



ELED 452.312 – Student Teaching in Field-Based Education Programs Fall 2015

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Office Hours: Monday-Friday by appointment and online 8:00 am until 9:00 pm

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Course Hour & Classroom: Seminars will be held at the Texas A&M-Rockwall Facility

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Online Resource:

Field-Based Teacher Education Program Handbook [revised August 2010]. Available online at <https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf>

Course Description:

ELED 452 - Student Teaching in Field-Based Teacher Education Programs. Six semester hours. This is a course requiring observation, participation, and direct teaching for residents enrolled in the Center for Professional Development and Teaching (CPDT). Prerequisite: Full Admission to the Teacher Education through placement in a NETCPDT center for Residency. This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 447.

Student Learning Outcomes: EC-

12 PPR Standards

Standard I. Domain I.

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

- 1.1 k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
- 1.2 k the implications of students' developmental characteristics for planning appropriate instruction;
- 1.3 k the characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
- 1.4 k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
- 1.5 k cultural and socioeconomic differences and the significance of these differences for instructional planning; and
- 1.6 k appropriate strategies for instructing English language learners.
- 1.7 k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

- 1.8 k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
- 1.9 k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
- 1.10 k how lesson content and skills connect with other disciplines and within the discipline; 1.11k current research on best pedagogical practices.
- 1.12 k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13 k 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
- 1.15 k the importance of aligning instructional goals with campus and district goals.
- 1.16 k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17 k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.18 k 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;
- 1.20 k features of instruction that maximize students' thinking skills;
- 1.21 k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22 k know materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23 k the benefits of designing instruction that integrates content across disciplines; and
- 1.24 k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25 k the role of assessment in guiding instructional planning;
- 1.26 k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.27 k the characteristics, uses, advantages, and limitations of various assessment method and strategies;
- 1.28 k the role of technology in assessing student learning;
- 1.29 k the benefits of and strategies for promoting student self-assessment;
- 1.30 k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31 k 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.

- 2.1 k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.2 k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.3 k ways to establish a positive classroom climate that fosters active engagement in learning among students.
- 2.4 k the importance of communicating enthusiasm for learning; and
- 2.5 k the necessity of communicating teacher expectations for student learning
- 2.6 k 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;
- 2.10 k routines and procedures for managing and using materials, supplies, and technology;
- 2.11 k non instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and
- 2.12 k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.
- 2.13 k theories and techniques relating to managing and monitoring student behavior;;
- 2.14 k appropriate behavior standards and expectations for students at various developmental levels;
- 2.15 k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom.
- 2.16 k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.17 k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
- 2.18 k appropriate responses to a variety of student behavior and misbehaviors

- 2.19 k 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;
- 2.21 k Procedures for ensuring safety in the classroom;
- 2.22 k 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 ensure 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;
- 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;
- 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;
- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.3 k spoken and written language that is appropriate to students' age, interests, and background; and
- 3.4 k skills and strategies for engaging in skilled questioning and leading effective student discussions

- 3.5 k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6 k know to present content to students in relevant and meaningful ways;
- 3.7 k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8 k the importance of promoting students' intellectual involvement with content and their active development of understanding;
- 3.9 k 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
- 3.11 k techniques for structuring and pacing lessons in ways that promote student engagement and learning.
- 3.12 k characteristics of effective feedback for students;
- 3.13k the role of timely feedback in the learning process; and
- 3.14 k how to use constructive feedback to guide each student's learning.
- 3.15 k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16 k 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
- 3.14s encourage 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

- 4.1 k the importance of families' involvement in their children's education; and
- 4.2 k 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
- 4.4 k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.5 k 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);
- 4.6 k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
- 4.7 k the various ways in which teachers may contribute to their school and district; and 4.8k the value of participating in school activities.
- 4.9 k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10 k the importance of documenting self-assessments;
- 4.11 k characteristics, goals and procedures associated with teacher appraisal; and
- 4.12 k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.
- 4.13 k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.14 k ethical guidelines for educators in Texas (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse),
- 4.15 k 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.
- 4.17 k the importance of adhering to required procedures for administering state-and district-mandated assessments; and
- 4.18 k 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;
- 4.6engage 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.

COURSE REQUIREMENTS

Required Seminar Courses: ELED 447 and ELED 452

1. *Attendance*— on time—at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. Eight lessons (planned, taught, and evaluated). [4 per rotation] A minimum of two lessons per rotation should be evaluated by the liaison.
4. Weekly seminar activities as assigned in seminar.
5. Teaching Inquiry Project – final project due in residency.
6. Technology requirements will be met by the use of eCollege/Dropbox as well as utilizing technology to teach lessons in the EC-6 classroom.
7. A digital *ePortfolio* that showcases growth as a teacher.
8. Extension activities following chapter readings related to the course content.
9. Register for TExES Certification Exams.
10. Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments

Instructional methods in this course will be delivered in a seminar setting, including but not limited to, lectures, discussions, internet researches, modeling, displays and presentations, classroom applications of TEKS & TExES Competencies, state standards, mini-teaches, and classroom teacher presentations. Also, instructional strategies utilized by the instructor will stress the importance of illustrations and concrete examples with use of hands-on experiences, as well as modeling content and vocabulary development for English language learners--- example: use of cognates with English learners. Instructor will model effective lesson design.

1. The Resident will design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Standard I Domain I)
2. The Resident will create a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence. (Standard II. Domain II)
3. The Resident will promote 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. (Standard III Domain III)
4. The Resident will fulfill professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (Standard IV Domain IV)
5. Residents will construct a resume, ePortfolio and participate in mock interviews.

6. Residents will complete a self-selected teacher inquiry project. (3.4k, 3.4s, 3.5s)

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, and assessment of student progress.**

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%) = Developing. 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

Additional Expectations:

1. Attend a data meeting
2. Attend a RTI meeting
3. Review classroom data

TECHNOLOGY REQUIREMENTS

Word Processor (Microsoft Office Word – 2003 or 2007)

Access to University Library site

Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course may 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@tamocommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The instructor(s) of this course will be available to students before, during, and after seminar as well as in the field setting. They also may be contacted through email and phone.

Instructor(s) & e-mail:

Debra Lee	Debra.Lee@tamuc.edu
Jamie Hall	Jamie.Hall@tamuc.edu
Julia Persky	Julia.Persky@tamuc.edu

US Mail: C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429
Telephone: 903.886.5931
FAX: 903.886.5581

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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 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 web resources to students 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.shtm>

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@tamuc.edu

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*).

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.

COURSE OUTLINE/ CALENDAR

The Residency Calendar for seminars will be distributed at the first seminar.