



**ELED 452.007, 410 Student Teaching IN FIELD-BASED SETTINGS [6hrs]  
Mesquite Center**

**COURSE SYLLABUS: Spring 2014**

**Instructor(s): Vickie Williams, Susan Williams, Deah McCoy**

**Office Location:** Mesquite Metroplex Suite 600

**Office Hours:** 1:00 – 4:00 Monday, 2:00 – 4:00 Tuesday

**Office Phone:** 972-882-7533

**Office Fax:**

**University Email Address:** [Susan\\_Williams@tamu-commerce.edu](mailto:Susan_Williams@tamu-commerce.edu)

[dmccoy005@aol.com](mailto:dmccoy005@aol.com), [beardianne@aol.com](mailto:beardianne@aol.com)

<b>COURSE INFORMATION</b>
---------------------------

**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>

Textbook: Mackenzie, Robert & Stanzione, Lisa (2010). *Setting Limits in the Classroom*. 3<sup>rd</sup> Edition. Three Rivers Press ISBN: 978-0-307-59172-2

**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:**

Students will perform at the application level:

1. The student will construct, implement, and assess developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills. (SLO. Discipline Specific Knowledge/Obj. 1&2)
2. The students will associate Early Childhood Education TExES competencies and the Texas Five-Proficiencies 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 the textbook, 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. (SLO 3. Discipline Specific Knowledge/Obj. 3&4, see Teacher Inquiry Project)
8. The student will analyze, synthesize, and evaluate the five proficiencies making application to the field based setting.

9. The student engages in critical thinking and problem solving to design and implement lessons with real-world solutions.
10. The student demonstrates an understanding of legal and ethical requirements for educators.

<b>COURSE REQUIREMENTS</b>
----------------------------

**Required Seminar Courses: Eled. 443.002; Eled. 452.004 or .005; Sped. 480.002**

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.
3. Reflection journals of informal observation, and/or writing to learn activities in which effective organization/management strategies/systems and the accommodation of diversity for management purposes are discussed.
4. Six formal lessons. 2 by each mentor and 2 by liaison
5. Demonstrate sharing seminar news with teacher
6. Demonstrate effective classroom management strategies
7. Planning for full-time teaching
8. Technology integration
9. A Professional E-Portfolio to demonstrate your strengths.
10. Teacher Inquiry Project - TBA in seminar
11. Register for TExES Certification Exams.
12. Check degree evaluation for accuracy.

#### **Instructional / Methods / Activities Assessments**

This course utilizes a practicum approach such as observations, small group/whole group instruction, co-teaching, and full-time teaching in the field. Seminars will be held about twice a month and uses an integrated approach to connect learning and experiences.

The purpose of the second (**residency**) semester of the field-based program is twofold: (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.

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 from the resident semester in the residency semester. While the focus in the resident semester is on knowledge and learning, the focus in the residency semester is on demonstration and application of skills. Therefore, the resident's responsibilities should include:

1. demonstrate a rich knowledge base of pedagogy, technology and effective instructional and management strategies;
2. demonstrate a rich knowledge of teaching and learning to provide relevant and meaningful learning experiences for students;
3. demonstrate an understanding, sensitivity, and the ability to respond appropriately to diverse groups of learners;
4. demonstrate a rich knowledge of curriculum, content, objectives and essential elements;
5. demonstrate the ability to plan instruction for individuals, small groups, and large groups;
6. demonstrate the ability to teach and manage individuals, small groups, and large groups using relevant and meaningful learning experiences for students;

7. demonstrate the ability to reflect and assess planning, teaching, and learning using technological and other resources;
8. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
9. demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
10. demonstrate the ability to observe, reflect, assimilate, and incorporate effective teaching, learning and management strategies;
11. demonstrate sensitivity and effective interpersonal communication skills orally and in writing with other professionals and students;
12. display the highest standards of professionalism, professional growth, and a commitment to improve the learning environment and the teaching profession;
13. exhibit a commitment to teaching, learning, and excellence in the profession;
14. assume other responsibilities based upon ILT recommendations;
15. enhance instructional environment for public school students.

## 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

Grading will reflect a combination of seminar and field work. **Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.**

The following holistic scoring will be utilized:

**A (90 – 100%) = Commendable.** Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date

**B (80 – 89%) = Developing.** Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date

**C (70 – 79%) = Needs Improvement.** Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.

**D (less than 70%) =** Not recommended for teacher certification

### **Grading (determined by below criteria and ILT)**

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 or lesson plans, and/or weekly resident reports
  - d. Lesson Evaluations by mentor teachers and university liaison
  - e. Professionalism (major component)
2. Written reflections
3. Attendance at school and university seminars (Mandatory every scheduled day)
4. Final ILT Conference – Team Evaluation Report

**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. 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. 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

### Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is 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@tamucommerce.edu](mailto:helpdesk@tamucommerce.edu).

Course Concerns: If you have questions pertaining to the content of this course or field experiences, please contact your liaison or Susan Williams ([Susan\\_Williams@tamu-commerce.edu](mailto:Susan_Williams@tamu-commerce.edu)) or (972-882-7533)

## COMMUNICATION AND SUPPORT

Course Concerns: If you have questions pertaining to the content of this course or field experiences, please contact your liaison or Susan Williams ([Susan\\_Williams@tamu-commerce.edu](mailto:Susan_Williams@tamu-commerce.edu)) or (972-882-7533)

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### University Specific Procedures:

#### 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 own time and 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.

**Additional Information:**

**You should also make a habit of reviewing the list at this web site before the 12<sup>th</sup> class day of each semester to be sure you remain in compliance with graduation and certification requirements.**

**<http://www.tamuc.edu/registrar/pdfs/UndergradChecklist.pdf>**

*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](mailto: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*).

