INTERNSHIP SEMINAR
MIDLOTHIAN CENTER FOR PROFESSIONAL DEVELOPMENT AND TECHNOLOGY (MCPDT)
ELED 436.61E Math in Field-Based Settings
ELED 437.61E Science in Field-Based Settings
ELED 438.61E Social Studies in Field-Based Settings
RDG 448.61E Characteristics of English Language Learners
PRELIMINARY COURSE SYLLABUS: Spring 2013

Instructors & Liaisons:

W. Larry Brown, Liaison
Melissa Brumfield, Doctoral Intern
Freida Golden, Ad-Interim Assistant Professor Reading
Evelyn Lawson, Ad-Interim Assistant Professor Elementary Education
Margo Lewis, Liaison
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Readings will be distributed regularly in class, and in eCollege: Tools: DocSharing.

Textbook(s) Required:

Texas A&M University-Commerce Teacher Preparation Programs. (2011). *Field-Based Teacher Education Program Handbook*. Available online at: https://www.tamuc.edu/teacher/pdf/FieldBasedProgramHandbook.pdf.

Texas Education Agency (TEA). (2011). *TExES: Texas Examination of Educator Standards Preparation Manual: 191 Generalist EC-6*. Austin, Texas: Texas Education Agency. Available online at: http://texes.ets.org/index.php/download_file/view/522/259/.

Texas Education Agency (TEA). (2011). *TExES: Texas Examination of Educator Standards Preparation Manual: 154 English as a Second Language Supplemental*. Austin, Texas: Texas Education Agency. Available online at: http://texes.ets.org/index.php/download_file/view/38/259/

Texas Education Agency (TEA). (2011). *Texas Essential Knowledge and Skills*. Austin, Texas: Texas Education Agency. Available online at http://www.tea.state.tx.us/index2.aspx?id=6148.

Nath, Janice L., & Ramsey, John M. (2010). *Preparing to Teach Texas Content Areas: The* TExES *EC-6 Generalist & the ESL Supplement (2nd Ed.)*. Pearson.

Optional Resources:
Ada, Alma Flor, & Campoy, F. Isabel. (2003). *Authors in the Classroom: A Transformative Education Process*. Boston: Allyn & Bacon.

Deviney, Jessica; Duncan, Sandra; Harris, Sara; Rody, Mary Ann; & Rosenberry, Lois. (2010). *Inspiring Spaces for Young Children*. Silver Spring, MD: Gryphon House.

Edwards, Carolyn; Gandini, Lela; & Forman, George (Eds.). (2012). *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation (3rd Ed.)*. Santa Barbara, CA: Praeger.

Jacobson, Tamar. (2008). *Don't Get So Upset: Help Young Children Manage their Feelings by Understanding Your Own*. St. Paul, MN: Redleaf Press. ISBN: 978-1-933653-53-2

Schlechty, Phillip C. (2002). *Working on the Work: An Action Plan for Teachers, Principals, and Superintendents*. San Francisco, CA: Jossey-Bass.

Schlechty, Phillip C. (2011). *Engaging Students: The Next Level of Working on the Work*. San Francisco, CA: Jossey-Bass.

Shagoury, Ruth, & Power, Brenda M. (2012). *Living the Questions: A Guide for Teacher-Researchers*. Stenhouse Pub.

Wilmore, E., & Burkman, A. (2011). *Passing the PPR TExES Exam for EC-12 Teachers (2nd. Ed.)*. Thousand Oaks, CA: Corwin.

Course Descriptions:
Seminars are conducted in the Midlothian Centers for Professional Development and Technology (MCPDT); field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisite ElEd 300; Rdg 350, 370; admission to teacher education program; placement in a MCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

ELED 436 - Integrated Learning: Math in Field-Based Settings – Explores the integrated nature of learning with math as the content focus.

ELED 437- Integrated Learning: Science in Field-Based Settings – Explores the integrated nature of learning with science as content focus.

ELED 438 - Integrated Learning: Social Studies in Field-Based Settings – Explores the integrated nature of learning with social studies as content focus.

RDG 448 - Characteristics of English Language Learners – The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments including the SOLOM will be studied.

Student Learning Outcomes:
1. The student will be an active and engaged participant in class discussions and Field Based experiences by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, and class discussion.

2. The student will be able to design appropriate activities and experiences; implementing them in seminar and Field Based settings for math, science, social studies, and reading through lessons that meet the state mandated Texas Essential Knowledge and Skills.
3. The student will recognize and utilize technology in planning and appropriately implementing learning activities with children in math, science, social studies, and reading, as well as when communicating with parents.
4. The student will be able to identify, create, and apply a variety of teaching and classroom management strategies in seminar and Field Based setting that meet the individual, developmental, and diverse needs of young children.
5. The student will know the varied and appropriate assessments and assessment practices to monitor math, science, social studies, and reading content comprehension and learning.
6. The student will associate Early Childhood-Sixth Grade TExES for math, science, social studies, and reading competencies with the course content and Field Based experience.

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.

1. **Professionalism**
   Student Learning Outcomes: 1,2,4
   Assessment Method: Reviewed by the Instructional Leadership Team, with use of a self-appraisal tool.

   - Prompt, on-time attendance at **ALL** university seminars, assigned campus days, school/university meetings, and staff development, as appropriate. You are required to attend all seminar days. Your grade will be lowered if you are absent or tardy. Contact your liaison if you will be missing your assigned campus day or seminar.

   - 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 seminar, on assignments, in the field, and in your digital, on-line identity.

   - A self-appraisal tool will be utilized early, middle, and late in the semester, to self evaluate your growth and development in professional conduct.
2. **The Reflective Teacher**
   Student Learning Outcomes: 1-6
   Assessment Method: Instructional Leadership Team, Rubric, Student Sharing

   - Complete five journal writings from assigned prompts. These will have assigned due dates, about three weeks apart. Reflection as we teach is an important part of learning to be a more effective teacher. These prompts are designed to help you think through certain points of your teaching experiences; please use them to help you learn how to teach more effectively.

   - As we meet in seminar we will do weekly journal activities that you can take back to your classes and use with your students. These activities will require you to think about your assignment, write about it, and share with a group in class. The more you put into this assignment the more meaningful it will be to you as you move through your journey to becoming that teacher you dream of becoming. Writing is difficult because you are sharing a part of

yourself. Please be willing to share and understanding that others are also sharing what may be a vulnerable part of their own teaching life.

3. **Content Area Lesson Reflections**
   Student Learning Outcomes: 1, 3, 5
   Assessment Method: Students discuss in seminar and DocShare their reflections

   - Observe a lesson in each one of the content areas (Math, Science, Reading, and Social Studies) performed by mentor or another teacher. Reflect on the teaching and learning strategies, technology, lesson delivery, manipulative usage, lesson cycle implementation, management, assessment, etc.

   - Weekly Snapshots

4. **Strategies Notebook**
   Student Learning Outcomes: 1, 2, 3, 4
   Assessment Method: Instructional Leadership Team, Rubric, Student Sharing

   - Keep a notebook that includes a section for these content areas, math, science, social studies, reading, and writing. In addition, include a section for working with English Language Learners. In each of the sections collect teaching strategies and plans that will assist you as you move into Residency and your own classroom.

   - These strategies can be multi-level or one level. (We suggest multi-levels.) Collect five to seven strategies in each section. Collect these strategies from various places, your Mentor teacher, instructional magazines, the internet, sharing with friends. However, they must be type-written in such a way that anyone can follow the strategy in a classroom. In other words do not just print a page from the internet or photocopy a magazine page and call it done. At the very least put it in some sort of lesson format.

   - For each section you will also collect music, poetry and writing ideas. Yes we know that writing will have writing ideas, but we mean think about writing in math and science. You do not need to own the music, just know that it is out there.

   - For each section you will also collect technology ideas including but not limited to YouTube videos, websites, places on the internet that will help you explain specific lessons or will have materials for teachers.

   - This is your **Strategy Notebook**. If you find something that you want to add then make a separate section and pass it along to the class. We want this to be something that works for you, that you will use, that will help you through your first years of teaching.

5. **Lesson Plans and Evaluations**
   Student Learning Outcomes: 1-6
   Assessment Method: Documentation through lesson plans, evaluations, observations by Mentors and Liaison, Journals, 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 engage 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, oral, and visual means.
- Six formal evaluations must be completed this semester from different content areas (science, math, social studies, and reading). Two formal self-evaluations, followed by two formal evaluations from the school (mentor teachers and administrators) and two from the university liaison. One of each type, self-evaluation, Mentor, and Liaison will be conducted in each of your two placements. At each evaluation, you MUST have the following items prepared for the evaluator: 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. NOTE: your Liaison must leave a copy of his/her lesson evaluation with the Principal on the same day as your evaluation.
- **Midterm Evaluation** by all members of your Instructional Leadership Team (yourself, both Mentors, and Liaison).
- **Final** Evaluation covering experiences in the field and seminar.

6. **Integrated Project**
   Student Learning Outcomes: 1-6
   Assessment Method: Presentation of lesson on a tri-fold board, lesson evaluation based on provided rubric, and sharing of weekly snapshot.

   - Working together in a team of three to four students, design and present a five day integrated lesson plan based on science or social studies TEKS on a tri-fold board. You must integrate language arts, math, social studies, and science throughout the lesson plan.

7. **TExES Study Group**
   Student Learning Outcomes: 1-6
   Assessment Method: Documentation of study procedures and resources. Success on the EC-6 Generalist TExES.

   - Participate in a TExES study group outside of seminar meetings. Utilize multiple resources for study sessions.
   - Share a plan of action for studying with the other groups in seminar.
   - Students are to log and turn in at least six hours of outside study activities.
   - The seminar team will guide students on test taking strategies, resources, and review of previously learned material.

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. Weekly 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.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.
- Regular access to leomail.
- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

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).
Your 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

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.tamu-commerce.edu/login.aspx. Another shortcut is http://online.tamuc.org. 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:
Constant communication with your Mentors, Liaison, and your course professors is essential to your professional growth and development. Email is preferred for most messages, using your leomail, and your Mentors school email. Our liaisons and college professors have expressed their preferred email, as follows:
LarryBrown@nctv.com

MDrake@leomail.tamuc.edu
FMGolden@earthlink.net
AcademicRealities@yahoo.com
Mlewis0522@sbcglobal.net
Josh.Thompson@tamuc.edu

Telephone is appropriate for many conversations. Reasonable business hours should be observed, between 8:00 a.m. – 8:00 p.m., weekdays.
Contact your liaison if you will be missing your assigned campus day or seminar.

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 (i.e. How to submit to dropbox, How to post to discussions etc…)

UNIVERSITY PROCEDURES

Course Specific Procedures:

Attendance Policy:
Attendance at all class meetings is ***required and is essential*** to your success in this course. It is a requirement of this class to sign your name tent upon arrival to document your participation each class meeting. For each absence, a written letter is required to be placed in your file. No excuses will be given without written documentation. If you miss three or more classes, you may be asked to drop the course or be administratively withdrawn from the course for excessive absences. All absences will result in points taken off your professionalism grade. Participants are expected to be on time and stay for the entire time. If you choose to be late, or leave early, points will be deducted from your professionalism grade. If you miss class, it is your responsibility to find someone who can give you notes for the previous class meeting. I will not bring additional copies of handouts to class. Select a friend who will be willing to collect any material and take notes for you when you are out.

Technology Policy:
Please respect the instructor and your peers **by silencing or turning off** your cell phone upon entering our classroom. If there is an emergency, you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade. Utilize technology only for the purposes of the course the student is currently attending and at the appropriate times.

Assignment Policy:
All assignments are due on the date they are assigned which can be found in the Course Calendar and online in eCollege, unless otherwise approved by the instructor. All assignments that are late will have points deducted. Late means they are not turned in when class meets on the day they are due. If you forget your assignment, then points will be deducted. You are a professional and must present yourself in a way to show responsibility. Assignments will be either handed in during class meeting or submitted through eCollege dropbox and **must be** in .doc or .docx format. All completed/graded assignments must be picked up by the end of the semester or they will be discarded.

Written Assignments: **All written assignments** are to be **typed double-spaced in a legible 12 pt. font** with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and

vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

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*

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).*

INTERNSHIP SEMINAR
MIDLOTHIAN CENTER FOR PROFESSIONAL DEVELOPMENT & TECHNOLOGY
Tentative COURSE OUTLINE / CALENDAR version 1.0 January 7, 2013

Monday Seminar	Topic	Readings	Assignment
Jan 7	Orientation		
Jan 14	Journaling Lesson Reflections Strategy Notebook Lesson Planning Integrated Project TExES		
Jan 21	MLK, Jr Memorial		
Jan 28			
Feb 4			
Feb 11			
Feb 18			
Feb 25			
Mar 4			

Mar 11	Spring Break		
Mar 18			
Mar 25			
April 1			
April 8			
April 15			
April 22			
Friday, May 3	Bill Martin Jr Memorial	Symposium	Commerce

Last day in the field for Internship: May 2
First day in the field for Residency: Monday, 14

PPR Study Session
Tuesday, Jan 29
Tuesday, Feb 12
5.00-6.30pm
NCM2 Room 218

TExES Generalist/ESL Study Session
Tuesday, Feb 26
Tuesday, Mar 19
5.00-6.30pm
NCM2 Room 218

Texas AEYC Early Childhood Day at the Capitol
Monday, Jan 28
www.TexasAEYC.org

International Reading Association Annual Conference
Friday, April 19-Monday, April 22
San Antonio
www.Reading.org