



ELED 300.002 Introduction to Teaching COURSE SYLLABUS: Spring 2015

Instructor: Paula Jo (Jodie) Schenck Adjunct Instructor
Midlothian Campus

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Richard I. Arends (Edition 9th) Learning To Teach MUST HAVE THIS BOOK!!!!!! Lecture will include information from many other books.

Field-Based Teacher Education Program Handbook (revised July 2010) This information is available online at: <https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf>

We will study about the many different types of learners that you will meet in your future classroom including but not limited to inclusion and ESL students. Also the study of the American school system as it has evolved through time along with the legal and ethical standards of teaching in the 21st century. Please understand that this course requires thirty clock hours of EFE. (This does not mean time spent in a school as a professional aide). Failure to complete the thirty hours may result in the failing of the class.

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
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.9k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k know materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.29k the benefits of and strategies for promoting student self-assessment;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31k 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 III.

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 completion of the class, the student will know and understand the competencies at the Knowledge level. (The Application level proficiency will be attained during the residency program.)

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 (PPR2)
3. Instructional design, delivery, and assessment aligned with the Texas statewide assessment program (PPR3)
4. Learning processes and factors (learning theory, developmental stages, higher-order thinking skills, etc.) that will impact student learning (PPR 4)
5. A classroom climate that fosters learning, equity, and excellence a physical and an emotional environment that is safe and productive (PPR5)
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 (PPR7)
8. Appropriate instructional techniques and strategies that actively engage students in the learning process (PPR8)
9. Technology for planning, organizing, delivering, and evaluating instruction for all students (PPR9)
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. (PPR10)
11. Professional knowledge and skills, including the legal and ethical requirements for educators gained through effective interactions with others in the educational community including parents and through participation in the professional activities in the university and public school classrooms. (PPR 11, 12, and 13)

COURSE REQUIREMENTS

1. Attend Classes: Report on time and be fully prepared to participate in all class activities.
2. Early Field Experience (EFE) 30 clock hours of documented time observing instruction in your assigned school. Evaluation of your work experiences by your assigned mentor teacher in the school.
3. Maintain a reflection journal. You will submit a written reflection paper on an assigned date.
4. Five Test over three chapters and lecture notes.
5. Knowledge of vocabulary that go along with chapters being studied.
6. Formal essay format on the "Autobiography of Why I Want To Be A Teacher"
7. Case Studies.
8. Micro Duo Teach (group of 2 students)
9. Micro Team Teach (group of 4 students)
10. Random assignments based on study and reading of material.

Instructional / Methods / Activities Assessments

This class is designed with a series of class discussions, questions, observations and "Real World" knowledge of teaching in today's society. You will learn what methods best serve children to achieve the highest outcome. I will be using lecture, twenty five years of public school teaching knowledge, classroom discussion, and data driven facts to assure your understanding of what it takes to become a "Super Star" of teaching children.

Grading

The grading will be based on a point system that might possibly be used in eCollege, but that information I will give you the first night of class. The point system is as follows:

A= 108-120

B= 96-107

C= 84-95

D= 72-83

Below 72 points=F

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this web enhanced course:

Internet connection – high speed recommended.

Word Processor – (Microsoft Office Word- 2003- or 2007

Access to University Library site

Access to an Email

When using eCollege: our campus works best on the Microsoft Windows environment. This means that our courses work the very best if you are using a Windows operating system of XP or newer. Also 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

We also support the Firefox browser 3.0. on both Windows and Mac.

(You might want to perform a “Browser Test” before you start the class. Log in to eCollege, click on the “my Courses’ tab, then select the Browser test link under Support Services.

ACCESS AND NAVIGATION

When and if using eCollege: go to <https://leo.tamu-commerce.edu/login.aspx>.

You will need to use your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Tech Services at 903-468-6000 or email:

helpdesk@tamucommerce.edu.

COMMUNICATION AND SUPPORT

I look forward to a working relationship with all my students both past and present.

You may contact me by email: jschenck@wisd.org

(I teach many places, so if I do not answer please leave a voice mail and I will return your call as soon as possible.)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

This information is found on page two under: Course Requirements

University Specific Procedures:

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

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*).

COURSE OUTLINE / CALENDAR

The testing dates will be divided throughout the semester. Please be advised that these dates are not set in stone. At times it becomes necessary that a date change to allow more time for another assignment to be completed. Changes in dates will be given in class. Other assignment dates will be given throughout the class.

Test I: Feb. 11th

Test II: Mar. 18th

Test III: Apr. 15th

Test IV: May: 6th

PLEASE UNDERSTAND THE FOLLOWING:

I would appreciate all cell phones be placed on off, or silent at the least.

This class requires your attention and focus be on the class.

Cell phones are a distraction and fall under an issue of rudeness.

1. YOU EARN ZERO POINTS IF YOU ARE NOT IN CLASS FOR ATTENDANCE (Things do sometimes come up, and I understand that. However, I cannot teach you if you are not in class. Class time is very important to learning, and attendance is very important if you are going into teaching. Principals do not like teachers who miss school. If you come in LATE, after sign in sheet is taken up, NO POINTS are earned.

2. LATE ASSIGNMENTS HAVE AN AUTOMATIC 10 POINT DEDUCTION. (Grade point deduction)

3. MISSED QUIZ OR TEST HAVE A 20 POINT DEDUCTION. (These are grade point deductions, not assignment value deductions.) Example: If you made a 100 on a test you took late, then your grade would be 80, not 100 and you would earn 16 points out of the possible 20. You will take any makeup test within a given time frame on my home campus

4. A calendar with the dates that apply to assignments will be given to you the first night of class.

I am looking forward to a fantastic semester in helping you become a super star in the field of Education!!

Sincerely,
Paula J. Schenck
Adjunct: Texas A&M Commerce