SED 401
Curriculum, Teaching Strategies, and Classroom assessment in Pluralistic Field-Based Environments

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: Spring 2013

Instructor: Susan Bishop, Ad Interim Faculty
Office Location: EdS 248D
Office Hours: Tuesday & Thursday 11:00-1:30
Office Phone: 903-468-6066
Cell Phone: 903.217.2216
Office Fax: 903-886-5581
University Email Address: susan.bishop@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbooks Required:

Note: this may be the textbook you obtained for SED 300.

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](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](http://www.tea.state.tx.us/index2.aspx?id=6148)
✓ Pedagogy and Professional Responsibilities
Course Description: SED 401 – This integrated curriculum course parallels the residency experience within the student teaching semester and emphasizes instructional design, instructional delivery, assessment, management strategies, professional development and instructional technology. 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 TExES PPR will be covered.

Student Learning Outcomes:

1. From PPR 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.

2. From PPR Competency 006
   The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

3. From PPR Competency 008
   The teacher provides appropriate instruction that actively engages students in the learning process.

4. From PPR Competency 009
   The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

5. From PPR 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.

6. From PPR Competency 011
   The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

7. From PPR 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.

COURSE REQUIREMENTS

Instructional/Methods/Activities Assessments: Details provided separately during early seminar sessions.

1. Seminar Attendance/Professionalism
2. Journals 10 – 15 electronically submitted and meeting the criteria as indicated in the Student Handbook.
3. Weebly Portfolio Website
4. Final Exam
5. Seminar assignments that correspond with reading and activities of the seminar meetings
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>Attendance/Professionalism (4 seminars)</td>
<td>200 each seminar</td>
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<tr>
<td>Journals 10 - 15 &amp; responses posted to eCollege</td>
<td>100 each week</td>
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<tr>
<td>Seminar Assignments</td>
<td>60 each assignment</td>
</tr>
<tr>
<td>Weebly Portfolio Wedbsite Presentation</td>
<td>2000</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1200</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 (8.0 or
  above).
- 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:
http://online.tamuc.org or http://myLeo.tamuc.edu

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:
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 in need of 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 SupportRepresentative.
- 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 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 lowering of your grade. 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 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), 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 university liaison, and mentor teacher(s) 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:

- Use APA style for citations within text and for the reference page;
- Margins – Left 1., Right 1, Top and Bottom 1; Font - 12 point Times New Roman, Double Space;
- 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@tamuc.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).
# COURSE OUTLINE / CALENDAR

## SED 302/401/404/405 and ELED 452 (All-level degrees only)

### CALENDAR

#### Spring 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 9 &amp; 11</td>
<td>Seminar One &amp; Two</td>
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<tr>
<td>January 14</td>
<td>First Day of Student Teaching (unless otherwise noted by district, mentor or liaison)</td>
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<tr>
<td>January 28</td>
<td>Seminar Three</td>
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<tr>
<td>January 28 –February 8</td>
<td>Mid-Term ILT (Intern First Evaluation) for SED 404</td>
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<tr>
<td>February 11</td>
<td>Seminar Four</td>
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<tr>
<td>February 18-22</td>
<td>Final ILT (Intern) for SED 404</td>
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<tr>
<td>February 25</td>
<td>Seminar Five</td>
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<tr>
<td>March 18</td>
<td>All-Level Rotation                                         Begin submitting Weekly Lesson Plans</td>
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<tr>
<td>March 25</td>
<td>Seminar Six</td>
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<tr>
<td>April 1-5</td>
<td>Mid-Term-ILT (Residency) for SED 405</td>
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<tr>
<td>April 8</td>
<td>Seminar Seven</td>
</tr>
<tr>
<td>April 15 - 26</td>
<td>Final-ILT (Residency) for SED 405</td>
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<tr>
<td>April 29</td>
<td>Seminar Eight</td>
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<tr>
<td>Friday, May 3</td>
<td>Final Day of Residency</td>
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<tr>
<td>May 6-10</td>
<td>Make-up Week (if needed)</td>
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<tr>
<td>Saturday, May 11</td>
<td>Graduation</td>
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</tbody>
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### INTERNSHIP/RESIDENCY IMPORTANT DATES

- 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.

**In order to receive a passing grade for all seminar classes, all assignments MUST be completed; however, only on-time submissions will receive credit.**
Assigned Reading For Seminars:

Seminar #1
- Transitioning from Student to Teacher - Kellough, Your First Year of Teaching, Pages 37-45.
- Middle and Secondary Schools – Carjuzza, Teaching in the Middle & Sec., Pages 1 -21.
- Download and read article: “The Do’s and Don’ts of Teaching.” Educational Leadership May 2012, Vol. 69, (8) 50-52 by Gary Rubinstein
  - Go to library page: http://www.tamuc.edu/library/
  - Click on FINDING INFORMATION and select FIND A JOURNAL then ELECTRONIC FORMAT
  - Type in “Educational Leadership” then click SEARCH
  - Scroll down to Educational Leadership and select EDUCATION RESEARCH COMPLETE
  - On the right side click on 2012 and then select ISSUE 8 – MAY 2012
  - Find the article and download the PDF file for viewing and/or printing
- Spend some time looking at the other titles of articles in this and other issues – DOWNLOAD AND BRING ONE OTHER ARTICLE TO THE FIRST SEMINAR

Seminar #2
- Communicating Effectively - Hurst/Reding, Professionalism in Teaching, Pages 27-39
- Strategies for Maintaining a Positive Learning Environment – Kellough, Your First Year of Teaching, Pages 21-32,
- Schools Today & Tomorrow - Carjuzza, Teaching in the Middle & Sec., Pages 23 - 44
- Peruse Nissman, Teacher Tested Classroom Management Strategies.
- Download and read the article: “Seven Keys to Effective Feedback,” September 2012, Vol. 70, (1) 10 – 16 by Grant Wiggins.

Seminar #3
- Building Relationships - Hurst/Reding, Professionalism in Teaching, Pages 40-57
- Student Centered Learning and Best Practices – Kellough, Your First Year of Teaching, Pages 11-20, 52-68, 85-88.
- Student Centered Instructional Strategies - Carjuzza, Teaching in the Middle & Sec., Pages 222 – 243.
- Teaching Students the Way They Learn – Kellough, Your First Year of Teaching, Pages 80 - 85.

Seminar #4
- Making Assessments Work for You – Kellough, Your First Year of Teaching, Pages 76-79.
- Practicing Professional Responsibilities - Hurst/Reding, Professionalism in Teaching, Pages 54 – 70
- Teacher Centered Instructional Strategies - - Carjuzza, Teaching in the Middle & Sec., Pages 246 – 266

Seminar #5
- 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, Hadaway, Vardell, &Young, English Language Learners.

Seminar #7
- Chapters Two and Three, Hadaway, Vardell, &Young, English Language Learners
- Equality in the Classroom– Kellough, Your First Year of Teaching, Pages 32 – 34.

Seminar #8
• Peruse sections of Kellough, Your First Year of Teaching and Carjuzzaa, Teaching in the Middle & Sec that you have not read.
  Note: most seminar reading assignments will also include additional journal articles to be named later