



EDTP 4310, The Intentional Teacher, (3-0) and ELED 4600, Student Teaching, (0-0-35)
Fifth Semester

Instructor Information

<i>Instructor:</i>	<i>Instructor:</i>
<i>Email:</i>	<i>Email:</i>
<i>Office Voice Mail Line:</i>	<i>Office Voice Mail Line:</i>
<i>Campus office hours:</i>	<i>Campus office hours:</i>
<i>Virtual Office Hours:</i>	<i>Virtual Office Hours:</i>

Course Description

EDTP 4310, The Intentional Teacher

Reflect on principles and practices to broaden thinking and analyze for appropriate early curriculum content and teaching strategies. Corequisite: ELED 4600.

ELED 4600, Student Teaching

During this semester, the student will fulfill the requirements for clinical/student teaching. This course of study is designed for pre-service teachers in order to further an understanding of the nature of teaching and the overall management of classrooms. The primary focus is to prepare the student to become aware of the central concepts and structures of teaching through regular and frequent interaction with students, classroom teachers, parents, and with faculty and supervisors in a school setting. Corequisite: EDTP 4310.

EDTP 4310 and ELED 4600 are co-requisites and during these courses, the student will complete Texas Education Agency requirements for student teaching and reflect on the principles and practices associated with student teaching to broaden thinking and analyze for appropriate early curriculum content and teaching strategies. These courses are designed for pre-service teachers to further an understanding of the nature of teaching and the overall management of classrooms. The primary focus is to prepare the student to become aware of the central concepts and structures of teaching through regular and frequent interaction with students, classroom teachers, parents, faculty and supervisors in a public or accredited private school setting and reflect on his/her own practices. The students are expected to meet the standards delineated by the Texas Education Agency.

Student Learning Outcomes

Upon successful completion of this course the student will:

1. Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
3. Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
4. Fulfill professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
5. Set short-term and long-term goals, organize, implement, and self-reflect.
6. Reflect on their principles and practices.
7. Reflect about principles, appropriate early curriculum content and teaching strategies and adjust instructional approaches.
8. Identify specific ideas and strategies for interacting with children in all content areas.

Pedagogy and Professional Responsibilities:

Knowledge	Skills
<p>Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31</p>	<p>Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.126, 1.27, 1.28, 1.29</p>
<p>Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23</p>	<p>Standard 2: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21</p>
<p>Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16</p>	<p>Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20</p>
<p>Standard 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18</p>	<p>Standard 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19</p>

Textbook

Tyminski, C. (2014). *Your Early Childhood Practicum and Student Teaching Experience: Guidelines for Success*. Pearson. ISBN:13: 978-0-13-286995-9

Course Evaluation

EDTP 4310 course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69%-60%	279-240
F = 59% and below	239-0

The EDTP 4310 assignments' points are awarded as follows:

- Letter of Introduction – 25 points
- Physical environment of the classroom – 25 points
- Planning web curriculum – 25 points
- Cover Letter/Resume & Philosophy of Education – 25 points
- Video Teaching Reflection – 50 points
- Final ePortfolio – 250 points

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

ELED 4600 is a pass or fail grade and is determined by the class observations and collaborative agreement between the Field Supervisor and the Cooperating Teacher.

Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([19 TAC Chapter 247](#)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Resources

- TExES Preparation Manuals: [Certification Preparation Materials](#)
- 161 [Pedagogy and Professional Responsibilities EC-12](#)
- [Science of Teaching Reading](#)
- [EC-3 Content](#)
- [State Board of Educator Certification](#)
- APA format for written work: [APA format](#)
- TEKS: [Texas Essential Knowledge and Skills](#)
- PKG: [Texas Prekindergarten Guidelines](#)

Course Technology

Consistent with the State of Texas Standards for Texas Teachers and International Society for Technology in Education (ISTE), this course will emphasize “Technology Applications Standards I-IV. See [Educator Standards for Technology Applications](#). Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See [Core Rules of Netiquette](#).

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

Course Communications

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Student are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

Student Responsibilities and Class Policies:

Attendance

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

Assignment Submissions

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

Late Work

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

Scholastic Dishonesty

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the *MC Catalog and Student Handbook*, [Scholastic Dishonesty section](#).

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

Student Teaching

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. Candidates will complete their background check prior to student teaching.

The student teacher is a teacher preparation candidate in the final semester of teacher preparation. Student teachers are in the classroom every day, all day, for the entire semester, following the ISD calendar. Student teachers assist the cooperating teacher and assume 100% of classroom responsibilities that lead to preparing, implementing, and assessing lessons during the student teaching semester. Student teachers are required to complete the semester with professional dispositions and ethical behaviors expected of teachers, and to strive toward the proficiencies for teachers as mandated by the TEA and MC.

For additional information regarding Field Experiences, please refer to the Field Experiences and Student Teaching Manual.

Title IX: Non-Discrimination Statement

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

Tana Baker, Title IX Coordinator/Compliance Officer, 3600 N. Garfield, SSC 131, Midland, Texas 79705, (432) 685-4781, tbaker@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Americans with Disabilities Act (ADA) Statement

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit www.midland.edu/accommodation and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a “Notice of Accommodations” letter will be sent to instructors outlining any reasonable accommodations.

Support Our Students

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: <https://www.midland.edu/services-resources/student-services/sos.php>

Cell Phone Rules

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, [Grievances and Complaints](#) section.

Course Schedule

This course is offered over 16 weeks. This is an estimate and is subject to the instructor’s discretion and may be changed.

Week/Student Learning Objective (s) (SLO(s))	Readings and Preparation for this week’s class:	In Class Activities	Assignment (Points)	Due Date
1 SLO: 1	<ul style="list-style-type: none"> • Introduction 	<ul style="list-style-type: none"> • Syllabus • Course Expectations • Ethics and Dispositions • Field Experience • Assignments 	<ul style="list-style-type: none"> • Class Schedule • Physical environment of the classroom (25 pts) 	

Week/Student Learning Objective (s) (SLO(s))	Readings and Preparation for this week's class:	In Class Activities	Assignment (Points)	Due Date
2 SLO: 1	<ul style="list-style-type: none"> Ch. #1: Preparing to Begin Student Teaching 	<ul style="list-style-type: none"> Describe the roles of the cooperating teacher, the supervisor, and the student teacher. Discuss what they can do to prevent cultural misconceptions between themselves and their children and their families. 	<ul style="list-style-type: none"> Letter of Introduction (25 pts) Proposed Phase-In Schedule 	Monday by Midnight
3 SLO: 1	<ul style="list-style-type: none"> Ch. #2: Becoming a Professional 	<ul style="list-style-type: none"> Discuss what it means to be a professional early childhood educator. Determine what professional behaviors are expected of them as a student teacher in the workplace. Principal Panel 		
4 SLO: 1	<ul style="list-style-type: none"> Ch. #3: Establishing Effective Professional Relationships 	<ul style="list-style-type: none"> Identify what steps they should take to establish a positive relationship with their cooperating teachers. Indicate what kind of support they should expect from their supervisors. 	<ul style="list-style-type: none"> Observation #1 	
5 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #4: Guiding Young Children in the Classroom 	<ul style="list-style-type: none"> Describe what classroom management encompasses. Explain the difference between guidance and discipline. 		
6 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #4: Guiding Young Children in the Classroom continued 	<ul style="list-style-type: none"> Discuss how to use effective guidance strategies to teach children social problem-solving skills. 		

Week/Student Learning Objective (s) (SLO(s))	Readings and Preparation for this week's class:	In Class Activities	Assignment (Points)	Due Date
		<ul style="list-style-type: none"> Give examples of Positive Behavior Support (PBS). 		
7 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #5: Classroom Management: Environments and Routines 	<ul style="list-style-type: none"> Determine what potential threats to child safety they should look for in their classroom environment. Summarize how they will accommodate children with special needs in the physical environment. 	<ul style="list-style-type: none"> Observation #2 	Monday by Midnight
8 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #6: Observations and Evaluations of Student Teaching 	<ul style="list-style-type: none"> Anticipate what steps they can take to receive criticism effectively. Describe various ways they can engage in critical reflection during student teaching. 		
9 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #6: Observations and Evaluations of Student Teaching continued 	<ul style="list-style-type: none"> Self-evaluation of their own personal and professional (Figure 6.1 of Ch. 6) 		
10 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #7: Assessment of Young Children 	<ul style="list-style-type: none"> Explain what assessment is and what it is not. Identify the general purposes of assessment. Describe various observation techniques. Discuss assessment considerations for special populations. 	Observation #3 Cover Letter/Resume (25 pts)	Monday by Midnight
11 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #8: Supportive Instruction 	<ul style="list-style-type: none"> Give examples of developmentally appropriate lessons that apply Gardner's theory of multiple intelligences. Identify guidelines for designing appropriate curriculum. 		

Week/Student Learning Objective (s) (SLO(s))	Readings and Preparation for this week's class:	In Class Activities	Assignment (Points)	Due Date
12 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #8: Supportive Instruction continued 	<ul style="list-style-type: none"> Describe strategies they can use to encourage literacy development in young children. Summarize strategies for creating an effective multi-cultural anti-bias curriculum. 		
13 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #9: Understanding Diverse Communities and Interacting with Children's Families 	<ul style="list-style-type: none"> Explain what it means to be culturally competent. Discuss how they will encourage family involvement. Give examples of the diverse family structures in today's classrooms. 	<ul style="list-style-type: none"> Observation #4 	
14 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #9: Understanding Diverse Communities and Interacting with Children's Families continued 	<ul style="list-style-type: none"> Reflect upon the impact that their culture has on their lives. They can begin this process of reflection by asking themselves a few questions (9.1) 	<ul style="list-style-type: none"> Videotape and Reflect on your teaching (50 pts) 	Monday by Midnight
15 SLO(s): 1, 2, 3, 4	<ul style="list-style-type: none"> Ch. #10: Completion of Student Teaching: Looking Ahead 	<ul style="list-style-type: none"> Ask students to brainstorm ideas about what to do and/or say when leaving their cooperating teachers and colleagues and when leaving their children. Discuss reasons why this is an important issue. 	<ul style="list-style-type: none"> Teaching Philosophy (50 pts) 	Monday by Midnight
16 SLO(s): 1, 2, 3, 4			<ul style="list-style-type: none"> Final portfolio (250 pts) 	

Please note that the instructor reserves the right to change the syllabus.