MLED 410.71E - Fostering School, Family, and Community Relationships
COURSE SYLLABUS: Spring 2013

Instructor: Carol Smith, Ed.D.
Office Location: Navarro Partnership/Corsicana
Office Hours: Monday and Tuesday 2:00–5:00, or by appointment
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COURSE INFORMATION

Materials – Information from the following websites:
http://www.4teachers.org; http://www.aimsedu.org; http://www.tcet.unt.edu;
http://www.educationworld.com; http://www.middleschool.net; http://www.tea.state.tx.us;

Course Description:

A course emphasizing shared responsibility among educators, students, the family unit, and the community; examining the home-school connections and the roles and responsibilities of educators on a campus. Developing strategies for reciprocal relationships with peers, parents, and the community to promote collaboration while learning to become a reflective and self-assessing practitioner. Includes an investigation of the effects of a collaborative practice such as peer mediation, service learning, or teachers as advisors.

Prerequisite: Successful completion of internship in a NETCPDT center, minimum overall GPA of 2.5, and TSI passing score.

Course Objectives:

This course will focus on instructional strategies to develop the written, verbal, non-verbal, and technical communication skills of middle-level students. MLED 410 will be taught in conjunction with MLED 404 Developing Communication Skills and the field-based residency experience. Competencies are extracted from Preparation Manual: 160 Pedagogy and Professional Responsibilities EC-12 at the State Board of Educator Certification (SBEC) ETS website:
Review will target the Domains for EC-12 teachers and all Competencies and Indicators:

1. Designing Instruction and Assessment to Promote Student Learning
2. Creating a Positive, Productive, Classroom Environment
3. Implementing Effective, Responsive Instruction and Assessment
4. Fulfilling Professional Roles and Responsibilities

**Student Learning Outcomes:**

By the conclusion of the course the student will:

1. Understand human developmental processes and will apply this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

2. Understand student diversity and will know how to plan learning experiences and design assessments that are responsive to differences among students.

3. Understand procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

4. Understand learning processes and factors that impact student learning and will demonstrate this knowledge by planning effective, engaging instruction and appropriate assessments.

5. Know how to establish a classroom climate that fosters learning, equity, and excellence and will use this knowledge to create a physical and emotional environment that is safe and productive.

6. Understand strategies for creating an organized and productive learning environment and for managing student behavior.

7. Understand and will apply principles and strategies for communicating effectively in varied teaching and learning contexts.

8. Provide appropriate instruction that actively engages students in the learning process.

9. Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

10. Monitor student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.

11. Understand the importance of family involvement in children’s education and will know how to interact and communicate effectively with families.

12. Enhance professional knowledge and skills by effectively interacting with other members of the educational community and participating in various type of professional activities.
13. Understand and adhere to legal and ethical requirements for educators and will be knowledgeable of the structure of education in Texas.

**COURSE REQUIREMENTS**

1. Attend class. Report on time and participate in all seminar activities.
2. Participate in a public school internship/residency, maintain the agreed-upon schedule and be evaluated on your work experiences by the assigned mentor teacher(s) in the school and your University liaison.
3. Peer Leadership Discussion – Select and develop a discussion (lasting at least 30 minutes or longer) on a topic of general interest to prospective teachers from the list provided or a topic approved by the instructor.
4. Compile a professional educator portfolio.

**Instructional Methods / Activities / Assessments**

1. Attendance. 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.
2. Field Experience. Residency – in your required classroom daily except as noted (full-time employees are to attend as required by their district).
4. A Thoughtful and Thorough Professional Educator Portfolio.

**Professional Educator Portfolio:**

A large portion of your grade for this course will be based on activities involved in building a Professional Educator Portfolio as well as the actual portfolio. Components of the portfolio will be due at various checkpoints during the semester and the finalized portfolio will be due no later than the final class meeting.

**Please note:**
*Content of the Professional Educator Portfolio will be distributed via a separate handout.*

**Written assignments:**

All written assignments are to be typed and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive errors in grammar, spelling, and vocabulary will result in the reduction of your score by a letter grade. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT. Assignments should be double spaced, 12 pt. font size.
Assignment due dates:

All assignments will be submitted on time. This means the start of class on the day the assignment is due. Late assignments will not be accepted without prior approval. If they are accepted, they will be reduced by a letter grade for each class period they are late.

Grading criteria:

Classroom Attendance and Participation 10%
Completed Professional Portfolio 50%
   (Includes Transmittal Letter, Résumé, Copy of Transcripts, Letters of Recommendation, Philosophy Of Education, “Why I Want to be a Teacher,” Professional Certificates, Supervisor/Mentor/ Principal Evaluation, and TExES and other Exam Scores)
Professional Résumé 20%
Philosophy of Education 20%

Final Grade: Based on total possible points, grades will be earned according to the following percentages:
A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = 59% or lower

TECHNOLOGY REQUIREMENTS

Word Processor (Microsoft Office Word – 2003 or 2007)
Presentation Software (PowerPoint - 2003 or 2007)
Data Projector (Provided by University)
Access to Internet Resources
Access to University Library Site
Access to an Email Account

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

In addition to the information listed on page 1 of this syllabus, I may be contacted using my home email: drcarolsmith@aol.com, my home phone : 903.778.2207, or my cell phone: 903.880.3222.
University Specific Procedures:

Attendance

It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade. Arrive on time and remain until class is dismissed. Written, official documentation for an excused absence must be provided (according to university policy).

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.

Disciplinary action for these offenses may include any combination of the following:
1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student’s behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

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
Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.

### COURSE OUTLINE / CALENDAR

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<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>January 15 &amp; 22</strong></td>
<td>♦ Introductions, Overview, Course Requirements</td>
<td>♦ Example of Communications with Public – 1 copy</td>
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<td>♦ Overview of Effective Teaching Practices - Communications</td>
<td>♦ Draft of “Professional Résumé” – 2 copies</td>
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<td>♦ PowerPoint: Professional Résumé</td>
<td>♦ Students 1, 2, &amp; 3 - Peer Leadership Discussions with PowerPoint</td>
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<td>♦ Demonstration of Examples of PP and PLD Notes</td>
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<td><strong>January 29 &amp; Feb 5</strong></td>
<td>♦ Student Presentations of Communications with Public</td>
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<td>♦ Peer Review and Submission of Draft of “Professional Résumé”</td>
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<td>♦ PowerPoint Presentations with Peer Leadership Discussions – Students 1, 2, &amp; 3</td>
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<td>♦ PowerPoint: Philosophy of Education</td>
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<td><strong>February 12 &amp; 19</strong></td>
<td>♦ Peer Review and Submission of Draft of “Philosophy of Education”</td>
<td>♦ Draft of “Philosophy of Education” – 2 copies</td>
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<td>♦ PowerPoint Presentations with Peer Leadership Discussions – Students 4, 5, &amp; 6</td>
<td>♦ Students 4, 5, &amp; 6 - Peer Leadership Discussions with PowerPoint</td>
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<td>♦ PowerPoint: Lesson Cycle</td>
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<td>♦ Compare and Contrast 5E Lesson Planning with Madeline Hunter</td>
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<td><strong>February 26 &amp; Mar 5</strong></td>
<td>♦ Final “Professional Résumé” Due</td>
<td>♦ Final copy of Résumé</td>
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<td>♦ PowerPoint Presentations with Peer Leadership Discussions – Students 7, 8, 9 &amp; 10</td>
<td>♦ Students 7, 8, 9 &amp; 10 - Peer Leadership Discussions with PowerPoint</td>
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<td><strong>March 19 &amp; 26</strong></td>
<td>♦ PowerPoint Presentations with Peer Leadership Discussions – Students 11, 12, 13 &amp; 14</td>
<td>♦ Final copy of “Philosophy of Education”</td>
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<td>♦ PowerPoint: Requirements of Portfolio</td>
<td>♦ Students 11, 12, 13 &amp; 14 - Peer Leadership Discussions with PowerPoint</td>
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<td>♦ PowerPoint: Maslow’s Hierarchy of Needs</td>
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<td><strong>April 2 &amp; 9</strong></td>
<td>♦ Initial Review of Portfolios (With Peer Review and Discussions)</td>
<td>♦ Draft of Portfolio</td>
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<td>♦ PowerPoint Presentations with Peer Leadership Discussions – Students 15, 16, 17 &amp; 18</td>
<td>♦ Students 15, 16, 17 &amp; 18 - Peer Leadership Discussions with PowerPoint</td>
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<td><strong>April 16 &amp; 23</strong></td>
<td>♦ Final Review of Portfolios</td>
<td>♦ Final Portfolio</td>
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<td><strong>April 30</strong></td>
<td>♦ Mock Interviews</td>
<td>♦ Portfolios Returned to Students</td>
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<td>♦ Make-ups if Needed</td>
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<td>♦ Closure</td>
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