



## ELED 300 – Introduction to Teaching COURSE SYLLABUS: Fall 2016

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Teacher Certification

Undergraduate Field-Based Program

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<b>COURSE INFORMATION</b>
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### Materials – Textbooks, Readings, Supplementary Readings:

**Textbook Required:** Kauchak, Don & Eggen, Paul (2012). Learning & Teaching: Research-Based Methods.

**\*Tk20 is a required online data collection assessment tool** that houses information/documents/assessments/etc. for our teacher education students.

Who needs to purchase TK20?

Student enrolled in the following courses:

\* ELED 200/SED 200

\* ELED 300/SED 300

\* RDG 350

\* SED 330/331/332

Where can I buy TK20?

You can purchase TK20 either through the campus bookstore or directly from the vendor. For pricing contact the bookstore or visit the TK20 vendor link. If you plan to purchase TK20 directly from the vendor visit [www.tamuc.edu/teacher](http://www.tamuc.edu/teacher) and then click on the Tk20 link. Otherwise, purchase it at our local campus bookstore. You can reach the bookstore at 903-886-5830.

Will I really use TK20?

Yes, at first you will use TK20 to turn in the admissions applications, the EFE, and other documents to the Teacher Certification Office. You will then use TK20 to submit information throughout your time at Texas A&M University-Commerce.

What are the consequences for not purchasing TK20?

Students who do not purchase TK20 by the 12th class day will face eventual withdrawal from the course for non-compliance.

**Online Resources:**

SBEC State standards~

- Content Standards:  
<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/ec6gen.asp>
- EC-12 Pedagogy and Professional Responsibility Standards:  
<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allppr.pdf>

Texas Essential Knowledge and Skills (TEKS): [www.tea.state.tx.us](http://www.tea.state.tx.us)

TExES Preparation Manuals: <http://www.texas.ets.org/texas/prepMaterials/>

*Field-Based Teacher Education Program Handbook* [revised July

2013]. <http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/documents/fieldbased.pdf>

**Course Description:** Knowledge and skills concerning the unique needs of all learners, including but not limited to inclusion and English learners, are emphasized in this course. In addition, structure, organization, and management of the American school system, as well as legal and ethical aspects of teaching will receive attention. *Thirty clock hours of professional field experiences are required. Failure to complete 30 hours of EFE may result in failing the class.*

**Goals:** *Introduction to Teaching* is the initial course in the professional education sequence and is designed to acquaint prospective teachers with

- significant influences on education, and what 21st century teachers and schools are like;
- become knowledgeable of the executive, interactive, and organizational functions of teaching;
- the curriculum of Texas public schools: The Texas Essential Knowledge and Skills [TEKS]
- beginning level skills in teaching; i.e., planning, delivering, and evaluating instruction, and
- effective strategies for all learners including but not limited to English learners and special needs learners

### **Student Learning Outcomes:**

By the conclusion of the course, the student will demonstrate the following competencies at the *Knowledge* level (*Application* level proficiency will be attained during residency.):

1. Human developmental processes (TExES PPR Competency 1)
2. Student diversity and the design of learning experiences and assessments that are responsive to the differences among students and that promote all students' learning. Understanding of design procedures for effective, coherent instruction and assessment based on appropriate learning goals and objectives (PPR 2).
3. Instructional design, delivery, and assessment aligned with the Texas statewide assessment program (PPR 3).
4. Learning processes and factors (i.e., learning theory, developmental stages, higher-order thinking skills, etc.) that impact student learning (PPR 4).
5. A classroom climate that fosters learning, equity, and excellence; a physical and emotional environment that is safe and productive (PPR 5).
6. Strategies for creating an organized and productive learning environment and for managing student behavior (PPR 6).
7. Principles and strategies for communicating effectively in varied teaching and learning contexts (PPR 7).
8. Appropriate instructional techniques and strategies that actively engage students in the learning process (PPR 8).
9. Technology for planning, organizing, delivering, and evaluating instruction for all students (PPR 9).
10. How to monitor student performance and achievement, provide timely, high-quality feedback to students, and flexibly respond in order to promote learning for all students (PPR 10).
11. Professional knowledge and skills (including legal and ethical requirements for educators) gained through effective interactions with others in the educational community including parents and through participation in professional activities in university and public school classrooms (PPR 11, 12, and 13).

12. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
13. Students will be able to apply knowledge of the interconnectedness of global dynamics.
14. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

<b>COURSE REQUIREMENTS</b>
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1. **Attend classes.** Report on time and participate in all class activities. **Very Important**
2. Participate in a school practicum, maintain the agreed-upon schedule, **complete a minimum of 30 clock hours** of documented time observing instruction in the assigned school, and be evaluated on your work experiences by the assigned mentor teacher in the school. Grade will reflect performance in the school.

**MANDATORY** - Participate in school practicum by observing 30 hours in an assigned district in order to a) observe lesson planning, delivery, and evaluation by the classroom teacher; b) identify various classroom management strategies used by the teacher; c) assist the classroom teacher in daily routines; and d) complete assignments to increase preparation for teaching. You should maintain the agreed on time frame for observing instruction in the assigned school, and will be evaluated on your work experiences by the assigned mentor teacher in the school. **Note: It is your responsibility to give the *original* of the completed evaluation form and the field experience log for this course to the instructor. You must also complete the reflection questions online. Failure to do this may result in a failing grade and you will be required to repeat the course. You may give copies to instructors for other courses where field experience documentation is required.**

3. Ongoing reflection/reaction pieces – each module.
4. Bloom's application pieces for "Learning to Teach" E-Portfolio.
5. Take objective exams as well as other assessments. Read all required assignments as the basis for tests.
6. Participate in a group presentation—a microteach—utilizing various teaching models.
7. Compile a Learning to Teach E-Portfolio.
8. Work on Admission to Teacher Education.

### **Instructional / Methods / Activities Assessments**

This course is made up of a series of assignments and assessments to assist you in achieving the learner outcomes. Much of our work will occur within cooperative groups of six or less. Please consider the following points:

- This course [and learning to teach] is not best done solely as a lecture.
- Your preparation for class is crucial to meaningful participation and to being accountable to members of the class.
- Small Group Rationale:
  1. Small group work gives everyone more opportunity to talk about what they have studied for the day. It is the best way for members to get to know one another.
  2. Small group work reduces the possibility that one or two persons will dominate the discussion.
  3. Small group work sends the message that daily preparation is expected and essential for fruitful study and discussion. Everyone wins when all are prepared; everyone loses when any individual is not prepared.
  4. Small group work keeps everyone involved and lessens the tendency to think preparation is not necessary because others will do the talking.
  5. Small group work guards against the class becoming teacher dominated. You have the responsibility not to put your teacher in that position.
  6. You will strengthen your own understanding through preparation and participation.

The assignments, points allocated for each, and their contribution to your final grade are specified in the following section.

## Grading,

Grades will be determined as follows:

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

Product	Percentage of Your Grade
Exams & Quizzes	40 %
Preparation and Participation Attendance, Preparedness, Professionalism, Leadership, Enthusiasm = APPLE	10 %
EFE- Paperwork/Evaluation/Reflection 30 Hours of EFE	5 %
Observation/Learning Reflections <ul style="list-style-type: none"> <li>• Writing Sample</li> <li>• Reflections</li> <li>• Bloom's Application Pieces</li> </ul>	15 %
ePortfolio - Weebly	10 %
Micro-teaches <ul style="list-style-type: none"> <li>• Group Assessment</li> <li>• Instructor's Assessment</li> </ul>	10 % 10 %

## TECHNOLOGY REQUIREMENTS

*The following technology is required to be successful in this web enhanced course:*

*Internet connection – high speed recommended (not dial-up)*

*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 will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <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@tamucommerce.edu](mailto:helpdesk@tamucommerce.edu).

## COMMUNICATION AND SUPPORT

**Instructor:** Sarah Guthery, Instructor  
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**eCollege Support:** Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures:** Information about class preparation, attendance, and participation may be found under *Course Requirements* on page 2 of this document.

### University Specific Procedures

**Requests for Special Accommodations.** Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

### 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**

**Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.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*).

**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.

**Academic Integrity** is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University. *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. If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites: <http://www.plagiarism.org/>  
<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>;  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

### **Concealed Handguns**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.