



McKinney/Plano/Prosper Center Internship Semester Syllabus Fall 2016
ELED 437: Science, Technology, and Math in a Field-Based Setting

RDG 448: Content Reading Methods for Teacher Candidates

ELED 443: Classroom Management in a Field-Based Setting

ELED 438: Social Studies in a Field-Based Setting

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COURSE INFORMATION

Materials – Textbooks, Readings, Technology, and Supplementary:

Textbook(s) Required: Wilmore, E. & Burkman, A. (2011). Passing the PPR TExES Exam for EC-12 Teachers (2nd. ed.). Thousand Oaks, CA: Corwin.
ISBN-13: 978-1412958448

Textbook 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
ISBN-13: 978-0137040285

TK20: Link for Registration/Log In

<http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx>

What is TK20?

TK20 is an online data collection assessment tool that houses information/documents/assessments/etc. for our teacher education students.

Will I really use TK20?

Yes. You will then use TK20 to submit information throughout your internship and residency at Texas A&M University-Commerce and be able to access and reference after graduation.

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.

Field-Based Teacher Education Program Handbook [revised July 2010].

Available online: Ecollege

Materials: Scissors, markers, tape, and glue.

Course Description:

Internship Seminar Course Work: The following course work required for internship is set in an integrated seminar setting.

ELED 437. Integrated Learning: Math, Science, & Technology in Field-Based Settings.

Explores the integrated nature of learning with science, and math as content focus and with technology understanding, usage, and how it can enhance best practices. 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.

TEA Standards I-IV. Pedagogy and Professional Responsibilities 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.

- 1.7k 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;
- 1.10k 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 are 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;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 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 are congruent with instructional goals and objectives;
- 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.
- 1.4s 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.
- 1.7s 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;
- 1.11s use a variety of pedagogical techniques to convey information and teach 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

- 1.20s 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.

- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 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;
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 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;
- 2.3s 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.
- 2.8s schedule activities and manage class time in ways that maximize student learning;
- 2.9s manage transitions to maximize instructional time;
- 2.18s organize the physical environment to facilitate learning;
- 2.20s use effective strategies for creating and maintaining a positive classroom environment; and

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;
- 3.3k 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
- 3.7k 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;
- 3.12k 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.
- 3.3s 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

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

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

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

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

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.

4.3s 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;

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

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.

ELED 438. Integrated Learning: Social Studies in Field-Based Settings. Explores the integrated nature of learning with social studies as 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.

RDG 448. Characteristics and Challenges of English Language Learners in Field Based Setting. The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments including the SOLOM will be studied.

ELED 443: Classroom Management for Teacher Candidates in Culturally Diverse Field Based Setting.

A field-based course in which prospective teachers develop and improve the skills of managing classroom environments, curriculum, space and time, and student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill and ability by observing and working with experienced public school teachers in their elementary and/or middle school classrooms.

Student Learning Outcomes:

1. The student will be an active and engaged participant in class discussions and Field Based experiences by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, and class discussion.
2. The student uses problem-solving and decision-making skills, working independently and with others in a variety of settings. The student is expected to (a) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of the solution; and (b) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (SLO 4. Ethical Decision Making and Social Responsibility/Obj. 2)
3. The student will be able to design appropriate activities and experiences; implementing them in seminar and Field Based settings for math, science, technology, social studies, and reading through lessons that meet the state mandated Texas Essential Knowledge and Skills and the English Language Proficiency Standards.
4. The student will recognize and utilize technology in planning and appropriately implementing learning activities with children in math, science, social studies, and reading, as well as when communicating with parents.
5. The student will be able to identify, create, and apply a variety of teaching and classroom management strategies in seminar and Field Based setting that meet the individual, developmental, and diverse needs of young children.
6. The student will be introduced to and utilize the varied and appropriate assessments and assessment practices to monitor math, science, technology, social studies, and reading content comprehension and learning.
7. The students will associate Early Childhood-Sixth Grade TExES and ELPS for math, science, technology, social studies, and reading competencies with the course content and Field Based experience.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities, experiences/observations in the field, and assessments to assist students 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.

Professionalism:

Student Learning Outcomes: 1, 2, 4, 7 (see Student Learning Outcomes)

Assessment Method: Determined by the Instructional Leadership Team, weekly ITEPS/Journals, Professionalism self-assessment, Rubric, and lesson evaluations.

- o Attendance and being on time at **ALL** university seminars, assigned campus days, school/university meetings, and field based staff development is required. You will be required to attend all seminar days; field based assigned days, staff development, etc. Your grade will be lowered if you are absent or tardy. You are **required** to contact your liaison and mentor teacher if you will be missing your assigned campus day or seminar.

- 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 seminar, on assignments, and in the field. Refer to course, Education Preparation Program requirements and university procedure on professionalism. Professionalism rubric provided.

The Reflective Teacher:

Learning Outcomes: 1-7 (see Student Learning Outcomes)

Assessment Method: Instructional Leadership Team, ITEP's, Journals, and Portfolio

- Complete ITEPS weekly that should be the focal point of the ILT (Instructional Leadership Team) meetings that express your detailed activities in the field based setting. During this sharing time modifications can be made as agreed by the ILT. Have your mentor sign your ITEP. Four ITEPS (two in each placement) required to be submitted and verified by liaison and mentor teachers in TK 20. These must be submitted on time and completed or points will be deducted.
- Students will evaluate the multidisciplinary perspectives evident in multicultural children's and adolescent literature. Students will discuss the meaning of culture and identify their own culture. Groups will compile an annotated bibliography of multicultural/global texts appropriate for their various grade level assignments that incorporates multidisciplinary and cultural perspectives that address global issues. The student will write a reflective piece on their culture and how the influence of culture impacts multidisciplinary teaching and learning. (SLO5. Globalization and Cultural Diversity/Obj. 1)
- Teacher Inquiry Project. Students will develop and propose a question for classroom research based on relevant information they have realized since being placed in a field based setting. The question will be developed with the assistance and support of the mentor teacher and Center Team. The Center Team and an assigned research professor will provide ongoing assistance with the proposed research. Once the proposal has been accepted, students will begin finding background research related to their question and then determine the tools necessary for collecting data to answer their inquiry. Students will learn to interpret and analyze data to make decisions, determine whether articles are credible, accurate and reliable by reading many different articles, they will examine data samples and make inferences based on the results, and look at the same data samples. Students will then develop and present a plan summarizing their project at the end of internship that will be completed in residency. This project will continue and be completed during residency semester. (SLO2. Critical Thinking/Obj. 1,2,&3)
- Daily journal writing in a Reflective Journal while in your placements 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, 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.
- Formal Lesson Reflections-Students will complete a pre and post reflection, as well as conferences on all formal lessons that they have planned and implemented in the classroom setting. Post reflections after debriefing conferences will be entered into TK20. Reflections will include, but are not limited to:
 - Planning, implementation, and assessment of the lesson presented

- Teaching and learning strategies
- Classroom and time management
- Strengths of the lesson
- Things I will consider for my next lesson
- Differentiation to accommodate all learners
- Personal confidence and professionalism
- Checking for student understanding and learning
- Current Events in Teacher Education. Students will find a global current event in educational news (i.e. via a newspaper article, magazine, or media) and write a short summary. The summary should include how the event is relevant to teacher education and how the event impacts teaching in a global society. The students will understand and describe the similarities and differences within and among cultures in various world societies. (SLO4. Ethical Decision Making and Social Responsibility/Obj. 1)
- Professional portfolio and networking opportunities. This should be an ongoing assessment of growth as a teacher based on the five state proficiencies. Keep it in a ready-to-go state and add to it during the semester. It needs to be thorough but not bulky. Electronic portfolios are recommended. Create a LinkedIn account to aid in professional networking.
- Classroom management reflections. Students will complete a self-assessment on their personal classroom management style. They will research the style based on this assessment and reflecting on the impact this might have in their future classroom. The students will share their reflections in a group discussion setting.

Lesson Plans and Evaluation:

Learning Outcomes: 1-7 (see Student Learning Outcomes)

Assessment Method: Documentation through lesson plans, evaluations, observations (Mentor/Liaison), Journals, ITEP's, etc.

- Demonstrate your knowledge of the typical stages of cognitive, social, physical and emotional development of your students by developing lessons appropriate for the children you are teaching.
- Demonstrate your knowledge of student diversity (children with special needs, gifted and talented, and ELL) by planning learning experiences and assessments that are responsive to difference among students. Lesson plans will show evidence of understanding of global interdependence and its impact on the world. The lessons will additionally be based on global elements that exhibit interdependence. (SLO 5.Globalization and Cultural Diversity/Obj.2)
- Design effective and coherent instruction and assessment based on appropriate learning goals (TEKS) and objectives for the content areas.
- Plan effective, engaging instruction and assessment based on learning processes and factors that impact student learning.
- Establish a classroom climate that fosters learning, equity, and excellence.
- Manage student behavior through organized strategies.

- Communicate effectively in varied teaching and learning contexts.
- Actively engage students in all teaching and learning contexts.
- Use effective technology to plan, organize, deliver, engage, as well as, have students interact with and utilize to evaluate instruction for all students.
- Provide timely, high quality feedback to students through written and oral means.
- Six formal evaluations must be completed this semester. Two formal evaluations from the school (mentor teachers and/or administrators) and two by your university liaison must be completed. The interns will plan a formal lesson and send a pre-lesson reflection to her liaison outlining the planning process, sharing any technology integration, any challenges that might arise during the lesson, etc. (specifics under Reflective Teacher) At each evaluation you MUST have prepared for the evaluator the following items: your lesson plan, a lesson evaluation form, a seating chart, and all handouts to be used during your lesson. 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. The resident will complete a lesson pre and post reflection and conference for each Formal Liaison lesson that will be submitted the day of the lesson evaluation (specifics under Reflective Teacher). Liaison lesson evaluations and all reflections and conferences will be entered into TK20. Once you have switched placements, you MAY NOT return to your first placement to teach a lesson for evaluation.
- Midterm Evaluation covering experiences from first placement. The evaluation will be completed by the ILT team upon the completion of the first placement. This document will exhibit the intern's growth and areas needing improvement in the field based setting. Major areas of concern may result in the implementation of a Growth Plan.
- Final Evaluation covering experiences in the field and seminar. This will be filled out upon the completion of the second mentor rotation in the field based setting by ILT members. This document will exhibit the intern's growth and areas needing improvement in the field based setting. Growth in any areas of concern at the Midterm evaluation must show improvement. Major areas of concern or lack of growth may result in the implementation of a Growth Plan that will carry over into the residency semester.

Content Area Lesson Observations:

Learning Outcomes: 1, 3, 5, 7 (see Student Learning Outcomes)

Assessment Method: Students discuss in seminar and Doc Share their reflections

- Identify the STEM TEKS in an established curriculum and evaluate them for research-supported best practices. Students will identify the learning cycle format, use; analyze the activities and assessments included. They will adapt the lesson into an effective 5E/7E lesson plan format to address the needs of all learners. The students will then teach their peers and/or students, if applicable. (SLO7.Problem Solving/Obj.1)
- Observe a lesson performed by mentor or another teacher on the school campus. The student will reflect on the teaching and learning strategies (especially noting strategies utilized for children with special needs, ELL, and gifted and talented), technology, lesson delivery, manipulative usage, lesson cycle implementation, TEKS utilized, management, assessment,

etc. Through the observations and discussions students will show their understanding of global interdependence and its impact on the world.

(SLO5. Globalization and Cultural Diversity/Obj.2)

- Math Lesson
- Science Lesson
- Reading Lesson
- Social Studies

Two content areas will be due at end of the first placement and two different content areas due at the end of the second placement.

Strategies and Resource Notebooks:

Learning Outcomes: 1, 4, 6 (see Student Learning Outcomes)

Assessment Method: Students will share sections of the strategies and resources that they have observed and/or implemented in their field experience.

Strategies and resources should be organized in the way (electronic or hard copy versions are acceptable) that best works for the student. The compilation of these strategies and resources will aid in the success of the student in their future profession as an educator and exhibit professional growth by prospective districts. These can include, but are not limited to sections below.

- A section with instructional strategies that could be implemented throughout the content areas. (Minimum of twenty Instructional Strategies)
- A section for strategies for working with students that are gifted and talented, special needs, and ELL.
- Section added to strategies notebook of professional materials. Keep a list of professional books, journals, articles, etc. that you encounter during the internship semester.
- Section added to strategies notebook listing all the outside activities and professional activities that you have participated in during this year. Attend a PTA meeting, a school board meeting, an ARD meeting, Open House, "Meet the Teacher" night and community functions and professional development. These need to be documented by creating a list of activities attended, the location, the date, and a brief summary of what you learned from the event.

Classroom Management Notebook:

- Carry out activities to identify classroom challenges, identify students' behaviors and how to appropriately address and interact with student behaviors.
- Identify the classroom management style closely align with and research the identified style.
- Observe and discuss how assigned mentor teachers and schools set up classroom/campus management procedures at the beginning of the school year.
- Research (appropriate/non appropriate) and share classroom managements styles.
- Collect and organize strategies/ideas in a notebook that include but not limited to the following categories:
 - Time on Task/Student Engagement
 - Preparing Materials in Advance/Planning
 - Pacing/Time Management
 - Positive Reinforcement
 - Redirection
 - Grouping
 - Transition Time

- Relationship Building
- Communication – Parents, Students, Colleagues, Administration
- Getting and Maintaining Student Attention

As part of the section, create your own **Classroom Management Plan:**

At the end of the semester, the student will submit their own management plan.

They will determine the rules, procedures, signals, positive rewards, monitoring system, how to begin and end the day, transitions, classroom helpers, etc...you want to utilize for your own classroom.

Team Lessons:

Learning Outcomes: 1-7 (see Student Learning Outcomes)

Assessment Method: Presentation of lessons, formal lesson evaluation and feedback, and Doc Sharing of lesson.

- Design, present, and assess a lesson in a team setting for the following content areas (language arts and social studies) utilizing grade level and content appropriate TEKS.
- Lessons will be prepared and presented in teams. Individual team members will assess one another on participation and working cooperatively, individual team members overall grade will be determined by the Peer Evaluation Rubric. It is important as professional educators to work in a positive manner with other professionals.
- Each lesson will be 45 minutes in length and will be presented as if to the assigned grade level.
- Technology must be utilized in most aspects of the lesson (planning, engagement, presenting, interaction of students, and assessment).
- Topics and grade levels will be assigned and evaluated by the Center Team.
- The lesson will be shared with the rest of the seminar group.
- Evaluation and feedback will be given to the groups by the Center Team upon completion of the lesson in seminar. The constructive feedback is given in a whole group setting to aid in all interns' growth in preparing, presenting, and assessing a lesson.

STEM (Science, Technology, Engineering, and Mathematics):

Learning Outcomes: 1-7 (see Student Learning Outcomes)

Assessment Method: Creation/Modification and presentation of formal lesson, Lesson evaluation form and feedback, and Doc Sharing of lesson plan.

- Identify and understand that districts and schools have an educational policy and curriculum choice to improve linking technology development with the core subject matter and that many educators believe that using STEM integrated approach will help students to be prepared for the global high-tech world in which they live.
- Design a STEM lesson utilizing the 5E-7E lesson plan format expressing appropriate grade level and content area TEKS. Present and assess this lesson that will be assigned by the center team based on the models and information shared by the team.
- The formal STEM lesson will be prepared and presented in teams. Individual team members will assess one another on participation and working cooperatively.
- STEM lessons will be 45 minutes in length, will have an assigned grade level, and will be presented as to the rest of the seminar students for that assigned grade level.
- STEM integration will be evident in the lesson plans, engagement, cooperative learning and interaction of students, and assessment.

- o Evaluation and feedback will be given to the groups by the Center Team utilizing the formal lesson evaluation form. The constructive feedback is given in a whole group setting to aid in all interns' growth in preparing, presenting, and assessing a lesson.

TEGES Study Groups and Preparation:

Learning Outcomes: 1-7 (see Student Learning Outcomes)

Assessment Method: Documentation of study procedures and resources. Success on the EC-6 Core Subjects TEGES

- o Students will be required to participate in TEGES study groups outside of seminar meetings and will utilize multiple resources for their group meetings. It has been shown that students have been more successful when working both with study groups and on own.
- o The groups will share and submit a plan of action for being studying for successful results on the TeXes with the other groups in seminar.
- o The seminar team will guide student on test taking strategies, resources, and review of previously learned material.
- o Students will complete or retake the Core Subjects portion in Certify Teacher to identify areas needing remediation and re-enforcement. Appropriate completion must be shown for the approval process for testing. Specific instructions will be shared in seminar.

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. ITEPs and/or weekly resident reports
 - d. Lesson Evaluations by mentor teachers and university liaison
 - e. Professionalism (major component)
2. Written assignments
3. Attendance at school and university seminars (Mandatory every scheduled day)
4. Final self-evaluations
5. 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.tamuc.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 _____ through:

Email: _____ Checked frequently throughout the day.

eCollege Virtual Office: Checked once daily and answered the same day usually.

Office Voice Mail: Checked every other day.

Through her cell phone number which will be shared at the first seminar meeting.

The instructors will communicate to the student through:

Email, eCollege Virtual Office, and eCollege Announcements

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy:

Attendance and being on time at all seminars, campus assigned days, and school/university meetings is **required and is essential** to your success during Internship. It is a requirement of seminar to sign in upon arrival to document your seminar attendance. For each absence a written letter is required to be placed in your file. No excuses will be given without written documentation. A deduction in professionalism points will occur for any and all absences or being late/leaving early from seminars, campus assigned days, and school/university meetings. Growth plans will be implemented for habitual absences.

Professionalism:

Professionalism at the highest level to be demonstrated at all school (assigned ISD's) 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 seminar and on your assignments. Professional communication with faculty, classmate and mentor is expected. Students will be prepared for all campus/field assignments, university assignments and university seminars. Technology may be used strictly for purposes of internship course work at the appropriate times only. Misuse of technology during seminar or in the field will result in a deduction in professionalism grade. Growth plans will be implemented for any professionalism violation.

Technology Policy:

Please respect the instructor and your peers **by silencing or turning off** your cell phone upon entering our classroom. If there is an emergency you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade. Utilizing technology (laptops, Tablets, etc.) only for the purposes of the course the student is currently attending and at the appropriate times is permitted and encouraged. Utilization for purposes other than the current attending course will result in a deduction in your professionalism grade.

Assignment Policy:

All assignments are due on the date they are assigned which can be found in the Course Calendar and online in eCollege, unless otherwise approved by the Center Coordinator. All assignments that are late will have points deducted. Late means they are not turned in when seminar meets or is not drop boxed on the day and time the assignment is due. If you forget your assignment, then points will be deducted. You are a professional and must present yourself in a way that exhibits responsibility. Assignments will be either handed in during seminar meeting or submitted through eCollege dropbox and **must be** in .doc or .docx format. All completed/graded assignments must be picked up by the end of the semester or they will be discarded.

Written Assignments:

All written assignments are to be **typed double-spaced in a legible 12 pt. font** with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

Academic Honesty Policy:

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook* <http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf>).

New University Rule and Procedure for Fall 2014:

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce

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.

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.

ELED 443, ELED 437, ELED 438, RDG 448
COURSE OUTLINE / CALENDAR

*** This schedule is tentative and may be changed at any time by the Center Team.

Wednesday, August 10	Introductions, syllabus, assignments, and intern information PPR Focus	Lesson Assignments (Groups) TeXes Study Group Assignments
15 th -19 th (Field)	PPR Focus You will be in the field for the entire week.	
August 22 23 rd and 24 th (Field)	PPR Focus	Study Group Action Plan ITEPS/Journals
August 29 (Seminar) 30 th and 31 st (Field)	PPR Focus	ITEPS/Journals
September 5 (No Seminar) 6 th (Field) 7 th Seminar	Labor Day-University/ISD PPR Test Prep	ITEPS/Journals Liaison Evaluation in 1 st Placement Due
September 12 th (Seminar) 13 th and 14 th (Field)	5E/7E Lesson Plan STEM Lesson Presentation Science and Math Focus -Current Events	ITEPS/Journals TK20 Training 12:30-2:30
September 19 th (Seminar) 26 th and 27 th (Field)	-Current Events Science and Math Focus	ITEPS/Journals Notebook Check In
September 26 th (Seminar) 27 th and 28 th (Field)	Science and Math Focus -Current Events	ITEPS/Journals *Liaison Evaluations must be completed this week STEM Lesson Presentation
October 3 rd (Seminar) 4 th and 5 th (Field)	Science and Math Focus -Current Events Last Week in Current Placement	STEM Lesson Presentation ITEPS/Journals (2)Content Area Lesson Reflections due
October 10 th (Seminar) 11 th and 12 th (Field)	Switch Placements Social Studies Focus	Social Studies Lesson Presentation *All Paperwork from 1 st Placement Due
October 17 th (Seminar) 18 th and 19 th (Field)	Social Studies Focus -Current Events	Social Studies Lesson Presentation ITEPS/Journals
October 24 th (Seminar) 25 th and 26 th (Field)	Social Studies Focus Current Events	Social Studies Lesson Presentation ITEPS/Journals
October 31 st (Seminar) November 1 st and 2 nd (Field)	ELAR Focus	ELAR Lesson Presentation ITEPS/Journals
November 7 th (Seminar) 8 th and 9 th (Field)	ELAR Focus	ELAR Lesson Presentation ITEPS/Journals
November 14 th (Seminar) 15 th and 16 th (Field)	ELAR Focus -Current Events	ELAR Lesson Presentation ITEPS/Journals *Liaison Evaluations must be completed this week
November 21 st (Seminar) 22 nd and 23 rd (Field)	Thanksgiving!	Dropbox: (2)Content Area Lesson Reflections Due
November 28 th (Seminar) 29 th and 30 th (Field)	-Current Event	ITEPS/Journals Due: Strategies/Resource Notebook Due:
December 5 th (Seminar) 6 th and 7 th (Field)	Final Seminar Last Days in the Field	Classroom Management Plans Due: All Final Paperwork
December 12-16 Finals Week	Final Exam Week Last Days in the Field	Make up days in the Field (NO BANK DAYS)