ELED 452 Student Teaching IN FIELD-BASED SETTINGS [6hrs]
Rockwall Center

COURSE SYLLABUS: Spring 2013

Instructor(s): Debra Lee, Kristi Francis, Sherry Clemens
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Field-Based Teacher Education Program Handbook [revised July 2010]. Available online at https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf

Wilmore, Elaine & Burkman, Amy (2011) Passing the PPR TExES Exam for K-12 Teachers: Keys to Certification and Ethical Teaching

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

Student Learning Outcomes:
By the conclusion of the course, the student will demonstrate the following competencies at the Application level:
1. Human developmental processes (TExES PPR Competency 1)
2. Student diversity and the design of learning experiences and assessments that are responsive to the differences among students and that promote all students’ learning. Understanding of design procedures for effective, coherent instruction and assessment based on appropriate learning goals and objectives (PPR 2).
3. Instructional design, delivery, and assessment aligned with the Texas statewide assessment program (PPR 3).
4. Learning processes and factors (i.e., learning theory, developmental stages, higher-order thinking skills, etc.) that impact student learning (PPR 4).
5. A classroom climate that fosters learning, equity, and excellence; a physical and emotional environment that is safe and productive (PPR 5).
6. Strategies for creating an organized and productive learning environment and for managing student behavior (PPR 6).
7. Principles and strategies for communicating effectively in varied teaching and learning contexts (PPR 7).
8. Appropriate instructional techniques and strategies that actively engage students in the learning process (PPR 8).
9. Technology for planning, organizing, delivering, and evaluating instruction for all students (PPR 9).
10. How to monitor student performance and achievement, provide timely, high-quality feedback to students, and flexibly respond in order to promote learning for all students (PPR 10).
11. Professional knowledge and skills (including legal and ethical requirements for educators) gained through effective interactions with others in the educational community including parents and through participation in professional activities in university and public school classrooms (PPR 11, 12, and 13).
Required Seminar Courses:  Eled. 443; Eled. 452; Sped. 480

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. Four formal lessons. 2 by mentor(s) and 2 by liaison
3.  Weekly lesson plan reflecting at least 5 core subject lessons being taught weekly with mentors signature
4.  Technology integration
5.  A Portfolio for assessment of growth as a teacher in the following proficiencies: a) Equity in Excellence for All Learners, b) Learner-centered Knowledge; c) Learner-centered Instruction, d) Learner-centered communication, and e) Learner-centered professional development. Copy due at final conference.
6.  Register for TExES PPR Exam.
7.  Certification – All students should meet with their advisor to be sure all requirements are met.
8.  Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments

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 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. Documentation will be through lesson plans and evaluations. Remember to include assessment and motivation techniques. Due Date: Ongoing throughout the semester.

2.  Demonstrate your knowledge of student diversity by planning and learning experiences and assessments that are responsive to difference among students. Documentation will be through lesson plans and evaluations. Remember to include assessment and motivation techniques. Due Date: Ongoing throughout the semester.

3.  Design effective and coherent instruction and assessment based on appropriate learning goals and objectives. Documentation will be through lesson plans and evaluations. Remember to include assessment and motivation techniques. Due Date: Ongoing throughout the semester.

4.  Plan effective, engaging instruction and assessment based on learning processes and factors that impact student learning. Documentation will be through lesson plans and evaluations. Remember to include assessment and motivation techniques. Due Date: Ongoing throughout the semester.

5.  Establish a classroom climate that fosters learning, equity, and excellence. Documented by liaison and mentor observations. Due Date: Ongoing throughout the semester.

6.  Communicate effectively in varied teaching and learning contexts. Documentation will include written correspondence and observations by liaisons and mentors. Due Date: Ongoing throughout the semester.

7.  Actively engages students in all teaching and learning contexts. Documentation will be through lesson plans and observations by liaisons and mentors. Due Date: Ongoing throughout the semester.

8.  Use effective technology to plan, organize, deliver and evaluate instruction for all students. Each area must be documented in your portfolio. This will include instructing students in the area of technology and assessing their growth. Due Date: Ongoing throughout the semester.

9.  Provide timely, high quality feedback to students through written and oral means. This will be monitored on a daily basis by the mentor. Due Date: Ongoing throughout the semester.
10. **Demonstrate your understanding of the legal and ethical requirements for educators.** This will be documented by your commitment, professionalism and responsible behavior during the semester. **Due Date:** Ongoing throughout the semester.

11. **Philosophy of Education.** Write a one-page paper describing your philosophy of education. Include diversity. This will be included in your ePortfolio. **Due Date:** February 6th 50 points

12. **Resume.** Write a resume that reflects who you are as an educator. This will be included in your ePortfolio. You may include a photo if you wish. **Due Date:** March 27th 50 points

13. **Strengths and areas for needed growth.** Post in your ePortfolio a list showing your strengths and areas of needed growth as a teacher, colleague, and lifelong learner. What things would you like personnel directors and hiring committees to know about you? How do you plan to grow in your weaker areas? What are goals for growth after graduation? Think about areas such as diversity, higher order thinking, effective teaching, integrated teaching, etc. as areas that you will seek during your first year of teaching. **Due Date:** February 6th 50 points

14. **Teacher Inquiry Project – See attached sheet for requirements**
   **Due Date:** April 30th 200 points

15. **What will you add to a campus?** Create a way to show a prospective employer what you will add to their campus. This will be included in your ePortfolio. What will you give to the community, parents, children, faculty and staff? **Due Date:** February 27th 50 points

16. **Goals about classroom management.** Create a way to show a prospective employer how you would implement your goals for classroom management. Be creative because this will be in your ePortfolio. Make sure you discuss things you have learned about positive reinforcement and how it would look in your classroom. **Due Date:** February 27th 50 points

17. **Professional ePortfolio.** This should be ongoing. Keep it in a ready to go state and add to it during the semester. Have it prepared for interviews. Overall professional appearance – 250 points **Due Date:** Week of March 27th

18. **A total of 4 evaluations.** 2 formal evaluations will be completed by your liaison and 2 will be completed by mentors (1 each rotation). At each evaluation you should have prepared: lesson plan, lesson evaluation form, all handouts that you will be using during the lesson and your pre-lesson reflections. Your liaison will need it where she will be seated. Be ready to discuss any modifications that you made during your lesson and be prepared to tell why you did the modifications. If you do not have all of these things at the time of the lesson, points will be deducted. 200 points

**ASSESSMENT AND EVALUATION OF RESIDENTS**

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.
Lesson Plans and Lesson Evaluations: Four formal evaluations must be completed this semester. Two formal evaluations will be completed from the school (mentor teachers) and one from the university liaison in each rotation.

- Turned into liaison following each evaluation:
  - lesson plan
  - self-reflection using the evaluation tool designed by liaison
  - a copy of liaison’s formal evaluation of lesson
  - a copy of all handouts

Technology Documentation:
Demonstrated knowledge of technology through implementation in lessons taught at the campus.

The Reflective Teacher:
Residents will share with liaison and/or mentors the following:
- Professional portfolio. This should be ongoing. Keep it in a ready-to-go state and add to it during the semester. Remember, it’s how you communicate and showcase yourself.
- Mid-term & End of the year evaluation
- Meetings with liaison as needed

Final Grading

- Attendance during seminar – 1100 points
- Attendance at Campus – 6200 points (Remember any banked days will not be deducted from points)
- Professionalism – 1000 points (This will be discussed during seminar)
- 2 Formal Evaluations by Liaison – 15-18 points =100 points  12-15 =80 points  11 or below =75 points – 200 points possible
- Teacher Inquiry Project – 200 points
- Professional ePortfolio – 500 points - This includes philosophy, resume, classroom management goals, what I will add to a campus, and strengths and areas of growth which add up to 250 points and the other 250 points will be the overall professional appearance.

A- 9000 – 9200 points  B- 8999 – 8700 points  C- Below 8700 points

REMEMBER: You are now a professional! These assignments are given to you as a professional, not a student. Be responsible, be precise, be a good professional in everything that you do. You are modeling to your children, to your colleagues and to your mentors. We expect quality performance and timetables met and your grade will be a reflection. We are expecting from you what your future employer will expect from you.

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

Course Concerns: If you have questions pertaining to the content of this course or field experiences, please contact your liaison or Debra Lee (Debra.Lee@tamuc.edu) or (972-978-5305)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
1. Attendance—on time—at all university seminars, campus assigned days, school/university meetings, and staff development.
2. Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during class and on assignments.
3. Prepared for all campus assignments, university assignments and university seminars.

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@tamucc.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).

COURSE OUTLINE / CALENDAR

-see attached-
## Spring 2013 Rockwall Resident Calendar

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- **Campus days:** 7:30 a.m. – 3:30 p.m.
- **Campus days: Professional Development**
- **Seminar Days:** 8:00 a.m. – 2:00 p.m. • Utley Middle School • Rm 111 • 1201 T.L. Townsend Dr., Rockwall, TX 75087
  - 1/1: Winter Break holiday
  - 1/21: MLK holiday
  - 3/11-3/15 Spring Break
  - 3/29: holiday

- 1/17: First day of residency
- 3/5: Last Day of Placement 1: Midterm Evaluations and conferences completed by liaisons & mentor teacher
- 3/6: Switch Day: Begin Placement 2
- 4/29: Last day of Placement 2: Midterm Evaluations and conferences completed by liaisons & mentor teacher

- **5/2:** Half day seminar. . . . . END OF YEAR CELEBRATION in the evening
- **5/3:** Bill Martin, Jr. Symposium • Commerce, TX • mandatory attendance
- **5/11:** Spring Commencement

Placement 1: 31 instructional days in classroom • 5 seminars
Placement 2: 30 instructional days in classroom • 6 seminars
Totals: 61 instructional days in classroom • 11 seminars = 72 days of residency

* TAMU-C resident teachers follow the resident calendar and the school district calendar in which they are completing their student teaching, NOT the official TAMU-C academic calendar. Residents are given an option to “bank” two campus personal days to use for emergencies (Dec. Christmas Party and Jan. 2 Professional Development).