Midwestern State University
Gordon T. & Ellen West College of Education
School and Society Education 2013
Dr. Paul Nagel
Fall 2012

Office Hours: MW – 10 a.m.-1 p.m.; Appointment on other days
Make an appointment – office #206

There are several ways for you to contact Dr. Nagel
Select the way that is most appropriate to the time of day, degree of emergency, etc.

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Email: Blackboard (Web CT) or paul.nagel@mwsu.edu (Preferred)

Required Text

Course/Catalog Description
This course is an introduction to the teaching profession and the role of the school in a democratic society with an emphasis on educational equity for all students. Field experience in diverse communities is required.

Conceptual Framework Overview
The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:
- Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings
- Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development
- Diverse Learners - GWCOE recognize the value and challenges of individual differences:
• Reflection - GWCOE engage in individual and group reflection to improve practice.
• Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.
• Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.
• Professional Development - GWCOE actively engage in continuous learning and professional development.
• Strategies and Methods - GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.
• Content Knowledge - GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.
• Planning Process - GWCOE demonstrate effective planning as part of the instructional cycle.
• Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.

NCATE Standards

The National Council for Accreditation of Teacher Education (NCATE) requires all colleges of education who desire national accreditation to meet several criteria. These criteria for a quality teacher preparation program are called “NCATE standards”. The following information summarizes the NCATE standard applicable to this course and how they will be met.

NCATE Standard 1. Student knowledge, skills, and dispositions

The candidates for teacher certification thoroughly understand effective pedagogy. These candidates can explain a variety of instructional strategies that will enable all students to learn.

• Implementation: In this course students will experience twelve research based themes that identify master teachers.

NCATE Standard 2. Data collection, analysis, and evaluation

Colleges of education will regularly and systematically collect, compile, summarize and analyze data collected from their students who are candidates for teacher certification.

• Implementation: Students in this course will engage in the web-based Teacher Insight Interview designed by The Gallop Organization. The data will be analyzed by the West College of Education for the purpose of program improvement.
NCATE Standard 3. Design, implementation, and evaluation of field experiences and clinical practices

The candidates for teacher certification engage in field experiences and reflect upon their observations.

- Implementation: Students in this course will engage in three field experience assignments, maintain anonymity for their sites, record data regarding TxBESS requirements, and write reports containing reflections about their observations (without evaluating teachers).

NCATE Standard 4. Experiences working with diversity

The candidates for teacher certification interact and work with students from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education courses on campus.

- Implementation: Students in this course, through both random and stratified grouping practices, will work in class with a wide variety of students.

NCATE Standard 5. Modeling best practices in teaching

The faculties in teacher preparation colleges integrate best practices in their own teaching and use multiple forms of assessment in determining their effectiveness.

- Implementation: In this course the professor will use instructional techniques that are research-based best practices and will use multiple forms of assessment to determine their effectiveness.

Objectives

- Students will be able to explain and give examples of how changes in our country’s political economy and ideology have impacted public schools.
- Each student will begin to build his/her personal educational philosophy, based on information from Aristotle to contemporary influences.
- Students will be able to explain and give examples of instructional techniques effective with all learners.
- Each student will be able to explain and give examples from the Texas Beginning Educator Support System (TxBESS).
• Students will be able to explain and give examples from the Texas Code of Ethics and Standard Practices for Professional Educators.

Dispositions

• Students will promote learner centered instruction as preferable to teacher centered instruction.
• Each student will “sell” the desirability of equity in the classroom.
• Students will become salespersons for choices and differentiation assignments in the classroom.
• When presented with current issues, students will encourage an analysis of both sides of the issue.

Assessment

Speech and Language Assessment

Teachers have to be very efficient communicators to a wide range of children. As an additional benefit to our students, our staff in the College of Education includes Cheryl Gilley. Mrs. Gilley will provide each member of this class with a speech/language assessment. This assessment will take about 5 minutes, although times may vary slightly individual-by-individual.

Should Mrs. Gilley ask you to schedule some appointments for remedial assistance, be sure to take advantage of this service. Persist and practice until you overcome whatever habits you need to remedy. Persons with lingering speech or language problems may not be allowed to student teach.

Field experience requirements for this course

• This course is designed to prepare students for all Texas certification areas. Therefore, during this course you will spend at least two hours in an EC-6 classroom, at least two hours in a 7-8 classroom (junior high preferred), and at least two hours in a 9-12 classroom.
• Individual schools may have different lengths to their class periods. In most schools a class period is about 50 minutes. Be sure to find out the length of a class period in each of the schools you are assigned for field experience.
• You must hand in three MSU Teacher Education Field Experience Validation Forms, one for each level of observations (EC-6, 4-8, and 9-12). The teachers you observed must sign validation forms. Without all 3 forms turned in, you will receive an incomplete (I) for the course.
• You will also have three written reports describing your observations. You will submit these in a word document attachment in class by the due dates. Follow the grading rubric for field experience reports. Two excellent reports (A quality) will result in the last written report not being required.

• Your field experience report should contain positive examples of what you observed in the class. If you did not see anything positive, go back on other days and repeat the observation until you see positive examples.

• Part of your field experience will have to be done on your own time. We are allowed to excuse university classes to help compensate for part of the time necessary for your field experiences. See the calendar for the specific classes being used for the compensatory adjustments.

• We generally schedule most field experiences in Wichita Falls schools. If you would like to schedule yourself in a school outside of Wichita Falls, please inform Dr. Nagel.

• We are most grateful to the teachers who allow us into their classrooms. When leaving the classroom you observed, be sure to thank the teacher.

At least 35 clock hours of documented field experience are required before anyone is allowed to begin student teaching. The documentation is achieved by using the goldenrod half-sheet named Field Experience Validation Form. Professors often distribute them in class prior to your field experience. Additional forms can always be obtained in the Dean’s office. You should have the sheet signed at the time you do your field experience; this helps you avoid making another trip back to the school just for the paperwork.

Many of your education courses will also have a course requirement for field experience. One hour of classroom observation can count as an hour of field experience for your course and also count as an hour of field experience for the state requirement (if you use the validation form).

Field experience that satisfies the state regulation must be with a Texas certified teacher. Be especially mindful of this provision if you do any field experience in a private school or a charter school, because the state law does not require them to use Texas certified teachers.

Our Midwestern State University Certification Officer, Dr. Darter, will be glad to answer any questions regarding certification requirements. You may also check the Texas Education Agency (TEA) website: http://www.tea.state.tx.us.
Why I want to be a Teacher

During this semester you will be required to write a Why I want to be a Teacher. By writing this paper you will briefly explore your thoughts and ideas concerning why you want to become a teacher.

Resume

All junior and senior students are required to submit a resume to the Career Management Center during School and Society. Ms. Ashley McCulloch will present information on how to effectively develop your professional resume.

Class Participation

You will have many opportunities to participate in class. One way will be the requirement that each student is responsible for 4 current event article regarding education. Class participation is a very important part of this class and will be counted as 15% of your final grade.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact me. Students with disability must be registered with Disability Support Services (Clark Student Center, Room 168) before classroom accommodations can be provided.

Assignments

3 Observation Papers
4 Current Event Articles
Why I want to be a Teacher
Resume (Junior and Senior)
Class Participation
Final exam

Grading Procedures

The Texas Professional Development Appraisal System (PDAS) consists of two main dimensions: quality and quantity. The Texas Academic Excellence Information System (AEIS) also rates both quality and quantity. This course will also emphasize both quality and quantity. To earn higher marks, students will need to do both: higher quality work and a greater quantity of work.

The College of education requires you to maintain a G.P.A. of no less than 2.75. Also, principals generally want “B average” people or higher. If necessary, contact the Registrar’s Office to find out your current G.P.A.
Notice that earning a high grade in this course involves being **good at everything**. Successful teachers are well-balanced professionals. This is consistent with evaluations in the real world of the public schools.

**Specifically for this class grades will be counted as follows:**

- 3 observation papers @ 10% each = **30%**
- 4 Current Event Articles @ 5% each = **20%**
- Final exam = **25%**
- Why I want to be a Teacher @ **10%**
- Resume (junior and senior) @ **5%**
- Classroom participation grade @ **15%** (freshman and sophomore)
- Classroom participation grade @ **10%** (junior and senior)

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<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
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<tr>
<td>B</td>
<td>80%-89%</td>
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<tr>
<td>C</td>
<td>70%-79%</td>
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<tr>
<td>D</td>
<td>60%-69%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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All assignments must be attempted to be eligible to receive an A or B. All field experience hours must be documented to be eligible to take the final examination and receive a passing grade in this course. **Five points per day** late will be deducted on all assignments. **Assignments will not be accepted after three days past the due date unless there are extenuating circumstances.**

**Attendance Policy**

Consistent class participation is essential. Attendance will be taken at the start of every class. Upon three absences (for any reason) a student **may be** dropped from the course (see the Dean’s Student Alert form) or at the very least will have a grade reduction. The point reduction in grade is as follows: 1 absence – 5 point reduction from final grade; 2 absences – 10 point reduction from final grade; 3 absences – 15 point reduction from final grade. Being repeatedly late for class will also result in a grade reduction regardless of other marks. Any student who misses class (for any reason) remains responsible for contacting other students to obtain class notes, handouts, assignments, etc. **Perfect attendance will earn an additional 10 points to the final exam.**

If a student is absent (for any reason) on a date when a paper is due to be handed in, the student remains responsible to make arrangements to submit the paper on time. **Other Class Policies**
Writing Proficiency Requirement

To graduate from MSU all students must pass the Writing Proficiency Examination. Check with the English Department (College of Liberal Arts Hall) for the date of the next test. You are strongly encouraged to meet this requirement as soon as possible.

Attitude toward our classrooms

- When you become a teacher you will take pride in your classroom and expect your students to similarly want to learn in an environment that is clean and neat.

- Here at MSU we will practice professional attitudes toward our classrooms. Examples are:
  - No food or beverages in Ferguson Hall classrooms.
  - Make sure the floor looks good; pick up the classroom towards the end of class before you leave the room.
  - Some of our instructional activities will require us to temporarily rearrange the furniture. Make sure the furniture is returned to a neat order toward the end of class before you leave the room.
  - Some of our instructional activities may involve temporarily taping things to the walls. Make sure the walls are clean before you leave the class.

Career management

MSU students are fortunate to have a very efficient Career Management Center here on campus. It is located in the Clark Student Center, Room 108. Ms. Ashley McCulloch will join us in class to describe the services of the Career Management Center and distribute materials.

Cell phones

Cell phones can seriously interrupt instruction. They should not be in the classroom at all. I consider it especially rude to leave them turned on while in class. If you must store one in your backpack or purse, be sure it is completely turned off. If you have a special problem that requires you to use a cell phone, ask me for special permission, which will be only for that particular day. If you have time to text message during class I can only assume you know everything you need to know and that you want to teach the class.

Confidentiality

In our teacher preparation courses we all learn from open discussion about school issues, problems, and possible solutions. As we talk in class about school incidents it is
vitally important to **avoid** identifying specific people or schools. Even if an event happened to you, describe it as, “I heard this occurred in a school somewhere near here…” In written reports, too, do not include the real names of schools or school people; create **fictitious** names. If you are in a class and think you may know which school someone might be referring to, keep your guess to yourself. It is very unethical for you to reveal information from a class discussion. Everyone at MSU has worked hard for years to nurture good relationships with our local schools. Do your part to maintain them.

**WFISD-DRESS CODE**

This dress code is based upon that of the Wichita Falls ISD and is similar to the expectations of most area schools. It should be followed by all MSU students who go to any public school for any MSU-related purpose (site-based classes, field experience, a practicum, tutoring, student teaching, etc.).

You represent MSU. Make us all proud!

All school employees are expected to dress appropriately for their area of work so as to project a professional image. Personal grooming is expected daily for all employees. Students learn from example, and employees shall set the correct example.

Jeans may be worn on “spirit days” or other special days as approved by the principal. No school wants tight jeans on MSU students. If an MSU student needs clarification about what is acceptable and/or unacceptable dress in the school, the student should contact the department head, principal, or personnel director.

Exceptions to this dress code may include some auxiliary personnel such as employees who work in food service, maintenance, warehouse, and computer technology. This exception does not include any teachers, office employees, administrators, MSU students, or other professionals.

For physical education and athletic classes employees shall dress for participation. Appropriate attire may include shorts, slacks, or sweats. Athletic-style P.E. shorts are not to be worn in the halls or any other place in the school building except where physical education or athletics classes are being conducted.

Appropriate undergarments are part of being professionally attired. Teachers are expected to work closely with a diversity of students under a variety of conditions while maintaining respect and dignity.
A specific standardized dress code for a particular school building may be made by the campus vertical team and the principal. Be sure you know the specific requirements of your particular school.

Piercing may be prohibited by the dress codes of individual schools. Be prepared to leave home studs, rings, etc., if they would be visible or otherwise interrupt your instruction.

Most schools require that any tattoos must be covered while in school. Plan accordingly. For example, if you have a tattoo on your arm, do not include any short-sleeved shirts or blouses in your school wardrobe.

At no time shall employees’ clothing violate the student dress code that applies to junior and senior high students, which is policy FNCA (4-20-98) as follows:

- Short shorts, athletic shorts such as wind shorts or bicycle shorts;
- Bare midriffs; halter tops; tank tops; see-through tops (such as Loosely woven or fish net materials); tight-fitting warm-ups or Jogging suits; sun dresses; miniskirts; sagging pants.

**Plagiarism Statement**

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook

**References**


**Additional Readings**

As assigned by the professor.