



ELED 452
STUDENT TEACHING IN FIELD-BASED TEACHER EDUCATION PROGRAM
Midlothian Center
COURSE SYLLABUS: SPRING 2018

Office Location: Midlothian Center for Professional Development & Technology

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Field Based Teacher Education Program Handbook available through Tk20

Certify Teacher – purchased during Internship

Optional Preparation materials

Texas Education Agency 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

TEA Educator Certification Webpage

http://www.tea.state.tx.us/index2.aspx?id=5830&menu_id=865&menu_id2=794

U.S. Department of Education www.ed.gov

Texas Education Agency (TEA). (2011). *TEXES: Texas Examination of Educator Standards Preparation Manual: 291 Generalist EC-6*. 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>.

Course Description: Student teaching in Field Based Teacher Education Program. Six semester hours. This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center of Professional

Development and Technology (CPDT). Prerequisite: Full admission to the Teacher Education Program through placement in a NET CPDT Center for Residency.

Student Learning Outcomes:

1. The student will construct, implement, and assess developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills based on the grade level and needs of the students to which they are assigned. (SLO3.Discipline Specific Knowledge/Obj.1&2)
2. The student will associate Early Childhood Education TExES 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 the textbook, 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 by a variety of assignments. (SLO 3. Discipline Specific Knowledge/Obj. 3&4, see Teacher Inquiry Project)
8. The student will analyze, synthesize, and evaluate the five proficiencies applying to the field based setting.
9. The student will demonstrate an understanding of legal and ethical requirements for educators.

EC-12 PPR Standards - ELED 452

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.

- 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
- 1.2k the implications of students' developmental characteristics for planning appropriate instruction;
- 1.3k the characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
- 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and
- 1.6k appropriate strategies for instructing English language learners.
- 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;
- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
- 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;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.18k 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;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

- 1.22k knows materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 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;
- 1.27k the characteristics, uses, advantages, and limitations of various assessment method and strategies;
- 1.28k the role of technology in assessing student learning;
- 1.29k the benefits of and strategies for promoting student self-assessment;
- 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.
- 1.1s 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.

- 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.
- 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;

- 2.8k the importance of time management for effective classroom functioning;
- 2.9k procedures for managing transitions; 2.10k routines and procedures for managing and using materials, supplies, and technology;
- 2.11k non instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and
- 2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.
- 2.13k theories and techniques relating to managing and monitoring student behavior;
- 2.14k appropriate behavior standards and expectations for students at various developmental levels;
- 2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom.
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
- 2.18k appropriate responses to a variety of student behavior and misbehaviors
- 2.19k 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;
- 2.21k Procedures for ensuring safety in the classroom;
- 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;
- 2.2s 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; and
- 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; and
- 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;
- 3.3k 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

- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k knows to present content to students in relevant and meaningful ways;
- 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;
- 3.9k 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
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning...
- 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.
- 3.1s 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

- 4.1k the importance of families' involvement in their children's education; and
- 4.2k 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

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

Instructional / Methods / Activities Assessments

This course consists of a series of activities, experiences, observations in the field, and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experience/observations, discussions, readings, and research.

ASSESSMENT AND EVALUATION OF RESIDENTS

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 Evaluation:

Student Learning Outcomes: #1-9 See above

PPR Standards/Competencies: 1.1k-1.31k, 1.1s-1.23s, 2.1k-2.23k, 2.1s-2.21s, 3.1k-3.16k, 3.1s-3.20s, 4.1k-4.18k, 4.1s-4.19s

Assessment Method: Documentation through formal lesson plans and evaluations (Mentor/Liaison), formal Mid-Term and Final evaluations (Liaison/Mentor)-Formal Forms in E-College and TK20, Observations and Anecdotal notes (Mentor/Liaison), Journals by resident and feedback by Liaison, Debriefing with Mentor and Liaison- daily and/or weekly

- 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 difference among students.
- Design effective and coherent instruction and assessment based on appropriate learning goals and objectives (TEKS and ELPS).
- 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.
- **Residents will complete “teach weeks” (two weeks) in each placement.** The students will teach all content and perform the duties of their assigned mentor teacher. This will be done under the supervision of the mentor teacher with feedback and reflection.
- **Seven formal evaluations must be completed this semester. Two formal evaluations from the school (mentor teachers and/or administrators) in each placement and three by your university field supervisor must be completed.**
- The resident will plan a formal lesson with mentor teacher guidance and complete a prelesson conference with assigned field supervisor outlining:
 - the planning process
 - written lesson plan, sharing any technology integration, any challenges that might arise during the lesson
 - each evaluation MUST have the following items:
 - approved formal lesson plan
 - all handouts to be used during the lesson.
 - post conference with assigned field supervisor
 - an impact story based on the conference to address the resident’s reflection
- The field supervisor evaluation will be completed in TK20; the resident will upload the lesson plan, acknowledge the pre-conference and upload the impact story.
- The mentor teacher evaluations and lesson plans will be uploaded by the resident into TK20.

- Midterm Evaluation will be completed by member(s) of the ILT after the completion of the resident's first placement. The evaluation will be based on the resident's performance in the field during this first placement. Strengths and growths will be highlighted at this time and any concerns or issues will be addressed. A Growth Plan may be implemented if high concern(s) are identified. The evaluation will be completed in TK20 with supporting documentation.
- Final Evaluation will be completed by the member(s) of the ILT after the completion of the final placement. The final evaluation will be all encompassing and can impact your overall grade in the resident semester and all evaluations. The evaluation will be completed in TK20 with supporting documentation. Residents with a Growth Plan in place must meet all concern(s) in the plan.

Strategies and Resource Notebook:

Student Learning Outcomes: #3-5, 6, & 9 See above

PPR Standards/Competencies: 1.1k-1.6k, 1.10k, 1.11k, 1.16k-1.18k, 1.20k, 1.22k, 1.27k-1.29, 1.3s-1.5s, 1.11s, 1.16s-1.18s, 2.1k, 2.3k, 2.10k, 2.12k, 2.23k, 2.2s, 2.3s, 2.10s, 2.20s, 3.7k, 3.9k-3.11k, 3.9s, 3.20s, 4.1k-4.9k, 4.1s-4.19s

Assessment Method: Students will share sections they added

- Section added to strategies notebook of professional materials. Keep a list of professional books, journals, articles, etc. that you encounter during the resident semester.
- Section added to strategies notebook sharing examples of technology researched, trained on, and/or implemented related to the classroom. The technology utilized in the planning, implementation, and assessment of prepared and presented lessons. Technology for the communication with faculty, staff, parents, and students.
- Continue adding strategies for each of the content areas as they find and/or utilize them in their field based settings.

Classroom Management Section:

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.

- Continuation and building upon classroom management strategies shared and experienced during student's internship semester.
- Students' will reflect, analyze, and refine their personal classroom management style.

The Reflective Teacher:

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

PPR Standards/Competencies: 1.24k, 2.1k-2.5k, 4.7k-4.10k, 4.12k and additional based on student's self-reflection and application for each of the assignments

Assessment Method: Written Reflective pieces (Strengths/Growth and Philosophy), Presentation of Portfolios, Professionalism Rubric, Review of Resume/Cover Letter

- Strengths and Areas for Growth. A formal college level written paper showing your strengths and areas of needed growth as a teacher, colleague and lifelong learner. What things would you like personnel directors and hiring committees to know about you? How do you plan to grow in your weaker areas? What are your goals for growth after graduation? Think about areas such as diversity, higher-ordered thinking, effective teaching, integrated teaching, etc. as areas that you will seek during your first year as a teacher.
- Educator Professionalism. Students will exhibit the appropriate behaviors of a professional educator while in the school setting (field), seminar, community, online, and in all other settings in relations to their current positions and future profession as an educator. Refer to Professionalism Rubric.
- Cover Letter and Resume. What will you add to a school campus? Write a one-page paper telling a prospective employer why he/she should hire you. What will you give to the community, parents, children, faculty and staff? Write a resume that reflects who you are as an educator. This should be no more than one page. Specifics will be shared in seminar.
- Philosophy of education. Write a one-page paper describing your philosophy of education.

- Professional portfolio and LinkedIn. This should be ongoing. Keep it in a ready-to-go state and add to it during the semester. It needs to be high quality, not high quantity. The portfolio is recommended to be presented through technology (Prezi, website, or other approved method).
- Formal Lesson-Students will complete a pre-conference, post conference (debrief) and impact story reflection, on all formal field supervisor lessons that they have planned and implemented in the classroom setting (documentation in TK20). Reflections will include, but are not limited to:
 - Planning, implementation, and assessment of the lesson presented
 - Teaching and learning strategies o 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

Grading (Determined by criteria shared below)

1. Residency Grading Rubric (Includes, but not limited to the below):

- Professional growth as demonstrated by:
 - Professional growth portfolio and rubric
 - Anecdotal records kept by the mentor teachers, university liaisons and seminar instructors
 - Lesson Evaluations by mentor teachers and university liaison
 - **Professionalism (major component)**
 - Seminar and Field Based Assignments
 - Teacher Inquiry Project
 - Attendance at school and university seminars (per program)
 - Final self-evaluations
 - 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Regular access to leomail.
- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Constant communication with your mentors, field supervisors, and your course professors is essential to your professional growth and development. Email is preferred for most messages, using your leomail, and your mentor's school email. Our field supervisors and college professors have expressed their preferred email, as follows:

freida.golden@tamuc.edu
sarah.guthery@tamuc.edu
julia.presky@tamuc.edu
linda.mott@tamuc.edu

Telephone is appropriate for many conversations. Reasonable business hours should be observed, between 8:00 a.m. – 8:00 p.m., weekdays.

Contact your mentor and field supervisor as soon as possible if you will be missing your assigned campus day or seminar.

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.

- **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 to initiate a support request with eCollege Technical Support Representative.

UNIVERSITY PROCEDURES

Course Specific Procedures:

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.

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.

MyLeo:

As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at <https://leo.tamu-commerce.edu/login.aspx>.

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.

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.

Anti-Discrimination Statement:

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.

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 162

Phone 903-886-5150

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.

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.