



**ELED 452 611 82717**  
**STUDENT TEACHING IN FIELD-BASED TEACHER EDUCATION PROGRAMS**  
**Midlothian Center Fall 2017**  
**SYLLABUS**

**Office Location:** Midlothian Center for Professional Development & Technology

**Office Hours:** by appointment

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**Office Location:** NCMC Building 2 Room 217 and in MCPDT partner schools and classrooms

**Office Hours:** By appointment

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

*Field Based Teacher Education Program (revised July 2013)*

Texas A&M University-Commerce [www.tamuc.edu](http://www.tamuc.edu)

Department of Curriculum & Instruction [www.tamuc.edu/edci](http://www.tamuc.edu/edci)

Educator Certification [www.tamuc.edu/teacher](http://www.tamuc.edu/teacher)

*Field-Based Teacher Education Program Handbook* (revised December 2011)

<https://www.tamuc.edu/teacher/pdf/FieldBasedProgramHandbook.pdf>

Texas Education Agency [www.tea.state.tx.us](http://www.tea.state.tx.us)

TEA Teacher Resources Webpage

[http://www.tea.state.tx.us/portals.aspx?id=2147495408&menu\\_id=771&menu\\_id2=794&cid=2147483659](http://www.tea.state.tx.us/portals.aspx?id=2147495408&menu_id=771&menu_id2=794&cid=2147483659)

TEA Educator Certification Webpage

[http://www.tea.state.tx.us/index2.aspx?id=5830&menu\\_id=865&menu\\_id2=794](http://www.tea.state.tx.us/index2.aspx?id=5830&menu_id=865&menu_id2=794)

U.S. Department of Education [www.ed.gov](http://www.ed.gov)

Texas Education Agency (TEA). (2011). *TExES: Texas Examination of Educator Standards Preparation Manual: 191 Generalist EC-6*. Austin, Texas: Texas Education Agency.

- Texas Education Agency (TEA). (2011). *TExES: Texas Examination of Educator Standards Preparation Manual: 154 English as a Second Language Supplemental*. Austin, Texas: Texas Education Agency.
- Texas Education Agency (TEA). (2011). *Texas Essential Knowledge and Skills*. Austin, Texas: Texas Education Agency. Available online at <http://www.tea.state.tx.us/index2.aspx?id=6148>.
- Nath, Janice L., & Ramsey, John M. (2010). *Preparing to Teach Texas Content Areas: The TExES EC-6 Generalist & the ESL Supplement (2<sup>nd</sup> Ed.)*. Pearson.

**Course Description:** This is a course requiring observation, participation, and directed teaching for Residents enrolled in the Center for Professional Development and Technology (CPDT). It is taught in an integrated fashion with other courses during residency. Prerequisite Admission to teacher education; placement in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

**Student Learning Outcomes:**

By the conclusion of the course, the student will demonstrate the following competencies at the *Application* level:

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).

1. Active, regular, **timely** professional participation in your field-based assignment, including completion of Tk20.
2. Active, regular, **timely** professional participation in all university-based Seminar activities.
3. Seven formal lesson presentation evaluations (2 from each mentor, 3 by your field supervisor )
4. Lesson plans of full-time teaching (2 week teach)
5. Evidence of Technology Integration
6. An electronic portfolio documenting growth in five Learner-Centered Proficiencies
7. Compliance with every detail in the Intern/Resident Commitment Contract that you signed in your application for Internship, including completing all certification exams.
8. Check degree evaluation for accuracy, prepared to graduate.

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

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment--the real public school classroom and apply the knowledge gained. Therefore, the resident's responsibilities should include:

1. demonstrate a rich knowledge base of pedagogy, technology and effective instructional and management strategies;
2. demonstrate a rich 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;
3. demonstrate a rich knowledge of teaching and learning to provide relevant and meaningful learning experiences for students;
4. demonstrate an understanding, sensitivity, and the ability to respond appropriately to diverse groups of learners;
5. demonstrate a rich knowledge of curriculum, content, objectives and essential elements;
6. demonstrate the ability to plan instruction for individuals, small groups, and large groups;
7. demonstrate the ability to teach and manage individuals, small groups, and large groups using relevant and meaningful learning experiences for students;
8. demonstrate the ability to reflect and assess planning, teaching, and learning using technological and other resources;
9. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
10. demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
11. demonstrate the ability to observe, reflect, assimilate, and incorporate effective teaching, learning and management strategies;
12. demonstrate sensitivity and effective interpersonal communication skills orally and in writing with other professionals and students;
13. display the highest standards of professionalism, professional growth, and a commitment to improve the learning environment and the teaching profession;
14. exhibit a commitment to teaching, learning, and excellence in the profession;
15. assume other responsibilities based upon ILT recommendations;
16. enhance instructional environment for public school students.

### **ASSESSMENT AND EVALUATION OF RESIDENTS**

The purpose of the residency semester is (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of Residents is also two-fold as it addresses performance in both field based and seminar settings.

The primary force in the CPDT is the *instructional leadership team* (ILT) that is coordinated by the mentor teachers and university liaisons with input from the Interns, Residents, and Principals. Most decisions about the activities and experiences each intern or resident will have are determined by the ILT through discussion and consensus. The ILTs are usually composed of at least two mentor teachers, usually from different grade levels or content areas, an intern, and/or a resident, and university liaison.

### Assessment Methods:

**You are expected to notify both your mentor teacher and your liaison as soon as possible when you will miss your assigned placement. Failure to do so may be reflected in your grade. This is a professional responsibility.**

**Lesson Plans and Lesson Evaluations:** Seven formal evaluations must be completed this semester. Two formal evaluations from each mentor teachers and three from the field supervisor, check calendar for deadlines.

Formal Lesson Evaluation Requirements:

- Turned into liaison:
  - lesson plan
  - pre-conference notes
  - field supervisor formal evaluation of lesson
  - debrief
  - impact statement

### **The Reflective Teacher:**

Residents will share with liaison and/or mentors the following:

- Frequent seminar news/agenda's
- Growth-to-Professional portfolio. This should be ongoing. Keep it in a ready-to-go state and add to it during the semester. It will be utilized during your mid-term and final conferences. Remember, it is how you communicate and showcase yourself.
- ILT Team Mid-term & Summative Conference and Evaluation Progress for Residents and field work derived from the *Instructional Leadership Team (ILT)*

The following holistic scoring will be utilized:

**A= Commendable.** Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning progresses. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments completed by due date

**B = Developing.** Functional--but in need of instruction--in 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 completed by due date

**C/D = Needs Improvement.** Significant 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 even with significant intervention. Poor attitude, attendance, participation and completion of assignments completed by due date

## TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates. The following information has been provided to assist you in preparing to use technology successfully in this course.

*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.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](mailto:helpdesk@tamuc.edu).

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

## **University Specific Procedures:**

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.

### *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 162**

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

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

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*).

**Financial Aid Support:** You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans**. You may want to check in to this by contacting the Bursar's Office for more details.

### **Campus Carry Policy:**

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.