ELED 452.008 and 452.011 STUDENT TEACHING IN FIELD-BASED SETTINGS

COURSE SYLLABUS: Fall 2012

Instructor: Becky Adams
Office Location: Education South 212
Office Hours: 12:30 am – 3:30 pm on Tuesdays and 12:30-2:30 on Thursdays
.......... and by appointment
Office Phone: 903.886.5587
Office Fax: 903.886.5581
University Email Address: becky.adams@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

- *Field-Based Teacher Education Program Handbook* [revised July 2010]. Available online at [https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf](https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf)

- Other readings will be assigned from online sources, handouts, etc.

Course Description:

This is a course requiring observation, participation, and directed teaching for interns & residents enrolled in the Center for Professional Development and Technology (CPDT). It is taught in an integrated fashion with other courses during both internship & residency. Prerequisite Admission to teacher education; placement in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

Student Learning Outcomes in direct correlation with the PPR competencies:

By the conclusion of the course, the student will demonstrate the following competencies at the Application level:

1. Human developmental processes (TExES PPR Competency 1)
2. Student diversity and the design of learning experiences and assessments that are responsive to the differences among students and that promote all students’ learning. Understanding of design procedures for effective, coherent instruction and assessment based on appropriate learning goals and objectives (PPR 2).
3. Instructional design, delivery, and assessment aligned with the Texas statewide assessment program (PPR 3).
4. Learning processes and factors (i.e., learning theory, developmental stages, higher-order thinking skills, etc.) that impact student learning (PPR 4).
5. A classroom climate that fosters learning, equity, and excellence; a physical and emotional environment that is safe and productive (PPR 5).
6. Strategies for creating an organized and productive learning environment and for managing student behavior (PPR 6).
7. Principles and strategies for communicating effectively in varied teaching and learning contexts (PPR 7).
8. Appropriate instructional techniques and strategies that actively engage students in the learning process (PPR 8).
9. Technology for planning, organizing, delivering, and evaluating instruction for all students (PPR 9).
10. How to monitor student performance and achievement, provide timely, high-quality feedback to students, and flexibly respond in order to promote learning for all students (PPR 10).
11. Professional knowledge and skills (including legal and ethical requirements for educators) gained through effective interactions with others in the educational community including parents and through participation in professional activities in university and public school classrooms (PPR 11, 12, and 13).

Other Learning Outcomes tied directly to assessment and evaluation of interns/residents:
1. The student will construct, implement, and assess developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills.
2. The students will associate appropriate TExES PPR competencies with the course content.
3. The student will be an active and engaged participant in class discussions by analyzing, constructing/creating, and evaluating information presented within external readings/resources, field experiences, and class discussion.
4. The student will utilize technology in the preparation and delivery of lessons, communication, and assessment. Actively engage students’ in the application of technology.
5. The student will understand the need for a variety of instructional strategies and demonstrates the ability to model and deliver effective teaching and learning appropriately.
6. The student will design and implement instruction and assessment to promote student learning in a least restrictive environment. (i.e., IEP’s, Gifted and Talented, ELL’s, etc.)
7. The student will demonstrate the ability to be a reflective teacher.
8. The student will analyze, synthesize, and evaluate the five proficiencies applying to the field based setting.
9. The student demonstrates an understanding of legal and ethical requirements for educators.
COURSE REQUIREMENTS

Required Seminar Courses:

Internship:  MLED 402, MLED 403, MLED 435, RDG 450, ELED 452 (all 3 semester hours each)
Residency:  MLED 404, MLED 410, SPED 480, ELED 425 (all 3 semester hours each)

1. Attendance— on time—at all scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. A weekly Reflection Journal of informal observation, reflections, and/or writing to learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity are discussed.
4. Six formal lesson evaluations: 2 by each of the two mentors and 2 by liaison
5. Weekly completion of Individual Teacher Education Plan (ITEP) – includes plans, goals and seminar news.
6. Lesson Plans of full-time teaching
7. Technology integration
8. A Portfolio for assessment of growth as a teacher in the following proficiencies: a) Equity in Excellence for All Learners, b) Learner-centered Knowledge; c) Learner-centered Instruction, d) Learner-centered communication, and e) Learner-centered professional development. Copy due at mid-term and final conference.
9. Register for TEExES PPR Exam after passing 4-8 content area TEExES.
10. Certification – All students should meet with their advisor to be sure all requirements are met.
11. Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments
This course consists of a series of activities, experiences/observations in the field, and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experiences/observations, discussions, readings, research, etc.

Lesson Plans and Evaluation:
Student Learning Outcomes: #1-9 See above

Assessment Method: Documentation through lesson plans, evaluations, observations (Mentor/Liaison), Journals, ITEP’s, etc.

- Demonstrate your knowledge of the typical stages of cognitive, social, physical and emotional development of your students by developing lessons appropriate for the children you are teaching.
- Demonstrate your knowledge of student diversity by planning learning experiences and assessments that are responsive to differences among students.
- Design effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- Plan effective, engaging instruction and assessment based on learning processes and factors that impact student learning.
- Establish a classroom climate that fosters learning, equity, and excellence.
• Manage student behavior through organized strategies.
• Communicate effectively in varied teaching and learning contexts.
• Actively engages students in all teaching and learning contexts.
• Use effective technology to plan, organize, deliver and evaluate instruction for all students.
• Provide timely, high quality feedback to students through written and oral means.

• Formal evaluations must be completed this semester by the school (mentor teachers and administrators) and the university liaison in each of your placements. At each evaluation you MUST have prepared for the evaluator the following items: your lesson plan, a lesson evaluation form, a seating chart, all handouts to be used during your lesson, and your pre-lesson reflections. Your university liaison will expect it to be ready and in the location where you would like her/him to sit during your lesson.

• Midterm Evaluation

• Final Evaluation covering experiences in the field and seminar.

**Technology Documentation:**
**Student Learning Outcomes:** #3-6, & 9 See above

**Assessment Method:** Notebook (Rubric provided – DocShared in eCollege)
- Examples of the utilization of technology related to the classroom (Parent communication, PREZI, Promethean or Smart Board, online simulations, Web 2.0 tools, etc.

**The Reflective Teacher:**
**Student Learning Outcomes:** #2,3,5,7-9 See above

**Assessment Method:** Weekly journal reflections

**Grading (Determined by criteria shared below)**

1. Professional growth as demonstrated by:
   a. Professional growth portfolio
   b. Anecdotal records kept by the mentor teachers, university liaisons and seminar instructors
   c. ITEPs and/or weekly intern/resident reports
   d. Lesson Evaluations by mentor teachers and university liaison
   e. Professionalism (major component)

2. Written assignments
3. Attendance at school and university seminars (Mandatory every scheduled day)
4. Final self-evaluations
5. Midterm and final conferences

**REMEMBER:** You are now a professional! These assignments are given to you as a professional, not a student. Be responsible, be precise, be a professional in everything that you do. You are modeling to your children, to your colleagues and to your mentors. We expect quality performance and timetables met. We are expecting from you what your future employer will expect from you. How do you want others to perceive you and your performance? The choice is yours.
Final Grading

Grading will reflect a combination of seminar and field work derived from the Instructional Leadership Team (ILT). The following holistic scoring will be utilized:

**A = Commendable.** Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning progresses. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments completed by due date

**B = Developing.** Functional--but in need of instruction--in initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments completed by due date

**C/D = Needs Improvement.** Significant lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage even with significant intervention. Poor attitude, attendance, participation and completion of assignments completed by due date

---

**TECHNOLOGY REQUIREMENTS**

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates. The following information has been provided to assist you in preparing to use technology successfully in this course.

The following technology is required to be successful in this web enhanced course:

- **Internet connection** – high speed recommended (not dial-up)
- **Word Processor** (Microsoft Office Word – 2003 or 2007)
- **Access to University Library site**
- **Access to an Email**

Additionally, the following hardware and software are necessary to use eCollege:

- **Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).**
- **Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.**
- **It is strongly recommended that you 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@tamuccommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
I will be available to students before, during, and after seminar as well as in the schools. I also may be contacted through email and phone.

Instructor: Becky Adams, M.Ed.
E-mail: becky.adams@tamuc.edu

US Mail: Curriculum & Instruction Department, A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429
Office: Education South 212
Office Telephone: 903.886.5887
FAX: 903.886.5581
Office Hours: 12:30 am – 3:30 pm on Tuesdays and 12:30-2:30 on Thursdays .......... and by appointment
University Specific Procedures:

Course Specific Procedures:

1. Attendance at all scheduled seminars, campus assigned days, and school/university meetings. Residents must be on time to seminar and on their assigned campus. ALL absences must be made up.
2. Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during class and on your assignments.
3. Prepared for all campus assignments, university assignments and university seminars.
4. Written assignments will be typed and corrected for grammar, spelling and punctuation
5. All assignments will be in a format that is easy to read, attractive, and turned into your liaison on time.
6. Assignments will be completed on your own time and not in the field.

**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. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: [http://www.plagiarism.org/](http://www.plagiarism.org/) or [http://www.unc.edu/depts/wcweb/handouts/plagiarism.html](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html) or [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)

Plagiarism will result in a grade of “F” for the course and may result in your dismissal from the program.

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

Field-days and seminars as appropriate – see Fall 2011/Spring 2012 intern/resident calendar.

Undergraduate Graduation Checklist

http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf

1. Total Hours for degree met? (Must be at least 120 hrs)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hrs?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Students)?
8. Major Required courses have C's or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)
11. 2nd Major (plus support if applicable) Course Requirements Met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) Requirements Met?
14. Minor GPA is at least 2.00 (2.50 for Certification Students)?
15. Junior Level Essay Met?
16. Senior Level Check Met (minimum 60 hrs)?
17. Advanced Hour Check Met?
18. 24 Advanced Hours taken at TAMU-Commerce?
19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?