

HARRIS-STOWE STATE UNIVERSITY
College of Education
Insert Your Course Number and Title
Fall 2013

Conceptual Framework: Effective Teachers for a Diverse Society

Instructor:

Email:

Course Section:

Classroom:

Class Meeting Days:

Time:

Office:

Office Hours:



PREREQUISITES: Enter your data here (verify with current HSSU bulletin)...

I. COURSE DESCRIPTION

Enter your data here (verify with current HSSU bulletin)...

II. REQUIRED TEXTS

Enter your data here (verify with textbook list)...

III. HSSU HALLMARKS OF STUDENT LEARNING AND DEVELOPMENT

In pursuit of its mission, Harris-Stowe State University is dedicated to promoting student growth in five areas which are regarded as the “hallmarks” of student learning and development: effective communication skills, interpersonal growth, critical thinking, workplace readiness, and an understanding of and appreciation for diversity.

Effective Communication Skills

By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.

Interpersonal Growth

Through continual learning, students will be able to develop and assess their value systems, make ethical decisions, build healthy professional and personal relationships, and contribute to their community.

Critical Thinking

By integrating a broad educational foundation with in-depth knowledge of a field of study, students will be able to manage information, analyze and solve real-world problems, construct meaningful connections, learn from their experiences, and apply their learning to new situations.

Workplace Readiness

As a result of their educational experiences, students will enter the global work force with confidence and professionalism, demonstrate competence in their respective fields, use technology appropriately and effectively, work as productive members of a team, commit to continuous professional growth, and remain competitive in the job market.

Understanding of and Appreciation for Diversity

As students are exposed to diverse ways of thinking and behaving, they will be able to recognize and value differences as well as develop and advance strategies for inclusion.

IV. TEACHER EDUCATION STUDENT LEARNING OUTCOMES**Effective Communication Skills**

1. Students will talk with and listen to P-12 students in sensitive and responsive manner.
2. Students will model effective verbal and non-verbal communication skills.
3. Students will use a variety of media communication tools.
4. Students will be able to address varied audiences with relevant issues.
5. Students will be able to communicate effectively with families, school and community.
6. Students will be able to enhance learner expression in speaking, writing, listening, and other media.

Interpersonal Growth

1. Students will be able to demonstrate sensitivity to cultural, gender, intellectual and physical ability differences.
2. Students will seek opportunities for professional growth.
3. Students will be able to apply ethical practices of the profession.
4. Students will be reflective practitioners who continually assess the effects of their choices and actions on others.
5. Students are able to articulate their value system based on research and/or introspection.

Critical Thinking

1. Students will be able to utilize a process of inquiry.
2. Students will know how to prioritize information.
3. Students will use reflection for decision-making.
4. Students will be able to apply effective problem-solving methods.

Workplace Readiness

1. Students will work with appropriate school personnel and utilize community resources.
2. Students will be able to use technology to enhance personal productivity and professional practice.
3. Students will be able to use technological applications to facilitate a variety of effective assessment and evaluation strategies.
4. Students will seek professional development opportunities.
5. Students will have successfully completed the state licensure examination.
6. Students will be able to utilize technology for global networking.

Understanding of and Appreciation for Diversity

1. Students will be able to adapt their teaching to meet the needs of diverse students.
2. Students will respect and value differences among all people.
3. Students will be able to include assessment techniques to meet the needs of diverse students.
4. Students will possess positive attitudes toward diverse environments and people.
5. Students will be able to create learning environments that promote positive cultural exchange.

V. THE UNIT'S CONCEPTUAL FRAMEWORK:

Definition of conceptual framework: An underlying structure in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Conceptual Framework

Since 1991, the University has defined its guiding teacher preparation theme as "Effective Teachers for a Diverse Society." This theme grew out of Harris-Stowe State University's unique history as an early teacher-training institute, its designation as a historically black college (HBCU), and its tradition of serving first-generation, low-income students. It also emerged in the context of rapidly changing demographics and economics in the region and the University's unique mandate to meet the needs of the Greater St. Louis Metropolitan Community.



Intrinsic to the conceptual framework is the ongoing monitoring of teacher candidates' performance in content and teaching competence, impact on P-12 student learning and the enhancement of effective communication and family involvement. The broken line, continuing through the “glyph” depicts the importance of ongoing assessment as it relates to the operation of the unit. As such, the unit identifies 11 roles and four professional dispositions of effective teachers which represent the unit’s vision for the characteristics of professionals it hopes its candidates will develop and strengthen as they progress through the teacher preparation program. The 11 teacher roles are: master of content, deliverer of content, skilled instructor, user of technology, inclusionary strategist, organizer of learning, diagnostic prescriber, evaluator of student progress, manager of behavior, counselor and communicator with parents. The major dispositions are competence, diversity, reflection and professionalism. The program’s required and elective courses were designed according to the Harris-Stowe State University mission and are in compliance with Missouri State requirements. Furthermore, the program’s curriculum is aligned with Missouri teacher preparation standards (MoSPE) and the state’s technology curriculum requirements.

The unit has an established strategy to ensure that the information on candidate proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards are collected and analyzed on a continuous basis. The unit works to ensure its assessment system is in alignment with the unit’s conceptual framework, state standards, and professional standards. As candidates progress through their certification program, they are assessed at various transition points as follows:

Unit Assessment System: Transition Point Assessments

Programs	Recruitment (Admission)	Induction (Entry to Clinical Practice)	Candidacy (Exit from clinical practice)	Exit from Program (Program completion)	Follow-Up (After program completion)
Early Childhood Education	C-BASE * After 9-1-13, MoGEA	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II, thru August 2014	Graduate Survey Employer Evaluation
Elementary Education	C-BASE * After 9-1-13, MoGEA	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II, thru August 2014	Graduate Survey Employer Evaluation

Programs	Recruitment (Admission)	Induction (Entry to Clinical Practice)	Candidacy (Exit from clinical practice)	Exit from Program (Program completion)	Follow-Up (After program completion)
Middle School Mathematics Education	C-BASE * After 9-1-13, MoGEA	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II, thru August 2014	Graduate Survey Employer Evaluation
Middle School Science Education	C-BASE * After 9-1-13, MoGEA	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II, thru August 2014	Graduate Survey Employer Evaluation
Middle School Social Studies Education	C-BASE * After 9-1-13, MoGEA	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II, thru August 2014	Graduate Survey Employer Evaluation
Secondary English Education	C-BASE * After 9-1-13, MoGEA	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II, thru August 2014	Graduate Survey Employer Evaluation
Secondary Mathematics Education	C-BASE * After 9-1-13, MoGEA	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II, thru August 2014	Graduate Survey Employer Evaluation
Secondary Social Studies Education	C-BASE * After 9-1-13, MoGEA	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II, thru August 2014	Graduate Survey Employer Evaluation
Secondary Unified Science (Biology) Education	C-BASE * After 9-1-13, MoGEA	Pre-Student Teaching Portfolio	Teacher Work Sample Student Teaching Summative Evaluation	Praxis II, thru August 2014	Graduate Survey Employer Evaluation

* C-BASE can only be accepted for students who have passed one or more sections and complete the remaining sections by November 23, 2013.

Dispositions:

Competence: Demonstrate openness to constructive criticism and intellectual curiosity.

Diversity: Exhibit expressions of beliefs that all students can learn, will learn, and differ in their approaches to learning.

Reflections: Examine students' responses, materials used in reference to students' experiences, student outcomes, and personal preferred practices understanding that change can result from experimentation.

Professionalism: Demonstrate ability to maintain a psychologically safe environment where not child is influenced or affected by the results of impartial actions. Demonstrate ability to foster collegiality and professional communal partnerships to support student learning and well being both inside and outside the classroom.

IV. GOALS FOR THE COURSE

Effective teaching is a product of the teacher's ability to combine knowledge about pedagogy, knowledge about the subject matter, and knowledge about the student. The major goal of this course is to **Enter your goal here ...** Specifically the following instructional goals will be emphasized: **(Use as many numbers as needed)**

- 1.
- 2.
- 3.

V. COURSE OBJECTIVES

At the completion of this course, the candidate will be able to: **(Use as many numbers as needed)**

- 1.
- 2.

VI. PRAXIS II ELEMENTARY EDUCATION COMPETENCIES

Each candidate is required to document the continuing preparation for passing the Praxis II examination on the first attempt. The required format is a 3-ring binder which will be useful for gathering, organizing, and reviewing materials. The instructor will share specific documents to reinforce knowledge of **(your specific content)** curriculum, instruction, and assessment. In addition, both the mid-term and final exams will have questions in the format of the Praxis II exam.

The following table shows the competencies that are addressed in this course:

Competency	Type of Assessment	Textbook pages, Handout or Activity	Date Addressed	Notes

VII. INSTRUCTIONAL METHODS

To reach all students in a class an effective teacher needs a wide repertoire of instructional strategies and must be skilled in selecting the strategies that are appropriate to the needs of particular groups of children in diverse settings. The effective teacher must provide for students whose learning style may be auditory visual &/or tactile. The instructor will model and discuss the use of a wide variety of teaching strategies to aid pre-service teachers in developing a repertoire of strategies appropriate for teaching (insert your content area). These strategies will include the following: (Use as many numbers as needed)

- 1.
- 2.
- 3.

VIII. COURSE CONTENT OUTLINE

List here the major content or concepts that will be taught and/or addressed this semester in this course.

IX. GRADING STANDARDS

The total number of points earned during the semester determines the Final Course Grade. Rubrics will be used in determining the final grade. Students who turn in late work or have committed an act of academic dishonesty will have their grade

adjusted accordingly. See General Information to Students for additional information.

Grades will be posted on eRacer and work will be evaluated on the basis of rubrics that can also be found on eRacer under “Course Documents.” Listed below are the areas that will be evaluated:

(List each area or assignment to be evaluated with the percentage of the total grade indicated)

The Teacher Education Grading Standards will be used in this course. The standard is as follows:

Grade Letter		Percentile
A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
* C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62
F	=	0-59

An Incomplete (INC) grade is only given due to personal illness or extreme family emergency. Eighty percent (80%) of the course work must be completed before consideration for an incomplete will be given. The following procedure is to be followed in order to request consideration for an incomplete grade:

1. Student has completed at least 80% of the course work;
2. A written request with justification for consideration of an “INC” must be submitted to be considered for an incomplete along with documentation from a doctor etc.;
3. The instructor will notify the student whether or not the request for an “INC” has been granted; and
4. The student must seek the incomplete two weeks prior to finals week.

X. PERFORMANCE ASSESSMENTS

Examples may include attendance, assignments, presentations, etc. List those that are pertinent to your course.

ASSESSMENT PLAN & DIFFERENTIATED INSTRUCTION MAY ALSO BE INCLUDED HERE, IF APPROPRIATE.

XI. GENERAL GRADING INFORMATION TO STUDENTS:

1. Regular class attendance is expected. In case of an unavoidable absence students are responsible for the material covered in class. It is the student’s responsibility to obtain copies of any handouts distributed and any information disseminated. Notifying the instructor does not mean that the absence is excused.
2. All students are expected to participate in classroom activities and discussions. It is expected that each student will read the assigned materials prior to class and will refer to this information when answering questions or participating in discussion. Unless students ask for clarification of the assigned readings, it is assumed that students understand the content of the assigned readings.
3. Academic Dishonesty:
Plagiarism is using the ideas and/or words of someone else as your own. Students should know that cheating by either using undocumented outside sources or submitting the writing of someone else may result not only in failure of the assignment, but may result in the failure of the course.
4. Changes to this syllabus may be made by the instructor at any time during the semester with notice being given to all students through eRacer and in class.

Your Course and Course Number

Course Calendar*

(Complete to reflect content and experiences candidates will receive in your class)

Fall Semester 2013

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Aug 26-30		Introduction Syllabus; Schedule; Other Info Chapter 1 ----- Organization Day 3-5 pm		Content Area Literacy for Pre-K through Grade 6 ACEI Standards	
Week 2 Sep 2-Sep 6					
Week 3 Sep 9-13					
Week 4 Sep 16-20					
Week 5 Sep 23-27					
Week 6 Sep 30-Oct 4					
Week 7 Oct 7-11					
Week 8 Oct 14-18					
Week 9 Oct 21-25					
Week 10 Oct 28-Nov 1					
Week 11 Nov 4-8					
Week 12 Nov 11-15					
Week 13 Nov 18-22					
Week 14 Nov 25-29					
Week 15 Dec 2-6					
Week 16 Dec 9-13		Final Exam			

Comment [o1]: This is an example of what is taught. Insert content for your course.

Comment [o2]: This is an example of what is taught. Insert content for your course.

XII. REFERENCES & RELATED READINGS

This area should be updated in all syllabi this semester. You need to have at least 5 references to update your syllabus that are within the years of 2010-2013.

XIII. ADDENDUM

Include in this area all rubrics used for grading student performance.

LOCATED AFTER THE ABOVE SECTIONS IS THE COLLEGE OF EDUCATION SYLLABUS DOCUMENT. THIS CAN BE FOUND AS A SEPARATE DOCUMENT UNDER THE SAME LINK.