



## SED 523.810 Internship in Elementary / Middle School

### COURSE SYLLABUS: Fall 2017

**Instructor:** Joel Palmer

**Office Hours:** Before & after seminar

**University Email Address:** joel.palmer@tamuc.edu

### COURSE INFORMATION

#### **Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:* None; readings will be assigned from online sources, handouts, etc.

**Course Description:** This course requires observation, participation, and directed teaching for residents in the Dallas Teacher Residency program.

#### **Student Learning Outcomes:**

1. The student will construct, implement, and assess developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills.
2. The students will associate appropriate TExES PPR 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 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.
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.

## COURSE REQUIREMENTS

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

This course is a continuation from the fall course consisting of a series of activities, experiences/observations in the field, and assessments to assist 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

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

- Demonstrate 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 knowledge of student diversity by planning learning experiences and assessments that are responsive to differences among students.
- Design effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- 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 engages students in all teaching and learning contexts.
- Use effective technology to plan, organize, deliver and evaluate instruction for all students.
- Provide timely, high quality feedback to students through written and oral means.
- Formal evaluations must be completed this semester by the school (clinical instructors and administrators) and the university liaison in both placements. For each lesson evaluation the resident will supply the observer with the following: the lesson plan, lesson evaluation form, seating chart, all handouts to be used during your lesson, and pre-lesson reflections.
- Midterm Evaluation of field experiences with ILT
- Final Evaluation of field experiences with ILT

### **Technology Documentation:**

Student Learning Outcomes: #3-6, & 9 See above

### **Assessment Method:**

- Examples of the utilization of technology related to the classroom (Parent communication, PREZI, Promethean or Smart Board, online simulations etc.

### **The Reflective Teacher:**

Student Learning Outcomes: #2,3,5,7-9 See above

### **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. Lesson Evaluations by mentor teachers and university liaison
  - d. Professionalism
2. Written assignments
3. Attendance at school, PLC meetings and T-RES seminars
4. Midterm and final conferences

## **COMMUNICATION AND SUPPORT**

### **Interaction with Instructor Statement:**

The students will be able to communicate with instructor through:

Email: gilbert.naizer@tamuc.edu.

Office phone: 903.886.5538

## **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.
2. Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during class and on your assignments.
3. Careful preparation for all campus assignments, university assignments and university seminars.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Appeal of the Final Grade** (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation, Effective September 1, 1996. Revised December 15, 1999, Revised February 8, 2007)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on:
  - a) Some basis other than performance, or
  - b) standards different from those applied to other students in the same course section, or
  - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

### **Academic Integrity/Honest Statement**

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **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- Room 162**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
**Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@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).

### **Nondiscrimination Notice**

Texas A&M University-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.

### **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

### **COURSE OUTLINE / CALENDAR**

Field-days M-F with seminars as scheduled.