ELED 447
COURSE SYLLABUS: Spring 2015

Instructor: Laura Isbell, PhD
Office Location: Ed. South #224; CHEC by appointment
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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: 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.
3. The student will be an active and engaged participant in class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, field experiences, and class discussion.
4. The student will utilize technology in the preparation and delivery of lessons, communication, and assessment. Actively engage students' in the application of technology.
5. 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.

6. 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.)
7. 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)
8. The student will analyze, synthesize, and evaluate the five proficiencies applying to the field based setting.
9. The student demonstrates an understanding of legal and ethical requirements for educators.

EC-12 PPR Standards - ELED 447

Standard I Domain III

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

1.25k understands the role of assessment in guiding instructional planning
1.26k understands and demonstrates the importance of creating assessments that are congruent with instructional goals and objectives
1.27k understands the characteristics uses, advantages, and limitations of various assessment methods and strategies
1.17k demonstrates the use of technology in assessing student learning
1.29k understands the benefits of and strategies for promoting student self-assessment
1.30k links the connection between the Texas statewide assessment program, the TEKS, and instruction
1.31k demonstrate how to analyze data from local, state, and other assessments using common statistical measures
4.2k communicates assessment results to students and parents and other stakeholders
1.16k explores a wide range of assessment techniques (e.g., formative, summative, and standardized tests) to determine which assessment tools are appropriate for specific purposes

- (See Domain III Competency 7 3.12k, 3.13k, 3.14k, 3.15s, 3.16s, 3.17s) utilizes academic feedback as a form of communication to help students learn
- (See Domain III Competency 10 3.4k, 3.4s, 3.5s) Utilizes teacher inquiry to enhance their own teaching/learning purposes through:
    - Constructing well-supported, clearly articulated, and sustained arguments
    - Interpreting, analyzing, and evaluating statements, graphics, articles, and/or questions by discriminating among different degrees of credibility, accuracy, and reliability of evidence from data, as well as, recognizing assumptions from sources
    - Demonstrating an ability to justify conclusions based on evidence.

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: #1-9 See above
PPR Standards/Competencies: 3.12k, 3.13k, 3.14k, 3.15s, 3.16s, 3.17s
Assessment Method: Documentation through Formal lesson plans and evaluations (Mentor/Liaison), formal Mid-Term and Final evaluations (Liaison/Mentor)-Formal Forms in E-College
Observations and Anecdotal notes (Mentor/Liaison), Journals by resident and feedback by Liaison, Debriefing with Mentor and Liaison-weekly

- 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.
- 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.
- 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 have prepared for the evaluator the following items: your lesson plan, a lesson evaluation form, a seating chart, 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
- Final Evaluation covering experiences in the field and seminar.

Strategies Notebook:

Student Learning Outcomes: #3-5, 6, & 9 See above
PPR Standards/Competencies: 1.17k, 1.31k
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.
- Section added to strategies notebook sharing examples of technology researched, trained on, and/or implemented related to the classroom. The technology utilized in the planning, implementation, and assessment of prepared and presented lessons. Technology for the communication with faculty, staff, parents, and students.
- The continuation of adding strategies for each of the content areas as they find and/or utilize them in their field based settings.

The Reflective Teacher:

Student Learning Outcomes: #2, 3, 5, 7-9 See above
PPR Standards/Competencies: 1.16K, 1.25k, 1.27k, 1.17k, 1.31k, 1.26K,3.4k, 4.2k,3.4s, 3.5s
Assessment Method: Written Reflective pieces (Strengths/Growth and Philosophy), Presentation of Portfolios and Teacher Inquiry Project, Review of Resume/Cover Letter, Rubrics

- Strengths and areas for needed growth. Write a paper or make a list showing 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. If you can do it on one page, it's better. You may include your photo if you wish.

- Philosophy of education. Write a one-page paper describing your philosophy of education. Include diversity.

- Assessment- Students will examine formative and summative assessment methods in the field based setting. The students will apply their observations and knowledge to lesson planning and implementation. Reflection on meeting objectives / TEKS through assessment methods will occur. Students will have the opportunity to review mock data, discuss how to plan instruction and conduct conferences based on assessment.

    - Students will analyze instructional vignettes to identify forms of formative or informal assessment, complete a Types of Assessment Chart, and be able to define formative and informative assessment.

    - Students will maintain a log of classroom assessments observed during their residency and these reflections will include observations regarding teacher made, standardized testing, test preparation procedures, and grading.

    - Students will review mock data to interpret results in order to make informed decisions

    - Students will utilize mock data to plan and carry out a mock parent conference

    - Students will design an assessment to correlate with an instructional unit of study.

- Teacher Inquiry Project- Student groups will propose and develop a research question they proposed during their Internship Semester with the guidance and acceptance of the mentor teachers, Center Team, and assigned research professors. Research questions will be based on careful observation of student's needs and an instructional issue, students will design and implement. (SLO3. Discipline Specific Knowledge/Obj. 3 & 4) Upon acceptance of proposal students will examine and utilize informal research techniques. This will begin with an exploration of relevant professional literature and will include observations, anecdotal records, possibly assessment results, or others approved by the Center Team and research professors. Student groups will present their findings in a formal presentation (documentation panels, technology, etc.)

- 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 (Prezi, website, or other approved method)

- 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, assessments, 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.

Grading (Determined by criteria shared below)

1. Professional growth as demonstrated by:
    a. Professional growth portfolio
    b. Anecdotal records kept by the mentor teachers, university liaisons and seminar instructors
    c. Journals
    d. Lesson Evaluations by mentor teachers and university liaison
    e. Professionalism (major component)
2. Written assignments
3. Teacher Inquiry Project
4. Attendance at school and university seminars (Mandatory every scheduled day)
5. Final self-evaluations
6. 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 instructor 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: Heather.Doyle@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:

1. Attendance at all scheduled seminars, campus assigned days, and school/university meetings. Residents must be on time to seminar and on their assigned campus. ALL absences must be made up.
2. 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 class and on your assignments. Utilizing technology only for the purposes of this course the student and at the appropriate times.
3. Prepared for all campus assignments, university assignments and university seminars.
4. Written assignments will be typed and corrected for grammar, spelling and punctuation
5. All assignments will be in a format that is easy to read, attractive, and turned into your liaison on time.
6. Copying someone else's assignments is plagiarism. Be careful!
7. Every assignment goes in your portfolio. Make sure everything is done in a professional manner
8. Assignments will be completed on your time not in the field.

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).*

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.

ELED 447 COURSE OUTLINE / CALENDAR

This is tentative and subject to change upon instructor discretion

Friday, January 16	**First Seminar** Introductions, syllabus, assignments, and resident information.	
January 19-23	First Week in the Field	Send Class Schedule to your Liaison
January 26-29 (Mon.-Thurs.)	Field-Students start	
Friday, January 30	**Seminar**	Rough Draft Resume Due for review and discussion
February 2-6	Field	Make sure you have scheduled your evaluation!
February 9-12(Mon.-Thurs.)	Field	
Friday, February 13	**Seminar**	Final Draft of Resume and Cover Letter Due
February 16-20	Field	
February 23-26 (Mon.-Thurs.)	Field	
Friday, February 27	**Seminar** Liaison Evaluations	Rough Draft of Philosophy Liaison Evaluations complete by this week!
March 2-6	Field Last Week in 1st Placement	Two week teach, all Mentor and Midterm Evaluations MUST be completed this week!
March 9-12 (Mon.-Thurs.)	Spring Break (ISD)	
Friday, March 13	**Seminar**	Due: Drop Box Philosophy of Education All 1st Placement paper work due
March 16-20	Spring Break (TAMUC)	
March 23-27	Field Switch Placements	1st Week in New Placement Send Liaison new class schedule
March 30-April 3	Field	Make sure you have scheduled your liaison evaluation!
April 6-10	Field	
April 13-16	Field	Liaison evaluations MUST be completed by this week!
Friday, April 17	**Seminar**	
April 20-24	Field	Due: Drop Box Strengths and Growth Paper
April 28-April 30	Field	
Friday, May 1	**Seminar** BMJ Symposium	Students MUST attend BMJ
May 4-7	Field	Two week teach, all Mentor and Final Evaluations MUST be completed this week!
Friday, May 8	**Seminar**	Strategy Notebook/Outside Activities Due: Professional Portfolio and All Paper Work
May 11-15	Final Exam Week/Make up days in Field	
May 16	Graduation	You Made It!