SED 404
Internship for
Secondary Education Teacher Education Field-Based program
In conjunction with SED 302, SED 401, SED 404, SED 405, and ElEd 452 (for all-level degrees only)

COURSE SYLLABUS: Fall 2012

Instructor: Mario Eraso, Ph.D.
Office Location: EDS 214
Office Hours: Mondays 2:00 - 4:00 p.m.
Office Phone: 903-886-5757
Office Fax: 903-886-5581
University Email Address: mario.eraso@tamuc.edu
University Faculty Website: http://faculty.tamu-commerce.edu/meraso/

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

Pearson Custom Education SED 300: The Teaching Profession TAMU Commerce.

What Every Teacher Should Know About: English Language Learners
What Every Teacher Should Know About: Professionalism in Teaching
Beth Hurst, Ginny Reding, 2009.
What Every Teacher Should Know About: Your First Year of Teaching: Guidelines for Success
What Every Teacher Should Know About: Teacher-Tested Classroom Management
Blossom S. Nissman, 2009.

Package ISBN-13: 9780132181686:

Additional materials to be provided by student:

You should have these from your SED 300 class:

☑ English Language Proficiency Standards.
  http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
☑ Texas Essential Knowledge and Skills (TEKS) for one of your teaching fields in one course or grade level
  http://www.tea.state.tx.us/index2.aspx?id=6148
☑ Texas Examinations of Educator Standards (TExES) Preparation Manual
  http://texas.ets.org/texas/prepMaterials/
☑ Pedagogy and Professional Responsibilities

Course Description: SED 404 – This integrated curriculum course parallels the residency experience of the student teaching semester and emphasizes knowledge and skills required by educators to facilitate their management of the students and the learning environment. Topics include classroom management, discipline theories, and the use of routines
and procedures. University faculty will be responsible primarily for establishing the theoretical foundations and mentor teachers will assist the Resident in translating educational theory into actual classroom practices. Mentor teachers and university faculty will comprise a collaborative team who will guide the Resident. An overview of all competencies for the TEES PPR will be covered.

**Student Learning Outcomes:**

**Domain I. Designing Instruction and Assessment to Promote Student Learning**

**Competency 001**

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**Competency 002**

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

**Competency 003**

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 004**

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**Domain II. Creating a Positive, Productive Classroom Environment**

**Competency 005**

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**Competency 006**

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

**Domain III. Implementing Effective, Responsive Instruction and Assessment**

**Competency 007**

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 008**

The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 009**

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**Competency 010**

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

**Domain IV. Fulfilling Professional Roles and Responsibilities**

**Competency 011**

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
Competency 012
The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

COURSE REQUIREMENTS


SELECTED COURSE REQUIREMENTS:

SED 404 – Field Assignment
1. The Contact Information Google online from mentor(s) verifying receipt of Mentor Handbook completed and submitted.
2. Mid-term Internship Instructional Leadership Team (ILT) Evaluation and Final Internship Instructional Leadership Team (ILT). For all-level students.

Grading
A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:
A = 90 – 100 %    B = 80 - 89 %    C = 70 - 79 %    D = 60-69 %    F =59 % or below

<table>
<thead>
<tr>
<th>Components</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Total Points Possible</td>
<td>500</td>
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TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.
- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- Macintosh OS X along with a recent version of Safari 2.0 or better.
- eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- Perform a —Browser Test prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab, and then select the —Browser Test link under Support Services.
ACCESS AND NAVIGATION

Access and Log in Information
This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Use my contact information: cell phone and email address to reach me outside of class. Expect a reply within 48 hours. I also maintain office hours, so do stop by if you are need assistance with your coursework or if you have pressing issues that cannot be handled within class.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Please note numerous small group projects take place during seminar meetings requiring your punctuality and presence to complete and receive credit. Students are required to sign-in at each seminar. Absences, tardiness, stepping out and leaving Seminar early will result in a deduction of grade points. Please act in a professional manner. If a student teacher misses more than one (1) seminar class during the semester, he or she is considered at risk and may be placed on a growth plan.

ATTENDANCE POLICY FOR THE FIELD BASED EXPERIENCE: Both the bi-weekly seminar class meetings (SED 302 / 401) and the intern-residency days in the field (SED 404/405) are considered to be class days.

SEMINAR ATTENDANCE - Because of the length of the Seminar sessions, only one (1) excused absence is allowed for the eight seminar sessions for SED 302 / 401. Notify any one of the Seminar instructors of your absence immediately by telephone or email. You may also call the main office at 903.886.5537 and leave a message on the morning of Seminar. Missing
more than one Seminar and/or continual tardiness can result in a lowering of your grade, being placed on a growth plan or removal from the program. You have reached a level of professionalism that no longer tolerates a pattern of absences or tardiness. Please maintain your professional status. You are being observed daily and recommendations for employment will follow.

RESIDENCY ATTENDANCE - Only three (3) excused absences are allowed during the entire semester during your field-based student teaching (SED 404/405). Any missed day/s in excess of the three (3) absences will need to be made up during the week prior to Commencement in order to receive a passing grade. Tardiness is not acceptable in the field. You MUST arrive in your classroom on time. Again, your lack of attendance and/or punctuality will result in a poor evaluation, being placed on a growth plan, or removal from the program. An excused absence is one for which the Resident has the approval of his or her mentor teacher(s), the university instructor, and the university liaison and follows the attendance policy stated in the college catalog and Student Handbook. Approval for absences must be obtained prior to the start of the school day to be missed. If you are ill and will be absent from the field, you must notify your liaison, assigned mentor(s), university instructor, and school prior to the start of the school day.

If the Resident has more than three absences, an ILT meeting will be held to determine the Resident’s status. Residents will be immediately removed from the program for any unexcused absences.

**Format for papers handed in for this class:**
Margins – Left 1.5, Right 1, Top and Bottom 1; Font - 12 point Times New Roman, Double Space; Use APA style for citations within text and for the reference page; Header – on right side in 8 point include your full name, course identification, and semester; number pages starting with the first page on the bottom right.

**Example of citation in text:**
The U.S. government states that educational agencies and schools are accountable for student success and that adequate yearly progress as determined by measurable objectives must be met (NCLB, 2001, p. 81).

**Example of references:**
**From a journal:**

**From a website:**

**From a book:**
University Specific Procedures:

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

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
# COURSE OUTLINE / CALENDAR

## SED 302/401/404 and SED 405 CALENDAR

### Fall 2012

<table>
<thead>
<tr>
<th>INTERNSHIP/RESIDENCY IMPORTANT DATES</th>
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<tbody>
<tr>
<td><strong>August 16 &amp; 17</strong></td>
<td>Seminar 1 &amp; 2</td>
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<tr>
<td><strong>August 20</strong></td>
<td>First Day of Student Teaching (unless otherwise noted by district)</td>
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<tr>
<td><strong>Monday, September 10</strong></td>
<td>Seminar 3</td>
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<tr>
<td><strong>September 10-21</strong></td>
<td>Mid-ILT (Intern) Evaluation for SED 404</td>
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<tr>
<td><strong>Monday, September 24</strong></td>
<td>Seminar 4</td>
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<tr>
<td><strong>October 1-5</strong></td>
<td>Final ILT (Intern) for SED 404</td>
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<td><strong>October 8</strong></td>
<td>Seminar 5</td>
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<td><strong>October 8 (or October 15)</strong></td>
<td>All-Level Rotation</td>
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<tr>
<td><strong>Monday, October 22</strong></td>
<td>Seminar 6</td>
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<tr>
<td><strong>October 29-November 2</strong></td>
<td>Mid-ILT (Residency) for SED 405</td>
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<td><strong>Wednesday, November 14</strong></td>
<td>Seminar 7 (Graduation Fair)</td>
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<tr>
<td><strong>November 26-December 7</strong></td>
<td>Final-ILT (Residency) for SED 405</td>
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<tr>
<td><strong>Monday, December 3</strong></td>
<td>Seminar 8</td>
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<tr>
<td><strong>Friday, December 7</strong></td>
<td>Final Day of Residency</td>
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<tr>
<td><strong>December 10-14</strong></td>
<td>Make-up Week</td>
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<tr>
<td><strong>Saturday, December 15</strong></td>
<td>Graduation</td>
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### SEMINAR CLASSES

**Seminar classes will meet 9:00 AM to 3:00 PM.**
**Seminar Classes meet in Education South 104.**
**Seminars will include a Working Lunch. (Bring a lunch to eat during seminar.)**

### NOTE:
- Seminar consists of SED 302, 401, 404, 405, and for All-level ElEd 452.
- Special Education students take SpEd 472, SED 302 and SED 401.

**Assigned reading for seminars:**

- Transitioning from Student to Teacher - Kellough, *Your First Year of Teaching*, Pages. 37-45.
- Strategies for Maintaining a Positive Learning Environment – Kellough, *Your First Year of Teaching*, Pages 21-32,
• Peruse Nissman, *Teacher Tested Classroom Management Strategies*.

Seminar #4
• Student Centered Learning and Best Practices – Kellough, *Your First Year of Teaching*, Pages 11-20, 52-68, 85-88.
• Making Assessments Work for you – Kellough, *Your First Year of Teaching*, Pages 76-79.

Seminar #5
• Practicing Professional Responsibilities - Hurst/Reding, *Professionalism in Teaching*, Pages 54 - 70
• Advice from Professionals - Hurst/Reding, *Professionalism in Teaching*, Pages 72 - 90

Seminar #6
• Meeting the Needs of a Diverse Population – Kellough, *Your First Year of Teaching*, Pages 1-9, 32-34, 80-85
• Chapter One,

Seminar #7
• Chapters Two and Three, Hadaway, Vardell, &Young, *English Language Learners*.

Seminar #8: TBD

Note: most seminar reading assignments will also include journal articles to be named later