

Virtual Campus

**SCHOOL OF EDUCATION**

**1.University Mission:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**2. Course Number and Title: EDUC4318 5318 PL01 Becoming a Teacher Spring 1 2021 VC Jan 11-March 6**

**3. Professor:** Linda Hutcherson, Ed.D.

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**6. Catalog Description:** The course prepares students for the state certification licensure and performance assessment system (edTPA)

**7. Prerequisite Courses:** This is considered the capstone course. Students should have completed all of the education and content courses prior to taking this course. A field component is required for this course in order to practice the required components of the edTPA: planning, instructing and assessing of a group of students. Assignments will be made with the assistance of each WBU campus Director of Clinical Teaching.

**8. Course Synopsis**: The development of a professional portfolio based on the [educator standards](http://tea.texas.gov/texas_educators/preparation_and_continuing_education/approved_educator_standards/) of the Texas Administrative Code Title 19 Part 2 Chapter 149

Subchapter AA RULE §149.1001

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

**9. Course Outcome Competencies:** Is a new teacher ready for the job? edTPA includes a review of a teacher candidate's authentic teaching materials. This serves as a culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

The teacher candidate will develop a professional portfolio that contains the following components:

**Task 1: Planning**

* Context for Learning
* Lesson Plans
* Instructional Materials
* Student Assessments
* Planning Commentary

**Task 2: Instruction**

* Unedited Video Clips
* Instruction Commentary

**Task 3: Assessment**

* Student Work Samples
* Feedback for Focus Students
* Evaluation Criteria
* Assessment Commentary

**10. Course Outline and Grading Structure:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Topic** | Assignment | **Point Value** | **Due Date** |
| One | Making Good Choices | MGC Quiz | 50 | Jan 14 |
| Two | Academic Language | AL List | 50 | Jan 21 |
| Three | Task 1 | * Context for Learning * Lesson Plans * Instructional Materials | 100 | Jan 28 |
| Four | Task 1 | * Student Assessments * Planning Commentary | 100 | Feb 4 |
| Five | Task 2 | * Unedited Video Clips | 100 | Feb 11 |
| Six | Task 2 | * Instruction Commentary | 100 | Feb 18 |
| Seven | Task 3 | * Student Work Samples * Feedback for Focus Students | 100 | Feb 25 |
| Eight | Task 3 | * Evaluation Criteria * Assessment Commentary | 100 | Mar 4 |

**10.Attendance requirements:**

Any student who misses 25% or more of the regularly scheduled class meetings/due dates may receive a grade of “F” in the course. You are training to be a professional. You will never be any better teacher than you are a student. Any necessary absences are expected to be explained beforehand and arrangements made for assignments. Any unavoidable absences are expected to be explained ASAP via voice mail or email. Any unexplained absence will result in no credit for any work required on that day. The expectation is that any student training to be a professional will be prompt, prepared and an active participant in the class activities for each day.

**11. Academic Honesty:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

**12. Plagiarism**

Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*

Source: [http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag](https://webmail.wbu.edu/exchweb/bin/redir.asp?URL=http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm%23plag)

**13. Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

**14. Grade Appeal:**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.