



ELED 452.513
COURSE SYLLABUS: Fall 2012

Instructor: Sharon Guynes, M.Ed. Clinical Instructor

Office Location: Collin Higher Education Center: 151

Office Hours: Monday 8:15-9:00 and 3:00-3:30

Tuesday and Thursday 8:15-9:50 and 11:15-12:30

Fridays that Seminar is Scheduled 8:15-9:00 and 3:00-3:30

Online: Mon.-Fri. Checked until 10 p.m.

Office Phone: 972 599 3114

Office Fax: 903 886 5581

University Email Address: Sharon.Guynes@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Nath, J.L., & Ramsey, J. (2010). Preparing to Teach Texas Content Areas: The TExES EC-6 Generalist & the ESL Supplement (2nd Edition). Prentice Hall
Available through online bookstore www.tamu-commerce.edu

Anthony, R. & Behrends, W. (2011). Getting Hired: A Student Teacher's Guide to Professionalism, Resume Development and Interviewing. Kendall Hunt.

Materials: Markers, tape, scissors, etc.

Course Description: This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Technology (CPDT).

Student Learning Outcomes:

1. The student will construct, implement, and assess developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills and English Language Proficiencies.
2. The students will associate Early Childhood Education TExES 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 the textbook, 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

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 difference 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.
- Two week teach by the resident in each placement. The students will teach all content and perform the duties of their assigned mentor teacher. This will be done under the supervision of the mentor teacher with feedback and reflection.

- Six formal evaluations must be completed this semester. Two formal evaluations from the school (mentor teachers and administrators) and one from the university liaison in each of your placements must be completed. 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. Plan and organize your time wisely. Once you have switched placements, you MAY NOT return to your first placement to teach a lesson for evaluation.
- Midterm Evaluation
- Final Evaluation covering experiences in the field and seminar.

Strategies Notebook:

Student Learning Outcomes: #3,5,6, & 9 See above

Assessment Method: Students will share sections of the strategies they have observed and/or implemented in their field experience.

- Section added to strategies notebook on sharing family communication resources to include the family environment in children's education.
- Section added to strategies notebook of professional materials. Keep a list of professional books, journals, articles, etc. that you encounter during the resident semester.
- Section added to strategies notebook listing all the outside activities and professional activities that you have participated in during this year. Attend a PTA meeting, a school board meeting, an ARD meeting, Open House, "Meet the Teacher" night and community functions and professional development. These need to be documented by creating a list of activities attended, the location, the date, and a brief summary of what you learned from the event.
- The continuation of adding strategies for each of the content areas as they find and/or utilize them in their field based settings.

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, Wordal, etc.

The Reflective Teacher:

Student Learning Outcomes: #2,3,5,7-9 See above

Assessment Method: Reflective pieces

- Strengths and areas for needed growth. Write a paper or make a list showing your strengths and areas of needed growth as a teacher, colleague and lifelong learner. What things would you like personnel directors and hiring committees to know about you? How do you plan to grow in your weaker areas? What are your goals for growth after graduation? Think about areas such as diversity, higher-ordered thinking, effective teaching, integrated teaching, etc. as areas that you will seek during your first year as a teacher.
- What will you add to a school campus? Write a one-page paper telling a prospective employer why he/she should hire you. What will you give to the community, parents, children, faculty and staff?
- Philosophy of education. Write a one-page paper describing your philosophy of education. Include diversity.
- Resume. Write a resume that reflects who you are as an educator. This should be no more than one page. If you can do it on one page, it's better. You may include your photo if you wish.
- Teacher Inquiry Project- Student groups will propose and develop a research question they proposed during their Internship Semester with the guidance and acceptance of the mentor teachers, Center Team, and assigned research professors. Upon acceptance of proposal students will examine and utilize informal research techniques. This will begin with an exploration of relevant professional literature and will include observations, anecdotal records, possibly assessment results, or others approved by the Center Team and research professors. Student groups will present their findings in a formally written paper and presentation (documentation panels, technology, etc.)
- Professional portfolio. This should be ongoing. Keep it in a ready-to-go state and add to it during the semester. It needs to be high quality, not high quantity. These are recommended to be presented through technology (Prezi, website, or other approved method)

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 resident reports
 - d. Lesson Evaluations by mentor teachers and university liaison
 - e. Professionalism (major component)
2. Written assignments
3. Teacher Inquiry Project
4. Attendance at school and university seminars (Mandatory every scheduled day)
5. Final self-evaluations
6. 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.

TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates, and for online discussions.

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)

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc-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@tamuc.edu.]

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The students will be able to communicate with instructor through:

Email: Heather.Doyle@tamuc.edu Checked frequently throughout the day.

eCollege Virtual Office: Checked once daily and answered the same day usually.

Office Voice Mail: Checked every other day.

Cell Phone: Answered daily

The instructor will communicate to the student through:

Email, phone contact information provided by student, eCollege Virtual Office, and eCollege Announcements

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.
Utilizing technology only for the purposes of the course the student is currently attending and at the appropriate times.

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. Copying someone else's assignments is plagiarism. Be careful!
7. Every assignment goes in your portfolio. Make sure everything is done in a professional manner
8. Assignments will be completed on your time 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/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <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
Geer Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.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*).

ELED 452.511 COURSE OUTLINE / CALENDAR

This is tentative and subject to change upon instructor discretion

Friday, August 17	Introductions, syllabus, assignments, and resident information.	
August 20-24	First Week in the Field Teacher Prep & Professional Development	Send Class Schedule to your Liaison
August 27-30 (Mon.-Thurs.)	Field-Students start	
Friday, August 31	Seminar	Rough Draft Resume Due for review and discussion
Monday, September 3	Holiday	
September 4-7 (Tues.-Fri.)	Field	Make sure you have scheduled your evaluation!
September 10-13 (Mon.-Thurs.)	Field Liaison Evaluations	
Friday, September 14	Seminar	Final Draft of Resume and Cover Letter Due (What will you add..)
September 17-21	Field Liaison Evaluations	Liaison Evaluations MUST be completed by this week!
September 24-27 (Mon.-Thurs.)	Field	
Friday, September 28	Seminar	Rough Draft of Philosophy
October 1-5	Field	
October 8-11 (Mon.-Thurs.)	Last Week in Current Placement	Two week teach, all Mentor and Midterm Evaluations MUST be completed this week!
Friday, October 12	Seminar	Due: Drop Box Philosophy of Education
October 15-19	Field Switch Placements	1 st Week in New Placement Send Liaison new class schedule
October 22-25 (Mon.-Thurs.)	Field	
Friday, October 26	Seminar	Technology Notebook Due
October 29-November 2	Field	Make sure you have scheduled your liaison evaluation!
November 5-8 (Mon.-Thurs.)	Field Liaison Evaluations	Liaison evaluations MUST be completed by this week!
Friday, November 9	Seminar	Due: Strategy Notebook/Outside Activities
November 12-16	Field	Due: Drop Box Strengths and Growth Paper
November 19-23	Field	
November 26-30	Field	
December 3-6 (Mon.-Thur.)	Field Last Week in Field	Two week teach, all Mentor and Midterm Evaluations MUST be completed this week!
Friday, December 7	Seminar	Due: Professional Portfolio and Mentor and Final Evaluations
December 10-14	Final Exam Week	
December 15	Graduation	You Made It!