ELED 452.015 STUDENT TEACHING IN FIELD-BASED SETTINGS

COURSE SYLLABUS: Spring 2013

Instructor: Dr. Gil Naizer
Office Location: Education South 223
Office Hours: Before & after class
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: None; readings will be assigned from online sources, handouts, etc.

Course Description: This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Technology (CPDT).

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 appropriate TExES PPR competencies 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 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 consists of a series of activities, experiences/observations in the field, and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experiences/observations, discussions, readings, research, etc.

Lesson Plans and Evaluation:
Student Learning Outcomes: #1-9 See above

Assessment Method: Documentation through lesson plans, evaluations, observations (Mentor/Liaison), Journals, ITEP's, 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 differences 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.
- Formal evaluations must be completed this semester by the school (mentor teachers and administrators) and the university liaison in each of your placements. At each evaluation you MUST have prepared for the evaluator the following items: your lesson plan, a lesson evaluation form, a seating chart, all handouts to be used during your lesson, and your pre-lesson reflections. Your university liaison will expect it to be ready and in the location where you would like her/him to sit during your lesson.
- Midterm Evaluation
- **Final** Evaluation covering experiences in the field and seminar.

Technology Documentation:
Student Learning Outcomes: #3-6, & 9 See above

Assessment Method: Notebook (Rubric provided – DocShared in eCollege)

- Examples of the utilization of technology related to the classroom (Parent communication, PREZI, Promethean or Smart Board, online simulations etc.

The Reflective Teacher:

Student Learning Outcomes: #2,3,5,7-9 See above

Assessment Method: Weekly journal reflections

Grading (Determined by criteria shared below)

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 and/or weekly resident reports
    d. Lesson Evaluations by mentor teachers and university liaison
    e. Professionalism (major component)

2. Written assignments
3. Attendance at school and university seminars (Mandatory every scheduled day)
4. Final self-evaluations
5. Midterm and final conferences

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 expect quality performance and timetables met. We are expecting from you what your future employer will expect from you. How do you want others to perceive you and your performance? The choice is yours.

TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates, and for online discussions.

ACCESS AND NAVIGATION

This course will be facilitated 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 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@tamu-commerce.edu.]

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The students will be able to communicate with instructor through:
Email: gilbert_naizer@tamu-commerce.edu checked frequently throughout the day.
Office Voice Mail: Checked every day. Home Phone

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

1. Attendance at all scheduled seminars, campus assigned days, and school/university meetings. Residents must be on time to seminar and on their assigned campus. ALL absences must be made up.

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 your assignments.
3. Prepared for all campus assignments, university assignments and university seminars.
4. Written assignments will be typed and corrected for grammar, spelling and punctuation
5. All assignments will be in a format that is easy to read, attractive, and turned into your liaison on time.
6. Assignments will be completed on your time not in the field.

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. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: *http://www.plagiarism.org/ or* http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

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).*

COURSE OUTLINE / CALENDAR

Field-days and seminars as appropriate – see intern/resident calendar.