Caddo Mills & Greenville Center Residency Syllabus  
ELED 452.005-007 Student Teaching IN FIELD-BASED SETTINGS [6hrs]  

COURSE SYLLABUS: Spring 2013  

Center Seminar Team: Rhonda Clark, M.Ed. Clinical Instructor / Center Coordinator  
Betty Martin, Heidi (Vanessa) Burbano  

Office Location: Education South, 225  
Office Hours: By Appointment  
Office Phone: 903-886-5931  
Office Fax: 903-886-5581  
University Email Address: Rhonda.Clark@tamuc.edu, BettyMartin@cawb.com, and Vanessa.Burbano@tamuc.edu  

COURSE INFORMATION  

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

Field-Based Teacher Education Program Handbook [revised July 2012]. Available online:  
http://web.tamu-commerce.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/docu- 
nants/fieldbased.pdf  

Course Description: This is a course requiring observation, participation, and directed teaching for residents  
enrolled in the Center for Professional Development and Technology (CPDT). Prerequisite Admission to  
teacher education; placement in a NETCPDT center; minimum overall GPA of 2.5 and must have passed  
TSI  

Student Learning Outcomes:  
1. The student will construct, implement, and assess developmentally appropriate lessons that meet  
the state mandated Texas Essential Knowledge and Skills.  
2. The students will associate Early Childhood Education TExES PPR competencies and the Texas  
Five-Proficiencies 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 utilizes a practicum approach such as observations, small group/whole group instruction, co-teaching, and full-time teaching in the field. Seminars will be held about twice a month and uses an integrated approach to connect learning and experiences.

Lesson Plans and Evaluation:
Student Learning Outcomes: #1-9 See above
Assessment Method: Documentation through lesson plans, evaluations, observations (Mentor/Liaison), Journals, ITEP’s/Lesson plans, lesson evaluations, 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.
- 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 please have prepared for the evaluator the following items: your lesson plan, a lesson evaluation form, a seating chart, and all handouts to be used during your lesson.**
- Team Evaluation Report—documentation by the ILT of accomplishments at mid-term and end of the semester

Strategy Share:
Student Learning Outcomes: # 2, 5-7 See above
Assessment Method: Students will share sections of the strategies they have observed and/or implemented in their field experience. Pictures/description will be uploaded into dropbox in the appropriate folder.

Folders:
- Classroom management
- Organization
- Instructional
- Communication
- Strategies—ELL’s, Accommodations, G.T., etc.
- Bulletin Boards

Technology Documentation:
Student Learning Outcomes: #3-6, & 9 See above
Assessment Method: Rubric, lesson plan, and lesson evaluation documenting technology integration--turned in at final conference to liaison

The Reflective Teacher:
Student Learning Outcomes: # 2, 3, 5, 7-9 See above
Assessment Method:
Weekly reflection journals, seminar news/agenda’s
- Growth summaries
- Philosophy of education. Update your philosophy of education
- Professional portfolio. This should be ongoing. Keep it in a ready-to-go state and add to it during the semester. It will be utilized during your mid-term and final conferences. Remember, it’s how you communicate and showcase yourself.

Grading (determined by below criteria and ILT)

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 or lesson plans, and/or weekly resident reports
   d. Lesson Evaluations by mentor teachers and university liaison
   e. Professionalism (major component)
2. Written reflections
3. Attendance at school and university seminars (Mandatory every scheduled day)

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 are expecting from you what your future employer will expect from you. How do you want others to perceive you and your performance?

TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates. The following information has been provided to assist you in preparing to use technology successfully in this course.

The following technology is required to be successful in this web enhanced course:

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2003 or 2007)
- Access to University Library site
- Access to an Email

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

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).

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

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 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 at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
The instructor(s) of this course will be available to students before, during, and after seminar as well as in the schools. They also may be contacted through email and phone.

Instructor(s): Rhonda Clark, M.Ed.

E-mail: Rhonda Clark Rhonda.Clark@tamuc.edu
Betty Martin bettymartin@cawb.com
Heidi (Vanessa) Burbano Vanessa.Burbano@tamuc.edu or heidiburano@yahoo.com

US Mail: C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429
Office: Education South 225 Rhonda Clark, Greenville Coordinator
Telephone: 903.886.5931
FAX: 903.886.5581
Office Hours: Tuesdays – by appointment
Wednesdays – 3:00 – 5:00
Thursdays – 9:00-10:00 & 1:30-3:30
Other times by appointment

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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@tamu-commerce.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).
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1. The Resident is expected to have completed the following:

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<th>Mid-Semester</th>
<th>End of Semester</th>
<th>Expectations</th>
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<td>Weekly <strong>Lesson Plans</strong> – discuss with individual liaison</td>
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<td>Reflections in the field – discuss with individual liaison</td>
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<td>2 Evaluations of Teaching by Liaison - 1 per rotation</td>
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<td>2 Evaluations of Teaching by Mentors – 2 per mentor</td>
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<td>Mid-Term &amp; Final Conferences (Documentation and Communication of success/growth in various aspects of teaching)</td>
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<td>5 Summaries of Growth (1 for each proficiency), updated for each conference; turn in a copy to liaison at final conference</td>
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<td>Dropbox - sharing activities/assignments/resources</td>
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<td>Integrating Technology Lesson: lesson plan and evaluation included – turn in a copy by the last seminar</td>
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2. Documentation of Assignments: Per instructor

- **SPED 480**: Issues for Inclusion in Field-Based Settings [3 SH]
  Textbook: *Teaching Students who are Diverse, and At-Risk Students in the General Education Classroom* by Vaughn, Bos, and Schumm (2007) Allyn & Bacon
- **ELED 443**: Classroom Mgmt for Teacher Candidates in Culturally Diverse, Field-Based Settings [3 SH]
  [http://glavac.com/harrywong.htm](http://glavac.com/harrywong.htm)
- **ELED 452**: Student Teaching in Field-Based Teacher Education Programs [6 SH]

3. Attendance/Punctuality:

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