SED 489
Secondary Residency in Teaching

In conjunction with SED 400, SED 401, SED 404, SED 405, and ELED 452 (for All-level degrees only)
COURSE SYLLABUS: Spring 2015

Instructor: Debbie Daniel, Adjunct Faculty and Liaison
Office Location:
Office Hours: By appointment
Office Phone: 214-908-6787
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbooks Required:

*Teaching in the Middle and Secondary Schools.10th Edition.Allyn& Bacon.Carjuzaa, Jioanna&*Kellough, *Richard D. (2012).***ISBN-13:** 978-0132696203
Note: this may be the textbook you obtained for SED 300.

What Every Teacher Should Know About: English Language Learners
Nancy L. Hadaway, Sylvia M. Vardell, Terrell A. Young, 2009.
What Every Teacher Should Know About: Professionalism in Teaching
Beth Hurst, Ginny Reding, 2009.
What Every Teacher Should Know About: Your First Year of Teaching: Guidelines for Success
Richard Kellough, 2009.
What Every Teacher Should Know About: Teacher-Tested Classroom Management
Blossom S. Nissman, 2009.
Package ISBN-13: 9780132181686:

Additional materials to be provided by student:
You should have these from your SED 300 class:

- ✓ English Language Proficiency Standards. http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
- ✓ Texas Essential Knowledge and Skills (TEKS) for one of your teaching fields in one course or grade level http://www.tea.state.tx.us/index2.aspx?id=6148
- ✓ Texas Examinations of Educator Standards (TExES) Preparation Manual http://texes.ets.org/texes/prepMaterials/
- ✓ Pedagogy and Professional Responsibilities

Course Description: SED 404 – This integrated curriculum course parallels the residency experience of the student teaching semester and emphasizes knowledge and skills required by educators to facilitate their management of the students and the learning environment. Topics include classroom management, discipline theories, and the use of routines and procedures. University faculty will be responsible primarily for establishing the theoretical foundations and mentor

teachers will assist the Intern in translating educational theory into actual classroom practices. Mentor teachers and university faculty will comprise a collaborative team who will guide the Intern. An overview of all competencies for the TExES PPR will be covered.

Student Learning Outcomes:

Domain I. Designing Instruction and Assessment to Promote Student Learning

Competency 001

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Competency 003

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. Creating a Positive, Productive Classroom Environment

Competency 005

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing Effective, Responsive Instruction and Assessment

Competency 007

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008

The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling Professional Roles and Responsibilities

Competency 011

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 012

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

COURSE REQUIREMENTS

REQUIRED COURSE MATERIALS: Journals, Daily Lesson Plan Objectives/Activities, Formal Lesson Plan Format (Student Handbook), ILT Evaluations, Classroom Management, Lesson Planning, Teaching, Dependable, Ethical and Professional Behavior, Punctuality and Enthusiasm.

SELECTED COURSE REQUIREMENTS:

SED 404 – Field Assignment

1. Mentor Contact Information Google Online Form: To verify Mentor receiving the Mentor Handbook by completing and submitting the form. (More information to follow via e-mail to Intern and Mentor)
2. Formal Daily Plans.
3. Mid-term Internship Instructional Leadership Team (ILT) Evaluation and Final Internship Instructional Leadership Team (ILT).

Grading

A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:

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

Components	**Points Possible**
Total Points Possible	**30 (15 per ILT evaluation)**

The Mentor Teacher and Liaison's grades will be combined and average to determine grade.

Mentor Teacher Grade = 2/3 Liaison Grade = 1/3

TECHNOLOGY REQUIREMENTS

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)
- Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- Macintosh OS X along with a recent version of Safari 2.0 or better.
- eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating
- systems.
- Perform a ―Browser Test prior to the start of your course. To launch a browser test, login in to eCollege, click on the "My Courses‟ tab, and then select the ―Browser Testlink 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: http://online.tamuc.org or http://myLeo.tamuc.edu

You will need your CWID and password to log into 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:

Use my contact information: cell phone and email address to reach me outside of class. Expect a reply within 48 hours. Please contact me if you are in need of assistance with your coursework or if you have pressing issues.

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.

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Please note numerous small group projects take place during seminar meetings requiring your punctuality and presence to complete and receive credit. Students are required to sign-in at each seminar. Absences, tardiness, stepping out and leaving Seminar early will result in lowering of your grade. Please act in a professional manner. If a student teacher misses more than one (1) seminar class during the semester, he or she is considered at risk and may be placed on a growth plan.

ATTENDANCE POLICIES AND PROCEDURES

ATTENDANCE POLICY FOR THE FIELD BASED EXPERIENCE: Both the seminar class meetings (SED 400 / 401) and the intern-residency days in the field (SED 404/405) are considered to be class days.

SEMINAR ATTENDANCE - Because of the length of the **Seminar** sessions, **only one (1) excused** absence is allowed for the eight seminar sessions for SED 400 / 401. **Notify Susan Bishop of your absence immediately by email or text**. Missing more than one Seminar and/or continual tardiness can result in a **lowering of your grade, being placed on a growth plan or removal from the program. You have a reached a level of professionalism that no longer tolerates a pattern of absences or tardiness. Please maintain your professional status. You are being observed daily and recommendations for employment will follow.**

MISSED SEMINAR PROCEDURE FOR MAKE-UP WORK*

Your presence in the eight seminar sessions is mandatory. If an absence is unavoidable, you will have the opportunity to recoup 80% of points not earned. For an entire seminar, you can earn 160 of the 200 Attendance/Professional possible points.

Please make every effort to be present for all seminar sessions. You will earn credit for two, 3-credit courses through the seminar meetings. So missing ONE seminar is equivalent to missing over three weeks of a one-hour MWF class. In addition, an integral part of the seminar learning experience revolves around the interactions with your colleagues and instructors. This crucial component cannot be recreated.

Things you need to know:

- This opportunity to earn points may be used for <u>one and only one</u> seminar session during the semester.
- The make-up assignments must be completed and submitted on the specified due date
- To be eligible to earn make up points, you must have notified Susan Bishop <u>prior to</u> the seminar session via email, or text, to document the necessity of your absence.
    - For schedule conflicts, this notification must occur 48 hours prior to the beginning of seminar
- To earn make-up points, you must complete ALL assignments (e.g. you will not receive partial credit for completing half of the assignments)

To earn the one time make-up points for a missed seminar session:

1. You will create a thoughtful, write-up for each reading assignment that includes:
    a. 50 to 100 word summary of the important points of article/chapter
    b. 50 word reflection on how that reading applies to you and how it will impact your teaching practice
2. Contact Susan Bishop (susan.bishop@tamuc.edu) for additional assignments and requirements for the specific seminar session.
3. Submit all make-up assignments to Susan Bishop

*Please note that all students who miss a seminar session or portion of seminar, regardless of the reason, will have that absence reflected in the Attendance/Professionalism grade. Specifically, a student who misses an entire seminar session for any reason will have a zero posted in the grade book for the Attendance/Professionalism grade.

RESIDENCY ATTENDANCE - Only three (3) *excused* absences are allowed during the entire semester during your field-based student teaching (SED 404/405). Any missed day/s in excess of the three (3) absences will need to be made up during the week prior to Commencement in order to receive a passing grade. Tardiness is not acceptable in the field. You MUST arrive in your classroom on time. Again, your lack of attendance and/or punctuality will result in a poor evaluation, being placed on a growth plan, or removal from the program. An excused absence is one for which the Intern has the approval of his or her mentor teacher(s), and the university liaison and follows the attendance policy stated in the college catalog and Student Handbook. **Approval for absences must be obtained prior to the start of the school day to be missed. If you are ill and will be absent from the field, you must notify your university liaison, and mentor teacher(s) prior to the start of the school day.**

If the Intern has more than **three absences**, an ILT meeting will be held to determine the Intern's status.

Interns will be immediately removed from the program for any unexcused absences.

STUDENT CONDUCT

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.

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).*

APA Format

Format for papers handed in for this class:

- **Use APA style for citations within text and for the reference page;**
- **Margins – Left 1., Right 1, Top and Bottom 1; Font - 12 point Times New Roman, Double Space;**
- **Header – on right side in 8 point include your full name, course identification, and semester; number pages starting with the first page on the bottom right.**

Example of citation in text:
The U.S. government states that educational agencies and schools are accountable for student success and that adequate yearly progress as determined by measurable objectives must be met (NCLB, 2001, p. 81).

Example of references:

From a journal:
Niessen, T., Abma, T., Widdershoven, G., & van der Vleuten, C. (2008). Contemporary epistemological research in education: reconciliation and reconceptualization of the field. *Theory & Psychology 18*(1), 27-45.

From a website:
No Child Left Behind Act (NCLB) of 2001. Pub. L. 107-110. 8 Jan. 2002. Stat. 115.142. Retrieved September 27, 2007 from
http://frwebgate.access.gpo.gov/cgibin/getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ110.107.pdf

From a book:
Noddings, N. (1998). *Philosophy of education*. Boulder, CO: Westview Press, Inc.

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

SED 400/401/404/ 405 and ELED 452 (All-level degrees only) CALENDAR

Spring 2015

January 7	Seminar One
January 8	Seminar Two
January 9	Seminar Three
January 12	First Day of Student Teaching (unless otherwise noted by District, Mentor or Liaison)
February 2	Seminar Four
February 3-13	SED 404 Mid-Term ILT (Resident **First** Observation)
February 23	Seminar Five
March 5-13	SED 404 Final ILT (Resident **Second** Observation)
March 16-20	Spring Break for Texas A&M University - Commerce
March 23	All-Level Rotation (or date determined by Liaison) Begin submitting Weekly Lesson Plans
Wednesday, March 25	Teacher Career Fair—Student Center—9:00 to 12:00 (optional)
March 30	Seminar Six
March 31-April 4	SED 405Mid-Term-ILT (Resident **Third** Observation)
March 26	Teacher Career Fair at Texas A&M University - Commerce
April 13	Seminar Seven
April 14-24	SED 405 Final-ILT (Resident **Fourth** Observation)
Thursday, May 7	Final Day of Residency
Friday, May 8	Seminar Eight
May 11-15	Make-up Week (if needed)
Saturday, May 16	Graduation

INTERNSHIP/RESIDENCY IMPORTANT DATES
Seminar classes will meet 9:00 AM to 3:00 PM.
Seminar Classes meet in Education South 104—unless otherwise noted.
Seminars will include a Working Lunch. (Bring a lunch to eat during seminar.)

NOTE:

- **Seminar consists of SED 400, 401, 404, 405, and for All-level ELED 452.**
- **Special Education students take SPED 472, SED 302 and SED 401.**