ELED 452 613
STUDENT TEACHING IN FIELD-BASED SETTINGS
Midlothian Center

COURSE SYLLABUS: Spring 2018

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Field Based Teacher Education Program (revised July 2013)

Texas A&M University-Commerce www.tamuc.edu
      Department of Curriculum & Instruction www.tamuc.edu/edci
      Educator Certification 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
      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: 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.

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 THEA

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).

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.

COURSE REQUIREMENTS

Professionalism – 200 points

> Class periods are completely interactive. If you miss, it is virtually impossible to make-up planned interactive learning opportunities. Students will attend and be ready to participate in class discussions, with assigned readings, and contribute to group activities. This includes turning in homework in a timely and professional manner. This also includes professional behaviors at your field-based assignment.   Student Learning Outcomes: 1,2,4, 7

Assessment Method: Professional rubric determined by the Instructional Leadership Team

Field-based Evaluations - 500 points (400 from Field Supervisor 100 from Mentors)

> Eight formal lesson evaluations must be completed this semester Two formal evaluations from each mentor teachers and and four from the field supervisor. At each evaluation, you need the following items prepared for the evaluator: your lesson plan, a lesson evaluation form, and all handouts to be used during your lesson.
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> 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 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.
>
> 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 and evaluate instruction for all students.
>
> Provide timely, high quality feedback to students through written, oral, and visual means.

Assessment Method: Documentation through ITEP, lesson plans, evaluations by mentors, evaluations by field supervisors, and ILT meetings.

Mid-term/Final Evaluation- 100 points

> You will have two summative evaluations completed by your Instructional Leadership Team (yourself, mentor, and field supervisor) Student Learning Outcomes: (PPR Standards 1.1k – 1.6k, 1.25k, 2.1s, 2.2s, 3.5k-3.11k; ELA/Reading Standards 1-12) PPR Standards 3.5k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k

Assessment Method: Documentation through ITEP, lesson plans, evaluations by mentors, evaluations by field supervisors, and ILT meetings.

ELED 452- Student Teaching	Possible Points	Earned Points
Field Supervision Evaluation (1st placement)	100	
Field Supervision Evaluation	100	
Field Supervision Evaluation (2nd placement)	100	
Field Supervision Evaluation	100	
Mid-Term ILT Evaluation (Mentor 1)	50	
Mentor 1 Final Grade	50	
Final ILT Evaluation (Mentor 2)	50	
Mentor 2 Final Grade	50	
Professionalism	200	
Total Points	**800**	

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.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
The instructor(s) of this course will be available to students before, during, and after seminar as well as in the schools. They also may be contacted through email and phone.
Instructors & Liaisons:
Office Location: NCM Room 113, & in MCPDT partner schools and classrooms
Office Hours: By appointment
University Email Address:
Evelyn.Lawson@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.

Attendance Policy:

This is required and is essential to your success in this class. Participants are expected to be at school at the same time teachers are expected to arrive and stay until teachers are allowed to leave.   Your absences will affect your professionalism grade. **If you miss 3 or more days of your field based placement you may/will be referred to the Curriculum & Instruction Department for possible dismissal.**
 As a future teacher, it is in your best interests to begin the professional habits of effective teachers now. In consideration of this when you find you must be absent in class **please adhere to the following guidelines**:

1. You must notify your mentor teacher AND your field supervisor BOTH when you are absent from your placement. Determine the most appropriate time to make up your absence by discussing it with both your mentor and field based supervisor and do so.

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@tamu-commerce.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 your account(s). 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.