ELED 447
COURSE SYLLABUS: Fall 2015

Instructor: Laura Isbell, PhD
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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:
   Resident Seminar Course Work: The following course work required for resident is set in an integrated seminar setting.

   ELED 452: Student Teaching in Field-Based Teacher Educations Programs
   Student Teaching in Field-Based Teacher Education Programs. Six semester hours. This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Technology (CPDT). Prerequisite: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency.

   ELED 447: Teacher Inquiry Projects and Assessment in Field-Based Settings
   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 demonstrate

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 452

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.

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
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.
1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
1.10k how lesson content and skills connect with other disciplines and within the discipline;
1.11k current research on best pedagogical practices.
1.12k the importance of developing instructional goals and objectives that is 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 importance of aligning instructional goals with campus and district goals.
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
1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.
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 knows 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 is congruent with instructional goals and objectives;
1.27k the characteristics, uses, advantages, and limitations of various assessment method and strategies;
1.28k the role of technology in assessing student learning;
1.29k the benefits of and strategies for promoting student self-assessment;
1.30k the connection between the Texas statewide assessment programs, the TEKS, and instruction; and
1.31k how to analyze data from local, state, and other assessments using common statistical measures.
1.1s plan lessons that reflect an understanding of students 'development characteristics and needs;
1.2s adapt lessons to address students' varied backgrounds, skills, interest, and learning needs, including the needs of English language learners,
1.3s use effective approaches to address varied student learning needs and preferences;
1.4s plan instruction that motivates students to want to learn and achieve; and
1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
1.7s exhibit appropriate knowledge of a subject to promote student learning;
1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
1.9s plan instruction that reflects an understanding of important prerequisites relationships;
1.10s plan instruction that makes connections within the discipline and across disciplines, and
1.11s use a variety of pedagogical techniques to convey information and teach skills.
1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13s develop instruction goals and objectives that are able to be assessed;
1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interest; and
1.15s develop instructional goals and objectives that reflect different types of student learning and skills.

1.16s use various types of materials and other resources to aid in preparing and   implementing instruction;

1.17s use technological tools to promote learning and expand instructional options; and

1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities

1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

1.23s provide students with opportunities to explore content from many perspectives

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;

2.15kthe significance of district policies and procedures for manageing 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 ands and misbehaviors

2.19k features and characteristics of physical spaces that are safe and productive for learning;

2.20k the benefits and limitations of various arrangements of furniture in the classroom;

2.21k Procedures for ensuring safety in the classroom;

2.22k physical accessibility as a potential issue in student learning; and

2.23k students' emotional needs and ways to address needs.

2.1s interact with students in ways that reflect support and show respect for all students;

2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and

2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

2.6s establish classroom rules and procedures to promote an organized and productive learning environment;

2.7s organize and manage groups to ensue that students work together cooperatively and productively

2.8s schedule activities and manage class time in ways that maximize student learning;

2.9s manage transitions to maximize instructional time;

2.10s implement routines and procedures for the effective management of materials, supplies and technology;

2.11s coordinate the performances of non instructional duties with instructional activities;

2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and

2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.

2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.

2.15s consistently enforce standards and expectations for student behavior and ethical work habits;

2.16s encourage students to maintain ethical work standards and monitor their own behavior; and

2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

2.18s organize the physical environment to facilitate learning;

2.19s create a safe and inclusive classroom environment;

2.20s use effective strategies for creating and maintaining a positive classroom environment; and

2.21s respect students' rights and dignity.

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;

3.2kprinciples 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

3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;

3.6k knows 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.

3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and written;

3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's comments to students:

3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.

3.7s create lessons with a clearly defined structure around which activities are organized;

3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process

3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;

3.10s represent content effectively and in ways that link with student's prior knowledge and experience;

3.11s use flexible grouping to promote productive student interactions and enhance learning;

3.12s pace lessons appropriately and flexibly in response to student needs;

3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and

3.14sencourage students' self-motivation and active engagement in learning.

3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;

3.16s promote students' ability to use feedback to guide and enhance their learning; and

3.17s base feedback on high expectations for student learning.

3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;

3.19s adjust instruction based on ongoing assessment of student understanding; and

3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

4.1k the importance of families 'involvement in their children's education; and

4.2k appropriate ways for working and communicating effectively with families in varied contexts.

4.3k types of interactions among professionals in a school e.g. vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions

4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;

4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special educational professional);

4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);

4.7k the various ways in which teachers may contribute to their school and district; and

4.8k the value of participating in school activities.

4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;

4.10k the importance of documenting self-assessments;

4.11k characteristics, goals and procedures associated with teacher appraisal; and

4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);

4.14k ethical guidelines for educators in Texas (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse),

4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

4.16k procedures and requirements for maintaining accurate student records.

4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

4.2s apply procedures for conducting effective parent-teacher conferences;

4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and

4.5s maintain supportive and cooperative relationships with colleagues;

4.6s engage in collaborative decision making and problem solving with other educators in varied context;

4.7s work productively with supervisors and mentors to address issues to enhance professional skills and knowledge.

4.8s communicate effectively and appropriately with other educators in varied contexts

4.9s collaborate professionally with other members of the school community to achieve school and district goals;

4.10s participate in decision making, problem solving, and sharing ideas and expertise; and

4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).

4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);

4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and

4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
4.17s serve as an advocate for students and the profession;
4.18s maintain accurate records; and
4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

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 ELED 452: 1.1k-1.31k, 1.1s-1.23s, 2.1k-2.23k, 2.1s-2.21s, 3.1k-3.16k, 3.1s-3.20s, 4.1k-4.18k, 4.1s-4.19s
PPR Standards/Competencies ELED 447: 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

- o 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.

- o Demonstrate your knowledge of student diversity by planning learning experiences and assessments that are responsive to difference among students.

- o Design effective and coherent instruction and assessment based on appropriate learning goals and objectives.

- o Plan effective, engaging instruction and assessment based on learning processes and factors that impact student learning.

- o Establish a classroom climate that fosters learning, equity, and excellence.

- o Manage student behavior through organized strategies.

- o Communicate effectively in varied teaching and learning contexts. .

- o Actively engages students in all teaching and learning contexts. .

- o Use effective technology to plan, organize, deliver and evaluate instruction for all students.

- o Provide timely, high quality feedback to students through written and oral means.

- o 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.

- o 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.

- o Midterm Evaluation

- o Final Evaluation covering experiences in the field and seminar.

Strategies Notebook:

Student Learning Outcomes: #3-5, 6, & 9 See above
PPR Standards/Competencies ELED 452: 1.1k-1.6k, 1.10k, 1.11k, 1.16k-1.18k, 1.20k, 1.22k, 1.27k-1.29,1.3s-1.5s, 1.11s, 1.16s-1.18s, 2.1k, 2.3k, 2.10k, 2.12k, 2.23k, 2.2s, 2.3s, 2.10s, 2.20s, 3.7s, 3.9k-3.11k, 3.9s, 3.20s, 4.1k-4.9k, 4.1s-4.19s
PPR Standards/Competencies ELED 447: 1.17k, 1.31k
Assessment Method: Students will share sections of the strategies they have observed and/or implemented in their field experience.

- o Section added to strategies notebook on sharing family communication resources to include the family environment in children's education.

- o Section added to strategies notebook of professional materials. Keep a list of professional books, journals, articles, etc. that you encounter during the resident semester.

- o 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.

- o 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.

- o 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 ELED 452: 1.24k, 2.1k-2.5k, 4.7k-4.10k, 4.12k and additional based on students self-reflection and application for each of the assignments
PPR Standards/Competencies ELED 447: 1.16K, 1.25k, 1.27k, 1.17k, 1.31k, 3.26K,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

o 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.

o 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?

o 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.

o Formal Lesson Reflections-Students will reflect on all formal lessons that they have planned and implemented in the classroom setting. Reflections will include, but are not limited to:

   o Planning, implementation, and assessment of the lesson presented

   o Teaching and learning strategies

   o Classroom and time management

   o Strengths of the lesson

   o Things I will consider for my next lesson

   o Differentiation to accommodate all learners

   o Personal confidence and professionalism

   o Checking for student understanding and learning

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

o 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.

- o 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.

- o 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.

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

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

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

o 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.)

o 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)

o 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

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 452 COURSE OUTLINE / CALENDAR		
This is tentative and subject to change upon instructor discretion		
Friday, August 14	Introductions, syllabus, assignments, and resident information.	Graduation Checks
August 17-21 (Mon.-Fri.)	First Week in the Field Professional Development	Send Class Schedule to your Liaison
August 24-28 (Mon-Fri.)	Field-Students start	
August 31-Sept. 3 (Mon.-Thurs)	Field	
Friday, September 4	Seminar	Resume Discussion TIP Project: Review
September 7-11 (Mon.-Fri.)	Field	
September 14-17 (Mon.-Thurs.)		
Friday, September 18	Seminar	Final Draft of Resume and Cover Letter Due TIP Data Collection & Instruments
September 21-25 (Mon.-Fri.)	Field	Liaison Evaluation Scheduled
Sept. 28-Oct. 8(Mon.-Thurs.)	Field	Two week teaches should be occurring or completed!
Friday, October 9	Seminar Liaison Evaluations	Rough Draft of Philosophy Liaison Evaluations complete by this week! Due: TIP Data Collection
October 12-16	Last Week in Current Placement	Two week teach, all Mentor and Midterm Evaluations MUST be completed this week!
October 19-22 (Mon.-Thurs.)	Field Switch Placements	First week in New Placement Send Liaison new class schedule
Friday, October 23	Seminar	Due: Drop Box Philosophy of Education
October 26-30	Field	First week in New Placement Send Liaison new class schedule
November 2-5 (Mon.-Thurs.)	Field	
Friday, November 6	Seminar	
November 9-13 (Mon.-Fri.)	Field	
November 16-19 (Mon.-Thur.)	Field	Make sure you have scheduled

		your liaison evaluation!
Friday, November 20	Seminar	Due: Drop Box Strengths and Growth Paper Strategy Notebook/Outside Activities TIP Check In
November 23-27 (Mon.-Fri.)	Thanksgiving Break	
November 30- December 4 (Mon.-Fri.)	Field	Liaison evaluations MUST be completed by this week!
December 7-10 (Mon.-Thurs.)		Two week teach, all Mentor and Final Evaluations MUST be completed this week!
Friday, December 11	Seminar	Due: Professional Portfolio, Final Evaluations and Mentor Evaluations TIP Project Share
December 14-18	Final Exam Week	Any missed days in field will be made up during this week!
December 19	Graduation	You Made It!