ELED 443.510
COURSE SYLLABUS: Spring 2013

Instructor: Heather Doyle, M.Ed. Clinical Instructor
Office Location: Collin Higher Education Center: 151
Office Hours: Monday 8:15-9:00 and 3:00-3:30
              Tuesday and Thursday 8:15-9:50 and 11:15-12:30
              Fridays that Seminar is Scheduled 8:15-9:00 and 3:00-3:30
              Online: Mon.-Fri. Checked until 10 p.m.
Office Phone: 972 599 3114
Office Fax: 903 886 5581
University Email Address: Heather.Doyle@tamuc.edu

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings:
Available through online bookstore www.tamu-commerce.edu


Materials: Markers, tape, scissors, etc.

Course Description: A field-based course, normally taught in Centers for Professional Development and Technology, in which prospective teachers develop and improve the skill of managing classroom environments, curriculum, space and time, and student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill, and ability by observing and working with experienced public school teachers in their elementary and/or middle school classrooms. Seminars are conducted in schools by teams of university and Pre-K-8 teachers.

Student Learning Outcomes:
1. The student will construct, implement, and assess developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills and English Language Proficiencies.
2. The student will demonstrate the ability to be a reflective teacher.
3. The student will analyze, synthesize, and evaluate the five proficiencies applying to the field based setting.
4. The students will associate Early Childhood Education TExES competencies with the course content.
5. The student will be an active and engaged participant in class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, field experiences, and class discussion.
6. The student will create a positive, productive classroom environment, comprehending the lifelong impact of experiences provided in the classroom.
7. The student will understand, construct, and apply classroom management and organizational skills.

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**COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments**

**Lesson Plans and Evaluation:**

Student Learning Outcomes: #1-7 See above

**Assessment Method:** Documentation through lesson plans, evaluations, observations (Mentor/Liaison), Journals, etc.

- Demonstrate your knowledge of the typical stages of cognitive, social, physical and emotional development of your students by developing classroom management plans for the children you are teaching.
- Demonstrate your knowledge of student diversity by planning learning experiences and assessments that are responsive to difference among students.
- 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.
- Provide timely, high quality feedback to students through written and oral means.
- Two week teach by the resident in each placement. The students will teach all content and perform the duties of their assigned mentor teacher. This will be done under the supervision of the mentor teacher with feedback and reflection.
- Six formal evaluations must be completed this semester. Two formal evaluations from the school (mentor teachers and administrators) and one from the university liaison in each of your placements must be completed. 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. Plan and organize your time wisely. Once you have switched placements, you MAY NOT return to your first placement to teach a lesson.
- Midterm Evaluation
- Final Evaluation covering experiences in the field and seminar.

**Strategies Notebook:**
Student Learning Outcomes: #2, 5-7 See above

Assessment Method: Students will share sections of the strategies they have observed and/or implemented in their field experience.

- Section added to strategies notebook on sharing family communication resources to include the family environment in children’s education.
- Section added to strategies notebook about classroom management.
- Section added to strategies notebook of professional materials. Keep a list of professional books, journals, articles, etc. that you encounter during the residency.

The Reflective Teacher:

Student Learning Outcomes: #2-7 See above

Assessment Method: Reflective pieces

- Strengths and areas for needed growth. Write a formal paper sharing 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 your goals for growth after graduation? Think about areas such as diversity, higher-ordered thinking, effective teaching, integrated teaching, etc. as areas that you will seek during your first year as a teacher.

- What will you add to a school campus? Write a one-page paper telling a prospective employer why he/she should hire you. What will you give to the community, parents, children, faculty and staff?

- Philosophy of education. Write a one-page paper describing your philosophy of education. Include diversity.

- Resume. Write a resume that reflects who you are as an educator. This should be no more than one page. If you can do it on one page, it's better. You may include your photo if you wish.

- Professional portfolio. This should be ongoing. Keep it in a ready-to-go state and add to it during the semester. It needs to be high quality, not high quantity.
Grading

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. Optional oral conferences (at discretion of student or faculty)

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.

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (i.e. MS Word or Word Perfect)

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@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The students will be able to communicate with instructor through:
Email: Heather.Doyle@tamuc.edu Checked frequently throughout the day.
eCollege Virtual Office: Checked once daily and answered the same day usually.
Office Voice Mail: Checked every other day.
Cell Phone: Answered daily

The instructor will communicate to the student through:
Email, phone contact information provided by student, eCollege Virtual Office, and eCollege
Announcements

Email, phone contact information provided by student, eCollege Virtual Office, and eCollege
Announcements

**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. Copying someone else’s assignments is plagiarism. Be careful!
7. Every assignment goes in your portfolio. Make sure everything is done in a professional
   manner
8. 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@tamuc.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*).
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<thead>
<tr>
<th>Date Range</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Friday, January 11</td>
<td>Introductions, syllabus, assignments, and resident information.</td>
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<tr>
<td>January 14-18</td>
<td>First Week in the Field</td>
<td>Send Class Schedule to your Liaison</td>
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<td>January 21</td>
<td>Holiday</td>
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<td>January 22-24</td>
<td>Field</td>
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<td>January 25</td>
<td>Seminar</td>
<td>Rough Draft Resume Due for review and discussion</td>
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<td>January 28-February 1</td>
<td>Field</td>
<td>Make sure you have scheduled your evaluation!</td>
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<td>February 4-7</td>
<td>Field and Liaison Evaluations</td>
<td>Final Draft of Resume and Cover Letter Due (What will you add..)</td>
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<td>February 8</td>
<td>Seminar</td>
<td>Due: Drop Box Philosophy of Education</td>
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<td>February 11-15</td>
<td>Field</td>
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<td>February 18-21</td>
<td>Field</td>
<td>Rough Draft of Philosophy</td>
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<td>February 22</td>
<td>Seminar</td>
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<td>February 25-March 1</td>
<td>Field</td>
<td>All Mentor and Midterm Evaluations MUST be completed!</td>
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<td>March 4-7</td>
<td>Field and Last Week in 1st Placement</td>
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<td>March 8</td>
<td>Seminar</td>
<td>Due: Drop Box Philosophy of Education</td>
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<td>March 11-15</td>
<td>Spring Break!</td>
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<td>March 18-21</td>
<td>Switch Placements</td>
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<td>March 22</td>
<td>Seminar</td>
<td>Technology Notebook Due</td>
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<td>March 25-29</td>
<td>Field</td>
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<td>April 1-5</td>
<td>Field</td>
<td>Make sure you have scheduled your evaluation!</td>
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<td>April 8-11</td>
<td>Field and Liaison Evaluations</td>
<td>Due: Strategy Notebook/Outside Activities</td>
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<td>April 12</td>
<td>Seminar</td>
<td>Due: Drop Box Strengths and Growth Paper</td>
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<td>April 15-19</td>
<td>Field</td>
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<td>April 22-25</td>
<td>Field</td>
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<td>April 26</td>
<td>Seminar</td>
<td>Due: Professional Portfolio Mentor Evaluations and Final Evaluations</td>
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<td>April 29-May 2</td>
<td>Field and Last Week in Field</td>
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<td>May 3</td>
<td>Bill Martin Jr. Symposium</td>
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<td>May 6-10</td>
<td>Final Exam Week</td>
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<tr>
<td>May 11</td>
<td>Graduation</td>
<td>You Made It!</td>
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