

# Teacher Educator Academy Syllabus

## Summit Technology Academy 2021/2022

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### Course Description:

This class is designed for students who are seriously considering the elementary, secondary or corporate educator profession. Each student is assigned to a district school within their high school attendance boundaries. Teacher educators write reflections, prepare and present lessons and work closely with students of the assigned supervising teacher. Students will demonstrate good moral character, good work habits, responsibility, punctuality and organizational skills. Online instruction is used as an additional instructional delivery method. Student transportation is recommended. Participation in Educator's Rising is required.

### Text:

Your Introduction to Education: Explorations in Teaching. Sara Davis Powell. 2015  
The First Days of School. Harry K Wong & Rosemary T Wong. 2018

### Materials Needed:

Each day students are expected to bring writing utensils, notebook paper, a charged chromebook, and headphones compatible with the chromebook to class. A folder or binder dedicated to this course is also highly recommended to keep course content organized for the year.

### Instructional Outlook:

In the STA classroom setting, the theory and class work required to meet the state and dual credit competencies will be discussed to provide a foundation for teaching. Students will explore and identify the foundations and history of education through use of Schoology and instructional strategies that can be applied in the professional classroom. Students will develop their personal belief system and be able to explain their beliefs about education. Students will be reflecting and crafting lesson plans and projects designed to transition from a student to a teacher mindset. In the field, students will interact with professionals and practice problem solving and communication skills in the professional classroom setting. Students will apply academic skills in mathematics, communication, and language arts. As students complete projects and other assignments, a portfolio of work will be developed. A high level of work is expected of all students, so students may be asked to re-do work until it is of a level of quality accepted in the professional field. Students will be expected to act as a young professional at all times.

### Course Competencies:

1. Analyze the teaching profession.
2. Identify and describe a teacher's responsibility for creating a safe learning environment.
3. Analyze and demonstrate effective management of diverse learners and the learning process.
4. Explain and analyze the influence of the historical, philosophical, and sociological role and the impact on contemporary education.
5. Identify and assess the impact of educational policy, school law, and reforms on American education.
6. Explain the governing and financing of educational systems.
7. Identify and implement lesson planning and teaching strategies that affect student achievement.
8. Examine and apply techniques for assessing student learning.

### Major Assignments/Projects/Activities:

- Professional Development Plan
- Classroom Observations
- Work with Students (individual/small group/entire class)
- Participation in an Outside Teacher Related Activity
- Learning Challenges Research
- Classroom Management Plan
- Portfolio Development
- Lesson Planning

**Assessment Plan:**

Formative assessments will be used to identify whether students are attaining the essential learning targets on a daily basis. Conferencing, exit slips etc. will be used to identify comprehension of the learning targets. Summative assessments will be given, including a comprehensive final at the end of each semester that shows achievement of the essential standards and concepts needed to progress.

**Grading Policy:**

Grades will be figured using the STA approved grading scale. Grades are cumulative throughout the semester. Semester grades are calculated on a 90/10 breakdown with 90% of the semester grade is represented by the total work done throughout the semester and 10% is represented by the final exam. Contract points will be available throughout the semester to increase overall scores. Grades will be “live” and updated weekly via PowerSchool.

**Professionalism/Employability Score:**

Each semester students will begin with 100 points towards their overall professionalism and employability status. Professionalism/Employability scores will decrease based on the following actions: turning in classwork late, being tardy, not signing in at placement schools and/or leaving early without permission, inappropriate dress, inappropriate cell phone usage, and other items related to overall professionalism in both the STA and placement classrooms.

**Late Work Policy:**

All work is due by the beginning of the hour on the assigned due date. If students are unable to submit assignments electronically, they are expected to email the document to the instructor or print it out and bring it with them the day it is due. All late work will result in a deduction of the student’s overall professionalism score. Late work deadlines will be enforced throughout both semesters.

**Tutoring/Extra Help:**

Tutoring or extra help can be obtained by contacting the instructor via email or phone. The teacher will provide immediate help, set up a time to meet in person or utilize a virtual meeting format. Open communication with the instructor is encouraged.

**Academic Lettering:**

Any student who has earned a 95% or higher for first semester and a 95% or higher grade at the time of the fifth grading period will receive an academic letter, also known as a Chenille letter.

**Attendance Policy:**

Regular attendance reflects dependability. The experience gained by students in the classroom cannot be duplicated in the event of absence. Summit Technology Academy’s policy may differ from that of the home school and will be in effect for the period of attendance at STA. Absences of 9 days or more during a semester will result in loss of credit. On the tenth (10) absence, in any one class, the student will not earn credit for that class. Students will have the opportunity to make up missed time prior to the end of the semester either after school or during a no -attendance time with the teacher. To participate in home school activities a student must complete the Pre-Arranged Absence Form and obtain the signature of their home school administrator and return the completed form to the STA office at least one day prior to the date of the activity. Students should attempt to minimize these absences since one day's absence at STA means loss of a three hour block of instruction.

**Make-Up Work Policy:**

It will be the student’s responsibility to check Schoology when absent. Contacting the instructor is ideal and can help alleviate missing work. Students are responsible for asking for clarification on missed assignments. School policy for absent classroom work of one day for each day missed will be followed. Time missed in the practicum or field must be made up with the assigned teacher as missed class work. In order that the make-up time is worthwhile and productive, the assigned teacher must be notified in advance and a time scheduled at his/her convenience. The student will need to turn in a make-up form and time in and out at the assigned school.

**Tardy Policy:**

Tardies will be issued according to the student handbook. Students are on time if they are seated in the classroom at 11:55 and have begun working on the focus or check-in quote. Please take care of water-drinking and restroom needs before the class begins.

**Electronics Policy:**

No electronics or headphones are allowed in the classroom unless being used in the educational process as directed by the instructor. Electronics should be placed in backpacks or purses and out of sight. Students are encouraged to interact and help one another when appropriate.

**Dual Credit Opportunity:**

Dual credit is offered to eligible students according to the Coordinating Board of Higher Education. University of Central Missouri EDFL 2100 Intro to the Teaching Profession (3 credit hours) and EDFLDX 2150 Intro to Field Experience (1 credit hour).

**A+ Program:**

Time spent directly involved with students can be documented for A+ tutoring hours. Please check with your school's A+ coordinator for specific information. Tracking time tutoring for A+ is the STA student's responsibility. The form should be signed by the assigned mentor teacher.

**Educators Rising:**

Students are required to participate in Educators Rising. Graduation Honor Cords can be earned if students have an overall 3.5 GPA or higher on a 4.0 scale, are an active affiliate member, and participate in Educators Rising activities. Students eligible for the honor cords may earn the cord by participating in fundraisers, activities and competitions. Honor cords will be purchased for those that meet the requirements. Those students eligible, but not active in the organization will be required to purchase their honor cords for \$25.00. Cords will be ordered in early April.