

THE UNIVERSITY OF WEST GEORGIA**SEED 7291-L: Classroom Instruction and Management Laboratory**

Semester Hours	1
Semester/Year	Spring 2016
Time/Location	Online via CourseDen and Saturday, February 6, 9:00am-3:00pm; Field Placement: Tues and Thurs (or equivalent), ~8am-4pm, Jan 25 to Mar 11
Instructor:	Dr. Robyn Huss
Email:	rhuss@westga.edu
Telephone:	Direct Line: 678-839-6187 Department Line: 678-839-6530 Fax: 678-839-6195
Office:	Coliseum 2046
Office Hours:	Mondays 11:00am-3:00pm and Thursdays 11:00am-5:00pm; Other days/times may be arranged by appointment, or Online via email.
Instructor:	Dr. Robyn Huss

REQUIRED TEXTS AND RESOURCES

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education. Available at <http://www.westga.edu/ofe/>

[*Georgia Code of Ethics for Educators*](#). (2003). Georgia Department of Education.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

ONLINE SUPPORT

Tk20	For assistance, email tk20@westga.edu
CourseDen Home Page	https://westga.view.usg.edu/
CourseDen Help & Troubleshooting	http://uwgonline.westga.edu/
UWG On-Line Learning	http://uwgonline.westga.edu/
Distance Learning Library Services	http://westga.edu/~library/depts/offcampus/
Ingram Library Services	http://westga.edu/library/
University Bookstore	http://www.bookstore.westga.edu

COURSE DESCRIPTION

This course consists of the field experience that accompanies SEED 7291. Students are expected to spend two full days in a public school placement for seven weeks.

Pre-requisites required: Admission to TEP and successful completion of SEED 6111. COE field experience application is required for placement. Co-requisite required: SEED 7291.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Teachers of English (NCTE)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

COURSE OBJECTIVES

Students will:

1. apply knowledge from accompanying SEED 7291 in their field experience placement (InTASC 1-3, 6-8);
2. implement lesson plans that promote active student engagement beyond direct instruction (InTASC 1-8);
3. implement lesson plans that provide for differentiation to engage all students (InTASC 2, 7);
4. demonstrate proficiency in using and/or implementing technologies that are in place at the school/classroom of their field placement (InTASC 5, 8);
5. demonstrate professional and ethical behavior at all times (InTASC 9); and
6. successfully complete the field experience (InTASC 1-10);

APPROACHES TO INSTRUCTION

Students are expected to use CourseDen for information and communications.

This course will be delivered approximately 95 % face-to-face. Students will be placed with a mentor teacher in a public school classroom at the secondary level.

Additionally, it is anticipated that students will need to work independently to prepare for teaching in the field.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty:

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance:

Students will be required to spend 7 weeks in schools, two days a week, to complete the field experience.

Disability:

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy:

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. **Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.**

INSTRUCTIONAL RESOURCES AND REFERENCES

- Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools*. (10th ed). Boston, MA: Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.
- Cruikshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.
- Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.
- Educator Preparation Handbook for Field Experiences*. (2015-16). Carrollton, GA: UWG College of Education.
- Georgia Department of Education. (2015). *Georgia Performance Standards*. Atlanta, GA.
- Georgia Department of Education. (2003). *Georgia Code of Ethics for Educators*. Atlanta, GA.
- Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

EVALUATION AND GRADING:

Areas that influence your final average include but may not be limited to the following:

- Field Experience Evaluations by cooperating teacher: Intern Keys
- Field Experience Evaluations by university supervisor: Dispositional evaluation
- Observations of instruction
- Lesson plans
- Reflective essays
- Video of classroom instruction
- Field experience attendance/completion

Class Grade

- A = consistently proficient or exemplary level of competency in field work
- B = proficient level of competency in field work
- C = developing level of competency in field work
- F = unacceptable level of competency in field work; must re-take course

Assignments:

Assignments that influence your final average include but may not be limited to the following; contact your university supervisor for additional details:

1. Field Experience Evaluations. **Due on Tk20 by cooperating teacher.** *Course Objectives 1-6*
Intern Keys rubrics are found in the Field Experience Information folder on the CourseDen homepage and on Tk20. The information on the Intern Keys will guide what you do during the time you are in the classroom. **The cooperating teacher must complete the Intern Keys Rubrics on Tk20 by the end of your field experience and you must verify that to get your credit!** He or she should receive information from Selina Nunez (tk20@westga.edu, 678-839-6104) for that. At least twice, you should teach all or part of a lesson, under the guidance of the cooperating teacher. Your cooperating teacher will observe you teaching and working with students throughout your field experience, and those observations will influence his or her evaluations of you on Tk20. **Note: The field experience is a key component of this course. Failure to successfully complete the field experience will result in an F for the course, regardless of other grades.**
2. Video of Classroom Instruction. Due on CourseDen and Tk20. *Course Objectives 1-6*
This is a critical assessment for the course. You will videotape a complete lesson, to include a student-centered activity and assessment, as implemented with the students in your field placement during a single class session.
3. Discussions. Refer to CourseDen for the two due dates. 10 points each. *Course Objectives 1-6*.
Further instructions, including topics to discuss, will be posted on CourseDen.
For each of the discussions, you should make a minimum of five entries. One entry will be your primary answer to the question(s). The other four should be responses to other students' entries. For this to run smoothly, everyone should post their primary posting before the end of the week, so you all have time at the end of the week to reply to each other.
4. Reflections. Refer to CourseDen for the due dates. 20 points each. *Course Objectives 1-6*.
Further instructions, including topics, will be posted on CourseDen.
For each of the reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the dropbox. Although these are personal responses, this is not a casual composition like your online postings – part of your evaluation will be of your writing skills, so prove to me that you can write an essay!

Tentative Schedule

This is a general plan for this course. Be aware that this schedule may change as the semester progresses!
Any/all changes will be reflected in the weekly assignment postings on CourseDen.

Dates	Course Topics	Homework (usually due the following Sunday before midnight)
Week 1 Jan 11-15	Review course requirements; Prepare for field experience.	--
Week 2 Jan 18-22	--	<p>Prior to the start of your field experience on January 25, you will need to:</p> <ul style="list-style-type: none"> • watch the 10-minute OFBP video via the link in the Field Experience Orientation module, • complete the MOU in your Portfolio tab in Tk20; this will be your first (completion) grade in this course, • print the appropriate introduction letter to give to your mentor (there is one version of the letter for those of you who are guests in a cooperating teacher's classroom and a different letter for those of you who are provisional teachers), and • pick up your UWG College of Education badge to wear as a guest in your placement school. These are available on campus in the University Community Center (the round building at the center of campus), where you get your student IDs. Just tell them you need a badge for the College of Education field placements, and they will know what you need. (This does not apply to provisional teachers.)
Week 3 Jan 25-29	Field Experience begins this week	Field Experience Information Form Discussion 1: field experience impressions Reflective Essay 1: Classroom Atmosphere
Week 4 Feb 1-5 Saturday Feb 6 Attend Class	Mandatory Campus Meeting 9am-3pm UWG Coliseum room 2120	Discussion 2: student dynamics
Week 5 Feb 8-12		Discussion 3: classroom management
Week 6 Feb 15-19		Discussion 4: class discussions Reflective Essay 2: Teaching Dilemma
Week 7 Feb 22-16		30-40 minute teaching video due
Week 8 Feb 29 - Mar 4		Discussion 5: group interactions
Week 9 Mar 7-11	Field Experience concludes this week	Reflective Essay 3: Teaching Overview Discussion 6: field experience overview
-- Mar 14-18	Absences from FE must be made up this week! UWG spring break	--
Week 10 Mar 21-25	--	--
Week 11 Mar 28 - Apr 1	--	--
Week 12 Apr 4-8	--	--
Week 13 Apr 11-15	--	--
Week 14 Apr 18-22	--	--