on your Electronic Portfolio, find your web pages in your z-drive.

Open your z drive account:

1. From the Menu Bar at the top of the window hold your mouse on **GO** > release on **Connect to Server**.
2. In the Server Address Box, type in **smb://opal**
 - a. Click the **Connect** box.
3. Add the following to the boxes in the new window.

Workgroup: **MSU**

Name: **your username** for the MSU domain account -- z drive

Password: **your password**

4. In the box asking you to connect to a shared volume, hold the triangle down and **choose the folder with the first letter of your username and click OK.**
 5. Find your folder with your username.
 6. Navigate to the WEB folder at the bottom. All of your electronic portfolio pages should be in this web folder. All standards files on which you add information are in the INTASC FOLDER. Any graphics that you use for these pages should also be in this folder.
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2. Making Changes to Your Pages

- a. When in your z-drive, web folder, INTASC folder, hold your right mouse button down on the .html page that you want to work on. You will see a pop-up window-- drag to **OPEN WITH...** release on **NETSCAPE.**
- b. **FILE > EDIT PAGE** This will bring up the tools so you can edit the page.
- c. Work on the page and **save often.** You might want to link to a lesson plan that you have changed to a web page, make links to resource pages, or show pictures. Your EDCI320 lab manual has directions for making links, adding new pages, adding images, etc. You can also find Composer Directions at <http://www.csulb.edu/%7Ejvancamp/composer.html>
- d. **SAVE** or **SAVE AS**
FILE > **SAVE** Make sure to click on **REPLACE** so the changes are saved.
Check that the changes are saved by opening a web browser (SAFARI), typing in <http://studentweb.montana.edu/username>
If changes are not seen, click on **RELOAD** or **REFRESH** to see latest changes.

SAVE AS lets you know where the page is going for sure.

1. FILE > **SAVE AS**
2. Click on **OPAL**, then get into your z drive web folder
3. Open the INTASC FOLDER,
4. Click on **SAVE** button, then **REPLACE**. If you do not REPLACE, you loose the latest work that you just completed.
5. Check that the changes are saved by opening a web browser (SAFARI), typing in <http://studentweb.montana.edu/username>
If changes are not seen, click on **RELOAD** or **REFRESH** to see the latest changes.

Revised 10/28/2008 by Joan Cook