



**CISE 4374 HUMAN GROWTH AND LEARNING
Spring 2017**

CISE 4374 is a required course for Secondary Education Minor and Secondary Certification.
College of Education, Department of Curriculum and Instruction

Instructor: **Jaime Cain, M.Ed.**
Teacher Education Center
P.O. Box 2119 SHSU Huntsville,
Texas 77341
Cell: 713.392.6974
jaimecain@shsu.edu

Office hours: **Monday 10:00 am – 11:00 am** Willis High School (please make an appointment)
Wednesday 8:30 pm – 10:30 pm via Skype
Username: jaimelc02 (Access Skype and information about Skype at <http://www.skype.com/>)
Tuesday/Thursday 10:00 am – 12:00 pm Magnolia High School (please make an appointment)

Day and Time of Class: Section 04: Tuesday & Thursday 7:15 am – 4:00 pm
Section 05: Monday & Wednesday 7:00 am – 4:00 pm

Location of class: 04 - Magnolia High School, 05 – Willis High School

Course Description:

This course examines growth and learning in high school environments. Major theories of teaching and learning processes are studied. Human development related to education is emphasized. Special attention is paid to the cultural milieu. This course is designed to make pre-service teachers aware of the physical, mental, emotional, and social development of children from conception through adolescence, including issues regarding diversity and educational challenges. Additionally, pre-service teachers learn why these developmental issues are important to learning and instruction through classroom discussion and group work, field experience, small group interactions with students and finally, through self-exploration and reflection on their personal lives.

A minimum of 20 hours for this course will be spent in field experiences in a public classroom. During Field Experiences students will observe public school teachers and students for information related to class work.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

Learning to apply course material (to improve thinking, problem solving, and decisions).

Important:

Gaining factual knowledge (terminology, classifications, methods, trends)

Learning fundamental principles, generalizations, or theories

Textbooks:

Kafele, B. K. (2013). *Closing the attitude gap: How to fire up your students to strive for success*. Alexandria, VA: ASCD. ISBN: 978-1-4166-1628-3 (required)

Tk20 Account:

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Format:

The course format includes readings from the text, use of library resources such as newspapers, journal articles, trade books, and the Internet to find reading resources, tests, class discussions in class and on Blackboard, small group activities, preparation of reading activities, preparation of the Teacher Work Sample, and teaching three lessons in mentor classroom.

Course Content: The goals of this class are as follows:

To make students aware of:

- Physical development (nature vs. nurture, etc.)
- Mental development (brain development, language acquisition, etc.)
- Emotional and social development
- Major developmental theories (historical and current)
- Diversity (socio-economic status, ethnicity, family structure, sexual identity, etc.)
- Educational challenges (ADHA, abuse, peer pressure, etc.)

To provide opportunities for students to:

- Observe and interact with high school students in school settings
- Observe high school students on videos
- Interact with high school one-on-one and in small groups
- Engage in small group work to complete tasks
- Share their individual life experiences and reflections

Through these activities, students will:

- Gain factual knowledge such as terminology, classifications and methods
- Learn fundamental principles, generalizations, and theories
- Learn to apply course material to improve thinking, problem solving, and decision making
- Develop specific skills, competencies, and points of view needed by professionals in the field
- Acquire skills in working with others as a member of a team

Course Requirements:

1. Check BLACKBOARD and your E-MAIL account often. I will often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I will also post assignments and documents. There may be homework reminders for the next class sent to you through e-mail. **IN OTHER WORDS: CHECK YOUR EMAIL OFTEN!!!!!!!**

2. Field Experience: Field Experience is designed to give you the opportunity to observe teachers and students in a public school setting and to apply learned information in the classroom. There are specific assignments related to Field Experience. Successful completion of Field Experience and Field Experience assignments is required to receive credit for this course. The 12-hour Methods Block requires a total of 75 hours of field experience. Seventy of these will be planned within our course schedule. In addition, you will need to attend a total of 5 hours of outside-of-the-classroom activities. You must complete at least 2 **different** outside observations/activities for a total of 5 hours credit. For example, you may attend a curriculum-planning meeting that is held outside of the regular school day, a parent-teacher conference, or volunteer at an athletic event for two of your activities. Each can only be counted once. Prior approval by the instructor is required.

3. Attendance Policy:

Regular and punctual attendance is required for class, seminars, and field experiences. The three hours of absence provided by university policy should be used carefully for illness and emergencies.

Attendance (absences, tardiness, early exits) will be documented each day. Each absence above one will negatively impact your grade in this course. On the second absence, a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. On the third absence, you will be invited to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

Daily grades are given for in-class assignments. In-Class assignments **cannot** be made up, so attendance is essential. Assignments need to be turned in on the due date. If for some reason you are unable to submit an assignment, you should email it, give it to a friend, or use some other method to submit your work on time. Late work will negatively impact your professionalism grade.

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. Check Blackboard regularly for announcements and materials.

Tardiness and early exits are cumulative. Recurring instances of tardiness and early exits will be dealt with on an individual basis and may be grounds for contacting the Professional Concerns committee.

SAVE THE DATE for November 1st from 2-4pm (we will still have class on campus at 8am) and November 8th (class will be held in College Station, Texas)

4. Late Assignment Policy

Because your active participation is so important, it is imperative that all assignments be submitted on dates due at the beginning of class OR as assigned. Electronically submitted assignments will be considered “on time” if submitted by midnight on the due date, unless otherwise noted (*NOTE: All due dates/times are based on Central Standard Time*). Submission of work after midnight will be considered late.

Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed to receive a grade for this course.

5. Assignment Re-Dos

The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments that are hastily completely and of very poor quality will not be given this consideration. The Teacher Portfolio and DDP assignments to be submitted in the TK20 system may require multiple revisions. You are always welcome to re-do assignments when your grade is below a B (below 80%), unless the lower grade is a result of turning an assignment in late. Remember, GROWTH not GRADES! However, we know that grades are important. For this reason, you will have the opportunity to “fix, re-do, do-over” your assignments (when your grade is below a B) if you are not satisfied with your grade. If you choose to re-do an assignment, you must make an appointment with the professor to meet and discuss the resubmission. Then, the resubmission must be made on the following class day.

Professionalism:

For professional educators, there are behaviors that, while not unethical, are considered unprofessional. This semester you are becoming ever closer to joining this time-honored profession. Therefore, we consider it our duty to make abundantly clear what is meant by “professional behavior”.

Professional behavior indicators:

- **EMAILS:** Your emails to us are not to be written in the casual style you might use when communicating with a friend. We expect them to be written using standard grammar, spelling, punctuation, etc. and to have a respectful tone. You may disagree with us, however, please do so in a respectful manner. Please address all professors as Dr.
- **YOUR COLLEAGUES:** The other students in our class are your colleagues. They deserve your support and attention. When another colleague is speaking, please give your full attention. When another colleague is struggling with an assignment or concept, share your knowledge. Do not speak ill of your colleagues to other colleagues or to anyone outside our class. This does not mean you cannot relay important information about a colleague to either professor, but it does mean you need to do this in a private setting and then keep it to yourself.
- **ATTIRE:** The way you present yourself within the school is critically important. The school administrators/teachers/colleagues are looking to you as a representative of Sam Houston State University as well as the entire teaching profession. The following criteria should be used when selecting what to wear:

A. LADIES:

1. Appropriate fitting slacks (not jeans) or skirt. The skirt should be at least knee-length.
2. All tops must be loose enough that you are not calling undue attention to your chest. The top should not be too sheer nor should it reveal your midriff.
3. Your hair should be clean and groomed.
4. Comfortable shoes (not sneakers) are the footwear of the day.
5. Tattoos need to be covered and visible piercings removed.

B. GENTLEMEN:

1. Slacks (not jeans) with a belt and street shoes, not sneakers.
2. Your shirt should have a collar and be buttoned up to at least within one button of the collar as well as tucked in. You may wear a tie, but it is not required.
3. Hair should be cleaned and groomed.
4. You are allowed to have a neatly trimmed mustache or beard.
5. Tattoos need to be covered and visible piercings removed.

• **CLASS PREPARATION:** Professionals are on time and fully prepared for class! All reading assignments are to be completed and reflected upon prior to the day they are due.

• **CONVERSATIONS:** Classroom conversations should be limited to general topics that don't include private information. It is very easy to undermine the climate of the class by sharing information that others might find offensive. You mentor teacher should only be discussed in positive terms. If you feel you cannot do that, please refrain from mentioning your mentor in our classroom. It goes without saying that you should NEVER mention your mentor AT ALL outside our classroom. This means there should be no sharing of information about your mentor to your colleagues or anyone who is not associated with this class (i.e. roommates, boy/girlfriends, etc.). We are guests at the school, and as such, we are to speak in a supportive manner about the school. Any individual problems with your mentor should be shared with the professors only. All conversations including those with your colleagues, your professors, your mentor, and the students at the school should be professional and contain no information that is not fully true.

• **DUE DATES:** You are expected to adhere to all due dates unless there has been an exception made for you by the professor. Principals expect their teachers to have their grades, forms, requests, etc. submitted ON TIME, therefore, we expect the same.

Please carefully read this document and sign below indicating your full understanding of what is meant by “professional behavior” as you will be required to sign a copy of this document.

• **Time requirement:**

If you enroll in this course, it is assumed you are able to meet the time requirements. No considerations for other courses, employment, and additional commitments will be made.

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. NCATE Accreditation

NCATE information:

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively. In

November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

The NCATE website is source for additional information. A link to the NCATE Standards is listed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

The CAEP website is the source for additional information. A link to the CAEP Standards is listed as follows:

http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

The Conceptual Framework and Model

CF: Conceptual Framework

CAPE: Council for the Accreditation of Professional Educators

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs.

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1 & 2	4a.3., 4c.1., & 4c.2.
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2		4a.3.
3.	Practices ethical behavior and intellectual honesty.	3	1 & 2	4a.3.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	1, 2, & 3	4a.2 & 4a.3.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1, 2, 3	4a.1., 4a.3., & 4d.1.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	1, 2, 3	4a.1., 4a.2 4a.3. 4d.1.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4		4a.3.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1 & 2	4a.3.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5		4a.3.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1, 2, & 3	4a.2., 4a.3., & 4d.1.

You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Standards Matrix:

Topic(s)/ Objectives	Activities/ Assignments (including field-based activities)	Measurement (including performance based)	Standards Alignment S- SPA Standard Alignment TS- Texas Educator Standards/Competencies DDP- Diversity and Disposition Proficiencies CF- Conceptual Framework N- NCATE Standard 1 (if there is no SPA) NETS- ISTE NETS Technology Standards
Objective 1: The candidate will be able to identify and describe the contextual factors that impact instruction and assessment for <u>all</u> students.	Observations of high school students and written work about the environment in their mentor's classroom.	1. Field Experience reflections 2. Use of contextual factors during lesson planning 3. TAPR Data Analysis activity 4. Formative assessments 5. Class discussions	S: 1.0, 3.1, 3.2, 4.0 TS: Standard 2(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. DDP: 1, 5, 6, 7, 8 CF: 5,6,7,10 NETS: 1,2,3
Objective 2: The candidate will be able to evaluate and solve problems by becoming reflective thinkers.	Reading of professional articles and written reflections. Written paper including the instructional implications of their knowledge of the theorists.	1. Reflective notes with journal notes 2. Implications paper 3. Lesson plans 4. Group activities	S: 1.0, 3.3, 5.1 TS: Standard 6(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. DDP: 1,2 NETS: 5
Objective 3: The candidate will be able to describe the physical cognitive, socio-emotional, behavioral, constructivist and moral development theories including: Jean Piaget, Lev Vygotsky, Eric Erikson, Lawrence Kohlberg, and B F Skinner to improve instruction and assessment	Written reflections on their own development and schooling. Descriptions of age-level characteristics from a cognitive, physical, social, and emotional psychological perspective based on major theories.	1. Implications paper 2. Notes on journal articles 3. Class discussions 4. Student self-assessment.	S: 1.0, 3.1-3.5, 4.0, 5.1 TS: Standard 1(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. Standard 2(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. Standard 2(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. DDP: 5,6,9,10 CF: 3, 5 NETS: 2, 3, 4

<p>Objective 4: The candidate will be able to describe the importance of family involvement and environmental elements that impact learning, including: Poverty Culture Family structure Ethnicity and Sexual Identity.</p> <p>The candidate will evaluate the impact of Maslow's Hierarchy of Needs.</p> <p>Based on the previously mentioned contextual factors, the candidate will describe appropriate instruction and assessment for <u>all</u> students.</p>	<p>Read and discuss information on the characteristics and instructional needs of students living in poverty.</p> <p>Read and understand appropriate chapters from the textbook and articles.</p> <p>Analysis of a Teacher Work Sample- Process #1: Contextual Factors with Instructional Implications.</p>		<p>S: 1.0, 3.1, 3.2 TS: Standard 1(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices. (ii) Teachers use a range of instructional strategies appropriate to the content area, to make subject matter accessible to all students. Standard 2(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. Standard 4(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 (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences. Standard 2(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. DDP: 4,5,6,10 CF: 3, 4, 5 NETS: 1, 3</p>
<p>Objective 5: The candidate will be able to identify educational challenges and analyze their impact on student learning and assessment, including: ADHD; Students with special needs; Abuse; Peer pressure; and Gifted and Talented</p>	<p>Class discussions after researching educational challenges and environmental influences on student learning.</p> <p>Readings, reflections, and discussions on critical issues impacting children with special needs (textbook and articles)</p>	<p>1. Contextual Factors section of the TWS 2. AEIS Report activity 3. Supplemental Readings</p>	<p>S: 1.0, 3.1, 3.2, 3.4, 4.0 TS: Standard 1(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. Standard 1(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts. (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals. Standard 2(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</p>

			<p>students, persisting in their efforts to ensure high levels of growth on the part of each learner.</p> <p>Standard 2(B) Teachers acquire analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning</p> <p>(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</p> <p>DDP: 4,5,6,10 NETS: 1, 3</p>
<p>Objective 6: The candidate will describe theories to improve learning and assessment, including: Learning Styles, Gardner's Multiple Intelligences, and Benjamin Bloom.</p>	<p>Class discussion of how their knowledge of the various theories will impact their teaching.</p> <p>Written and oral explanation of how the various theories have impacted their lesson plans.</p>	<p>1. Implications Paper 2. Lesson Plans 3. Small group/whole class discussions</p>	<p>S: 1.0, 3.1, 3.2, 3.5, 4.0</p> <p>TS: Standard 2(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.</p> <p>(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills</p> <p>(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas</p> <p>(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.</p> <p>Standard 5(A) Teachers implement both formal and informal methods of measuring student progress.</p> <p>(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences and/or varying levels of background knowledge</p> <p>DDP: 7,8,9 CF: 2, 3, 4, 5 NETS: 1, 2, 3, 4</p>
<p>Objective 7: The candidate apply effective communication techniques and instructional strategies that actively engage students in the learning process.</p>	<p>Research on the various theories learned in class and include in their Implications paper how this knowledge will impact their learning.</p> <p>oral presentation to the whole class (in an engaging way) a news article on an Education topic</p>	<p>1. Implications paper 2. "In the News" report</p>	<p>S: 1.0, 3/1, 3.5</p> <p>TS: Standard 1(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices</p> <p>(i) Teachers plan instruction that is developmentally appropriate, is standards-driven and motivates students to learn</p> <p>Standard 1(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.</p> <p>(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.</p> <p>Standard 1(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary</p> <p>(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.</p> <p>DDP: 4, 6, 10 CF: 1, 2, 4, 5 NETS: 4</p>

Web link for state standards: <http://www.tea.state.tx.us>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Web link to TExES study guides: <http://texes.ets.org/>

Web link to Texas State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Student Interaction Policy: Relates to **Sam Houston State University Academic Policy Statement 100728**

- Do NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning.
- Do NOT text/e-mail students or access student MySpace, Facebook or other social media sites.

- Do NOT call students on their cell phones or home phones.
- Contact with students outside of school is prohibited.

Do NOT give students rides or socialize with them or their families.

Course Evaluation

Your learning is assessed based on class-based assessments and field-experience assessments. All are tied to the state competencies and their related standards that you need to master. Assignments may be modified to meet the needs of individual learners.

A separate document contains a calendar with approximate due dates for all assignments. Detailed assignment directions will be provided well in advance of any due dates. The calendar is to be viewed as a draft and dates and deadlines will change throughout the course of the semester.

The content of this syllabus, including assignments and policies, is subject to change without notice.

Secondary Methods Block Field Experience

This part of the syllabus is common to all of the courses in the Secondary Methods Block. Therefore, each course incorporates the Field Experience points as part of your final grade (see specific course requirements). **The successful completion of assignments and requirements described in this document are required for the completion of the Block.**

- **What is Field Experience?**

This course is a field-based course. This means you will spend at least 50% of time allotted for the Secondary Methods Block in a public secondary classroom. In working in these classrooms, you will be applying knowledge and skills learned in all four Methods' courses.

In addition, 50% of your grade in this class is based upon activities relating to field-based hours.

- **How many hours of Field Experience will be obtained?**

For the Secondary Methods Block, you can expect to log over 70 hours plus 5 additional hours.

NOTE: In addition, you will be required to accumulate **five (5) hours** of field experience, usually participating in the school's extracurricular activities, i.e. pep rallies, sports games, plays, concerts, tutoring outside of regular hours, ARD's etc. Check with your instructor if you have any questions about what activities will count for these five hours.

- **What is the purpose of Field Experience?**

Field Experience is designed to give you the opportunity to work with students, apply information covered in class to the classroom and teach actual lessons in secondary public school classrooms. The overall purpose is to give you constant feedback and help you continuously improve your teaching performance. The motto for the Secondary Methods Block is...growth not grades.

- **How do I get started in Field Experience?**

You will be assigned a field placement and mentor during the semester. You will be given class days to complete your field experience.

- **How do I get a mentor teacher?**

The administrators at your assigned campus will assign your mentor teacher based on your certification area. These teachers are eager to assist you in your journey to become a teacher. This means they will not always be "nice". Their honest feedback (remember our motto is ... growth not grades) concerning your strengths and weaknesses in the classroom is critical to your professional development. It is your responsibility to reflect upon their suggestions and implement new strategies in the classroom.

- **What will I be required to do during Field Experience?**

The first thing to keep in mind is that this is Field Experience, not observation. Your first day in the classroom, you might sit and observe to become oriented. However, on subsequent days, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, grading papers, organizing materials, preparing for upcoming lessons and teaching lessons whenever possible. Do not just sit! It is your responsibility to ask how you can be of assistance.

You are required to teach a minimum of two or three lessons (depending on your block). These lessons will be evaluated by your mentor teacher as well as your university supervisor. The evaluation instrument (T-TESS) for these lessons is attached to this syllabus. We will spend some time in class discussing this instrument to make sure everyone is comfortable with this assessment tool.

We highly recommend that you teach as many lessons as your mentor teacher will allow. The more time you spend in front of the class now, the easier student

Program Requirements:

To receive your final grade for this course, you must complete all program requirements by the assigned due dates. The program requirements with their due dates for this course are:

- Monthly Mentor Feedback forms
- Lesson Plans in TK20:
- Field Experience Documentation Log:
- Emerging Dispositions in TK20:

The content of this syllabus, including assignments and policies, is subject to change without notice.

Bibliography:

- Assessment Reform Group. 2002. *Assessment for Learning: 10 principles research-based principles to guide classroom practice*, Assessment Reform Group, London, United Kingdom.
- Assessment Reform Group. 2002. *Testing, Motivation and Learning*, Assessment Reform Group, London, United Kingdom.
- Chappuis, J. 2009. *Seven strategies of assessment for learning*. Portland, OR: ETS Assessment Training Institute.
- Chappuis, J 2005. Helping students understand assessment. *Educational Leadership*, 63(3), 39-43.
- Glasson, T 2009, *Improving student achievement: A practical guide to Assessment for Learning*, Curriculum Corporation, Carlton South, Australia.
- Hattie, J., & H. Timperley. 2007. The power of feedback. *Review of Educational Research*. Retrieved October 9, 2007 from <http://rer.sagepub.com>.
- McTighe, J & O'Connor, K. 2005. Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.
- Martin-Kniep, G. 2005. *Becoming a Better Teacher: Eight innovations that work*, Association for Supervision and Curriculum Development, Alexandria, United States.
- Stiggins, R. 2005. Rethinking the motivational dynamics of productive assessment. *MASS Journal*, spring, pp 8-12.
- Stiggins, R. 2007. Assessment through the student's eyes. *Educational Leadership*, 64(8), 22-26.
- Stiggins, R. & Chappuis J. 2005. Using student-involved classroom assessment to close achievement gaps. *Theory Into Practice*, 44(1), 11–