Plano/Allen/Dallas Center Resident Semester Syllabus Fall 2014
ELED 452: Student Teaching / Field Based
ELED 447: Teacher Inquiry Project

Center Seminar Team: Heather Doyle, M.Ed. Clinical Instructor / Center Coordinator
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbook(s) 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

Anthony, R. & Behrends, W. (2011). Getting Hired: A Student Teacher's Guide to Professionalism, Resume Development and Interviewing. Kendall Hunt.

ISBN: **978-0757576133**

Materials: Markers, tape, scissors, etc.

Course Description: Student Teaching in Field-Based Teacher Education Programs. This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Technology (CPDT).
Teacher Inquiry Projects and Assessment in Field-Based
Focuses on effective methods of assessment including the implementation of teacher inquiry projects as well as formal and informal assessments. The role of formative assessment as a guide for instruction and the importance of data-driven decisions will be emphasized. Problem based learning and the use of technology to collect, manage, and analyze multiple data sources to interpret learning results for individual students and for groups of students will be demonstrated.

Student Learning Outcomes:

1. The student will construct, implement, and assess developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills based on the grade level and needs of the students to which they are assigned. (SLO3.Discipline Specific Knowledge/Obj.1&2)

2. The students will associate Early Childhood Education TExES competencies with the course content, field experience, and supplemental materials.
3. The student will be an active and engaged participant in seminar discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, field experiences, and seminar discussion.
4. In the field based setting the student will utilize technology in the preparation and delivery of lessons, communication, and assessment. They will also actively engage students' in the application of technology.
5. The student in the seminar setting will utilize technology for research, preparation, and presentation of assignments, as well as communication and discussions.
6. 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.
7. 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.)
8. The student will demonstrate the ability to be a reflective teacher by a variety of assignments. (SLO 3. Discipline Specific Knowledge/Obj. 3&4, see Teacher Inquiry Project)
9. The student will analyze, synthesize, and evaluate the five proficiencies applying to the field based setting.
10. 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: #1-10 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 lessons appropriate 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.
- Design effective and coherent instruction and assessment based on appropriate learning goals and objectives (TEKS and ELPS).
- 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.
- 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. The teach does not need to be two weeks back to back, but must be consecutive days in a week as much as possible.
- 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 be prepared for the evaluator with the following items: your lesson plan, a lesson evaluation form, a seating chart, and 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 for evaluation.
- Midterm Evaluation covering experiences from first placement.
- Final Evaluation covering experiences in the field and seminar.

Strategies Notebook:

Student Learning Outcomes: #3, 5-10 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 of professional materials. Keep a list of professional books, journals, articles, etc. that you encounter during the resident 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.

- The continuation of adding strategies for each of the content areas as they find and/or utilize them in their field based settings.

Technology Documentation:

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

Assessment Method: Rubric provided – DocShared

- Examples of the utilization of technology related to the classroom (Parent communication, PREZI, Promethean or Smart Board, Wordal, etc.
- Utilization represented in planning, implementing, and assessment of lessons that have been planned and presented.
- The interaction and utilization of technology by students.

The Reflective Teacher:

Student Learning Outcomes: #1-10 See above

Assessment Method: Reflective pieces

- Strengths and areas for needed growth. Write a paper expressing 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.
- Cover Letter for your resume. 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?
- Resume. Write a resume that reflects who you are as an educator. This should be no more than one page.
- Philosophy of education. Write a one-page paper describing your philosophy of education. Include diversity.
- 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. These are recommended to be presented through technology (Website or other approved method)
- Journals. 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.
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Teacher Inquiry Project:

Student Learning Outcomes: #'s 1-10 see above

Assessment Method: Checkpoint rubric and final project presentation

- Teacher Inquiry Project. Student groups will revise and develop research questions they proposed during their Internship Semester with the guidance and acceptance of their mentor teachers, the Center Team, and assigned research professors. (SLO3. Discipline Specific Knowledge/Obj. 3 & 4). During the residency semester, students will examine and utilize informal research techniques that will help them gather data relevant to their research questions. This will begin with an exploration of relevant professional literature and will include observations, anecdotal records, possibly assessment results, or other artifacts approved by the Center Team and research professors. Student groups will present their findings in a formal presentation (documentation panels, technology, etc.)

Grading (Determined by, but not limited to the criteria shared below)

1. Professional growth as demonstrated by:
    a. Professional growth portfolio
    b. Anecdotal records kept by the mentor teachers, university liaisons, center coordinator and the center team
    c. Journals
    d. Lesson Evaluations by mentor teachers and university liaison
    e. Professionalism: field based, seminar, and other (major component)
2. Written assignments
3. Online and seminar discussions
4. Teacher Inquiry Project
5. Attendance in the field based setting and university seminars (Mandatory every scheduled day)
6. Final self-evaluations
7. 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 instructors 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: Dmadrigalhope@leomail.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

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 Residency. 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).*

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 447 COURSE OUTLINE / CALENDAR		
This is tentative and subject to change upon instructor discretion		
Thursday, August 14	Introductions, syllabus, assignments, and resident information.	
August 18-22 (Mon.-Fri.)	First Week in the Field Professional Development	Send Class Schedule to your Liaison
August 25-28 (Mon-Thurs.)	Field-Students start	
Friday, August 29	Seminar	Resume Discussion TIP Project: Review
September 1-5 (Mon.-Fri.)	Field	
September 8-11 (Mon.-Thurs.)	Field	
Friday, September 12	Seminar	Final Draft of Resume and Cover Letter Due TIP Data Collection & Instruments
September 15-19 (Mon.-Fri.)	Field	Liaison Evaluation Scheduled
September 22-25 (Mon.-Thurs.)	Field	Two week teaches should be occurring or completed!
Friday, September 26	Seminar Liaison Evaluations	Rough Draft of Philosophy Liaison Evaluations complete by this week! Due: TIP Data Collection
September 29-October 3	Field	
October 6-9 (Mon.-Thurs.)	Last Week in Current Placement	Two week teach, all Mentor and Midterm Evaluations MUST be completed this week!
Friday, October 10	Seminar	Due: Drop Box Philosophy of Education
October 13-17	Field Switch Placements	First week in New Placement Send Liaison new class schedule
October 20-23 (Mon.-Thurs.)	Field	
Friday, October 24	Seminar	
October 27-31 (Mon.-Fri.)	Field	
November 3-6 (Mon.-Thur.)	Field	Make sure you have scheduled your liaison evaluation!
Friday, November 7	Seminar	Due: Drop Box Strengths and Growth Paper Strategy Notebook/Outside Activities TIP Check In
November 10-14 (Mon.-Fri.)	Field	Liaison evaluations MUST be completed by this week!
November 17-20 (Mon.-Thur.)	Field	
Friday, November 21	Seminar	Professional Portfolio and Mentor Evaluations TIP Project Share
November 24-28	Thanksgiving Break!	
December 1-4 (Mon.-Thur.)	Field	Two week teach, all Mentor and Final Evaluations MUST be completed this week!
Friday, December 5	Seminar	Due: Professional Portfolio and Final Evaluations
December 8-12	Final Exam Week	Any missed days in field will be made up during this week!
December 13	Graduation	You Made It!