



ELED 447 Assessment and Inquiry
ELED 452: Student Teaching FB
COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

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Office Location: Dallas
Office Hours: by appointment
Preferred Form of Communication: Email
Communication Response Time: 24 business hours M-F except holidays

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 and their consequences. This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 452. (Tech Standards: 2.8s, 3.7s, 4.3s, 4.9s, 4.10s, 4.11s, 5.3k, 5.3s, 6.2s, 6.8s, 6.9s, 6.12s, 6.15s, 6.17s, 6.18s, 6.19s, 6.21s, 6.24s,

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6.26s, 7.2k); (PPR Standards: 1.1k-1.6k, 1.31k, 1.1s-1.29s, 2.2k, 2.4k, 2.5k, 2.8k, 2.4s-2.16s, 3.1k-3.5k, 3.8k, 3.11k-3.16k, 4.3k-4.7k, 4.9k-4.18k, 4.1s-4.19s); Texas Teacher Standards

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. (Tech Standards: 2.8s, 3.7s, 4.3s, 4.9s, 4.10s, 4.11s, 5.3k, 5.3s, 6.2s, 6.8s, 6.9s, 6.12s, 6.15s, 6.17s, 6.18s, 6.19s, 6.21s, 6.22s, 7.1k, 7.1s-7.18s); (PPR Standards: 1.1k-1.6k, 1.18k, 1.31k, 1.1s-1.29s, 2.1-2.18k, 2.1s-2.21s, 3.1k-3.16k, 3.1s-3.20s, 4.1k-4.18k, 4.1s-4.19s); Texas Teacher Standards

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.

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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. Clinical teachers will participate in using the co-teaching models with their mentor teacher.

The clinical teacher's responsibilities include:

1. demonstrate a rich knowledge base of pedagogy, technology, and effective instructional and management strategies.
2. demonstrate a rich knowledge of teaching and learning to provide relevant and meaningful learning experiences for students.
3. demonstrate an understanding, sensitivity, and the ability to respond appropriately to diverse groups of learners.
4. demonstrate a rich knowledge of curriculum, content, objectives, and essential elements.
5. demonstrate the ability to plan instruction for individuals, small groups, and large groups.
6. demonstrate the ability to teach and manage individuals, small groups, and large groups using relevant and meaningful learning experiences for students.
7. demonstrate the ability to reflect and assess planning, teaching, and learning using technological and other resources.
8. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning.
9. demonstrate knowledge in the use of the technology to enhance instruction and classroom management.
10. demonstrate the ability to observe, reflect, assimilate, and incorporate effective teaching, learning and management strategies.
11. demonstrate sensitivity and effective interpersonal communication skills orally and in writing with other professionals and students.
12. display the highest standards of professionalism, professional growth, and a commitment to improve the learning environment and the teaching profession.
13. exhibit a commitment to teaching, learning, and excellence in the profession.
14. assume other responsibilities based upon ILT recommendations.
15. enhance instructional environment for public school students.

Student Responsibilities or Tips for Success in the Course

1. Attendance—**on time**-- at **all** scheduled seminars, campus assigned days, and school/university meetings. Clinical teachers 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 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.

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8. Certification – all students should meet with their advisor to be sure all requirements are met.
9. Check Degree Works for accuracy

In terms of EC-6 certification, the purpose of the second (clinical teaching) 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.

Components	SLO
Instructional Planning & Delivery Lesson Plans, Lesson Evaluations by cooperating teacher and field supervisor, Mid-Term and Final Conference Assessments, On-going communication	1
Knowledge of Students and Student Learning Lesson Evaluations by cooperating teacher and field supervisor, Mid-Term and Final Conference Assessments, On-going communication	2
Content Knowledge & Expertise Lesson Plans, Lesson Evaluations by cooperating teacher and field supervisor, Mid-Term and Final Conference Assessments, On-going communication	3
Learning Environment Lesson Plans, Lesson Evaluations by cooperating teacher and field supervisor, Mid-Term and Final Conference Assessments, On-going communication	4
Data-Driven Practice Lesson Plans, Lesson Evaluations by cooperating teacher and field supervisor, Mid-Term and Final Conference Assessments, On-going communication	5
Professional Practices and Responsibilities (see rubric) Lesson Plans, Lesson Evaluations by cooperating teacher and field supervisor, Mid-Term and Final Conference Assessments, On-going communication	6

GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

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D = 60%-69%

F = 59% or Below

Final Grading

Grades will reflect a combination of seminar and field work determined by 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. Evidence 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 clinical teaching:

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

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 teachers, university field supervisors and seminar instructors
 - c. Lesson Evaluations by cooperating teacher teachers (2 each) and university field supervisor (3- total)
 - d. 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

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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 clinical teaching component for successful completion.

Professional Practices and Responsibilities

Professional Criteria	Highly Professional (6)	Professional (4)	Needs Improvement (2)	Unprofessional (0)
Attendance	Always arrives on time and stays for the entire seminar meeting; always on time and stays per required hours in the field setting.	Late, left early or absent to seminar/field assignment once or twice; contacted field supervisor, cooperating teacher, ISD; provided written excuse; made up absence promptly.	Late, left early, or absent to seminar/field assignment more than twice; did not contact field supervisor, cooperating teacher, ISD; did not provide any written excuse; absence made up in an unacceptable time frame.	Late, left early, or absent regularly; did not contact field supervisor, cooperating teacher, ISD; did not provide any written 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, field supervisor, 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, cooperating teachers, faculty/staff), relating easily and positively	Almost always works collaboratively with all team members (peers, cooperating teachers, faculty/staff); relating easily and positively; behavior is adjusted upon recognition.	Reluctant to work collaboratively with others (peers, cooperating teachers, faculty/staff); struggles to maintain positive relationships; recognition; behavior slow to adjust.	Does not demonstrate skills to work collaboratively with others (peers, cooperating teachers, faculty/staff); relationships have been affected in seminar/field.
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 cooperating teachers that oral and/or written expression in seminar/field is unacceptable.

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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, cooperating teachers, others); consistently self reflects; adjust performance accordingly in seminar/field.	Almost always receptive to and seeks out suggestion and feedback (faculty/staff, peers, cooperating teachers, 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, cooperating teachers, 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, cooperating teachers, 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 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.

Academic Criteria for ELED 447

	Highly Professional	Professional	Needs Improvement	Unprofessional
Inquiry	<p>Completes inquiry with high level of competency at each step of the process: wondering, question, research, data collection, data analysis, conclusions, and presentation.</p> <p>Demonstrates how to do inquiry by aligning the process with field experience, interacting with cooperating teacher on the inquiry and reflecting on the inquiry at regular intervals.</p>	<p>Completes inquiry with an adequate level of competency in each step of the process: wondering, question, research, data collection, data analysis, conclusions, and presentation.</p> <p>Demonstrates how to do inquiry by aligning the process with field experience, interacting with cooperating teacher on the inquiry and reflecting on the inquiry at various intervals.</p>	<p>Has not completed every part of the inquiry OR lacks adequate competency on several parts of the inquiry (wondering, question, research, data collection, data analysis, conclusions, or presentation).</p> <p>Demonstrates how to do parts of the inquiry in the field, but not all parts.</p>	<p>Did not finish the inquiry or did not complete sufficient parts of the inquiry for it be coherent and cohesive.</p> <p>Lacks demonstration of doing inquiry in the field.</p>

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Assessment	<p>Completes all assessment activities and assignments with high level of competency.</p> <p>Demonstrates how to utilize assessment in the field placement for analysis of strengths and needs, for assessing one's own lesson implementation and for designing instruction.</p>	<p>Completes all assessment activities and assignments with adequate level of competency (can be work redone to meet this level).</p> <p>Demonstrates how to utilize assessment in the field placement for either analysis of strengths and needs, one's own lesson implementation, or for designing instruction.</p>	<p>Has 1 incomplete assignment or has low level of competency (did not choose to make up low level of competency work with feedback).</p> <p>Implements assessments but does not demonstrate how to use the data from assessments.</p>	<p>Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.</p> <p>Does not apply assessment to field placement.</p>
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TECHNOLOGY REQUIREMENTS

Final Grading

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

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

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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.

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:

<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>

<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

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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.

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

See Texas Education Agency (TEA) Teacher Standards under course requirements

TEA TEACHER PREPARATION STANDARDS

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Standard 1--Instructional Planning and Delivery. Teachers 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.

A-Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

i-Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

ii-Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

iii-Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

B-Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

i-Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

ii-Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

iii-Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

C-Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

i-Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

ii-Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

iii-Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

D-Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

i-Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

ii-Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

iii-Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

E-Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

i-Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

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- ii-Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
 - iii-Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach proficiency.
- F-Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments, as necessary.
- i-Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - ii-Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - iii-Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Standard 2--Knowledge of Students and Student Learning. Teachers 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

A-Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

- i-Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
- ii-Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- iii-Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

B-Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- i-Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
- ii-Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- iii-Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible, and instruction is fully accessible.

C-Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

- i-Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- ii-Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
- iii-Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

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Standard 3--Content Knowledge and Expertise. Teachers 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.

A-Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

i-Teachers have expertise in how their content vertically and horizontally aligns with the grade level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

ii-Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

iii-Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

B-Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

i-Teachers organize curriculum to facilitate student understanding of the subject matter.

ii-Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

iii-Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

C-Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

i-Teachers teach both the key content knowledge and the key skills of the discipline.

ii-Teachers make appropriate and authentic connections across disciplines, subjects, and students' real world experiences.

iii-Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

Standard 4--Learning Environment. Teachers interact with students in 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.

A-Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

i-Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

ii-Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

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iii-Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

B-Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- i-Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- ii-Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

C-Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- i-Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- ii-Teachers maintain a strong culture of individual and group accountability for class expectations.
- iii-Teachers cultivate student ownership in developing classroom culture and norms.

D-Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

- i-Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- ii-Teachers maximize instructional time, including managing transitions.
- iii-Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- iv-Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

Standard 5--Data-Driven Practice. Teachers 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.

A-Teachers implement both formal and informal methods of measuring student progress.

- i-Teacher's gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- ii-Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

B-Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

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i-Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

ii-Teachers involve all students in self-assessment, goal setting, and monitoring progress.

iii-Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

C-Teachers regularly collect, review, and analyze data to monitor student progress.

i-Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

ii-Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

D-Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short and long-term plans accordingly.

i-Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

ii-Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves 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 themselves ethically and with integrity.

A-Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

i-Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

ii-Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

iii-Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

B-Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

i-Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

ii-Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

C-Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

i-Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

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ii-Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

D-Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

i-Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

ii-Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

iii-Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

COURSE OUTLINE / CALENDAR

Tuesdays 5:00-10:00 p.m.

<p>Seminar 1 Jan. 18</p>	<p>Seminar Expectations</p> <ul style="list-style-type: none"> • Overview of Seminar Tasks • Data-Driven Instruction <p>Field Expectations</p> <ul style="list-style-type: none"> ○ Overview of Field Tasks ○ POP Cycle <ul style="list-style-type: none"> ▪ Pre-Conference ▪ Lesson Evaluation ▪ Post-Conference ▪ Timeline for lessons <p>Responsibilities/Professionalism/Communication</p> <ul style="list-style-type: none"> • Context for Learning for Literacy • Book Club
<p>Seminar 2 Feb. 1</p>	<p>Part 1 Data-Driven Instruction Assessment evidence to measure student proficiency in the TEKS</p> <ul style="list-style-type: none"> ○ State Standardized test-STAAR data <p>Part 2 Data-Driven Instruction Assessment evidence to measure student proficiency in lesson objectives</p> <ul style="list-style-type: none"> ○ UbD: aligning the learning objective and assessment <ul style="list-style-type: none"> ▪ Stage 1 Desired Results: What do students need to know?

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	<ul style="list-style-type: none"> ▪ Stage 2 Assessment Evidence: How will students show they have learned what they need to know? <p>For next seminar:</p> <ul style="list-style-type: none"> • Planning Literacy Lesson Plan <ul style="list-style-type: none"> ◦ Formative assessment with context for learning (Cultural & Community Assets to plan Culturally Relevant Pedagogy)
Seminar 3 Feb. 15	<p>Part 3 Data-Driven Instruction Assessment evidence to plan instructional strategies What is the plan for instructional strategies that will support students in mastering the learning objective?</p> <ul style="list-style-type: none"> • Assessing prior learning & experiences and connecting to new learning • Introduce subject area concept/skill • Culturally Relevant Texts • Social Studies: Social Justice <ul style="list-style-type: none"> ◦ Real-World Relevance • Central Focus, Essential Literacy Skills, Language Functions • Questioning Strategies to monitor understanding <p>Interviews and Resumes-</p> <p>For next seminar: Interactive read-aloud plan</p> <ul style="list-style-type: none"> • Questions before, during, and after • Academic vocabulary: social justice topic/subject area concepts • Enrichment activity for social justice topic
Seminar Mar. 1	<p>Part 4 Data-Driven Instruction Assessment evidence to plan instructional strategies Stage 3 The Learning Plan What is the plan for instructional strategies that will support students in mastering the learning objective?</p> <ul style="list-style-type: none"> ◦ Informal assessment to monitor understanding and clarify misunderstandings in the moment ◦ Differentiation (Content, Process, Product, Environment) <ul style="list-style-type: none"> ▪ Multimodal learning ▪ Different Types of Thinking ▪ Learning Styles <p>For next seminar:</p> <ul style="list-style-type: none"> • Stage 3 Learning Plan
Seminar 5 Mar. 22	<p>Part 5 Data-Driven Instruction Assessment evidence to plan next steps of instruction Analyzing Data from Individual to Whole Class to Groups</p> <ul style="list-style-type: none"> • Effective Feedback • Next steps of Instruction

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	Technology- Tools for instruction For Next Seminar: <ul style="list-style-type: none"> • Whole Class Data/Student Achievement Chart • Student Feedback • Plans for next steps based on data from assessment evidence
Seminar April 5	Part 6 Data-Driven Instruction Assessment evidence to support the learning environment <ul style="list-style-type: none"> • Relationships/Rapport • Temperament • Executive Functions • Social-Emotional Learning • Procedures, Expectations, and Routines • Behavior Challenges For next seminar: <ul style="list-style-type: none"> • Context for Learning Part 3 <ul style="list-style-type: none"> ◦ Formative assessment with context for learning (Personal Assets to support the learning environment) • Complete self-evaluation of learning environment from your lesson
Seminar 7 April 19	Putting it all Together <ul style="list-style-type: none"> • Summary: Data-Driven Instruction throughout the Teaching Cycle • Create a “Portfolio” of your experience with data-driven instruction <ul style="list-style-type: none"> ◦ Overview of Lesson ◦ Evidence from Assessments ◦ Student Feedback ◦ Next Steps of Instruction ◦
Seminar 8 May 3	PLCs Reflections from Student Teaching

TEA TEACHER PREPARATION STANDARDS

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