



**ELED 300.51E - Introduction to Teaching
COURSE SYLLABUS: Fall 2014
CHEC Rm. 100**

Instructor: Laura Isbell, PhD
Office Location: 224 Ed South
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required: Kauchak, Don & Eggen, Paul (2011). Learning & Teaching Research-Based Methods. Boston, MA: Pearson.

ISBN-10: 0132179342 | ISBN-13: 978-0132179348

Also – an e-book (good for 180 days) can be purchased for less money at:

<http://www.coursesmart.com/learning-and-teaching-research-based-methods/don-kauchak-paul-eggen/dp/9780132179508>

Online Reading:

SBEC State standards~

- Content Standards:
<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec6gen.asp>
- EC-12 Pedagogy and Professional Responsibility Standards:
<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allppr.pdf>

Texas Essential Knowledge and Skills (TEKS): www.tea.state.tx.us

TExES Preparation Manuals: <http://www.texas.ets.org/texas/prepMaterials/>

Field-Based Teacher Education Program Handbook [revised July 2013].

Available online at: <https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf>

Course Description: Knowledge and skills concerning the unique needs of all learners, including but not limited to inclusion and English learners, are emphasized in this course. In addition, structure, organization, and management of the American school system, as well as legal and ethical aspects of teaching will receive attention. *Thirty clock hours of professional field experiences are required. Failure to complete 30 hours of EFE may result in failing the class.*

Goals: *Introduction to Teaching* is the initial course in the professional education sequence and is designed to acquaint prospective teachers with

- significant influences on education, and what 21st century teachers and schools are like;
- the curriculum of Texas public schools: The Texas Essential Knowledge and Skills [TEKS]
- beginning level skills in teaching; i.e., planning, delivering, and evaluating instruction, and
- effective strategies for all learners including but not limited to English learners and special needs learners

Student Learning Outcomes:

By the conclusion of the course, the student will demonstrate the following competencies at the *Knowledge* level (*Application* level proficiency will be attained during residency.):

1. Human developmental processes (TExES PPR Competency 1)
2. Student diversity and the design of learning experiences and assessments that are responsive to the differences among students and that promote all students' learning. Understanding of design procedures for effective, coherent instruction and assessment based on appropriate learning goals and objectives (PPR 2).
3. Instructional design, delivery, and assessment aligned with the Texas statewide assessment program (PPR 3).
4. Learning processes and factors (i.e., learning theory, developmental stages, higher-order thinking skills, etc.) that impact student learning (PPR 4).
5. A classroom climate that fosters learning, equity, and excellence; a physical and emotional environment that is safe and productive (PPR 5).
6. Strategies for creating an organized and productive learning environment and for managing student behavior (PPR 6).
7. Principles and strategies for communicating effectively in varied teaching and learning contexts (PPR 7).
8. Appropriate instructional techniques and strategies that actively engage students in the learning process (PPR 8).
9. Technology for planning, organizing, delivering, and evaluating instruction for all students (PPR 9).
10. How to monitor student performance and achievement, provide timely, high-quality feedback to students, and flexibly respond in order to promote learning for all students (PPR 10).
11. Professional knowledge and skills (including legal and ethical requirements for educators) gained through effective interactions with others in the educational community including parents and through participation in professional activities in university and public school classrooms (PPR 11, 12, and 13).
12. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
13. Students will be able to apply knowledge of the interconnectedness of global dynamics.
14. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

COURSE REQUIREMENTS

1. **Attend classes.** Report on time and participate in all class activities. **Very Important**
2. Participate in a school practicum, maintain the agreed-upon schedule, **complete a minimum of 30 clock hours** of documented time observing instruction in the assigned school, and be evaluated on your work experiences by the assigned mentor teacher in the school. Grade will reflect performance in the school.

MANDATORY - Participate in school practicum by observing 30 hours in an assigned district in order to a) observe lesson planning, delivery, and evaluation by the classroom teacher; b) identify various classroom management strategies used by the teacher; c) assist the classroom teacher in daily routines; and d) complete assignments to increase preparation for teaching. You should maintain the agreed on time frame for observing instruction in the assigned school, and will be evaluated on your work experiences by the assigned mentor teacher in the school. **Note: It is your responsibility to give the *original* of the completed evaluation form and the field experience log for this course to the instructor. You must also complete the reflection questions online. Failure to do this may result in a failing grade and you will be required to repeat the course. You may give copies to instructors for other courses where field experience documentation is required.**

Grading will be determined as follows:

A final course grade of “D” will be assigned to anyone who does not return the paperwork for documentation of observation hours (EFE log & evaluation form completed by mentor) and/or the field experience journal to be completed online.

3. Four professional reflection writing pieces – one on each module.
4. Bloom’s application pieces for “Learning to Teach” E-Portfolio.
5. Take objective exams as well as other assessments. Read all required assignments as the basis for tests.
6. Participate in a group presentation—a microteach—utilizing various teaching models.
7. Compile a Learning to Teach E-Portfolio.
8. Work on Admission to Teacher Education.

Instructional / Methods / Activities Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the learner outcomes. Much of our work will occur within cooperative groups of six or less. Please consider the following points:

- The majority of our class meeting time each Tuesday and Thursday will be designed for small groups.
- This course [and learning to teach] is not best done as a lecture.
- Your preparation for class is crucial to meaningful participation and to being accountable to members of the class.
- Small Group Rationale:
 1. Small group work gives everyone more opportunity to talk about what they have studied for the day. It is the best way for members to get to know one another.
 2. Small group work reduces the possibility that one or two persons will dominate the discussion.
 3. Small group work sends the message that daily preparation is expected and essential for fruitful study and discussion. Everyone wins when all are prepared; everyone loses when any individual is not prepared.
 4. Small group work keeps everyone involved and lessens the tendency to think preparation is not necessary because others will do the talking.
 5. Small group work guards against the class becoming teacher dominated. You have the responsibility not to put your teacher in that position.
 6. You will strengthen your own understanding through preparation and participation.

The assignments, points allocated for each, and their contribution to your final grade are specified in the following section.

Grading,

Grades will be determined as follows:

A = 90 - 100 % B = 80 - 89 % C = 70 - 79 % D = 60 - 69 % F = 59 % or below

Product	Percentage of Your Grade
Examinations	30 %
Preparation and Participation Attendance, Preparedness, Professionalism, Leadership, Enthusiasm = APPLE	20%
Mentor Teacher's Rating 30 Hours of EFE	5 %
Professional reflection writing – one on each module	15 %
E-Portfolio	10 %
Micro-teaches for Objectivist and Constructivist Models	
• Groups' Assessment	10 %
• Instructor's Assessment	10 %

More information regarding 30 hours of EFE:

Required for ELED 300 - - - Participate in a school practicum, maintain the agreed-upon schedule, **complete a minimum of 30 clock hours** of documented time observing instruction in the assigned school, and be evaluated on your work experiences by the assigned mentor teacher in the school. Grade will reflect performance in the school.

MANDATORY - Participate in school practicum by observing 30 hours in an assigned district in order to a) observe lesson planning, delivery, and evaluation by the classroom teacher; b) identify various classroom management strategies used by the teacher; c) assist the classroom teacher in daily routines; and d) complete assignments to increase preparation for teaching. You should maintain the agreed on time frame for observing instruction in the assigned school, and will be evaluated on your work experiences by the assigned mentor teacher in the school. **Note: It is your responsibility to give the *original* of the completed evaluation form and the field experience log for this course to the instructor. You must also complete the 4 reflection questions online and print out (and give to the instructor) the confirmation page/printout of the 4 question online EFE reflection. Failure to do this may result in a failing grade and you will be required to repeat the course. You may give copies to instructors for other courses where field experience documentation is required.**

Grading will be determined as follows:

A final course grade of "D" will be assigned to anyone who does not return all three items above/paperwork for documentation of observation hours:

- 1. EFE log of hours observed – signed by mentor and principal**
- 2. Evaluation form completed by mentor (either paper copy or online)**
- 3. Field experience journal to be completed online – as well as a print out of the 4 question reflection.**

(State law requires that 30 hours of EFE be documented as stated above prior to the start of internship. Our (A&M-C) checkpoint for this – and required completion date – is at the completion of ELED 300.)

TECHNOLOGY REQUIREMENTS

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@tamuccommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: I value collegial relationships with my students. Contact information follows:

Instructor: Laura Isbell, PhD

e-mail: laura.isbell@tamuc.edu

US Mail: C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429

Office: Education South 2

Telephone: 903.886.5535 **Cell:** 214.334.1400

FAX: 903.886.5581

Office Hours: 8:00am-9:45 pm Tues & Thurs. or by appointment

eCollege Support: Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures: Information about class preparation, attendance, and participation may be found under *Course Requirements* on page 2 of this document.

University Specific Procedures

Requests for Special Accommodations. Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

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*).

Withdrawal Policy. Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Academic Integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University. *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. If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites: <http://www.plagiarism.org/>; <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>; <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

ELED 300 (Laura Isbell) COURSE OUTLINE / CALENDAR for Fall 2014

Week 1: August 26 & 28	Getting Started: Introduction to <i>Field-Based Teacher Education Program Handbook</i> (Revised July 2011) available online Applying for Early Field Experience <i>EFE</i> : Wendy Nutt, Ed North Rm 202 Deadline: Wednesday, September , 8:00 am <ul style="list-style-type: none"> • https://www.tamu-commerce.edu/teacher/efe/efemain.asp eCollege Access/Syllabi/Course Expectations Getting to Know Us – E-Portfolio introduction – Internship Application	
Week 2: September 2 & 4	Getting Started (cont.) <ul style="list-style-type: none"> • Autobiography for internship • PPR Competencies -- Portfolio • Teacher Education Handbook • Portfolio Application Pieces –TBD 	
Week 3: September 9 & 11	MODULE 1 <ul style="list-style-type: none"> • Textbook: Chapter 1 (Overview of Learning to Teach book) • Textbook: Chapter 2 (Student Diversity) • Competency 1 (Human Development) • Competency 2 (Diversity) 	
Week 4: September 16 & 18	MODULE 1 (cont.) <ul style="list-style-type: none"> • Textbook: Chapter 3 (Productive Classroom Environment/Management) • Competency 5 (Safe Environment) • Competency 6 (Classroom Management) • EFE Observation/paperwork • <i>Checkpoint for e-portfolio (1)</i> 	EXAM 1 & Module 1 Writing
Week 5: September 23 & 25	MODULE 2 <ul style="list-style-type: none"> • Textbook: Chapter 4 (Planning for Learning) • Textbook: Chapter 5 (Effective Teaching) • Competency 3 Lesson Design/Learner-Centered 	
Week 6: September 30 & October 2	MODULE 2 (cont.) <ul style="list-style-type: none"> • Textbook: Chapter 6 (Student Involvement/questioning) • Competency 4 Learning Processes & other factors • Competency 8 Student Engagement/motivating students 	EXAM 2 & Module 2 Writing
Week 7: October 7 & 9	MODULE 3 <ul style="list-style-type: none"> • Textbook: Chapter 7 (Teaching in Learning Groups – Cooperative Learning) • Textbook: Chapter 8 (Direct Instruction) • Competency 7 Communication • <i>Checkpoint for e-portfolio (2)</i> 	
Week 8: October 14 & 16	MODULE 3 (cont.) <ul style="list-style-type: none"> • Textbook: Chapter 9 (Lecture Discussions: Interactive Instruction to Promote Learning) • Textbook: Chapter 10 (Guided Discovery) 	EXAM 3 & Module 3 Writing

- Textbook: Chapter 11 (Problem-based Instruction)
- Competency 9 Technology

Week 9: October 21
& 23

MODULE 3 (cont.)

- Microteach explanation/time allowed
- Lesson Planning Activities
- *Checkpoint for e-portfolio (3)*

Week 10:
October 28 & 30

MODULE 4

- Textbook: Chapter 12 Differentiating Instruction
- Textbook: Chapter 13 Assessing Learning
- Competency 10 Assessment

**EXAM 4
&
Module 4
Writing**

Week 11:
November 4 & 6

**Group 1
Group 2**

Week 12:
November 11 & 13

**Group 3
Group 4**

Week 13:
November 18 & 20

**Group 5
Group 6**

Week 14:
November 25 & 27

Happy Thanksgiving!! Enjoy, relax, eat, have fun!

Week 15:
December & 4
6

Educational Posters
Poster Gallery Walk
Checkpoint for E-portfolio (Final)

Portfolio Conferences/Preparation for internship interviews
Sharing of EFE experiences/lessons learned
EFE Paperwork Due: December

Week 16:
December 9 & 11

Finals Week TExES-style assessment (EXAM 5)

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