



Elementary/Secondary Education 422

Spring 2013, Texas A&M University-Commerce

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Office Hours: Monday-Friday, 8:00-5:00; or by appointment

Course Credit: 3 semester hours

Course Times: Educational Aide Internship or
Residency Practicum

Course Dates: 1/14/2013 – 5/10/2013

Location: The Individual Aide's Classroom

REQUIRED TEXT:

The required textbook is dependent upon the grade level certification sought and is the same textbook as required in EDCI 414/415.

SUPPLEMENTARY TEXT:

Wong, Harry K., Rosemary T. Wong. (2004). *The First Days of School, How To Be An Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, Inc. (ISBN 0-9629360-6-5)

McLaughlin, M. (2010). *Content Area Reading: Teaching and Learning in an Age of Multiple Literacies*. Pearson Education, Inc.

COURSE DESCRIPTION:

ELED/SED 422- Practicum I: Applied Management & Curriculum Development

Three to Six semester hours. This course provides the prospective teacher candidate and students who are employed as an educational aide with supervised experiences in the elementary school classroom. ELED/SED 422 is designed to coincide with EDCI 414/415 and is to be taken simultaneously. The final grade for ELED/SED 422 is determined by performance in the classroom and is determined by the University supervisor and mentor teacher. **This class does not meet face-to-face.**

Pre-requisite - Departmental approval. Limited to students admitted to educational aide program.

STUDENT LEARNING OUTCOMES:

This course is designed to work as a resource for the educational aide experience:

1. Provide the pre-certified, practicing teacher/intern with best teaching practices to assure equity in the classroom for diverse groups of learners. (Equity in Excellence for all Learners)

2. Provide the pre-certified, practicing teacher/intern with the necessary skills to develop pedagogy and technology in order to provide relevant and meaningful learning experiences for all students. (Learner-Centered Knowledge)
3. Provide the pre-certified, practicing teacher/intern with the necessary tools to develop a rich knowledge base and best teaching practices to create learner-centered communities; collaboratively identify needs; plan and implement technology-based classroom rich knowledge base and best teaching practices to content instruction; collect, analyze and assess data; and implement instruction utilizing data through technology and other resources. (Learner-Centered Instruction).
4. Assist the pre-certified teacher/intern in understanding the importance of serving as an advocate for all students and the school and demonstrating effective professional and interpersonal communication skills. (Learner-Centered Communication).
5. The pre-certified, practicing teacher/intern will demonstrate oral proficiency. (Learner-Centered Communication).
6. **Note:** It is a State Board for Educator Certification requirement that all teacher preparation entities evaluate each student's oral proficiency. Hence, the **summative** evaluation point value under this proficiency must be at least (2.8) in order for you to successfully complete your ELED/SED 422 requirement.
The pre-certified, practicing teacher/intern will serve and demonstrate orally and verbally the ability to serve as a reflective practitioner dedicated to all students' success.
7. The pre-certified, practicing teacher/intern will demonstrate a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity. (Learner-Centered Professional Development)
Note: Professional assignments and activities including but not limited to: class seminars, journals, and observation of a master teacher are an integral part of your professional development and will be reflected under the proficiency on formative and summative evaluations.
8. In addition to the practicum, the pre-certified, practicing teacher/intern will participate in activities designed to familiarize oneself with the domains and competencies of the appropriate TExES Pedagogy and Professional Responsibilities (PPR) exam;
9. The pre-certified, practicing teacher/intern will examine the rationale of planning and implementing a curriculum including the application of TEKS with creating effective unit lesson planning, the use of resources and media for instruction, the Lesson Cycle, Interdisciplinary Lessons, and Bloom's Taxonomy.

COURSE REQUIREMENTS:

Instructional / Methods / Activities Assessments

1. Attendance, punctuality and dependability in the assigned TEA recognized classroom as an educational aide.
2. Attendance at all **class seminars scheduled for EDCI 414/415.**
3. Completion of written assignments and projects including lesson plans exhibiting scholarship and professionalism **submitted through the EDCI 414/415 courses.**
4. Written journal reflections based on classroom experiences submitted to the university supervisor/liaison (See Handbook).
5. Two observations of the Mentor/Master teacher submitted to the university supervisor (See Handbook).
6. Meaningful preparation for classroom experiences including, lesson planning and implementation, best teaching practices, and appropriate student assessment.
7. Model professionalism and ethical behavior reflective of a teacher in Texas.

8. The Educational Aide will be familiar with the domains and competencies of the TExES Pedagogy and Professional Responsibilities (PPR) with specific focus on the following:

Pedagogy and Professional Responsibilities

- **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 learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.
- **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 principles 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.

GRADING - ELED 422/SED 422:

A semester letter grade is earned based on the following evaluations.

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

Component	%
Mentor Teacher Observation/Evaluation	40%
Educational Aide's Self-Assessment	20%
University Supervisor's Evaluation	40%

Attendance Policy

Punctuality, attendance and dependability are three effective ways to demonstrate professionalism as a pre-certified, practicing educational aide and are required for success in the educator certification program. A student who misses more than three (3) days in the field is considered at risk. The student's punctuality and dependability will be reflected in the grade for ELED/SED 422. Excessive absences from the classroom can result in removal from the program and consequent withdrawal from ELED/SED 422.

Assignment Policy

Assignment dates for projects are listed in the Educational Aide Handbook. Changes in due dates may be made by the Mentor teacher and/or the University Supervisor.

Educational Aide Handbook: <http://web.tamu-commerce.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>

The Handbook is located on the right side of the screen. Many of the questions you may have will be addressed in the Handbook. Please do not hesitate to contact us if you need additional information.

Late Work

As a professional, you are expected to submit assignments in all educational aide courses and prepare professional quality work in a timely manner. Professional quality includes grammar, spelling, context, and complete references and resources cited properly.

TECHNOLOGY REQUIREMENTS:

The following information is provided to assist you in preparing to use technology successfully as an educator. You will need Internet access/connection – high speed recommended (not dial-up). Word Processor such as MS Word or Word Perfect.

Additionally, the following hardware and software are necessary to use eCollege: A&M-Commerce is optimized to work in a Microsoft Windows environment. This means our courses work best if one is using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION:

This course will be web enhanced 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>

You will need your CWID and password to log into 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

COURSE AND UNIVERSITY PROCEDURES/POLICIES:

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.

Texas Code of Ethics and Standard Practices for Texas Educators

Students who are entering the profession of teaching are held to the highest of ethics and code of conduct. Please familiarize yourself with the Texas Administrative Code 19, Chapter 247. These practices will need to be a way of life for all prospective teachers in the Teacher Education program.

A&M UNIVERSITY-COMMERCE POLICIES:

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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

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 and TAC 19: Chapter 247).