

COURSE SYLABUS
CTED 4309 FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES
WAYLAND BAPTIST UNIVERSITY-LUBBOCK CAMPUS

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UNIVERSITY MISSION: Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

MEETING TIMES AND DATE: No meeting times are required. Students may meet with me at any time by appointment.

CATALOG DESCRIPTION: **Fulfilling Professional Roles and Responsibilities.** Emphasis is placed on developing external partnerships and collaborative relationships to enhance student learning and delivery of instruction and the development of leadership skills. Professional roles and responsibilities outside the classroom will be developed. Knowledge and skills in teacher assessment and appraisal, and legal requirements will be developed for the classroom/laboratory.

COURSE INTRODUCTION

This course is designed to help the beginning trade and industrial teacher understand the role of internal and external partnerships to deliver instruction. The new teacher will understand how to develop leadership skills through the delivery of instruction and implementation of the trade and industrial student organization. In addition, the new teacher will understand professional roles and responsibilities and how to adhere to legal and ethical requirements of the teaching profession.

PREREQUISITE KNOWLEDGE AND SKILLS: None

CLASS RESOURCES

REQUIRED TEXTBOOKS:

W. R. Miller; and M. F. Miller. **Instructors and Their Jobs.** American Technical Publishers, Inc. Homewood, Illinois 60430. 2002

Instructional Materials Service. **Handbook for Trade and Industrial Shop Teachers.** Instructional Materials Service, Texas A&M University, College Station, TX 77843-2588

Instructional Materials Service. **Fundamental Principles of Planning and Teaching.** Instructional Materials Service. Texas A&M University, College Station, TX 77843-2588.

SkillsUSA. **Leadership Handbook.** SkillsUSA. Leesburg, VA 20177. 2001

Texas Education Code and Administrative Laws and Rules. www.tea.state.tx.us

OTHER CLASS RESOURCES:

1. Mailouts provided by the instructor
2. Internet web sites submitted by the professor and students
3. For those who live in the Lubbock area, you may check out materials at the Texas Tech University (www.ttu.edu) and Lubbock Christian University libraries. You may also use the South Plains College-Lubbock Campus library. You can also use libraries in your locale.
4. The Wayland Baptist University Web site (www.wbu.edu) has links to the Wayland Learning Resource Center and other libraries. You may check out materials through the Interlibrary Loan system

COURSE OUTLINE/OUTCOME COMPETENCIES/ASSIGNMENTS

The following outcome competencies were developed using the Texas Examinations and Educator Standards produced by the Texas State Board for Educator Certification. The assignments below are designed to enable you to acquire the outcome competencies. A suggested time schedule is also shown. Since this is an on-line course, you may set your own pace for completing the course work. However, do not wait until the last few weeks to begin the course work. You should be progressing through the course each week. It is especially important that you work on assignments on a regular basis because other students are required to interact, on-line, with your assignments. In addition, the professor makes regular comments and assignments throughout the course. If you are not reviewing messages regularly, you may miss important assignments, which will affect your grade significantly.

Much of the information you need to prepare your assignments can be found in the textbooks. However, it will be necessary to garner additional information about the topics from local teachers, administrators, and counselors. Seek assistance from your mentor teacher. In fact, the TExES exam will require you to respond to situations you will most likely encounter in a classroom/school setting. Therefore, feel free to acquire as much knowledge as possible from your peers and administrators. The more you understand about local classroom policies and procedures, from the first day of class until the end of the year, the better prepared you will be to pass the TExES exam. Your mentor and internship supervisor will assist in your during your study.

DOMAIN IV. FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

WEEKS 1-2

INTERNAL AND EXTERNAL PARTNERSHIPS AND COLLOBORATIVE RELATIONSHIPS. Competency 011. The trade and industrial education teacher understands the role of internal and external partnerships and develops and maintains collaborative relationships with educational partners to deliver the trade and industrial curriculum (Texas Essential Knowledge and Skills-TEKS).

Using the texts and other resources, discuss each of the items below, and make application to your school/classroom/work-based learning situation. Post your responses on the discussion board.

1. Developing and Establishing Partnerships with Internal and External Publics
 - a. Academic Teachers
 - b. Other Career and Technology Educators
 - c. Business and Industry
 - d. Postsecondary Institutions
 - e. Military
2. Application of Skills and Strategies for Working with Educational Partners
 - a. Other Professionals
 - b. Parents/guardians
 - c. School Boards
 - d. Community Organizations and Agencies
 - e. Business and Industry
 - f. Organized Labor
 - g. Proprietary and Postsecondary Institutions
3. Interacting with Families and Other Educational Partners from Diverse Backgrounds
4. Conducting Effective Meetings
 - a. Parents/guardians
 - b. Teachers
 - c. Industry Advisory Committees
5. Organizing and Working with Advisory Committees
6. Developing and Maintaining Cooperative Relationships
 - a. Internal and External Educational Partners
 - b. Resource Persons
 - c. Collaborative Decision-making in Support of Student Learning

Weeks 3-4

Using the texts and other resources, discuss each of the items below, and make application to your school/classroom/work-based learning situation. Post your responses on the discussion board.

7. Developing Articulation Agreements with Education and Training Partners

Refer to the Tech Prep Web site that is posted for this course to discuss this topic. Note particularly the discussion on articulating high school career and technology programs with programs at community colleges.

8. Relationships Between Trade and Industrial Programs and Advisory Committees
 - a. Curriculum and Instruction
 - b. Youth Organizations
 - c. Professional Organizations
9. Working with Civic and Service Clubs
 - a. Marketing
 - b. Recruiting
 - c. Resources
10. Influences of External Factors on Trade and Industrial Programs
 - a. Economy and Job Market
 - b. Technological Changes
 - c. Funding

WEEKS 5-7

DEVELOPING LEADERSHIP SKILLS. Competency 012. The trade and industrial teacher understands and fosters the development of leadership skills through delivery of the trade and industrial curriculum (Texas Essential Knowledge and Skills-TEKS) and implementation of the trade and industrial education state-approved student organizations.

Given the text and local resources, discuss each of the principles below and describe how you will apply this knowledge in the classroom/laboratory/work-based learning setting.

1. Co-curricular Aspects of the Trade and Industrial Student Organizations (SkillsUSA)
 - a. Benefits of a Student Organization
 - b. Dual Role of an Educator and Student Organization Advisor
2. Establishing and Maintaining the Trade and Industrial Student Organization
3. Roles of the Instructor in Leadership Development
 - a. Characteristics of Effective Leadership
 - b. Modeling Leadership Skills
 - c. Incorporating Opportunities for Developing Leadership Skills
4. Teaching and Applying Conflict-resolution Skills and Problem Solving Techniques
5. Community Service
 - a. Benefits
 - b. Providing Students with Opportunities for Community Service
6. Marking the Trade and Industrial Education Program
7. Involving Students in Marketing the Trade and Industrial Education Program

WEEKS 8-10

PROFESSIONAL ROLES AND RESPONSIBILITIES. Competency 013. The trade and industrial education teacher understands professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Using the texts and local resources, discuss each of the items below and describe how you will apply this information in the classroom/laboratory/work-based learning setting. Post your work on the discussion board.

1. Value of Participating in Program, School and Community Activities
2. Performing Professional Duties and Responsibilities Outside the Classroom
 - a. Serving on Committees
 - b. Volunteering to Participate in Events and Projects
 - c. Working with the Technical Advisory Committee
3. The Teacher Appraisal System
 - a. Characteristics
 - b. Goals
 - c. Procedures
4. Self Assessment
 - a. Identifying Strengths and Challenges and Potential Problems
 - b. Strategies for Improving Teaching Performance
 - c. Achieving Professional Goals
5. Professional Development Activities
 - a. Conferences and Workshops for Improving Technical Knowledge and Skills
 - b. Conferences and Workshops for Improving Pedagogical Skills
 - c. Mentor and Other Support Systems
6. Importance of Lifelong Learning
7. Benefits of Maintaining Membership in Professional Associations
8. Legal Requirements for Educators
 - a. Special Education
 - b. Child Labor Laws
 - c. Student and Family Rights
 - d. Student Discipline
 - e. Equity
 - f. Child Abuse
 - g. Patent and Copyright Laws
 - h. OSHA
 - i. Office of Civil Rights
 - j. Section 504 of the Rehabilitation Act
9. Ethical Guidelines, Policies and Procedures for Educators
 - a. Confidentiality
 - b. Interactions with Students and Others in the School and Workplace
 - c. Code of Ethics

10. Using Legal, Ethical and Workplace Guides to Identify Appropriate Behaviors in Education and Work-based Situations
11. Procedures and Requirements for Administering State- and District-mandated Assessments
12. Procedures and Requirements for Maintaining Student Records
13. Structure of the Education System in Texas
14. Relationships Among Campus, Local, State and Federal Entities
15. Seeking Information and Assistance
16. Relating to Administrators, Teachers, Parents/guardians and Industrial Partners
17. Serving as an Advocate for Students and for the Teaching Profession

WEEK ELEVEN

Week eleven will be devoted to preparing for the TExES exam as it relates to the course competencies. Email me at kbrooks@wbu.edu to review to review sample test items and to administer a practice exam.

GENERAL REQUIREMENTS

The general approach to this course is a self-directed study using textbook assignments, field assignments (interviews/observations with other teachers, administrators, internet research, library research, class interaction/discussions over the internet, and student presentations and interactions over the internet discussion board board.

COURSE REQUIREMENTS

PORTFOLIO

The internet projects assigned in the course syllabus (above) and message board will be used to develop a portfolio, organized by the weekly assignments, exams, and journal articles. Your portfolio will demonstrate your mastery of skills in analysis, presentations, and the application of computer technology (on-line course activities, message board, and e-mail, and use of other computer applications, such as on-line internet research). All assignments will be evaluated, either over the message board, or in the portfolio, for content, grammar, style and relationship with course objectives/outcomes. Grammar, spelling, and punctuation should be checked closely before submission to the professor. Use your word processor to develop the material, do a spell check, and cut and paste the item to the message board.

The following criteria will be used to judge the quality of the assignments contained in the portfolio:

- Degree to which the work is based on the outcome competencies
- Appearance/attractiveness of the portfolio
- Style and readability
- Organization and flow of material

- Use of visual aids
- Grammar
- Depth of coverage of required content
- Student's degree of content understanding
- Extent to which the student is able to make application to the classroom

EXAMINATIONS

A mid-term exam and final exam are required. Exams will be prescribed over the internet, and either proctored at your location, or sent to the professor via e-mail, fax or regular mail. The professor will indicate how the exam is to be completed and the criteria which must be followed in completing the exam. No group work is allowed on the exams.

CLASS PARTICIPATION

Each student must participate in discussion groups for assigned projects, and in activities assigned over the internet. The degree of your online participation, and the timeliness in completing the assignments, will determine your grade for class participation. In short, your class participation grade will be determined by the number of "hits" on the discussion/message board, and the depth of your responses. Do not wait until the last few weeks to start the course and begin interactions with other students.

GRADING SYSTEM

Grades for the course will be recorded by the symbols below:

SYMBOL	PERCENTAGE	SYMBOL	PERCENTAGE
A	90-100	D	60-69
B	80-89	F	Below 60
C	70-79		

Other symbols used for grading include: CR-Credit; NCR-No credit; I-Incomplete; IP-In Progress; X-No Grade; W-Withdrawal; WP-Withdrawal Passing; and WF-Withdrawal Failing.

PROCECURE FOR COMPUTING THE FINAL GRADE

A combination of norm-referenced and criterion-referenced methods will be used to judge the quality of your work. The course has a total of 400 possible points. Criterion-referenced checklists will be used to evaluate final products. Points will be totaled and letter grades assigned based on the percentage system. For example, a persons who earns 375 points will receive a number grade of 94 (percentage of 400, rounded up) and a letter grade of "A."

<u>Requirements</u>	<u>Date Due</u>	<u>Possible Points</u>
Midterm Exam	Fifth Week	100
Assignments/Portfolio	Eleventh Week	100
Class Participation (on-line)	During Course	100
Final Exam	Eleventh Week	100
	Total Possible Points	400

ACADEMIC HONESTY: University 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 illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is the presentation of the work of another as one's own work.

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with the assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty. See the University catalog for more information about academic dishonesty.

DISABLED PERSONS: It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

CHRISTIAN PERSPECTIVES

Too often, we rely on our own wisdom and strength to perform our work. This is contrary to what the Bible teaches. To have God's wisdom is to realize we have none apart from Christ in us. "Seek ye first the Kingdom of God and all these things will be added to you." "In all thy ways acknowledge Him and He will direct your paths. We can do nothing apart from Him who abides in us. "Think on those things above, and not those things below." "We are in a heavenly place with Him." He knows what is best for us. Trust Him for everything and He will produce good works in and through you!