



ELED 300.003: Introduction to Teaching 3 hrs

COURSE SYLLABUS: Spring 2013

Instructor: Sharon M. Anderson, M.Ed. & Clinical Instructor
Office Location: EDS 220
Office Hours: W 3:00 – 5:00, TH 10:00 – 1:00
Office Phone: 903-886-5527
Office Fax: 903-886-5581
University Email Address: sharon.anderson@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required: Wilmore, E.L., & Burkman, A. (2011). *Passing the PPR TExES exam for EC-12 teachers: Keys to Certification and Ethical Teaching*. Thousand Oaks, CA: Corwin.
ISBN-978-1-4129-5844-8.

Textbook Required: Harris, Anderson, Platt, Jinkins, Edmonson. TExES PPR for EC-6, EC-12, 4-8 and 8-12 w/ TestWare. Piscataway, NJ: REA. ISBN-978-0-7386-0946-1. REA Suggested Retail Price: \$35.95.

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 will 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

- important skills teachers must develop to become effective educators in the areas of professional development, knowledge, communication, instruction and equity and excellence for all learners
- 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 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. **MANDATORY** - Attendance. It is important to report on time, stay until class dismisses and actively participate in all class 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. Because this is a once a week course, each absence is equivalent to a week of absences. Two absences without validation and documentation will be cause for a drop in one letter grade. Three absences without valid and documented reasons will initiate administrative drop from the course or a failing grade. Three valid and documented absences may result in a drop of one letter grade. More than three validated and documented absences will require special consideration for allowing you to remain in the course and will be cause for a drop in one letter grade.
2. **(*Aides will do this as a part of their existing job with this exception: the 30 hours observation must be in their chosen field of study. Clarification and examples will be given in class.)**
MANDATORY – Required by the Texas Education Agency: Participate in school practicum by observing 30 hours in an assigned district in order 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 observation to this ELED 300 instructor. You may give copies to instructors for other courses where field experience documentation is required. Failure to complete and turn in all documentation will result in a grade no higher than "D" and you will be required to repeat the course.**
3. **(*Aides will do this as a part of their existing job with this exception: the reflection journal must be about their chosen field of study. Clarification and examples will be given in class.)**
MANDATORY - Required by the Texas Education Agency: Complete observation reflection journal. You will link to this from the field experience website toward the end of the semester. **Failure to complete and turn in this reflection will result in a grade no higher than "D" and you will be required to repeat the course. Print and bring to the instructor: the verification of completion of reflection.**
4. Participate in a cooperative learning activity and group presentation – a micro-teach – using various teaching models. This will be evaluated using the intern lesson evaluation rubric.
5. Create application pieces in preparation for classroom participation and to include in a "Learning to Teach" Portfolio.
6. Compile a Learning to Teach Portfolio organized according to domains adopted by the state of Texas. And begin work on an online teaching portfolio to be used throughout your career.
7. Take objective exams as well as other assessments. Read and participate in all required assignments as the basis for tests.
8. **(*Aides do not do this to turn into the field experience office, but it is required for ELED 300.)**
Autobiography: Work on Admission to Teacher Education and answer autobiographical questions in a professionally prepared and edited format that are required to be written as a part of the application to

internship. Thinking and communication will be a great contribution to your autobiographical answers, as will grammar and editing miscues. The document should be viewed as a product showing ability to communicate and edit.

The student will develop an understanding of:

1. the scientific basis and the art of teaching from an effective teaching perspective.
2. the executive functions of teaching: planning, use of time and space, learning environments, motivation, inclusion and mainstreaming, English language learner concepts, classroom management, and assessment and evaluation
3. the interactive functions of teaching using the lesson cycle
4. the organizational functions of teaching, perspectives of schools as workplaces, and organizational skills for teachers.
5. the curriculum of the pre-professional elementary school teacher education program at A&M-Commerce, including the requirements for admission to teacher education.

Instructional / Methods / Activities Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the learner outcomes.

This course [and learning to teach] is both lecture and group interactive learning.

Your preparation for class is crucial to meaningful participation and to being accountable to members of the class.

Group Work Rationale:

1. Group work gives everyone more opportunity to talk about what they have studied for the day and become a community of learners.
2. Group work increases the possibility that everyone will participate and no one will dominate.
3. Group work sends the message that daily preparation is expected and essential for fruitful study and discussion. Everyone wins when all are prepared; everyone loses when any individual is not prepared.
4. Group work keeps everyone involved and lessens the tendency to think preparation is not necessary because others will do the thinking.
5. You strengthen your own understanding through preparation and participation.

The assignments, points allocated for each, and their contribution to your final grade are specified in the following section.

Grading will be determined as follows:

A grade of "D" will be assigned to anyone who does not return the paperwork for documentation of observation hours and the field experience reflection journal.

A = 90 – 100 % B = 80 - 89 % C = 70 - 79 % D = 60 - 69 % F = 59 % or below

Portfolio, daily preparation and attendance (5 points from the portfolio for each valid absence) – 25%

Exam 1 – 25% (A SCANTRON WILL BE NEEDED FOR ALL THREE EXAMS)

Exam 2 – 25 %

Final – 25%

TECHNOLOGY REQUIREMENTS:

Access to the internet and email

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The instructor of this course will be available to students before, during, and after seminar. The instructor also may be contacted through email and phone. Text message preferred: please 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
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How to be Successful in This Class: Actively participating in group work and classroom discussion is encouraged. Being prepared for class is the best way to achieve success with this and on the exams. Active learning and questioning of ideas is encouraged. Be sure that you keep items you use in preparation for class to document abilities in your portfolio.

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

<http://web.tamuc.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/assistiveTestingRequestForm/default.aspx>

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 your myleo page, visit the TAMU-C website, listen to KETR, 88.9 FM, or call 886-5005.

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.unc.edu/depts/wcweb/handouts/plagiarism.html>;

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

COURSE OUTLINE / CALENDAR

The thirteen competencies will be divided under the heading of each of the five proficiencies discussed in the handbook. Students will demonstrate an understanding and application of each competency through portfolio documentation of activities, and exams. Exams will be given on a regular basis at approximately 5 week intervals. Portfolio reviews will be conducted after each of the five proficiencies is covered. The final portfolio conference will take place at the end of the semester. A detailed calendar with specific assignments and dates will be given weekly in class.