ELED 300
Introduction to Teaching
Tuesdays & Thursdays 8:30-9:45 - Collin Higher Education Center
COURSE SYLLABUS
Spring 2013

Instructor: Dr. Jennifer Dyer Sennette, Associate Professor
Office Location: CHEC TBA
Office Hours: Wednesdays 8:30-10:00, Tuesdays & Thursdays 8:00-8:30, 9:45-12:00 & by appointment
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Office Fax: 903-886-5581
Email Address: Jennifer.Sennette@tamuc.edu
jennifersennette@hotmail.com (preferred)

COURSE INFORMATION

Textbooks Required:

Textbook Optional:

Online Reading:
SBEC State standards
Content Standards:
http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec6gen.asp
Pedagogy and Professional Responsibility Standards:
http://www.sbec.state.tx.us/SBECOnline/standtest/standards/PPR_EC6_FINAL_STANDARDS.pdf
Texas Essential Knowledge and Skills (TEKS): www.tea.state.tx.us
The Teacher Education Handbook (a valuable resource for you):
http://www.tamu-commerce.edu/teacher under the field based instruction link.

Course Description: Knowledge and skills concerning the unique needs of all learners, including but not limited to inclusion and English learners, are emphasized in this course. In addition, structure, organization, and management of the American school system, as well as legal and ethical aspects of teaching will receive attention. Thirty clock hours of professional field experiences are required. Failure to complete 30 hours of EFE may result in failing the class.

Goals: Introduction to Teaching is the initial course in the professional education sequence and is designed to acquaint prospective teachers with

• significant influences on education, and what 21st century teachers and schools are like;
- the curriculum of Texas public schools: The Texas Essential Knowledge and Skills [TEKS]
- beginning level skills in teaching; i.e., planning, delivering, and evaluating instruction, and
- effective strategies for all learners including but not limited to English learners and special needs learners.

**Student Learning Outcomes:**
By the conclusion of the course, the student will demonstrate the following Pedagogy and Professional Responsibility (PPR) competencies at the Knowledge level (Application level proficiency will be attained during residency.):

**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 the learning processes and factors that impact student learning and demonstrates this knowledge by planning effective engaging instruction, and appropriate assessments.

**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.

**Competency 007:** The teacher understands and applies principal 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.

**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**

1. **30 Hours of Documented Field Observation:** Participate in a school practicum by observing 30 hours in an assigned district to:
   
   a) observe lesson planning, delivery, and evaluation by the classroom teacher;
   b) identify various classroom management strategies used by the teacher;
   c) assist the classroom teacher in daily routines; and
   d) complete assignments to increase preparation for teaching. You should maintain the agreed on time frame for observing instruction in the assigned school, and will be evaluated on your work experiences by the assigned mentor teacher in the school. **Note:** It is your responsibility to give the original of the completed evaluation form and the field
experience log for this course to the instructor. Failure to do this may result in a failing grade and you will be required to repeat the course. You may give copies to instructors for other courses where field experience documentation is required.

Vital information
- Apply online for your early field experience observation hours. Thirty hours of field observation are required for ELED/SED 200 & 300, MLED 402, RDG 350 & 370, and ECE 364.
- **The deadline for registering for field observation is 8:00 AM on January 30, 2013.** Navigate to the necessary website, read all information, and submit your application. (Submit only ONE application)

Go to [https://www.tamu-commerce.edu/teacher/efe/efemain.asp](https://www.tamu-commerce.edu/teacher/efe/efemain.asp)
- Look under Programs
- Look under Early Field Experience (EFE)
- Completely read the site. Under —Essential memo and Forms for the EFE you will find the forms that need to be printed and completed during the early field experience. The documents are: Rating Form (to be completed and signed by Mentor Teacher and/or Principal), Log Sheet, an on-line EFE Reflection, Journal, and your Philosophy of Education paper to be submitted to your instructor.

Criminal Background Checks – It is imperative that you complete a Criminal Background Check Form. Please know that observation applications will **not be processed** / sent to districts without the completed criminal background form attached to your EFE application. Districts **will not make assignments** without having the background form completed/submitted. Therefore, assignments will not be made until this process is completed. Only applications with completed background forms will be processed / sent to districts for observation assignments.

School districts will not accept late applications.

**You MUST submit your applications and your Criminal Background Checks by the Deadline January 30, 2013@8:00 a.m.**

Once you have completed your 30 hours of observation, the Observation Log Sheet, Mentor Rating Form, EFE Observation Reflection Form, Journal, and your Philosophy of Education Paper will be submitted.

2. **Attendance and Participation:** Teaching is a profession of thoughtful, engaged participation and collaboration. It is important to report to class and to your field assignment on time, stay until agreed upon time and actively participate in all activities. Much of the work in this course is accomplished in collaborative work groups. Punctuality, dependability, and the ability to accomplish group goals are ways to demonstrate the professionalism required for success in a field-based teacher education program and as a professional educator.

3. **Teaching Platform Professional Paper:** Through the synthesis of your notes on course seminars, course readings and your current beliefs, you will write a professional paper that communicates your ideas of effective teaching and your educational philosophy.

4. **Course readings and online activities:** Respond to course readings and online activities in a variety of formats provided during class. These activities will document much of your class participation as well as prepare you for professional teaching, your Teaching Platform Paper and objective course exams.
5. **Microteach**: Participate in the planning and preparation for a group presentation using various teaching models. Both peers and the instructor will evaluate this based on a rubric provided.

6. **Learning to Teach Portfolio**: As a 21st century teacher, you will begin to develop your professional online presence with a digital portfolio that will become the framework for collecting artifacts in future education classes, Internship, and Residency that will be a show case of your understanding of becoming a teacher. Guidelines and examples will be given in class.

7. **Objective Exams**: Complete four exams over course content. Questions will address in-class notes, readings from text, handouts, and class discussions.

8. **Work on Admission to Teacher Education Program.**

**Grading**
Grading will be determined as follows:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Percentage of Your Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams and Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance, Preparation and Enthusiastic Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Observation Reflections</td>
<td></td>
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<tr>
<td>• Portfolio Application Pieces</td>
<td>15%</td>
</tr>
<tr>
<td>Mentor Teacher’s Rating of EFE</td>
<td>5%</td>
</tr>
<tr>
<td>Learning to Teach Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Micro-teach Group Presentation</td>
<td></td>
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<tr>
<td>• Groups’ Assessment</td>
<td>10%</td>
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<tr>
<td>• Instructor Assessment</td>
<td>10%</td>
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</tbody>
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**TECHNOLOGY REQUIREMENTS**

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

- **Internet connection** – high speed recommended (not dial-up)
- **Word Processor**: (Microsoft Office Word – 2003 or 2007). See the home page of this ecourse for a link that may assist you if you have an older version of Word.
- **Access to University Library site**
- **Access to an Email**

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

*The 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.

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**ACCESS AND NAVIGATION**

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: 903.468.6000 or helpdesk@tamucommerce.edu

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**COMMUNICATION AND SUPPORT**

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. If you experience issues at any other point, feel free to contact the support desk. · **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 (i.e. How to submit to dropbox, How to post to discussions etc...).

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**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Students with Disabilities:**

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
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

**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).

**Withdrawal Policy.** Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop
the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

**Academic Integrity** is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University. *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. If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites: [http://www.plagiarism.org/](http://www.plagiarism.org/)  
[http://www.unc.edu/depts/wcweb/handouts/plagiarism.html](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html);  
[http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)