Instructor: Kathy Cikanek M.Ed., Adjunct Professor
Office Location: 303 West Knox, PO Box 1420, Ennis, Texas 75120
Office Hours: Call for appointment. Instructor is also available prior to or after every class.
Office Phone: 972-872-7028  Cell 214-402-7591
Office Fax: 972-875-6146
University Email Address: Kathy.Cikanek@Ennis.K12.tx.us

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Online Resources:
SBEC State standards:
- Content Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec6gen.asp

Texas Essential Knowledge and Skills (TEKS): www.tea.state.tx.us
TExES Preparation Manuals: http://www.texes.ets.org/texes/prepMaterials/
Field-Based Teacher Education Program Handbook [revised July 2013].

Practice for the PPR test:
PACT Website - created by the A&M System
(PACT stands for Performance-based Academic Coaching Team)
PACT Website: http://tap.tarleton.edu/pact

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;
- become knowledgeable of the executive, interactive, and organizational functions of teaching;
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

**Pedagogy and Professional Responsibilities Standards:**

*Standard I. Domain I.*

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.2k The implications of students’ developmental characteristics for planning appropriate instruction;

1.3k The characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;

1.4k Different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;

1.5k Cultural and socioeconomic differences and the significance of these differences for instructional planning; and

1.6k Appropriate strategies for instructing English language learners.

1.11k Current research on best pedagogical practices.

1.12k The importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13k The importance of developing instructional goals and objectives that can be assessed;

1.14k The importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15k The use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;

1.16k The importance of knowing when to integrate technology into instruction and assessment; and

1.17k The importance of designing instruction that reflects the TEKS;

1.18k Features of instruction that maximize students’ thinking skills;

1.19k The importance of planning lessons and structuring units so that activities progress in a logical sequence;

1.20k The role of assessment in guiding instructional planning;

1.21k The benefits of and strategies for promoting student self-assessment;

1.22k The connection between the Texas statewide assessment program, the TEKS, and instruction; and

1.23k How to analyze data from local, state, and other assessments using common statistical measures.

*Standard II. Domain II.*

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.1k The importance of creating a learning environment in which diversity and individual differences are respected;

2.2k The impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

2.3k Ways to establish a positive classroom climate that fosters active engagement in learning among students.

2.4k The importance of communicating enthusiasm for learning; and

2.5k The necessity of communicating teacher expectations for student learning

2.6k How classroom routines and procedures affect student learning and achievement;

2.7k How to organize student groups to facilitate cooperation and productivity;

2.8k The importance of time management for effective classroom functioning;

2.9k Procedures for managing transitions;

2.10k Routines and procedures for managing and using materials, supplies, and technology;

2.11k Non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and
2.12k The classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.
2.13k Theories and techniques relating to managing and monitoring student behavior;
2.14k Appropriate behavior standards and expectations for students at various developmental levels;
2.15k The significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom.
2.16k The importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.17k The value of encouraging students to work in an ethical manner and monitor their own behavior; and
2.18k Appropriate responses to a variety of student behavior and misbehaviors

**Standard III. Domain II.**

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

3.1k The importance of clear, accurate communication in the teaching and learning process;
3.2k Principles and strategies for communicating effectively in varied teaching and learning contexts;
3.3k Spoken and written language that is appropriate to students’ age, interests, and background; and
3.4k Skills and strategies for engaging in skilled questioning and leading effective student discussions
3.6k Know to present content to students in relevant and meaningful ways;
3.7k The use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.8k The importance of promoting students’ intellectual involvement with content and their active development of understanding;
3.9k Strategies and techniques for using instructional groupings to promote student learning;
3.10k Different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and
3.11k Techniques for structuring and pacing lessons in ways that promote student engagement and learning;
3.12k Characteristics of effective feedback for students;
3.13k The role of timely feedback in the learning process; and
3.14k How to use constructive feedback to guide each student’s learning.
3.15k The significance of teacher flexibility and responsiveness in the teaching/learning process; and
3.16k Situations in which teacher flexibility can enhance student learning.

**Standard IV. Domain IV.**

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

4.9k The importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
4.12k The importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

**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, ELL strategies, 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

**Activities / Assessments**

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives. Each week you will work on various combinations of assignments, observations, and activities.

1. Complete **two objective exams** over course content (**100 possible points each**)
   - Questions will cover lecture notes, readings from text, handouts, and class discussions. Test format will vary.
   - Read all required assignments as the basis for tests. **(PPR Standards 1, 2, 3, 4)**
   - Make-up exams are allowed for excused absences, but will be different from the exam given in class. **Failure to contact the instructor and arrange a make-up exam schedule prior to the exam will result in a zero.**

2. Successfully complete a practicum of **30 hours of documented observation time** in a school.
   Maintain the agreed upon schedule and be satisfactorily evaluated by your assigned teacher. Expectations include: (a) observing the classroom teacher planning, delivery, and evaluation (b) identifying various classroom management strategies used by the teacher; (c) assisting the teacher in daily routines; (d) observing the students and their interaction with the teacher (e) completing field assignments designed to increase one’s preparation for teaching. Grade will reflect performance in the school. Also includes EFE online reflection questions. **(100 points-Failure to complete this assignment will result in an F in the class regardless of other grades or assignments).**

   **MANDATORY** - 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.**
**The required 30 hours are a combination of the 15 hours required for ELED 300 and 15 hours required by Reading 350 (totaling 30 hours of observation for the two classes).**

- You will keep one log sheet which will be available to both instructors, but all final paperwork (log sheet and evaluation sheets) will be turned in to the ELED 300 instructor.
- In the event you are not taking Reading 350, you will observe the entire 30 hours for this class.
- If you are a paraprofessional, you will still complete the 30 hours in the setting at your school unless you are granted an exemption by Commerce.

**Important:**
Place a request for school observation immediately after our first class meeting. Follow directions on the email sent to your LEO account from Mitzi Hughes. Complete a criminal background form for the school

http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/criminalHistoryInvestigation.aspx where you would like to observe (these are found on line or you can print a generic one from the website) and turn it in to me on January 23\textsuperscript{rd}. If you are a paraprofessional, you will still submit a request to observe at the school where you work, but ask your principal to assign you to a mentor teacher for your 30 hour observation. You may request an aide exemption, but you will still complete the requirements for observation paper/questions. If your paperwork (observation request and criminal background check form) is not complete by 8 a.m. on Wednesday, January 29th you will be dropped from the course (no exceptions).

We will go over the observation request in detail the first day of class and I will answer questions.

http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/earlyFieldExperience/default.aspx

Select: Early Field Experience

**Letter to the assigned Mentor Teacher / Evaluation form**

- Once you receive your assignment (be patient, you will receive notification by email so check your email frequently), make an appointment with the principal/school secretary to meet your mentor teacher. It is the student’s responsibility to give the Mentor teacher the letter from the instructor and the evaluation sheet. The student will be evaluated by the mentor teacher who will complete the evaluation form given to you in class or available online.

**Record of Early Field Experiences (Log Sheet)**

- The Record of Early Field Experiences log sheet (form on the website and distributed in class) will be a listing of the times and dates you observed. This log sheet should be kept by the student and the instructor should sign/initial it each time the student observes in the classroom. It should be shown to the mentor teacher the first day you go to observe.

- It is the student’s responsibility to see that the Record of Early Field Experiences log sheet and evaluations from the Mentor teacher are returned to the ELED 300 instructor with required signatures at the end of the semester. Both forms will be sent to Commerce at the end of the semester by the Navarro Partnership Office. Make copies for your portfolio. Make
copies for your Reading 350 instructor if you are taking the reading class. Even if you are employed by the school you still must submit a log sheet and evaluation. Hours of observation completed in previous TECA courses do not count for this class.

Questions Reflection Paper (100 possible points)

- Maintain notes of your experiences every time you observe. Although you will not turn these in, they will be a record of your observations about methods used, classroom organization, planning, discipline, instruction, etc. in the classroom during your observation time.
- This questions paper is strictly your own reflections and personal observations about what you observed in the mentor teacher’s classroom and should not be a research paper.
- You will answer specific questions in this paper found on the TAMU-C website at http://web.tamu-commerce.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/earlyFieldExperience/essentialMemoForms.aspx and submit it online to Commerce.

3. Plan and implement a group presentation—a microteach—utilizing various teaching models—assessed by instructor and peer group members. (PPR Standards 1, 2, 3, 4….most specifically 1.16k, 1.17k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24k, 1.25k, 1.26k, 1.29k, 2.16k, 2.17k, 2.18k, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.11k)

4. Present a group lesson (micro teach) to the class. Participate in cooperative planning and group presentation on a topic to be determined. (100 possible points)
A group presentation will involve a group of classmates who will have 30 minutes to present a lesson using one of the teaching methods discussed in the book. Each group will determine how it makes its presentation and what each member’s responsibility will be. The grade will consist of a grade from your group members and a grade determined by the instructor. Each presentation should consist of:
- 20-25 minute lesson with 5-10 minutes for class discussion/demonstration/evaluation (follow the lesson cycle – a handout will be provided).
- Appropriate materials to enhance the presentation.
- A handout for the instructor should include a copy of the lesson plan and all materials needed for the students to follow the lesson (1 handout from each group). Handouts for the class are nice, but optional.
- (PPR Standards 1, 2, 3, 4….most specifically 1.16k, 1.17k, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24k, 1.25k, 1.26k, 1.29k, 2.16k, 2.17k, 2.18k, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.11k)

5. Write 2 essays and 1 letter. (100 possible points each—the three grades will be averaged for one grade entry)
- 2 Essays
  - Autobiography and Why I Want to Be a Teacher
  - Pick an issue facing educators today. Describe the issue and the strategies you would use to keep it from influencing your classroom.
- 1 Letter of Interest
  - Professional business letter writing for job consideration
- Essays should be typed in a readable font (no larger than 12 for Arial), double-spaced, checked for grammar and spelling, professionally prepared, and cover the topic and requirements of the assignment.

6. Compile a Learning to Teach E-Portfolio using www.weebly.com (PPR Standards 1, 2, 3, 4….most specifically .17k, 3.7k) (100 possible points)
To be completed by the deadline noted in the syllabus.

Items for your portfolio include (but are not limited to): A. Resume; B. Corrected copies of essays and letter of interest; Classroom Management Plan, Lesson Plan, C. Signed copy of the Record of Early Field Experience; Reference letters, etc.

See Detailed Portfolio Handout from Instructor.

This is not a scrapbook, but a professional binder that could be taken to an interview.

Electronic portfolios are the future.

7. Work on Admission to Teacher Education. (PPR Standards 1, 2, 3, 4)

Instructional / Methods / Activities Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the learner outcomes.

- Everything we do will have a purpose to assist you as you move from thinking like a student to thinking like a professional.
- Your preparation for class is crucial to meaningful participation and to being accountable to members of the class.
- You will strengthen your own understanding through preparation and participation.
- We will learn from each other and will have good class discussion and student centered learning.

The assignments and points allocated for each were listed under course requirements: Below is the grading scale for the class. Rubrics for grading can be found in eCollege in the doc sharing section.

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

Grades will be based on total points earned on assignments and averaged to get a percent. Grades will be adjusted for unexcused absences, incomplete field experiences, or lack of professionalism.

- **Late Assignments** - Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date; however, a 10 point deduction will be applied to assignments 1 day late and an additional 5 points for each day thereafter.

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

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@tamucommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: I value collegial relationships with my students. Contact information is on the front page of the syllabus. If you are having problems in class, please come and talk to me immediately. I will be better able to help you if you come to me early in the semester. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

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…).

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 at any other point, feel free to contact the support desk.
Course Specific Procedures:

Attendance & Participation:

- Students are required to attend all face to face classes and keep up with online instruction.
- Arrive on time and remain until the class is dismissed.
- More than two absences will result in a 10-point reduction of your final grade.
- Please notify me if you anticipate an absence.
- Participants are expected to be on time and to actively engage in discussions. (Your participation may impact your grade, particularly if you are on the borderline of a grade.)
- In the event of an emergency or a missed class, you are responsible for obtaining class materials/assignments/notes from one of your peers. See Texas A&M University – Commerce handbook for university policy concerning attendance and excused absences.
- It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade.
- Prior to class time, reading assignments should be completed and any assignments due must be submitted at the beginning of the class period. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class.
- **Dishonesty on observation hours, log sheets, teacher evaluation sheets, etc. will result in failure of the course and possible removal from the education program.**
- **Cell Phones:**
  - Please respect the instructor and your peers by turning off your cell phones upon entering our classroom.
  - If you have a critical family situation, please put your cell phone on vibrate.

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.

University Specific Procedures:

1. **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@tamu-commerce.edu

2. **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). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**
A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

3. **Financial Aid Support:** You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans.** You may want to check in to this by contacting the Bursar’s Office for more details.

4. **MyLeo:** As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at [https://leo.tamu-commerce.edu/login.aspx](https://leo.tamu-commerce.edu/login.aspx).

5. **eCollege:** eCollege will be used for this course.

6. **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.

7. **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.plagiarism.org/) [http://www.unc.edu/depts/wcweb/handouts/plagiarism.html](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html) [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Overview</th>
<th>Assignment for Coming Week</th>
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<tbody>
<tr>
<td>1/16/14</td>
<td>Welcome &amp; Expectations</td>
<td>Introductions</td>
<td><strong>Request school observation if you are not employed as an aide. Instruction sheet will be distributed in class. Give criminal background form to the TAMU-C Navarro Partnership office. If request is not made by 1/29/14 @ 8:00 AM you will be dropped from the course.</strong> Read Chapter 1 and 2.</td>
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<td>Tour eCollege and familiarize yourself with the course</td>
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<td>Read Syllabus and Course Expectations-Write down questions for next week.</td>
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<td>1/23/14</td>
<td>Learning to Teach</td>
<td>Attributes of Effective Teachers</td>
<td><strong>Essay 1-Autobiography/Why I Want to Be a Teacher-Instructions on eCollege -due in eCollege dropbox by 4:00 PM on 1/30/14</strong> Read Chapter 4.</td>
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<td>Student Diversity</td>
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<td>1/30/14</td>
<td>Chapter 4 Planning for Learning</td>
<td>See eCollege</td>
<td><strong>Read Chapter 3 Write one page letter to a district telling of your interest in a teaching position-due in class 2/6/14.</strong></td>
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<td>eCollege</td>
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<td>2/6/14</td>
<td>Creating Productive Learning Environ. Clsrm. Manage.</td>
<td><strong>Turn in Letter Assignment - Attributes of Effective Teachers</strong></td>
<td><strong>Read Chapter 5 Design Classroom Management Plans. Examples will be given in class. These will go in your portfolio.</strong></td>
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<tr>
<td>Face to Face</td>
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<td>Becoming an Effective Teacher</td>
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<td>2/13/14</td>
<td>Effective Teaching</td>
<td>Begin Observations if you have your assignment.</td>
<td><strong>Study for your mid-term.</strong></td>
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<td>eCollege</td>
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<td>2/20/14</td>
<td>Exam 1</td>
<td>Answer any questions about future assignments. Portfolios (set-up &amp; what to include)</td>
<td><strong>Read Chapter 6 &amp; 7 Begin or Continue your observations</strong></td>
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<td>Face to Face</td>
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<td>2/27/14</td>
<td>Meet the Principal at the School Where You have been assigned.</td>
<td><strong>Start observations.</strong></td>
<td><strong>Essay 2-Pick an issue facing educators today. Describe how it could affect your classroom &amp; what you will do to address the issue in your classroom (due in dropbox by 4:00 pm on 3/5/14).</strong></td>
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<td>eCollege</td>
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<td>3/6/14</td>
<td>Increasing Learning Through Student Involvement/Learning and Teaching in Groups</td>
<td>Review Exam. Lesson Cycle Handouts. Assign groups for group presentations. Meet with assigned groups to discuss your group presentation.</td>
<td><strong>Work On Your Portfolios Continue your observations Read Chapters 8 &amp; 9</strong></td>
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<tr>
<td>Face to Face</td>
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<tr>
<td>3/13/14</td>
<td>Direct Instruction Lecture Discussion Problem Based Instruction</td>
<td>Cooperative Learning Activity. Discussion of Essays. Meet with assigned groups to work on your group teach. Discuss criteria for evaluation of groups.</td>
<td><strong>Put the finishing touches on your portfolios and get everything in order to turn in.</strong></td>
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<td>eCollege</td>
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<tr>
<td>3/20/14</td>
<td>Teacher Code of Ethics/Guided Discov. Prob Based Learning</td>
<td>Meet with your groups to finalize plans for your group teach.</td>
<td><strong>Begin finishing your observations. Finish your portfolio. Start work on your questions and the reflection paper. Read Chapters 12 and 13.</strong></td>
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<td>Face to Face</td>
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<tr>
<td>3/27/14</td>
<td>Assessing Learning Differentiating Instruction</td>
<td>Review of testing &amp; state accountability system.</td>
<td><strong>Put the finishing touches on your portfolios and get everything in order to turn in.</strong></td>
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<td>Face to Face</td>
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<tr>
<td>4/3/14</td>
<td>Group teaching- Groups 1-3</td>
<td>Group 1 be prepared to begin promptly at 5:00.</td>
<td>Do you have your recommendation letters for your portfolio?</td>
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<td>eCollege</td>
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<tr>
<td>4/10/14</td>
<td>Group Teaching Groups 4-6</td>
<td>Group 5 be prepared to begin promptly at 5:00.</td>
<td>*Write thank you notes to principal and mentor teacher. Complete Record of Early Field Experiences Log Sheet, get evals from mentor and finish writing your questions reflection paper.</td>
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<td>Face to Face</td>
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<tr>
<td>4/17/14</td>
<td>Guest Speakers on Technology/ PPR Review</td>
<td><strong>At the beginning of class: Turn in Log Sheet, Eval from mentor teachers, reflection paper, &amp; portfolios.</strong></td>
<td><strong>Put the finishing touches on your portfolios and get everything in order to turn in.</strong></td>
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<td>Face to Face</td>
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<td>5/1/14</td>
<td>Final Exam</td>
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<td>Have a great summer!</td>
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</table>

**Yellow indicates we will be off campus that week. Work in eCollege**

Dates are subject to change slightly. You will be notified of any change by your My Leo mail.