



Secondary/All-Level Education Teacher Education Field-Based Program

COURSE SYLLABUS: Fall 2024

SED 400.01B, 02B

SED 401.01B, 02B

SED 404.01B

SED 405.01B,02B, 03B

ELED 452.02E, 03E

INSTRUCTOR INFORMATION

Instructors: Dr. Julie Mills, Ms. Elizabeth Joslin, Ms. Darla Meek,
Secondary/All-Level Field Based Teacher Education Program

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

SED 400:

This course requires an account with TK20.

SED 401, SED 404, SED 405, ELED 452: Materials for these courses have been previously purchased or downloaded in previous courses.

Tk20—Assessment Solutions at Work

- Tk20 is an online data collection assessment tool that houses information/documents/assessments/etc. for our teacher education students. Most residents have purchased and have used Tk20 in SED 300/330 and are familiar with the system. For those that may

not have used Tk20 in the past, they will need to purchase the program and become familiar with the platform

You should have these from your SED 300 class:

- English Language Proficiency Standards.
- <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>
- Texas Essential Knowledge and Skills (TEKS) for one of your teaching fields in one course or grade level <http://www.tea.state.tx.us/index2.aspx?id=6148>
- Texas Examinations of Educator Standards (TExES) Preparation Manual <http://texas.ets.org/texas/prepMaterials/>

COURSE DESCRIPTION

SED 400 – Pedagogy and Classroom Management in Field-Based Environments

An experiential component in which future public school teachers design and implement culturally diverse curriculum and model the use of a variety of classroom management strategies. The resident teachers will use cutting edge technologies for creating curriculum to maximize student engagement. Special attention will center on the synergistic nature of effective management and immersive curriculum. Prospective teachers will achieve knowledge and skill by observing and teaching as a resident in secondary public-school teachers in classroom situations. Prerequisites: SED 300 & PSY 300

SED 401 – Technology Infused Curriculum and Assessment in Field-Based Environments

An experiential component in which future public school teachers design and implement curriculum and model the use of a variety of classroom assessment techniques. The resident teachers will use cutting edge technologies for both creating and assessing lessons. Special attention will center on the alignment of curriculum, instruction, and testing. Prospective teachers will achieve knowledge and skill by observing and assisting middle/secondary public-school teachers in classroom situations.

SED 404 - Secondary Teaching Practicum

Supervised resident teaching experiences in the secondary school classroom. Regular seminar sessions will focus on the situations, questions, and concerns that arise directly from the resident teachers' experiences in secondary public-school classrooms.

SED 405 - Secondary Residency in Teaching

Resident teachers perform all aspects of student teaching in a public-school setting. Working closely with a public-school mentor teacher and under the supervision of a university liaison/field supervisor, the resident teachers learn the process and concepts of teaching in the real-world setting.

ELED 452 – Secondary All – Level Residency in Teaching

Resident teachers perform all aspects of student teaching in a public-school setting. Working closely with a public-school mentor teacher and under the supervision of a university liaison/field supervisor, the resident teachers learn the process and concepts of teaching in the real-world setting.

Student Learning Outcomes / TExES and PPR Competencies

Domain I. Designing Instruction and Assessment to Promote Student Learning

Competency 001

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Competency 003

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. Creating a Positive, Productive Classroom Environment

Competency 005

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing Effective, Responsive Instruction and Assessment

Competency 007

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008

The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling Professional Roles and Responsibilities

Competency 011

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 012

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need to be proficient using technical tools to complete assignments and to teach in the field-based program. These skills include may include:

1. Creating lessons in presentation software
2. Locating appropriate digital resources, software, and applications
3. Recording videos
4. Using word processing software
5. Scanning and uploading files in various formats
6. Learning and utilizing new software and platforms

Instructional Methods

Supervised resident teaching experiences in the secondary school classroom. Regular seminar sessions will focus on the situations, questions, and concerns that arise directly from the resident teachers' experiences in secondary public-school classrooms.

Details provided separately during early seminar sessions.

1. Seminar attendance/professionalism
2. Mental Health Training 1 and 2
3. Tech Savvy Presentation: (Project Description to be presented during Seminar)
4. Student Achievement Chart
5. Four POP Cycles
6. Three Informal Observations
7. Final Tk20 Documentation Grade
8. Seminar assignments that correspond with readings and activities of the seminar meetings

Student Responsibilities or Tips for Success in the Course

1. Demonstrate professionalism with your students, your mentor, and the faculty at your campus in the field.
2. Read and implement the suggestions for ways to be involved available in your Resident Handbook.
3. Work with your mentor to follow the schedule to take on more and more responsibility of your field-based class.
4. Turn in your assignments on time.
5. Read your emails every day and respond promptly.
6. Apply the lessons from seminar in your work in the field classroom.
7. Show appreciation for your mentors, field supervisors, and instructors. We are all here to help you become the best teacher possible, and your success is our success.

GRADING

A semester letter grade is earned based on the goals set in the Professionalism Rubric (music students excluded).

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

Seminar

In order to receive full credit for seminar assignments during residency, the resident must submit on or before the due dates. Due dates will be provided during the first seminar.

Residency Requirements

Attendance Sheet: Each student will have their mentor initial his/her attendance sheet each day.

Observation Documentation and Tk20

Lesson plans for observations must be submitted to your field supervisor (via e-mail) twenty-four hours prior to the observation. Failure to submit the lesson plan prior to the observation will be reflected in Domain IV: Professionalism on your observation and ILT forms, which could lower your overall grade for student teaching.

All documents related to an observation or ILT must be uploaded to TK20 within a week of the observation.

Technology Requirements

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 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>

Course-Specific Procedures/Policies
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ATTENDANCE POLICY FOR THE FIELD BASED EXPERIENCE: Both the seminar class meetings (SED 400 / 401) and the residency days in the field (SED 404/405) are considered to be class days.

Seminar Attendance

Please see the Resident Reference Guide for the policy on missed seminars for SED 400 / 401. **Notify your Seminar instructors of your absence immediately by email or text, prior to missing seminar.** Missing more than one seminar and/or continual tardiness can result in a **lowering of your grade, being placed on a growth plan or removal from the program.** You have reached a level of professionalism that no longer tolerates a pattern of absences or tardiness. Please maintain your professional status. You are being observed daily and recommendations for employment will follow.

Please make every effort to be present for all seminar sessions. Seminar learning experience revolves around the interactions with your colleagues and instructors. This crucial component cannot be recreated.

*Please note that all residents who miss a seminar session or a portion of seminar, regardless of the reason, will have that absence reflected on the Attendance/Professionalism rubric. Specifically, a student who misses

an entire seminar session for any unexcused reason will have a zero posted for the Attendance/Professionalism grade.

Residency Attendance

The resident must be on campus all-day, every day during their residency. **Only two excused absences** are allowed during the entire semester during your field-based student teaching (SED 404/405). Any missed day/s in excess of the two (2) absences will need to be made up during the week prior to Commencement in order to receive a passing grade. An excused absence is one for which the Resident has the approval of his or her mentor teacher(s), and the university liaison/field supervisor and follows the attendance policy stated in the college catalog and Resident Handbook. **Approval for absences must be obtained prior to the start of the school day to be missed. If you are ill and will be absent from the field, you must notify your University Field Supervisor, and Cooperating Teacher(s) prior to the start of the school day. TEA requires 70 days of student teaching.**

If the Resident has more than **three absences**, an ILT meeting will be held to determine the Resident's status. **Residents will be immediately removed from the program for any unexcused absences.**

Tardiness is not acceptable in the field. You **MUST** arrive in your classroom on time. Again, your lack of attendance and/or punctuality will result in a poor evaluation, being placed on a growth plan, or removal from the program.

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/Policies

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>

<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.

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.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



