

EDUC 3320-110, CRN 80108, Professional Development in Learner Centered Schools
Spring 2018 rev. 08.11.2017
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Jennifer Bruton Davis
Office: WH 322F
Phone: 254-760-2832
Email: jennifer.davis@tamuct.edu

Office Hours:

By appointment only

Mode of instruction and course access:

Web-Enhanced Course – Web-enhanced courses have the majority of their course activities in the classroom, but supplemented by online activities. (11-49% online activity)
This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com].

Student-instructor interaction:

I am readily available to you, but I am only on campus on Mondays. If you would like to meet with me outside of class time, you may email, call or text me to set up a time. You are welcome to email, call, or text me with questions. I check my cell phone often and will reply quickly (unless I am teaching another class), usually within a few hours and definitely within 24-48 hours.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: This course is an examination of students and teachers in learner centered schools. Topics will include learning styles and strengths of diverse learners, contextual factors that affect learning, and learner centered instruction. Engaging instructional strategies (best practices) will be modeled and practiced. Pre-service teachers will develop a personal and professional teaching philosophy to support their development as professionals in the field of education. A technology lab and documentation of field experiences are required.

Prerequisite or co-requisite: PSY 220 or 303 or H S 300 and a minimum of 60 hours toward certification or degree requirements.

Course Objective: The student will be a reflective professional educator who makes effective educational decisions that support the creation of dynamic learning environments. The student will demonstrate effective practices in a field-based setting and reflect on his/her role as a professional education as he/she moves forward on the continuum from pre-service to in-service educator.

Student Learning Outcomes:

Outcome 1: Texas has a learner-centered vision for schools. The students will:

1. Assess the social, physical, and emotional needs of learners as related to instruction and student success.
2. Analyze student backgrounds and study the impact of SES and culture on school success.
3. Analyze the climate, teacher behaviors, and student behaviors in a learner-centered classroom compared to traditional educational contexts.
4. Develop a personal philosophy of education.

Outcome 2: Effective teachers must know their students and use a variety of strategies to meet the needs of all learners. The students will:

1. Analyze the characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs.
2. Analyze different approaches to learning that students may exhibit and what motivates students to become active, engaged learners. Students will focus on using best practices.
3. Explain the importance of creating a learning environment in which diversity and the individual differences of student, faculty, and staff are respected, celebrated, and used to foster academic success and identity development.
4. Analyze the impact of teacher-student interactions and interactions among students on the classroom climate and student learning and development.
5. Evaluate methods to establish a positive classroom climate that will foster active engagement in learning among students.

Outcome 3: Effective teachers are professionals and engage in thoughtful ongoing reflection of their professional practice:

1. Develop and practice professional vocabulary (academic language) related to principles of teaching and learning.
2. Reflect on their own learning using metacognitive strategies. Translate those strategies to possible teaching methodologies.
3. Set high expectations for themselves as teachers and learners.
4. Practice ethical standards related to the teaching profession.
5. Communicate effectively advocating for future students and self.

Competency Goals Statements (certification or standards):

TEExES Teacher Standards

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.

- (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
- (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
- (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

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.
- (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
- (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

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

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.

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

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

Required Reading and Textbook(s):

Jensen, E. (2008). *Brain-based learning: the new paradigm of teaching*. Thousand Oaks, Calif: Corwin Press.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: how to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Texas Essential Knowledge and Skills (as needed)

Other reading as assigned

COURSE REQUIREMENTS

The standard of our discipline is **APA 6th edition**. Unless otherwise specified, all written assignments should be typed using Times New Roman 12 pt. font, double-spaced, and submitted through Canvas in the **.doc or .docx** format. In addition, all written assignments should be edited for correct written convention which includes punctuation, spelling, grammar, word usage, etc.

Field Experience (10 hours with Reflection Paper) You will observe classroom teaching and learning for a minimum of 10 hours and take detailed field notes. You will reflect on the observation and write a discussion paper on this experience. In your three to five page paper, you will reflect on how teachers exhibit knowledge of students and student learning, plan for effective instruction, manage effective learning environments and demonstrate professionalism. **(Standards 1, II, IV ,and VI)**

The Notebook For this assignment you will create a journal to record and support your reflections as a teacher. You will be required to complete journal entries for each course unit, include unit notes, and reflect on at least 10 teaching experiences. The journal will be checked periodically to assess how you are engaging in the assignments and class work. To receive full credit you must present your notebook to me during a personal conference time. **(Standards I and II)**

Philosophy of Teaching Paper You will write a two-three page philosophy of teaching paper. The development of a personal teaching philosophy has important implications for teaching practice. It is the foundation on which teachers should base their decisions about students, the classroom, teaching and the school. A philosophy of teaching diverse (culturally, linguistically and learning) students is a narrative that includes: your conceptions of teaching and learning to a diverse student population, a description of how you teach, and justification of teaching methods to diverse students. The paper should demonstrate that you have been reflective and purposeful about your teaching and provides a way to articulate your goals as a teacher and your corresponding actions in the classroom. **(Standard VI)**

Contextual Factors Project You will complete an analysis of school and community factors that may influence students' learning for a given school context. Understanding the correlation found between

the teaching-learning process and the contextual factors of the individual student, classroom, school and community is the first step in developing an awareness of teaching. This project will discuss relevant factors and how they may affect the learning process. **(Standard 1)**

Exams (2) (Standards 1, II, IV ,and VI) A summative assessment is a high-stake evaluation of student learning by comparing it against some standard. These exams will be the summative assessments for this course. They will be given in class and consist of material presented in class and your textbook.

Grading Criteria Rubric and Conversion

ALL ASSIGNMENTS MUST BE COMPLETE TO RECEIVE A FINAL GRADE.

1. Field Experience Discussion Paper	20 points	20%
2. EDUC 3320 Journal (The Notebook)	20 points	20%
3. Contextual Factors Project	15 points	15%
4. Philosophy of Teaching Paper	15 points	15%
5. Midterm exam	10 points	10%
6. Final exam	15 points	15%
7. Personal conference	5 points	5%

Grades will be assigned at the end of the semester based the following:

A = 90 –100 represents exceptional demonstration of deep, coherent, unified understandings

B = 80 – 89.9 represents proficient overall understanding

C = 70 – 79.9 represents acceptable understanding in most areas of theory and practice

D = 60 – 69.9 represents developing understanding with some critical deficiencies

F = 59.9 < represents unsatisfactory understanding with significant deficiencies remaining

Posting of Grades

- Grades will be posted on Canvas Gradebook.
- You can expect graded assignments to be posted with written feedback within 2 weeks ***in most cases.***

COURSE OUTLINE AND CALENDAR

Date	Time	Topic	Assignments due this class
Week One 01/15	8:00-10:45		MLK DAY CAMPUS CLOSED
Week Two 01/22		Introduction Course Syllabus	Work on securing Field Observations
Week Three 01/29	8:00-10:45	Elements of a Good Discussion The Animal School	Work on securing field placements.

Week Four 02/05	8:00-10:45	Note Taking Jensen: Unit 1: Fundamental of Brain Based Learning (Ch. 1-4) Philosophy of Education paper	Reading due today: Jensen Ch. 1-4 plus notes
Week Five 02/12	8:00-10:45	Wong: A: Basic Understanding_ The Teacher (Ch. 1-5) Jensen: Unit 2: Physiological Effects on Learning (Ch. 5-7)	Reading due today: Wong Ch. 1-5 Jensen Ch. 5-7 plus notes
Week Six 02/19	8:00-10:45	Jensen: Unit 3: Sensory Contributions to Learning (Ch. 8-11)	Reading due today: Jensen Ch. 8-11 Due today: Philosophy of Education uploaded to Canvas by 8:00 a.m.
Week Seven 02/26	8:00-10:45	Jensen: Unit 3: Sensory Contributions to Learning (Ch 12)	Reading due today: Jensen Ch. 12
Week Eight 03/05	8:00-10:45	Wong: B: First Characteristic_ Positive Expectations Contextual Factors Project Discussion	Reading due today: Wong Ch. 6-10
Week Nine	8:00-10:45	Midterm	Midterm

03/12			
Week Ten 03/26	8:00-10:45	Jensen: Unit 4: Neuroscientific Perspective on Teaching and Learning: Teacher Communication and Learning Climate (Ch. 13-14)	Reading due today: Jensen Ch. 13-14 plus notes
Week Eleven 04/02	8:00-10:45	Guest Speaker: Nancy Preston TBRI	Reading due today: none Contextual Factors Project due by 8:00 a.m.
Week Twelve 04/09	8:00-10:45	Jensen Unit 5: Neuroscientific Perspective on Teaching and Learning: Motivation, Rewards, Attention, Survival Values (Ch. 15-16)	Reading due today: Jensen Ch. 15-16 plus notes
Week Thirteen 04/16	8:00-10:45	Individual Conferences Workday: The Notebook, Field Reflection Paper	All field experience hours should be complete.
Week Fourteen 04/23	8:00-10:45	Jensen Unit 6: Neuroscientific Perspective on Teaching and Learning: Teaching How to Think, Memory and Creating Patterns of Meaning (Ch. 17-19) Individual Conferences	Reading due today: Jensen Ch. 17-19 plus notes Due today: EDUC 3320 Journal (The Notebook) Field Experience Reflection Paper uploaded to Canvas by 8:00 a.m.

Week Fifteen 04/30	8:00-10:45	Unit 7: Brain Compatible Classroom (Ch. 20-23) Individual Conferences	Reading due today: Jensen Ch. 21-22 plus notes
Week Sixteen 05/07	8:00-10:45	Final Exam Individual Conferences	

Import University Dates:

Date	Event
1/16	Add/Drop/Late Registration begins
1/18	Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
1/23	Last day to drop 1st 8-week classes with no record
1/31	Last day to drop 16-week classes with no record
2/02	Priority Deadline to Submit Graduation Application
2/09	Last day to drop a 1st 8-week class with a Q or withdraw with a W
2/15	Last day to apply for Clinical Teaching
3/01	Deadline to submit application to Teacher Education Program
3/02	Deadline to submit graduation
3/09	Last day 1 st 8-week classes
3/12	Spring Break begins
3/16	Spring Break ends
3/19	Add/Drop/Late Registration begins, 2nd 8-week classes
3/21	Add/Drop/Late Registration ends, 2nd 8-week classes
3/27	Last day to drop 2nd 8-week classes with no record
3/30	Last day to drop with a Q or withdraw with a W (16-week classes)
4/13	Last day to drop a 2nd 8-week class with a Q or withdraw with a W
5/11	Last day to withdraw from the University (16-week and 2nd 8-week classes) Last day to file for Degree Conferral (Registrar's Office)
5/12	Commencement

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course will use the [A&M-Central Texas](https://tamuct.instructure.com) Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link. For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at Imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers

technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Attendance:

Attendance and punctuality are required. If you are going to be absent, you **MUST** notify me via text or email. More than four absences may result in losing credit for the course. **Missing ½ class or more = 1 absence.** It is NOT possible to make up the work missed during the class period nor is it possible to make up the field experience days. You are responsible for asking a classmate to take notes and gather handouts, if any, for missed classes. **It is your responsibility to find out what you missed.**

Course Assignment Expectations and Late Work:

- The standard of our discipline is **APA 6th edition**. Unless otherwise specified, all written assignments should be typed and double-spaced, and submitted through Blackboard in the **.doc or .docx** format. In addition, all written assignments should be edited for correct written convention which includes punctuation, spelling, grammar, word usage, etc. Failure to demonstrate the ability to communicate effectively in writing may result in lowering of the final grade. Written assignments with more than 5 grammatical errors will be returned ungraded. Please utilize the university's tutoring center for assistance with written assignments.
- Please consult the course calendar for all due dates and check for updates regularly through email and Canvas as I reserve the right to change or adapt assignments at my discretion for the benefit of my students.
- **Late work** will **NOT** be accepted except under extreme circumstances as approved by the instructor. If approved, late work will be subject to a reduction of 10% of the available points per day before grading. You **MUST** contact me with any issues with turning in your assignments.

Additional course expectations:

Cell phones and laptop/notebook/iPads/Tablets, etc. - The use of technology is encouraged and **expected** to enhance learning and the educational experiences; however, its use must be limited to the learning tasks at hand. Off-task technology usage may result in deduction in professionalism points.

Your professor. I received both my B.S.Ed. and my M.Ed. from Abilene Christian University. I have seventeen years of teaching experience in the public schools, teaching grades 6-8 in social studies and reading. During those years, I was awarded Teacher of the Year at Travis Middle School (now Travis Science Academy) in 2001, 2002, and 2003. I also received the Temple Education Foundation Distinguished Educator Award in 2006, 2009, 2010, 2011, 2012, and 2017. Additionally, I served as a member of the Temple Independent School District Board of Trustees from 2010-2017. In 2014, the TISD school board was named the HEB School Board of the Year. I joined TAMUCT as an adjunct in January of 2016.

What you can expect from me:

- A commitment to help you grow as a professional educator.
- Written feedback in the form of graded assignments within 1 week in most cases.
- Respect and professionalism.

Additionally:

- I check emails and texts regularly and will respond in a timely manner.
- I will be prepared for class. I expect the same from you.
- I will provide grading rubrics for the major assignments due for this course.