Integrated Residency Courses
ELED 447 Assessment and Inquiry
ELED 452: Student Teaching FB
COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION

Instructor: Evelyn Lawson
Office Location: Metroplex
Office Hours: by appointment
Office Phone: 972-882-7533
University Email Address: Evelyn.Lawson@tamuc.edu
Preferred Form of Communication: Email, face-to-face meeting, phone
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Online Resource:
Field-Based Teacher Education Program Handbook [Fall 2018] Available online:
(Link)
Texas Teacher Standards:
http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=
&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001

Other readings will be assigned from online sources, handouts, etc.

Software Required: Tk20 Online Database/Assessment Tool (Certification Office)

Course Description

Eled 447: Students will be able to demonstrate critical thinking, including the ability to explain issues; find, analyze, and select appropriate evidence; and construct a cogent argument that articulates conclusions and their consequences. This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 452.
ELED 452: Student Teaching in Field-Based Teacher Education Programs. Six
semester hours. This is a course requiring observation, participation, and direct teaching for residents enrolled in the Center for Professional Development and Teaching (CPDT).   Prerequisite: Full Admission to the Teacher Education through placement in a NETCPDT center for Residency. This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 447 and SpEd 480.

The syllabus/schedule are subject to change.

Student Learning Outcomes
The Learner Will:
1. Demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
2. Work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
3. Exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
4. Interact with students in a respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
5. Use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
6. Consistently hold oneself to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct oneself ethically and with integrity.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need to use: Tk20 online system for Certification, using Microsoft Word, PowerPoint, or other presentation software, programs used by the public school partners, etc.

Instructional Methods

This course consists of a series of activities with seminar, experiences/observations/instructions 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 experiences/observations, discussions, readings, research, etc.

Lesson Plans and Evaluations:
Student Learning Outcomes: #1-6 See above
Assessment Method: Documentation through Formal lesson plans and evaluations (Mentor/Liaison), formal Mid-Term and Final evaluations (Liaison/Mentor)
Observations and Anecdotal notes (Mentor/Liaison), Journals by resident and feedback by Liaison, Debriefing with Mentor and Liaison-weekly or bi-weekly (formal or informal setting)
   o 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.
   o Demonstrate your knowledge of student diversity by planning learning experiences and assessments that are responsive to difference among students.

The syllabus/schedule are subject to change.

o Design effective and coherent instruction and assessment based on appropriate learning goals and objectives.
o Plan effective, engaging instruction and assessment based on learning processes and factors that impact student learning.
o Establish a classroom climate that fosters learning, equity, and excellence.
o Manage student behavior through organized strategies.
o Communicate effectively in varied teaching and learning contexts. .
o Actively engages students in all teaching and learning contexts. .
o Use effective technology to plan, organize, deliver and evaluate instruction for all students.
o Provide timely, high quality feedback to students through written and oral means.
o Build up to Full-time teach) taught by the resident 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.
o Seven formal evaluations must be completed this semester. Two formal evaluations from the school (mentor teachers) and three by your university liaison must be completed. At each evaluation you MUST have prepared for the evaluator the following items: your lesson plan, a lesson evaluation form, a seating chart, all handouts to be used during your lesson, and your pre-lesson reflections. 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.
o Midterm Evaluation
o Final Evaluation covering experiences in the field and seminar.

The Reflective Teacher:
Student Learning Outcomes: #1-6 See above
Assessment Method: Weekly reflections & discussions with field-supervisor/seminar team

Student Responsibilities or Tips for Success in the Course

1. Attendance—**on time**-- at **all** scheduled seminars, campus assigned days, and school/university meetings. Residents must be on time to seminar and on their assigned campus. ALL absences are expected to be made up.
2. Professionalism at the highest level to be demonstrated at all school and seminar activities.
    An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, showing respect to all in seminar, accepting responsibility, and showing pride in one's work; demonstrate Net Etiquette.
3. Prepared for all campus assignments, university assignments and university seminars.
4. Written assignments will be typed and corrected for grammar, spelling and punctuation
5. All assignments will be in a format that is easy to read, attractive, and turned into your liaison/field-supervisor on time.
6. Assignments will be completed on your time not in the field.
7. Register for the required TExES Exams in a timely manner.
8. Certification – all students should meet with their advisor to be sure all requirements are met.
9. Check Degree Works for accuracy

The *syllabus/schedule are subject to change.*

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%   B = 80%-89%   C = 70%-79%   D = 60%-69%   F = 59% or Below

Assessments

In terms of EC-6 certification, the purpose of the second (residency) semester of the field-based program Is twofold: **(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.

Grading (Determined by criteria shared below)
1. Professional growth as demonstrated by:
    a. Professional on-going growth – per discussions with ILT
    b. Anecdotal records kept by the mentor teachers, university liaisons/field supervisors and seminar instructors
    d. Lesson Evaluations by mentor teachers (2 each) and university liaison/field supervisor (3- total)
    e. Professionalism (major component) (self-reflection) (use of rubric)
2. Written assignments
3. Attendance at school and university seminars (Mandatory every scheduled day)
4. Midterm and final conferences (assessments with each)
5. All paperwork submitted inTk20 in a timely manner
6. Timely registration for certification exams

This includes completing all course requirements with a grade of a "C" or better in SPED 480 and ELED 447. The resident must also successfully complete the requirements with a "C" or better for ELED 452 Student Teaching, have satisfactory ILT summative evaluations, and be recommended for certification by the Instructional Leadership Team to be awarded credit for the above course requirements.
*The above will be translated into the assigned coursework: Eled 447, Eled 452 and SpEd 480
*A GPA of 2.75 must be maintained in the residency component for successful completion.

Components	SLO
Instructional Planning & Delivery Lesson Plans, Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments, On-going communication	1
Knowledge of Students and Student Learning Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments On-going communication	2
Content Knowledge & Expertise Lesson Plans, Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments On-going communication	3
Learning Environment Lesson Plans, Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments On-going communication	4

The *syllabus/schedule are subject to change.*

Data-Driven Practice Lesson Plans, Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments On-going communication	5
Professional Practices and Responsibilities (see rubric) Lesson Plans, Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments On-going communication	6

Final Grading

Grading will reflect a <u>combination of seminar and field work</u> derived from the ***Instructional Leadership Team** (ILT) and seminar instructors*

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.

Final assessed grade will then be translated into courses for residency:

ELED 447 – Teacher Inquiry Projects and Assessment in Field-Based Settings
ELED 452 – Student Teaching in Field-Based Teacher Education Program
SPED 480 – Issues for Inclusion

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

The syllabus/schedule are subject to change.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS

The *syllabus/schedule are subject to change.*

Device	Operating System	Browser	Supported Browser Version(s)
			10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - o 512 MB of RAM, 1 GB or more preferred
  - o Broadband connection required courses are heavily video intensive
  - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
      Pop-ups are allowed.
      JavaScript is enabled.
      Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/

The *syllabus/schedule are subject to change.*

- o [Apple Quick Time](http://www.apple.com/quicktime/download/)   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

The syllabus/schedule are subject to change.

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

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:

Undergraduate Academic Dishonesty 13.99.99.R0.03

The syllabus/schedule are subject to change.

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

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

ADA Statement

Students with Disabilities

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: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

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.

The syllabus/schedule are subject to change.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) 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

Current semester by specific dates

The *syllabus/schedule are subject to change.*