



**ELED 452.003 Student Teaching
In Field-based settings (East Texas Area) 6hrs**

COURSE SYLLABUS: Spring 2013

Instructor: Rebecca McMichael (other instructors: Sharon M. Anderson and Ellen Oats)
Office Location: EDS 220
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings: <http://www.glavac.com/harrywong.htm>
Required: *The First Days of School* by Harry and Rosemary Wong; Harry Wong Publications

Course Description: This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Teaching (CPDT). It is taught in an integrated manner with other courses during residency. Prerequisite: Admission to teacher education.

Student Learning Outcomes:

By the conclusion of the course, the student will demonstrate an ability to apply the Pedagogy and Professional Responsibilities (PPR) competencies.

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.

The resident will demonstrate application of the PPR competencies by:

- constructing, implementing, and assessing developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills.
- associating TExES PPR competencies with field experiences.
- being an active and engaged participant, and by analyzing and evaluating information presented from external readings and resources, field experiences, and seminar discussion.
- utilizing technology in communication, the preparation and delivery of lessons, assessment, and actively engaging public school students in the application of technology.
- implementing a variety of instructional strategies, modeling and appropriately delivering effective teaching and learning activities.
- designing and implementing instruction and assessment to promote student learning in a least restrictive environment with special consideration for learners with special needs (special education, gifted and talented, English language learners, etc.).
- demonstrating the ability to be a reflective teacher.
- applying the five state adopted proficiencies to the field-based setting and using these for self-evaluation of performance in the field.
- adhering to legal and ethical enforceable standards for educators.

COURSE REQUIREMENTS

Required Seminar Courses: ELED 443, ELED 452, SPED 480 (or 470 for SPED majors)

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. Reflection journals of informal observation, and/or writing to learn activities in which effective organization/management strategies/systems and the accommodation of diversity for management purposes are discussed.
4. Six formal lessons. 2 by each mentor and 2 by liaison
5. Demonstrate sharing seminar news with teacher.
6. Lesson Plans of full-time teaching (generally a two week period in each assignment)
7. Technology integration
8. A Professional Portfolio for you to demonstrate your strengths. An assessment portfolio to demonstrate achievement of requirements for residency.
9. Register for TExES PPR Exam.
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

The purpose of the residency semester is (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of residents is also twofold as it addresses performance in both field based and seminar settings.

The primary force in the CPDT is the *instructional leadership team* that is coordinated by the mentor teachers and university liaisons with input from the interns, residents, and principals. Most decisions about the activities and experiences each intern or resident will have are determined by the ILT through discussion and consensus. The ILTs are usually composed of at least two mentor teachers, usually from different grade levels or content areas, an intern, and/or a resident, and university liaison.

The field-based teacher education program has been designed to provide each student with opportunities to learn about students' learning and teaching in the best possible environment--the real public school classroom and apply the knowledge gained. Therefore, the resident's responsibilities should include:

1. demonstrate a rich knowledge base of pedagogy, technology and effective instructional and management strategies;
2. demonstrate a rich 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;
3. demonstrate a rich knowledge of teaching and learning to provide relevant and meaningful learning experiences for students;
4. demonstrate an understanding, sensitivity, and the ability to respond appropriately to diverse groups of learners;
5. demonstrate a rich knowledge of curriculum, content, objectives and essential elements;
6. demonstrate the ability to plan instruction for individuals, small groups, and large groups;
7. demonstrate the ability to teach and manage individuals, small groups, and large groups using relevant and meaningful learning experiences for students;
8. demonstrate the ability to reflect and assess planning, teaching, and learning using technological and other resources;
9. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
10. demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
11. demonstrate the ability to observe, reflect, assimilate, and incorporate effective teaching, learning and management strategies;
12. demonstrate sensitivity and effective interpersonal communication skills orally and in writing with other professionals and students;
13. display the highest standards of professionalism, professional growth, and a commitment to improve the learning environment and the teaching profession;
14. exhibit a commitment to teaching, learning, and excellence in the profession;
15. assume other responsibilities based upon ILT recommendations;
16. enhance instructional environment for public school students.

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 (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments completed by due date

B (80 – 89%) = 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 (70 – 79%) = Needs Improvement. Some 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. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.

D – (less than 70%) = not certifiable as a teacher in the state of Texas

TECHNOLOGY REQUIREMENTS

Technology Documentation:

Residents will teach at least one lesson using the latest technology available to their campus/district.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The instructor(s) of this course will be available to students before, during, and after seminar. They also may be contacted through email and phone. Text message preferred. Include your name!

Instructor(s): Sharon M. Anderson, M.Ed.

e-mail: Sharon.Anderson@tamuc.edu

US Mail: C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429

COURSE AND UNIVERSITY PROCEDURES/POLICIES

How to be Successful in This Class: The ability to convey an understanding of and development of strategies and activities that promote thinking in students will be considered when grading. Active learning and questioning of ideas is encouraged. This is a field-based course. Be sure that you are documenting for your portfolio your efforts to teach and integrate in various activities/lessons.

Additional Information:

You should also make a habit of reviewing the list at this web site before the 12th class day of each semester to be sure you remain in compliance with graduation and certification requirements.

<http://www.tamuc.edu/registrar/pdfs/UndergradChecklist.pdf>

University Specific Procedures

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@tamuc.edu

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide handbook, Policies and Procedures, Conduct)

For weather related information regarding class cancellations enroll in the IRIS alert system on you're myleo page, visit the TAMU-C website, listen to KETR, 88.9 FM, or call 886-5005.

COURSE OUTLINE / CALENDAR

The first seminar session is Thursday, January 24th, beginning at 9:30 in EdS 103. All other seminar meetings will also meet in EdS 103. The day will be divided into blocks of time beginning at 9:30 and ending at 2:30. There will be a 30 minute break to go to purchase lunch and bring it to seminar for a working lunch period. Seminar dates will be assigned at the first seminar.

Field-based dates for your assigned public school campus are: Monday – Friday: January 14th – May 3rd. You will follow your public school's calendar for holidays. A holiday is considered a day off for students only if their public school is closed that day. Students should plan to attend teacher in-service days and work days that fall on their chosen field experience days unless they get other instructions from their liaison.