



ELED 447.71E
COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION

Instructor: Donna E. McCrary Ph. D. Associate Professor

Office Location: Navarro Campus

Office Hours: Before or after class or by appointment

Office Phone: 214 914 6912

University Email Address: donna.mccrary@tamuc.edu

Preferred Form of Communication: email or text

Communication Response Time: 1 to 2 days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

This will be described in class.

Online Resource:

Field-Based Teacher Education Program Handbook [revised August 2010]. Available online at <https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf> {save to your computer for reference}

Course Description

ELED 447. Teacher Inquiry Projects and Assessment in Field-Based Settings. 3 Hours. This course focuses on effective methods of assessment including the implementation of teacher inquiry projects, as well as, formal and informal assessments. The role of formative assessment as a guide for instruction and the importance of data-driven decisions will be emphasized. Problem based learning and the uses of technology to collect, manage, and analyze multiple data sources to interpret learning results for individual students and for groups of students will be demonstrated. Prerequisite: Continued "good standing" in the Teacher Education Program through successful completion of Internship courses.

Students will be able to demonstrate critical thinking about how and when to assess students. Students will develop an inquiry to explore in their field based placement. They will find, analyze, and select appropriate evidence for their inquiry and construct a cogent argument that articulates conclusions and logical next steps. This course meets

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every other week but has coursework and assignments online the weeks we are not meeting in person.

Student Learning Outcomes (**TEA Competencies**

Standard 1 Domain III

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment

- 1.25k understands the role of assessment in guiding instructional planning
- 1.26k understands and demonstrates the importance of creating assessments that are congruent with instructional goals and objectives
- 1.27k understands the characteristics uses, advantages, and limitations of various assessment methods and strategies
- 1.17k demonstrates the use of technology in assessing student learning
- 1.29k understands the benefits of and strategies for promoting student self-assessment
- 1.30k links the connection between the Texas statewide assessment program, the TEKS, and instruction
- 1.31k demonstrate how to analyze data from local, state, and other assessments using common statistical measures
- 4.2k communicates assessment results to students and parents and other stakeholders
- 1.16k explores a wide range of assessment techniques (e.g., formative, summative, and standardized tests) to determine which assessment tools are appropriate for specific purposes
 - (See Domain III Competency 7 3.12k, 3.13k, 3.14k, 3.15s, 3.16s, 3.17s) utilizes academic feedback as a form of communication to help students learn
 - (See Domain III Competency 10 3.4k, 3.4s, 3.5s) Utilizes teacher inquiry to enhance their own teaching/learning purposes through:
 - Constructing well-supported, clearly articulated, and sustained arguments
 - Interpreting, analyzing, and evaluating statements, graphics, articles, and/or questions by discriminating among different degrees of credibility, accuracy, and reliability of evidence from data, as well as, recognizing assumptions from sources
 - Demonstrating an ability to justify conclusions based on evidence.

For Corsicana- Navarro Partnership:

Objectives:

1. Students will understand teacher inquiry and implement this research component in their field teaching. 3.4k, 3.4s, 3.5s,
2. Students will understand the various types of assessment. 1.16k
3. Students will understand the role of assessment for modifying instruction. 1.25k, 1.31k
4. Residents will maintain a log of classroom assessments observed during their residency – these reflections will include observations regarding teacher made, standardized testing, test preparation procedures, and grading. 1.25k, 1.27k, 1.17k
5. Residents will review data to interpret results in order to make informed decisions 1.31k, 4.2k

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6. Students will be exposed to problem based learning and understand how it works to engage student in higher level thinking in meaningful contexts.1.26k, 1.27k
7. Students will be exposed to technologies used in collecting, managing, and analyzing data sets.1.17k

Assignments:

Objective 1: Course project: Teacher Inquiry (10 weeks)

Wondering

Research on the topic (what the experts say).

Design of Inquiry project

Data Collection (ample sources and amount) 3 minimum

Data Analysis (qualitative and quantitative)

Findings & Conclusion

Presentation:

Objective 2,3, 4 and 5: Understanding how to use assessment

Collecting and classifying formal and informal assessment by purpose.

Evaluating 2 different assessments used by mentor

Use assessment to elicit evidence of student understanding

Looking at data to drive instruction

Objective 6: Understanding problem based learning

Create an ill-structured problem

******Please note a significant portion of your grade comes from your field based performance-See the rubric for professional expectations.******

Possible various in-class assignments to promote readiness for interview/job search.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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), power point or google slides

Access to University Library site

Access to university Email

Instructional Methods

Required Seminar Courses: ELED 447 and ELED 452

Instructional / Methods / Activities Assessments

Instructional methods in this course will be delivered in a seminar setting, including but not limited to, lectures, discussions, internet researches, modeling, displays and presentations, classroom applications of TEKS & TExES Competencies, state

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standards, mini-teaches, and classroom teacher presentations. Also, instructional strategies utilized by the instructor will stress the importance of illustrations and concrete examples with use of hands-on experiences, as well as modeling content.

Student Responsibilities or Tips for Success in the Course

1. **Attendance**— be on time—at **all** scheduled university sessions, school-based class sessions, and school-based meetings.
2. Exemplify professionalism by preparation and enthusiasm for all school-based and university activities.
3. Design, teach and reflect on Six lessons [3 per rotation]. A minimum of one lesson per rotation should be evaluated by the liaison. –But 3 total liaison evaluations.
4. A weekly *Reflection Journal* of informal observations, reflections, and/or writing-to-learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity are discussed.
5. Attend and participate in Mid-Term progress report and Final assessments by the Instructional Leadership Team (ILT).
6. Complete weekly session activities as assigned in session.
7. Teaching Inquiry Project – keep up with data collection.
8. Utilize technology to teach lessons in the EC-6 classroom, use D2L and to present inquiry.
9. Keep up with TK20 for documenting growth.
10. Register for TExES Certification Exams.
11. Check degree evaluation for accuracy.

GRADING

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

The following holistic scoring will be utilized: from both professional rubric and academic rubric.

A= Mostly highest level score 6'ss on both professional and academic rubrics

B = All 4's or 4's and 5's on professional and academics rubrics

C = Mostly 4's and some 2's on professional and/or academic rubrics

D= More 2's than 4's on professional and academic rubrics

F= 2's and 0's on either rubric

Assessments

Rubric inquiry/assessment course (447) will be handed out in first class. Below is the 452 (field based teaching) rubric.

Professional Criteria	Highly Professional (6)	Professional (4)	Needs Improvement (2)	Unprofessional (0)	Concerns
Attendance	Always arrives on time and stays for the entire seminar meeting; always on time and stays per	Late, left early or absent to seminar/field assignment once or twice; contacted	Late, left early, or absent to seminar/field assignment more than twice; did not contact	Late, left early, or absent regularly; did not contact liaison, mentor, ISD; did not provide any written	

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	required hours in the field setting.	liaison, mentor, ISD; provided written excuse; made up absence promptly.	liaison, mentor, ISD; did not provide any written excuse; absence made up in an unacceptable time frame.	excuse; no plan to make up absence.	
Respect	Exhibits behavior that is respectful towards others (avoiding: over-socializing, sleeping, working on unrelated material or wearing inappropriate attire) in seminar and/or field; never uses approved electronic devices at inappropriate times in seminar and/or field; is respectful towards peers, faculty/staff in seminar/field, students, and the learning environment.	Exhibits behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; is almost always respectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition and reflection the behavior is changed promptly.	Recurring behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; is not consistently respectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition no reflection occurs; behavior is slow to improve.	Asked to leave and/or multiple conversations with Center Coordinator, liaison, staff, and/or faculty in seminar and/or field due to behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; disrespectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition no reflection occurs; behavior is not changing.	
Self-Awareness	Maintain a high level of self-awareness (self-reflection, self-talk to access thoughts, feelings and emotions) about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Almost always maintain a high level of self-awareness (self-reflection, self-talk to access thoughts, feelings and emotions) about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Occasionally exhibits self-awareness about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Rarely exhibits self-awareness about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	
Awareness and Responsiveness to Diversity	Seminar/field interactions always reflect and appreciate the diverse opinions, experiences, and/or people.	Seminar/field interactions almost always reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and reflection behavior is adjusted.	Seminar/field interactions do not consistently reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and reflection behavior is slow to adjust.	Seminar/field interactions rarely reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition no reflection; behavior does not change.	
Collegiality and Collaboration	Always work collaboratively with all team members (peers, mentors, faculty/staff); relating easily and positively	Almost always works collaboratively with all team members (peers, mentors, faculty/staff); relating easily and positively; behavior is adjusted upon recognition.	Reluctant to work collaboratively with others (peers, mentors, faculty/staff); struggles to maintain positive relationships; recognition; behavior slow to adjust.	Does not demonstrate skills to work collaboratively with others (peers, mentors, faculty/staff); relationships have been affected in seminar/field.	

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Oral and Written Expression	Always articulate ideas/concepts clearly without error both oral and written expression in seminar/ field; appropriate citation in writing when appropriate.	Almost always ideas/concepts clearly with few errors both oral and written expression in seminar/field; appropriate citation in writing when appropriate.	Challenging for others to understand ideas/concepts in either or both oral and written expression in seminar/field; no citation	Consistently receives feedback from faculty/staff, peers, and mentors that oral and/or written expression in seminar/field is unacceptable.	
Initiative, Reliability and Dependability	Always take initiative in the field/seminar (do not wait to be asked); initiative in planning and completing work in a timely manner seminar/field; prepared for all seminar/field learning.	Almost always take initiative in the field/seminar (do not wait to be asked); initiative in planning and completing work in a timely manner seminar/field; somewhat prepared for all seminar/field learning.	Occasionally take initiative in the field/seminar (do not wait to be asked); occasional initiative in planning and completing work in a timely manner seminar/field; not consistent in preparation for all seminar/field learning.	Lack of demonstration of taking initiative in the field/seminar (wait to be asked); no evidence of initiative in planning and completing work in a timely manner seminar/field; not prepared for all seminar/field learning.	
Motivation for Improvement and Response to Feedback	Always receptive to and seeks out suggestion and feedback (faculty/staff, peers, mentors, others); consistently self reflects; adjust performance accordingly in seminar/ field.	Almost always receptive to and seeks out suggestion and feedback (faculty/staff, peers, mentors, others); self-reflection is evident; adjust performance accordingly in seminar/field; upon recognition adjusts behavior.	Usually receptive to and occasionally seeks out suggestion and feedback (faculty/staff, peers, mentors, others); occasional self-reflection; no adjust performance accordingly in seminar/field; upon recognition some adjustment to behavior.	Lack of demonstration of reception to or seeking out suggestion and feedback (faculty/staff, peers, mentors, others); no self-reflection; no effort to adjust performance accordingly in seminar/field; upon recognition no effort to adjust behavior.	
Physical Presence	Understand and can explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; reflect seriousness of a professional educator.	Somewhat understand and can explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; reflect seriousness of a professional educator; adjust when recognized.	Unclear and unable to explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; somewhat reflects seriousness of a professional educator; some adjustment when recognized.	Lack of understanding and unable to explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; does not reflect seriousness of a professional educator; no adjustment when recognized.	
Technology Presence	Understand and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator.	Somewhat understand and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator; adjusts when recognized.	Unclear and unable explain the importance of a professional online presence; inappropriate social media use; does not reflect the seriousness of a professional educator; adjusts when recognized.	Lack of understanding and unable explain the importance of a professional online presence; inappropriate social media use; does not reflect the seriousness of a professional educator; no	

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				adjustments when recognized.	
Educator Code of Ethics and Educator Preparation Program (EPP) Standards	Consistently demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards.	Almost always demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; adjusts when recognized.	Occasionally demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; adjusts when recognized.	Lack of demonstration of knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; no adjustments when recognized.	

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.

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

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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	<p>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, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
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:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

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- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *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](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:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [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

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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.

Interaction with Instructor Statement

Please use REMIND for announcements and reminders. You may email or use remind to ask questions or make comments.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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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)
<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](#)

<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

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Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

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

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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