



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDCI 3309— Educator Roles and Responsibilities
Department of Curriculum and Instruction

Instructor Name: Julie Ashton Riedel M.Ed Elementary Education M.Ed School Leadership	A&M-San Antonio email: jriedel@tamusa.edu
Office Hours and Location: By appt	Course Location & Time: 800 Tuesdays 5:30-8:15 Madla 208 003 Wednesdays 2:00 – 4:45 Madla 203

REQUIRED TEXTBOOK:

- There are no required texts for the course. All readings and articles will be available on Blackboard or in class as assigned by instructor throughout the semester

Recommended Course Materials:

- Microsoft Office suite for a PC. All work must be submitted either as Word or .PDF files and there can be compatibility issues with the Mac word processing programs
- 3 ring-binder for keeping course materials and handouts
- Regular and reliable access to the internet and ability to print copies for class

COURSE DESCRIPTION:

This course should be among the first courses teacher candidates take when seeking teacher certification. This course will introduce teacher candidates to the certification process in addition to the important roles and responsibilities associated with the education profession, including state and university certification requirements, legal responsibilities and issues, professional ethics, and various teacher dispositions. *Note: Explicit attention is placed on students' professionalism during this course (ex. see late work and attendance policies below).*

MAJOR COURSE COMPONENTS:

- Educator Professionalism and Certification
- Texas Educator Code of Ethics
- Educator Dispositions
- Teacher Professional Evaluations
- Students' Rights (FERPA, IDEA, First Amendment)
- Family Communications
- Reporting Abuse

- Teachers' Rights and Legal Liability

STANDARDS:

PPR Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

4.1k-4.2k & 4.1S-4.4s	interacting and communicating with families
4.3k-4.8k & 4.5-4.11s	interacting with other educators and contributing to the school/ district
4.9k-4.12k & 4.12s-4.15s	continuing professional development
4.13k-4.18k & 4.16s-4.19s	legal and ethical requirements and the structure of education in Texas

Texas Administrative Code

TAC Code 227.10	Admission to the EPP
TAC Code 228.57 (C) (1)	Code of Ethics and standard practices for Texas educators
TAC Code 228.57 (C) (7)	Appropriate relationships, boundaries, and communications between educators and students

GRADING POLICIES

Assessment	Accompanying Standard
240 Tutoring TExES Diagnostic Test, Study Plan, and Practice Test	4.9k-4.12k & 4.12s-4.15s
Teacher Evaluation Exercise (Intro to T-TESS Appraisal)	4.9k-4.12k & 4.12s-4.15s
FERPA Training	4.13k-4.18k & 4.16s-4.19s
IDEA/Teaching special populations Training	4.13k-4.18k & 4.16s-4.19s
Parent-Teacher Conference (Experiential Learning Activity)	4.1k-4.2k & 4.1S-4.4s
Weekly Reflections	4.12k
Code of Ethics Quiz	4.13k-4.18k & 4.16s-4.19s 4.3k-4.8k & 4.5-4.11s
Final Exam	4.1k-4.2k & 4.1S-4.4s 4.3k-4.8k & 4.5-4.11s 4.9k-4.12k & 4.12s-4.15s 4.13k-4.18k & 4.16s-4.19s

Evaluations will be made with numbers. Final course grades of "A" through "F" will be awarded based on the A&M-SA grading Policy (see below):

Final Grade*	% of Possible Points	Grade Points
A	85-100	4.0
B	70-84	3.0
C	55-69	2.0
D	54-40	1.0
F	39 & Below	0.0

*Before applying any attendance point deductions (see attendance policy).

COURSE POLICIES

ATTENDANCE:

This course is offered as an in-person course. We will meet **every week** for an on-campus/in-person class to enable students to personally experience several different types of learning activities and learn different pedagogical strategies and techniques to use in their own future classroom.

It is expected that students will be at all class sessions as well as prepared for each class. I will be conducting formative assessments throughout the semester. I use these to gauge the students' level of understanding in the course. Formative assessments are based on student learning, will be conducted in every class period. I understand that emergencies or crisis situations that cause a student to miss a class period do, at times, occur. If such an emergency arises, it is the student's responsibility to contact me as soon as possible alerting me to the situation. This course is designed to prepare future teachers for the classroom and a large part of that preparation is being part of the learning community. Daily attendance enables this preparation and community building to happen. And the manner in which we conduct ourselves, including attendance, reflects on the teacher candidate and his or her commitment to the profession. **You will be allowed ONE (1) penalty free absence, each subsequent absence will result in a 5 point deduction from your FINAL GRADE.** Arrival to class MORE THAN 15 MINUTES LATE and LEAVING EARLY may be counted as ABSENCES under this policy.

LATE WORK POLICY:

All assignments turned in after the posted deadline will be considered late – no matter the circumstances. Blackboard will continue to accept late assignments for 5 additional days; however, **all late work will receive a 20% deduction per day it is late. After 5 days, if the assignment is still not submitted, the grade will permanently become a zero.**

Unless otherwise noted, all assignments must be submitted in the assigned Blackboard module by the due dates/times listed in the syllabus AND in a format readable for campus computers (preferably as a PDF file or a Word doc- sorry Apple/Mac users). **Assignments will not be graded if turned in via a format unreadable by a campus computer and late points may be applied if resubmission is required.**

ASSIGNMENT SUBMISSION IN BLACKBOARD:

Unless otherwise noted, all assignments must be submitted in the assigned Blackboard module by the due dates/times listed in the syllabus AND in a format readable for campus computers (preferably as a PDF file or a Word doc- sorry Apple/Mac users). Assignments will not be graded if turned in via a format unreadable by a campus computer and late points may be applied if resubmission is required.

All assessments must be neatly typed. **The content of tests and assessments will be evaluated based on the level of higher-ordered thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assessments must be submitted through Blackboard** unless otherwise specified by the instructor.

- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at **11:59 PM the day they are due**.
- All assignments and assessments will be explained throughout the semester and will have corresponding written explanations and descriptions, and/or grading rubrics provided in Blackboard.
- There will be both formative and summative assessments in the course.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.