ELED 438 Social Studies in Field-Based Settings
ELED 437: Science, Technology, and Math in a Field-Based Setting
RDG 448: Characteristics for English Language Learners for Teacher Candidates
ELED 443: Classroom Management in a Field-Based Setting

COURSE SYLLABUS: Fall 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

**Required:** On-line Resource – Access Code will be given at seminar

**Optional:**

Teachers Edition of a currently adopted Social Studies textbook for grades 4, 5 or 6.

Texas Education Association has excellent online resources at the Social Studies site.

Course Description:
Hours: Three. Explores the integrated nature of learning with social studies as the content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisite ElEd 300; Rdg 350, 370; admission to teacher education program; placement in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

Student Learning Outcomes:
Objectives for the course will be based upon the Texas Educator Standards so that the students may have the experiences that lead to the knowledge and skills that an entry-level educator in the field of elementary education in the area of Social Studies in Texas public school must possess. Domain III Social Studies comprises approximately 19% of the TExES Generalist EC-6 (191). Expect 5 to 6 questions from each of these competencies on the TExES. In seminar we will work with the Social Studies Essential Knowledge and Skills for grades K-6. The TEKS will be pared with the Educator Competencies.

Competency 019 (Social Science Instruction): The teacher understands and applies social science knowledge and skills to plan, organize, and implement instruction and assess learning.
Competency 020 (History): The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

Competency 021 (Geography and Culture): The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world; and also understands and applies knowledge of cultural development, adaptation, diversity, and interactions among science, technology, and society as defined by the Texas Essential Knowledge and Skills (TEKS).

Competency 022 (Economics): The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services.

Competency 023 (Government and Citizenship): The teacher understands and applies knowledge of government, democracy, and citizenship, including ways that individuals and groups achieve their goals through political systems.

**TEA Standards I-IV. Pedagogy and Professional Responsibilities Standards:**

### COURSE REQUIREMENTS

**Instructional / Methods / Activities Assessments**

Through a variety of activities throughout the semester the seminar component of the course will be used to give guidance and assessment of student knowledge of the Social Studies standards and competencies and the related Texas Education Association TEKS for grades K-6 as adopted.

The field-based component of the course will require students to develop and teach lessons in their assigned classrooms that incorporate and identify the competency and TEKS that are implemented in the lesson.

The primary purpose of this course is to orient students to the mission of social studies education and become familiar with the curriculum and how it is most effectively taught. It is expected that interns will actively participate in seminar activities and course assignment in ways that demonstrate their development as professional educators.

The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

Throughout social studies in Kindergarten-Grade 6, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic values of our state and nation as referenced in the Texas Education Code. Information taken from Texas Education Association.
Internship:
1. **Attendance**— on time—at all scheduled university seminars, school-based class sessions, and school-based meetings. *Critical for your success!*
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. Writing to learn activities in which effective organization/management strategies/systems and the accommodation of diversity for management purposes.
   *Development of a classroom management notebook—book study groups*
4. Six formal lessons. 2 by each mentor and 2 by liaison
5. Demonstrate effective classroom management strategies in the classroom.
6. Planning for full-time teaching
7. Technology integration
8. A Professional E-Portfolio to demonstrate your strengths.
9. Teacher Inquiry Project - TBA in seminar
10. Register for TExES Certification Exams.
11. Check degree evaluation for accuracy.

The purpose of the (internship) within the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of residents is also twofold as it addresses performance in both field based and seminar settings.

The primary force in the CPDT is the **instructional leadership team** that is coordinated by the mentor teachers and university liaisons with input from the interns, residents, and principals. Most decisions about the activities and experiences each intern or resident will have are determined by the /LT through discussion and consensus. The ILTs are usually composed of at least two mentor teachers, usually from different grade levels or content areas, an intern, and/or a resident, and university liaison.

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment—the real public school classroom and apply the knowledge gained from the resident semester in the residency semester. While the focus in the resident semester is on knowledge and learning, the focus in the residency semester is on demonstration and application of skills. Therefore, the intern’s responsibilities should include:

1. understand the physical and cultural environment of the school, faculty, and staff, and students;
2. learn the students' names and their cultural diversity as soon as possible;
3. demonstrate the ability to respond appropriately to diverse group of learners;
4. understand the mentor teacher's yearly curricular and instructional goals;
5. become familiar with the content objectives, essential elements, and curriculum in order to utilize them for planning and instruction;
6. demonstrate a rich knowledge of content areas;
7. demonstrate effective interpersonal communication skills orally and in writing with professionals and students;
8. display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession;
9. observe the planning process and attend all available planning meetings;
10. assist the mentor teacher in planning, developing, and preparing materials;
11. become familiar with the classroom instructional and discipline management plan;
12. assist the teacher in supervising student performance and working with individual students;
13. observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction;
14. demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students;
15. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
16. explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
17. exhibit a commitment to teaching, learning, and excellence in the profession;
18. assume other responsibilities based upon ILT recommendations;
19. enhance instructional environment for public school students.

**Final Grading**

Grading will reflect a combination of seminar and field work. *Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, assessment of student progress, and management of the classroom within the different settings.*

The following holistic scoring will be utilized:

- **A (90 – 100%) = Commendable.** Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date
- **B (80 – 89%) = Proficient.** Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages—but requires intervention. Good attitude, attendance, participation and completion of assignments by due date
- **C (70 – 79%) = Needs Improvement.** Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.
- **D (less than 70%) = Not recommended for teacher certification**

**Grading (determined by below criteria and ILT)**
1. Professional growth as demonstrated by:
   a. Professional growth portfolio----ePortfolio (Weebly)
   b. Anecdotal records kept by the mentor teachers, university liaisons and seminar instructors
   c. Lesson plans, and/or weekly resident reports
   d. Lesson Evaluations by mentor teachers and university liaison
   e. Professionalism (major component)
2. Written reflections; outside reading and discussions
4. Attendance at school and university seminars (Mandatory every scheduled day)
5. Mid-Term ILT Conference
6. Final ILT Conference

**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 are expecting from you what your future employer will expect from you. How do you want others to perceive you and your performance?
TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates through the use of Dropbox. The following information has been provided to assist you in preparing to use technology successfully in this course.

For further practice: Complete online reading the following and complete the exams at the end of the preparation manuals. The interns are required to hand in an answer sheet to show that the practice exams were completed. Also, the interns are to submit the numbers of the items that they would like to have explained during seminar as to why the answer is the answer and how to process the information to select the correct information. These practice tests will be scheduled for completion throughout the semester, but it is strongly encouraged that work on these as soon as this syllabus is available prior to the beginning of the semester. Google these titles to access them.

TExES Preparation Manual 191 EC-6 Generalist (Social Studies section)
TExES Preparation Manual 118 Social Studies 4-8
TExES preparation Released STAAR Social Studies Test

Elementary Certificate Standards: Select Social Studies Standards EC-6
http://tea.texas.gov/index2.aspx?id=25769814364&menu_id=2147483671&menu_id2=--
1'&ekfxmen_noscript=1&ekfxmensel=e9edebdf8_2147483671_2147483674

http://www.tea.state.tx.us/ssc/downloads

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Contact information is given on this form. In addition the instructor is available during and after seminar. E-mail is encouraged to address any concerns and questions. The instructor is available by appointment to be scheduled with the individual student.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:
1. Attendance at all scheduled seminars, campus assigned days, and school/university meetings. Interns 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.
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. Assignments will be completed on your own time and not in the classroom.

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.

Additional Information:
You should also make a habit of reviewing the list at this web site before the 12th class day of each semester to be sure you remain in compliance with graduation and certification requirements. http://www.tamuc.edu/registrar/pdfs/UndergradChecklist.pdf

University Specific Procedures:
Students with disabilities:
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 Student’s Guide handbook, Policies and Procedures, 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.

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.

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-
There are also **forgivable loans**. You may want to check in to this by contacting the Bursar's Office for more details.

**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).

The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

For weather related information regarding class cancellations enroll in the IRIS alert system on your myleo page, visit the TAMU-C website, listen to KETR, 88.9 FM, or call 886-5005.

The calendar will be emailed to students and distributed at the first seminar.