ELED 452.712 – STUDENT TEACHING IN FIELD-BASED EDUCATION PROGRAMS
COURSE SYLLABUS: FAll 2012

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Northeast Texas Center for Professional Development and Technology Field-Based Teacher Education Program Handbook – Preparing Tomorrow's Teachers Today

Course Description: This is a course requiring observation, participation, and direct teaching for residents enrolled in the Center for Professional Development and Technology (CPDT). Prerequisite: Admission to teacher education; placement in a NETCPDT center; over all GPA of 2.5 and must have passed TSI. This is a six (6) hour course that covers both interns and residents.

Student Learning Outcomes:

ROLES AND RESPONSIBILITIES OF THE INTERN IN THE FIELD-BASED SETTING

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment - the real public school classroom. Since each intern, teacher, and classroom is unique, the program allows the teachers and interns to cooperatively create learning situations that facilitate student growth in the areas of teaching and learning. However, interns are to dress and conduct themselves as professionals and speak and act as good role models for all students. Interns should assume responsibility for their own growth and development and display enthusiasm, initiative, cooperation, commitment, and being team players. Therefore, the intern's responsibilities include but are not limited to the following:

1. become familiar with the physical and cultural environment of the school, faculty, and staff, and students;
2. learn the students' names and their cultural diversity as soon as possible;
3. demonstrate the ability to respond appropriately to diverse group of learners;
4. become familiar with the teacher's yearly curricular and instructional goals;
5. become familiar with, and incorporate the content, objectives, essential elements, and curriculum into planning and instruction;
6. demonstrate a rich knowledge of content areas;
7. demonstrate effective interpersonal communication skills orally and in writing with professionals and students;
8. display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession;
9. observe the planning process and attend all available planning meetings;
10. assist the teacher in planning, developing, and preparing materials;
11. become familiar with the classroom instructional and discipline management plan;
12. assist the teacher in supervising student performance and working with individual students;

13. observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction;
14. demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students;
15. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
16. explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
17. exhibit a commitment to teaching, learning, and excellence in the profession;
18. serve as a "substitute" on the days of internship without receiving payment (upon approval of ILT - consisting of mentors, liaison, resident) while assigned ILT mentor attends professional development activities related to mentoring in the NET CPDT program;
19. assume other responsibilities based upon ILT recommendations;
20. enhance instructional environment for public school students.

Interns who meet the qualifications and are hired by the ISD to substitute on days other than intern days, may receive compensation from the ISD. ***For additional information concerning the legal issues involved when an intern serves as a substitute see Legal Status of the Student Teacher HB 339 on page 14.***

ROLES AND RESPONSIBILITIES OF THE RESIDENT IN THE FIELD-BASED SETTING

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment--the real public school classroom and apply the knowledge gained from the resident semester in the residency semester. While the focus in the resident semester is on knowledge and learning, the focus in the residency semester is on demonstration and application of skills. Therefore, the resident's responsibilities should include:

1. demonstrate a rich knowledge base of pedagogy, technology and effective instructional and management strategies;
2. demonstrate a rich knowledge of teaching and learning to provide relevant and meaningful learning experiences for students;
3. demonstrate an understanding, sensitivity, and the ability to respond appropriately to diverse groups of learners;
4. demonstrate a rich knowledge of curriculum, content, objectives and essential elements;
5. demonstrate the ability to plan instruction for individuals, small groups, and large groups;
6. demonstrate the ability to teach and manage individuals, small groups, and large groups using relevant and meaningful learning experiences for students;
7. demonstrate the ability to reflect and assess planning, teaching, and learning using technological and other resources;
8. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
9. demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
10. demonstrate the ability to observe, reflect, assimilate, and incorporate effective teaching, learning and management strategies;
11. demonstrate sensitivity and effective interpersonal communication skills orally and in writing with other professionals and students;
12. display the highest standards of professionalism, professional growth, and a commitment to improve the learning environment and the teaching profession;
13. exhibit a commitment to teaching, learning, and excellence in the profession;
14. serve as a "substitute", without receiving payment on the dates of residency, (upon approval of ILT - consisting of mentors, liaison, resident) while assigned ILT mentor attends professional development activities related to mentoring in the NET CPDT program;
15. assume other responsibilities based upon ILT recommendations;
16. enhance instructional environment for public school students.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessment

MENTOR/INTERN RELATIONSHIPS AND TIMELINES

- Interns are full time students enrolled in 12 – 15 hours of university courses that meet one day per week (Monday evenings). Methods courses include math, science, social studies and reading. Interns are placed in the public schools two days each week (Tuesday and Wednesday).
- Mentors should have at least three years teaching experience and not be new to the district or to the grade level. They should be volunteers willing to provide daily feedback to the intern.
- Interns are expected to participate with mentors during performance of extra duties such as before/after school, playground, bus, and etc. They should also be included in grade level, departmental, and other planning meetings. Meetings such as parent conferences should be attended only with permission of the teacher and parents.
- If approved by the district, interns will serve as an unpaid substitute one day per semester per mentor. These days should be when the intern is assigned to that mentor's classroom and after the mentor and intern believe the intern is ready.
- Interns may serve as a paid substitute on non-field days if approved by district.
- Mentors should explain to the intern the procedures for notification of the campus and mentor for absences. Interns are expected to make up missed days with approval of the mentor.
- If mentor is absent, the intern is to report to school as usual, assisting the substitute or observing in another classroom.
- The intern is with each mentor approximately 7 weeks (except in the fall semester when interns are required to attend district/campus staff development and teacher work days and be in their assigned classrooms full time until the university fall semester begins). After the completion of the 7 weeks, they will then switch mentors on a date published by the university.
- A suggested timeline is provided which allows interns increasing responsibilities and duties in the classroom.
  - ⇒ First 2-3 weeks – observation, assisting teachers with paperwork (grading papers, recording grades, preparing teaching materials, etc.), working with individual students and/or small groups, getting to know mentor and students, etc.
  - ⇒ 3rd to 4th weeks – teaching lessons daily using mentor's lesson plans, may be assigned to teach certain lessons (such as math, reading, science, or social studies) every day. Teaching should be under the direct supervision of the mentor. (Continue assisting mentor with clerical duties and individual/small group instruction.)
  - ⇒ 4th to 6th weeks – teaching more lessons daily and responsible, under the mentor's direction, to plan lessons as well as to teach. (Continue assisting mentor with clerical duties and individual/small group instruction.)
  - ⇒ Last week(s) – planning and teaching more lessons daily with the goal of having full planning/teaching responsibilities for several days before switch date/end of semester.
- A detailed written lesson plan is required for each scheduled observation by the mentor teacher and by the university supervisor. The intern may wish to make a copy, since the original should be attached to the lesson evaluation and may become part of the intern's permanent file.

MENTOR/RESIDENT RELATIONSHIPS AND TIMELINES

- Residents are full time students enrolled in 6-9 hours of university courses that meet on 8 Tuesday evenings during the semester. Courses include Classroom Management and Special Education. Residents are placed in the public schools 5 days each week, except the week that they attend seminar. That week, they are not required to be in the public school on Friday. When not in classes on Fridays, residents may use this time to make up days missed or may substitute for pay according to local policies.
- Residents are expected to participate with mentors during performance of extra duties such as before/after school, playground, bus, and etc. They should also be included in grade level, departmental,

and other planning meetings. Meetings such as parent conferences should be attended only with permission of the teacher and parents.

- If approved by the district, residents will serve as an unpaid substitute one day per semester per mentor. These days should be when the resident is assigned to that mentor's classroom and after the mentor and resident believe the resident is ready.
- Mentors should explain to the residents the procedures for notification of the campus and mentor for absences. Residents are expected to make up missed days with approval of the mentor.
- If mentor is absent, the resident is to report to school as usual, assisting the substitute or observing in another classroom.
- The resident is with each mentor approximately 7 weeks (except in the fall semester when interns are required to attend district/campus staff development and teacher work days and be in their assigned classrooms full time until the university fall semester begins). After the completion of the 7 weeks, they will then switch mentors on a date published by the university. Some campuses/districts allow the residents to remain with one mentor for the entire semester.
- A suggested timeline is provided which allows residents increasing responsibilities and duties in the classroom. This timeline may be advanced based on resident's experiences.
  - ⇒ First 2 weeks – observation, assisting teachers with paperwork (grading papers, recording grades, preparing teaching materials, etc.), working with individual students and/or small groups, getting to know mentor and students, etc.
  - ⇒ 3rd to 4th weeks – teaching lessons daily using mentor's lesson plans, may be assigned to teach certain lessons (such as math, reading, science, or social studies or one class period) every day. Teaching should be under the direct supervision of the mentor. (Continue assisting mentor with clerical duties and individual/small group instruction.)
  - ⇒ 4th to 6th weeks – teaching more lessons daily and responsible, under the mentor's direction, to plan lessons as well as to teach. (Continue assisting mentor with clerical duties and individual/small group instruction.)
  - ⇒ Last week(s) – planning and teaching more lessons daily with the goal of having full planning/teaching responsibilities for several days before switch date/end of semester.
  - ⇒ Residents who do not switch mentors should continue teaching courses/subjects as assigned by the mentor and will continue assisting mentor with clerical duties and individual/small group instruction.
- A detailed written lesson plan is required for each scheduled observation by the mentor teacher and by the university supervisor. The resident may wish to make a copy, since the original should be attached to the lesson evaluation and may become part of the resident's permanent file.

ASSESSMENT AND EVALUATION OF INTERNS

The purpose of the first (internship) semester of the field-based program is twofold: (1) to learn about content, pedagogy, technology, classroom management, and assessment and evaluation through course content and seminars; and (2) to learn about schools, students, planning, and the teaching and learning process by working in a field-based setting with mentoring teachers. Thus, the assessment and evaluation of interns address performance in both the field-based and seminar settings.

ASSESSMENT AND EVALUATION OF RESIDENTS

In terms of EC-6 certification, the purpose of the second (residency) semester of the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner.

Grading

The assessment and evaluation of residents is twofold as it addresses performance in both field-based and seminar settings.

This includes completing all course requirements with a grade of a "C" or better in SpEd 480, and ElEd 443. The resident must also successfully complete the requirements with a "C" or better for ElEd 452 - Student Teaching, prepare a satisfactory Residency Portfolio, have satisfactory ILT summative evaluations, and be recommended for certification by the Instructional Leadership Team to be awarded credit for the above course requirements.

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this **face-to-face** course:

Internet Connection – High speed recommended for research and communicating
Word Processor (Microsoft Word)
Access to University Library Site
Access to an Email Account

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
In addition to the information listed on page 1 of this syllabus, I may be contacted using **my home email: drcarolsmith@aol.com, my home phone : 903.778.2207, or my cell phone: 903.880.3222.**

UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures:

Attendance

It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade.

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.

8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.

COURSE OUTLINE / CALENDAR

EC - 6th Grade and 4th - 8th Grade

FALL	Number of Days	SPRING	Number of Days
Interns in the Fall:		**Interns in the Spring:**	
Report when public schools begin until regular University class schedule begins	5 days/week	Report to public schools when regular University class schedule begins until University semester ends	2 days/public school
Report to public schools when regular University class schedule begins until University semester ends	2 days per week/public school		
Start of University classes until University Semester ends	1 day/seminar	Start of University classes until University Semester ends	1 day/seminar
Residents in the Fall:		**Residents in the Spring:**	
Report when public schools begin until regular University class schedule begins	5 days/week	Report to public schools when regular University class schedule begins until University semester ends	5 days per week/public school
Report to public schools when regular University class schedule begins until University semester ends	5 days per week/public school		
Start of University classes until University Semester ends	1 day/seminar	Start of University classes until University Semester ends	1 day/seminar