McKinney/Plano/Prosper Center Internship Semester Syllabus Fall 2014
ELED 443: Classroom Management in a Field-Based Setting

RDG 448: Content Reading Methods for Teacher Candidates
ELED 438: Social Studies in a Field-Based Setting
ELED 437: Science, Technology, and Math in a Field-Based Setting

Center Seminar Team: Heather Doyle, M.Ed. Clinical Instructor / Center Coordinator
Dr. Agnes Stryker, Dr. Tami Morton, and Dr. Laura Isbell

Instructor: Heather Doyle, M.Ed. Clinical Instructor
Office Location: Collin Higher Education Center: 151
Office Hours: Monday 8:15-8:50, 12:00-12:30, and 3:00-3:30
Tuesday and Thursday 8:15-9:50 and 11:15-12:30
Fridays (two a month) 8:15-8:50 and 12:00-1:00
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:

Textbook(s) Required: Wilmore, E. & Burkman, A. (2011). Passing the PPR TExES Exam for EC-12 Teachers (2nd. ed.). Thousand Oaks, CA: Corwin.
ISBN-13: 978-1412958448

Textbook Required: Nath, J.L., & Ramsey, J. (2010). Preparing to Teach Texas Content Areas: The TExES EC-6 Generalist & the ESL Supplement (2nd Edition). Prentice Hall
Available through online bookstore www.tamu-commerce.edu
ISBN-13: 978-0137040285

Field-Based Teacher Education Program Handbook [revised July 2010].
Available online: Ecollege

Materials: Scissors, markers, tape, and glue.

Course Description:

Internship Seminar Course Work: The following course work required for internship is set in an integrated seminar setting.

ELED 443: Classroom Management for Teacher Candidates in Culturally Diverse Field Based Setting.
A field-based course in which prospective teachers develop and improve the skills 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.

ELED 437. Integrated Learning: Math, Science, & Technology in Field-Based Settings. Explores the integrated nature of learning with science, and math as content focus and with technology understanding, usage, and how it can enhance best practices. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team.

ELED 438. Integrated Learning: Social Studies in Field-Based Settings. Explores the integrated nature of learning with social studies as content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team.

RDG 448. Characteristics and Challenges of English Language Learners in Field Based Setting. The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments including the SOLOM will be studied.

Student Learning Outcomes:

1. The student will be an active and engaged participant in class discussions and Field Based experiences by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, and class discussion.
2. The student uses problem-solving and decision-making skills, working independently and with others in a variety of settings. The student is expected to (a) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of the solution; and (b) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (SLO 4. Ethical Decision Making and Social Responsibility/Obj. 2)
3. The student will be able to design appropriate activities and experiences; implementing them in seminar and Field Based settings for math, science, technology, social studies, and reading through lessons that meet the state mandated Texas Essential Knowledge and Skills and the English Language Proficiency Standards.
4. The student will recognize and utilize technology in planning and appropriately implementing learning activities with children in math, science, social studies, and reading, as well as when communicating with parents.
5. The student will be able to identify, create, and apply a variety of teaching and classroom management strategies in seminar and Field Based setting that meet the individual, developmental, and diverse needs of young children.
6. The student will be introduced to and utilize the varied and appropriate assessments and assessment practices to monitor math, science, technology, social studies, and reading content comprehension and learning.
7. The students will associate Early Childhood-Sixth Grade TExES and ELPS for math, science, technology, social studies, and reading competencies with the course content and Field Based experience.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities, experiences/observations in the field, and assessments to assist students 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.

Professionalism:

Student Learning Outcomes: 1, 2, 4, 7 (see Student Learning Outcomes)
Assessment Method: Determined by the Instructional Leadership Team, weekly ITEPS/Journals, Professionalism self assessment, and lesson evaluations.

- Attendance and being on time at **ALL** university seminars, assigned campus days, school/university meetings, and field based staff development. You will be required to attend all seminar days; field based assigned days, staff development, etc. Your grade will be lowered if you are absent or tardy. You are ***required*** to contact your liaison and mentor teacher if you will be missing your assigned campus day or seminar.

- 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 seminar, on assignments, and in the field.

The Reflective Teacher:

Learning Outcomes: 1-7 (see Student Learning Outcomes)
Assessment Method: Instructional Leadership Team, ITEP's, Journals, and Portfolio

- Complete ITEPS weekly that should be the focal point of the ILT (Instructional Leadership Team) meetings that express your detailed activities in the field based setting. During this sharing time modifications can be made as agreed by the ILT. Have your mentor sign your ITEP. These must be submitted on time and completed or points will be deducted.

- Students will evaluate the multidisciplinary perspectives evident in multicultural children's and adolescent literature. Students will discuss the meaning of culture and identify their own culture. Groups will compile an annotated bibliography of multicultural/global texts appropriate for their various grade level assignments that incorporates multidisciplinary and cultural perspectives that address global issues. The student will write a reflective piece on their culture and how the influence of culture impacts multidisciplinary teaching and learning. (SLO5. Globalization and Cultural Diversity/Obj. 1)

- Teacher Inquiry Project. Students will develop and propose a question for classroom research based on relevant information they have realized since being placed in a field based setting. The question will be developed with the assistance and support of the mentor teacher and Center Team. The Center Team and an assigned research professor will provide ongoing assistance with the proposed research. Once the proposal has been accepted, students will begin finding background research related to their question and then determine the tools necessary for collecting data to answer their inquiry. Students will learn to interpret and analyze data to make decisions, determine whether articles are credible, accurate and reliable by reading many different articles, they will examine data samples and make inferences based on the results, and look at

the same data samples. Students will then develop and present a plan summarizing their project. This project will continue and be completed during residency semester. (SLO2. Critical Thinking/Obj. 1,2,&3)

- Daily journal writing in a Reflective Journal while in your placements and in seminar which will include reflections on teaching and learning strategies, organizational/management systems, effective instruction, and diverse learners. Reflection is essential to learning and addressing what you are seeing and areas that you need to address. Be sure to include routines, timing, children's responses to different situations, etc. This journal will be an invaluable reference, especially when you are a teacher of record. Your journal will be kept in ECollege and must meet writing assignments parameters and turned in on time.

- ABC's of Culture/Globalization. Students will report on a selected culture and incorporate selections from six components. Upon completing this activity students will engage in group discussions and share their findings. The students will understand the similarities and differences within and among cultures in various world societies. (SLO4. Ethical Decision Making and Social Responsibility/Obj. 1)

- Professional portfolio. This should be an ongoing assessment of growth as a teacher based on the five state proficiencies. Keep it in a ready-to-go state and add to it during the semester. It needs to be thorough but not bulky. Electronic portfolios are recommended.

Lesson Plans and Evaluation:

Learning Outcomes: 1-7 (see Student Learning Outcomes)
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 (children with special needs, gifted and talented, and ELL) by planning learning experiences and assessments that are responsive to difference among students. Lesson plans will show evidence of understanding of global interdependence and its impact on the world. The lessons will additionally be based on global elements that exhibit interdependence. (SLO 5.Globalization and Cultural Diversity/Obj.2)

- 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, engage, as well as, having students interact with and utilize to evaluate instruction for all students.

- Provide timely, high quality feedback to students through written and oral means.

- Six formal evaluations must be completed this semester from different content areas (science, math, social studies, and reading). 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 covering experiences from first placement.

- **Final** Evaluation covering experiences in the field and seminar.

Lesson Reflections:

Learning Outcomes: 1, 3, 5, 7 (see Student Learning Outcomes)
Assessment Method: Students discuss in seminar and Doc Share their reflections

- Identify the STEM TEKS in an established curriculum and evaluate them for research-supported best practices. Students will identify the learning cycle format, use; analyze the activities and assessments included. They will adapt the lesson into an effective 5E/7E lesson plan format to address the needs of all learners. The students will then teach their peers and/or students, if applicable. (SLO7.Problem Solving/Obj.1)

- Observe a lesson performed by mentor or another teacher on the school campus. The student will reflect on the teaching and learning strategies (especially noting strategies utilized for children with special needs, ELL, and gifted and talented), technology, lesson delivery, manipulative usage, lesson cycle implementation, management, assessment, etc. Through the observations and discussions students will show their understanding of global interdependence and its impact on the world. (SLO5. Globalization and Cultural Diversity/Obj.2)
    - Math Lesson
    - Science Lesson
    - Reading Lesson
    - Social Studies
    - Bilingual Classroom (if setting is available in assigned school)

Strategies Notebook:

Learning Outcomes: 1, 4, 6 (see Student Learning Outcomes)
Assessment Method: Students will share sections of the strategies they have observed and/or implemented in their field experience.

- A section for each content area (math, science, social studies, and reading) in a strategies notebook. (minimum of five per content area). Write up strategies you have utilized (at least one per content area) and reflect on how implemented and assess the outcome.

- A section for strategies for working with students that are gifted and talented, special needs, and ELL.

- Section added to strategies notebook of professional materials. Keep a list of professional books, journals, articles, etc. that you encounter during the internship semester.

- Section added to strategies notebook listing all the outside activities and professional activities that you have participated in during this year. Attend a PTA meeting, a school board meeting, an ARD meeting, Open House, "Meet the Teacher" night and community functions and professional development. These need to be documented by creating a list of activities attended, the location, the date, and a brief summary of what you learned from the event.

Team Lessons:

Learning Outcomes: 1-7 (see Student Learning Outcomes)
Assessment Method: Presentation of lessons, formal lesson evaluation and feedback, and Doc Sharing of lesson.

- Design, present, and assess a lesson for the following content areas (language arts and social studies).
- Lessons will be prepared and presented in teams. Individual team members will assess one another on participation and working cooperatively.
- Each lesson will be 45 minutes in length and will be presented as if to the assigned grade level.
- Technology must be utilized in most aspects of the lesson (planning, engagement, presenting, interaction of students, and assessment).
- Topics and grade levels will be assigned and evaluated by the Center Team. Professional feedback will be given upon completion of the lesson in seminar.
- The lesson will be shared with the rest of the seminar group.
- Evaluation and feedback will be given to the groups by the Center Team.

STEM (Science, Technology, Engineering, and Mathematics:

Learning Outcomes: 1-7 (see Student Learning Outcomes)
Assessment Method: Creation/Modification and presentation of formal lesson, Lesson evaluation form and feedback, and Doc Sharing of lesson plan.

- Identify and understand that districts and schools have an educational policy and curriculum choice to improve linking technology development with the core subject matter and that many educators believe that using STEM integrated approach will help students to be prepared for the global high-tech world in which they live.
- Design a STEM lesson utilizing the 5E-7E lesson plan format. Present and assess this lesson that will be assigned by the center team based on the models and information shared by the team.
- The formal STEM lesson will be prepared and presented in teams. Individual team members will assess one another on participation and working cooperatively.
- STEM lessons will be 45 minutes in length, will have an assigned grade level, and will be presented as to the rest of the seminar students for that assigned grade level.
- STEM integration will be evident in the lesson plans, engagement, cooperative learning and interaction of students, and assessment.
- Evaluation and feedback will be given to the groups by the Center Team utilizing the formal lesson evaluation form.

TeXes Study Groups:

Learning Outcomes: 1-7 (see Student Learning Outcomes)
Assessment Method: Documentation of study procedures and resources. Success on the EC-6 Generalist TeXes

- Students will be required to participate in TeXes study group outside of seminar meetings and will utilize multiple resources for their group meetings.
- The groups will share a plan of action for being studying for successful results on the TeXes with the other groups in seminar.
- Students are to log and turn in at least six hours of outside study activities for each test (PPR, Generalist, and ESL Endorsement) for a total of 18 hours. These are to include, but not limited to; study groups' sessions, one on one prep, self-study, and practice exams.
- The seminar team will guide student on test taking strategies, resources, and review of previously learned material.

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.
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 Heather Doyle 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.
Through her cell phone number which will be shared at the first seminar meeting.

The instructors will communicate to the student through:
Email, eCollege Virtual Office, and eCollege Announcements

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy:

Attendance and being on time at all seminars, campus assigned days, and school/university meetings is ***required and is essential*** to your success during Internship. It is a requirement seminar to sign in upon arrival to document your seminar attendance. For each absence a written letter is required to be placed in your file. No excuses will be given without written documentation. A deduction in professionalism points will occur for any and all absences or being late/leaving early from seminars, campus assigned days, and school/university meetings. Growth plans will be implemented for habitual absences.

Professionalism:

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 seminar and on your assignments. Students will be prepared for all campus/field assignments, university assignments and university seminars.

Technology Policy:

Please respect the instructor and your peers **by silencing or turning off** your cell phone upon entering our classroom. If there is an emergency you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade. Utilizing technology (laptops, Tablets, etc.) only for the purposes of the course the student is currently attending and at the appropriate times is permitted and encouraged. Utilization for purposes other than the current attending course will result in a deduction in your professionalism grade.

Assignment Policy:

All assignments are due on the date they are assigned which can be found in the Course Calendar and online in eCollege, unless otherwise approved by the Center Coordinator. All assignments that are late will have points deducted. Late means they are not turned in when seminar meets or is not drop boxed on the day and time the assignment is due. If you forget your assignment, then points will be deducted. You are a professional and must present yourself in a way that exhibits responsibility. Assignments will be either handed in during seminar meeting or submitted through eCollege dropbox and **must be** in .doc or .docx format. All completed/graded assignments must be picked up by the end of the semester of they will be discarded.

Written Assignments:

All written assignments are to be **typed double-spaced in a legible 12 pt. font** with 1" margins 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 grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

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 http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf).*

New University Rule and Procedure for Fall 2014:

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce

ELED 443, ELED 437, ELED 438, RDG 448
COURSE OUTLINE / CALENDAR

*** This schedule is tentative and may be changed at any time by the seminar team.

Wednesday, August 13	Introductions, syllabus, assignments, and intern information	Lesson Assignments (Groups) TeXes Study Group Assignments
August 18-22 (Mon.-Fri.)	Full Week of Prof. Dev.	Required to attend PD and set up!
August 25 (Seminar) 26th and 27th (Field)		Study Groups Plan of Action for being TeXes successful ITEPS/Journals
September 1 (Holiday) 2nd and 3rd (Field)		ITEPS/Journals-Turned in at next seminar
September 8 (Seminar) 9th and 10th (Field)	Portfolio Discussion Teacher Inquiry Project (TIP) Introduction	ITEPS/Journals
September 15 (Seminar) 16th and 17th (Field)		ITEPS/Journals
September 22 (Seminar) 23rd and 24th (Field)	TIP (I Wonder….)	ITEPS/Journals Liaison Evaluation in 1st Placement Due
September 29 (Seminar) 30th and October 1st (Field)	Group 1-2	ITEPS/Journals Language Arts Lesson Presentation Due: TIP paper Drop Box
October 6 (Seminar) 7th and 8th (Field)	Group 3-4	ITEPS/Journals Language Arts Lesson Presentation
October 13 (Seminar) 14th and 15th (Field)	Students start in second placements! Group 1-2	Social Studies Lesson Presentation ITEPS/Journals Mentor Evaluations (2) Due (2)Content Area Lesson Reflections due Mid Term Evaluation Due ITEPS/Journals
October 20 (Seminar) 21st and 22nd (Field)	Group 3-4	Social Studies Lesson Presentation ITEPS/Journals
October 27 (Seminar) 28th and 29th (Field)		ITEPS/Journals
November 3 (Seminar) 4th and 5th (Field)	TIP Intro to Research	ITEPS/Journals
November 10 (Seminar) 11th and 12th (Field)	Group 1-2	STEM Lesson Presentation ITEPS/Journals Due: Drop Box TIP Research
November 17 (Seminar) 18th and 19th (Field)	Group 3-4	STEM Lesson Presentation ITEPS/Journals
November 24-28	Thanksgiving Break!	
December 1 (Seminar) 2nd and 3rd (Field)		ITEPS/Journals Due: TIP Plan Presentation\ Mentor Evaluations (2) in 2nd Placement Due Strategies Notebook and Strategies Write Ups Due Final Evaluation Due (2)Content Area Lesson Reflections Due
December 8-12	Final Exam Week Make up any missed days in the Field	