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ELED 447 Assessment and Inquiry
ELED 452: Student Teaching FB
COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Donna McCrary
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Office Hours: by appointment
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University Email Address: michele.goady@tamuc.edu
Preferred Form of Communication: Email, text, or phone
Communication Response Time: I will make every effort to respond to you within 48 hours. If you have not heard from me within that time, please reach out again.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Software Required: Tk20 Online Database/Assessment Tool (Certification Off GoReact (purchased during Internship))

Optional Texts and/or Materials: *Field-Based Teacher Education Program Handbook* [Fall 2020] Available in TK20.

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](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.

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

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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.

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 way 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, Google Classroom, PowerPoint, or other presentation software, programs used by the public school partners, GoReact and virtual meeting platforms such as Zoom.

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

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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, formal Mid-Term and Final evaluations (University Supervisor/Cooperating Teacher)

Observations and Anecdotal notes(University Supervisor/Cooperating Teacher), Journals by resident and feedback by University Supervisor, Debriefing with Cooperating Teacher and University Supervisor-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.
- 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 cooperating teacher. This will be done under the supervision of the cooperating teacher with feedback and reflection.
- o Seven formal evaluations must be completed this semester. Two formal evaluations from the school Cooperating Teacher and three by the University Supervisor must be completed. At each evaluation students 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. University Supervisors will expect it to be ready and, in the location, where you would like her/him to sit during your lesson. Plan and organize 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 University Supervisor/seminar team

Student Responsibilities or Tips for Success in the Course

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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 University 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 (PPR, STR and completion of CORE).
8. Certification – all students should meet with their advisor to be sure all requirements are met.
9. Check Degree Works for accuracy

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

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments 20%

Discussions 20%

Midterm Exam 30%

Final Exam 30%

TOTAL 100%

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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 Cooperating Teacher, University Supervisor and seminar instructors
 - d. Lesson Evaluations by Cooperating Teachers (2 each) and University 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 in Tk20 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 Cooperating Teacher and University Supervisor, Mid-Term and Final Conference Assessments, On-going communication	1
Knowledge of Students and Student Learning Lesson Evaluations by Cooperating Teacher and University Supervisor, Mid-Term and Final Conference Assessments On-going communication	2
Content Knowledge & Expertise Lesson Plans, Lesson Evaluations by Cooperating Teacher and University Supervisor, Mid-Term and Final Conference Assessments On-going communication	3
Learning Environment Lesson Plans, Lesson Evaluations by Cooperating Teacher and University Supervisor, Mid-Term and Final Conference Assessments On-going communication	4
Data-Driven Practice	5

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Lesson Plans, Lesson Evaluations by Cooperating Teacher and University Supervisor, Mid-Term and Final Conference Assessments On-going communication	
Professional Practices and Responsibilities (see rubric) Lesson Plans, Lesson Evaluations by Cooperating Teacher and University Supervisor, Mid-Term and Final Conference Assessments On-going communication	6

Final Grading

Grading will reflect a combination of seminar and field work 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

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

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YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Students are encouraged to contact their instructor/supervisor with any questions or concerns in a timely manner. Instructors/supervisors are available by University email.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Clinical teachers may refer to the Handbook for specific requirements and procedures. Students are required to attend and fully participate in seminars and clinical teaching days.

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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:

<https://www.britannica.com/topic/netiquette>

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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- 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

Velma K. Waters Library Rm 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.

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

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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.

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Calendar will be distributed in the first seminar and posted in D2L.

Required orientation will be Tuesday, January 12, 2021, 5:00 p.m. The Zoom link will be sent to registered students prior to class.

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