# EDUC-4304-110 Professional Development III

## Professor & Contact Information

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### Texas A&M University-Central Texas Mission Statement

Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

### College of Education Mission Statement

The mission of the College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in the College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

### Mode of Instruction & Course Access

This course is a field-based practicum course involving some face-to-face instruction. However, the majority of your learning will take place during clinical teaching placement. This course utilizes TAMUCT Blackboard Learn system (https://tamuct.blackboard.com) with access by your Blackboard username and password.

### Student-Professor Interaction

As this course is critical in the growth and development of you as a teacher, I am readily available to you. You can reach me at any time during my office hours, by email, or by phone. If you would like to request a conference, please email me and I will get back to you with available times. If I am unavailable and you need to speak with someone about your placement or in an emergency, please call (254) 519-8737.

### UNILERT - Emergency Warning System for Texas A&M University–Central Texas

UNILERT 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 UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

# Course Information

## Program Goal

Texas A&M University-Central Texas students, upon completion of certification requirements, will be reflective professional educators who make effective educational decisions that support the creation of dynamic learning environments.

## Course Overview and Description: EDUK 404.110

This course is a study of all aspects of classroom management, including the physical environment for diverse groups of students. Current issues related to education will be examined. Students will be expected to demonstrate developmentally appropriate effective teaching practices in field-based settings.

Field-based/practicum experiences are required in school settings where students will plan units of instruction, examine various models of instruction, analyze classroom management strategies, and demonstrate competencies in effective teaching practices.

## Course Objective

The student will demonstrate effective practices in a field-based setting and reflect on his/her role as a professional educator as he/she moves forward on the continuum from pre-service to in-service educator. Upon completion of this course, the student will be a reflective professional educator who makes effective educational decisions that support the creation of dynamic learning environments appropriate for diverse students' needs.

## Course Understandings

- The pre-service teacher understands the professional roles and responsibilities and adheres to the legal and ethical requirements of the profession.
- The pre-service teacher understands the structure of the education system in local school districts and in Texas.
- The pre-service teacher understands the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.
- The pre-service teacher understands the importance of continuing professional development.
- The pre-service teacher understands the types of interactions among professionals and his/her roles in collaboration.
- The pre-service teacher understands instructional decision-making including developing learning goals, assessment plans, instructional design and analyzing student learning.
- The pre-service teacher understands the importance of interacting and communicating with families and community members.

## Student Learning Outcomes

Overall, course outcomes include three components: 1) Content Outcomes, 2) Professional/Ethical Outcomes, and 3) Technology Outcomes.

## Content Student Learning Outcomes

1. The pre-service teacher demonstrates knowledge of the state accountability system in selecting content for lesson plans (TEKS & ELPS).
2. The pre-service teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
3. The pre-service teacher demonstrates knowledge of effective learning environments that makes use of effective management techniques.
4. The pre-service teacher demonstrates knowledge of effective instructional strategies that actively engage students in the learning process and high-quality assessment and feedback.
5. The pre-service teacher utilizes technology ethically and legally.
6. The pre-service teacher recognizes the value of reflective practice to facilitate growth as a professional educator.

## Professional/Ethical Student Learning Outcomes

All teacher candidates have had the opportunity to review and discuss the Educator's Code of Ethics. Professional/Ethical Outcomes include acknowledgement and adherence to the Educator's Code of Ethics as documented by student signature.   In addition, all education students are expected to meet professional/ethical outcomes that meet TAMUCT Professional Expectations.

1. The pre-service teacher fulfills the professional roles and responsibilities of a teacher and adheres to legal and ethical requirements of the profession.
2. The pre-service teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

## Technology Student Learning Outcomes

The following Technology Outcomes are infused into the learning opportunities throughout the course. Students do not need to be an expert in technology but are expected to develop the following skills meeting TEA and ISTE Standards for Educators.

1. The pre-service teacher facilitates and inspires student learning and creativity.
2. The pre-service teacher designs and develops digital age learning experiences and assessments.
3. The pre-service teacher models digital age work and learning.
4. The pre-service teacher promotes and models digital citizenship and responsibility.
5. The pre-service teacher engages in professional growth and leadership.

# Course Competency Goal Statements

## 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.

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.

Standard 3 - Content Knowledge and Expertise.  Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

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.

Standard 5 - Data-Driven Practice.  Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

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.

## Pedagogy and Professional Responsibility Standards

Standard 1 - The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2 - The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3 - The teacher promotes 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.

Standard 4 - The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

## Technology Application Standards

Standard 1 - All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard 2 - All teachers collaborate and communicate both locally and globally to reinforce and promote learning

Standard 3 - All teachers acquire, analyze, and manage content from digital resources.

Standard 4 - All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard 5 - All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

Standard 6 - All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7 - All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

## TExES Competencies

TExES Competency 001: The beginning teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.

TExES Competency 002: The beginning teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

TExES Competency 003: The beginning teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

TExES Competency 004: The beginning teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

TExES Competency 005: The beginning teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

TExES Competency 006: The beginning teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

TExES Competency 007: The beginning teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

TExES Competency 008: The beginning teacher provides appropriate instruction that actively engages student in the learning process.

TExES Competency 009: The beginning teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

TExES Competency 010: The beginning teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.

TExES Competency 011: The beginning teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

TExES Competency 012: The beginning teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

TExES Competency 013: The beginning teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

## Required Reading, Textbook(s), & Materials

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Evertson, C. M. & Emmer, E. T. (2009). Classroom Management for Elementary Teachers. Pearson. ISBN 0205578624

**Other Resources or Readings (as assigned)**

Texas Essential Knowledge and Skills (as assigned)

Texas A&M University - Central Texas Department of Curriculum and Instruction. (2015-2016). Handbook for teacher certification.

Moore, K. D. (2015). Effective instructional strategies: From theory to practice. ( 4th Edition) California: SAGE Publications, Inc.

Sprick, R. S. (2009). CHAMPS: A proactive and positive approach to classroom management (2nd ed.). Eugene, OR: Pacific Northwest Publishing.

EDUK 404 Resources
Brewer, J. (2007). Introduction to Early Childhood Education: Preschool through Primary Grades. Allyn & Bacon. ISBN 0205491456

EDUK 430 Resources
Nath, J. L. & Cohen, M. D. (Eds.) (2005). Becoming a middle school or high school teacher in Texas: A course of study for the pedagogy and professional responsibilities. Wadsworth: Cengage Learning.

Weinstein, C. S. & Novodvorsky, I., (2011) Middle and secondary classroom management: Lessons from research and practice, (4th ed.). McGraw-Hill: NY.

## Course Requirements

**Student Learning and Assessment Related to Content Outcomes**

Field Experience/Lab: The field experience component of this class is an integral part of our Teacher Education Preparation Program. *If for any reason the field experience cannot be completed, the student will not receive credit for the course.* You are to spend at least 60 hours in your classroom where you are placed for field-based experiences. The time in the classroom should be at least a 5 hour block, one day a week.

Field Based Experience Log: You are to spend at least 60 hours in your classroom where you are placed for field-based experiences. The time in the classroom should be at least a 5 hour block, one day a week. You will log the activities that you observe and you must have a signature for each day spent in the classroom recorded on the field-based experience log.

Evaluation Forms: Each of your cooperating teachers will need to complete an evaluation form at the end of your field-based experience.

Weekly Reflection/Professional Practices and Responsibilities: A weekly reflection paper will be required during each week of this course. Guidelines and prompts for the reflections will be provided weekly.

Unit Plan: Develop a unit that could be taught during the clinical teaching semester. The components will include a complete series of lesson plans, teaching materials, resources, activities, and assessments. Modifications and extensions will be considered and added when necessary. Students will present the unit in an organized format of their choosing.

Learning Environment & Classroom Management Assignments: A total of six tasks will be completed related to developing a supportive learning environment. The purpose of the tasks is to prompt reflection as the activities are related to the field experience.

Final Exam: This will be a summative assessment at the end of course.

Programmatic Expectations: During the PD 3 semester, you will be preparing for Clinical Teaching and TExES exams. There will be additional responsibilities communicated to you through the Educator Preparation Services Department and Blackboard. Please be advised that all of these tasks and responsibilities must be completed to receive a final grade for this course.

## Student Learning and Assessment Related to Professional/Ethical Outcomes
- Successful completion of field-based experiences.
- Demonstrates professional behavior as outlined in **TAMUCT Professional Expectations**
- Adheres to campus rules and regulations.
- Attends all classes.
- Documentation and evidence of Weekly Reflection.

## Student Learning and Assessment Related Technology Outcomes
- Demonstrate appropriate and effective uses of technology in the classroom.
- Demonstrate implementation of technology in Unit Plan.
- Reflection on technology application and integration in Weekly Reflections.

## Evaluation & Assessment (Grading Components)
- **Learning Environment and Classroom Management Assignments (280 points)**
  *Assignments and criteria will be discussed in class.*
    - All About Me Presentation (35 points)
    - Learner Profile Presentation (35 points)
    - Parent Communication Plan (35 points)
    - Classroom Management Plan & Presentation (70 points)
    - Classroom Diversity Project Presentation (70 points)
    - Technology Presentation (35 points)

- **Field Based Experience Related Activities: (320 points total)**
    - 12 Weekly Reflection Papers (20 points each)
    - Field Based Experience Log (50 points)
    - Mentor Evaluation Form (30 points)

- **Unit & Assessment Plan (300 points)**
  *Assignment and rubric will be discussed in class.*

- **Final Exam (100 points)**
  This will be given at the end of the semester and will consist of 100 multiple choice questions.

**Note:  Late work will not be accepted unless prior arrangements have been made.**

## Required Documents and Reports
Teacher candidates are responsible for maintaining an accurate log of field-based experiences for their candidate Certification File.  **Failure to turn in paperwork will result in a failing grade in this course.**

## Posting of Grades
Final grades will be posted to Blackboard Learn after completion of course requirements.

| A | (1000 – 900) | exceptional demonstration and deep coherent understanding |
|---|---|---|
| B | (899 –  800) | proficient understanding |
| C | (799 – 700) | acceptable understanding in most areas |
| D | (699 – 600) | developing understanding with some critical deficiencies |
| F | (599 – 0) | unsatisfactory understanding with significant deficiencies |

## Course Outline & Calendar

The instructor reserves the right to modify the syllabus and assignments for this course.

| Date | Time | Location | Topic | Assignment |
|------|------|----------|-------|------------|
| Tuesday January 23 | 2:00 – 4:45 | WH 313 | Welcome & Introductions<br>Review Course Expectations<br>Preparing for Field Experiences | Review the Syllabus<br>All About Your Professor |
| Tuesday January 30 | 2:00 – 4:45 | Online | Getting Ready for the Classroom<br>Teaching Diverse Students; Response to Intervention | Ch. 11<br>All About Me Activity<br>Work on Learner Profile |
| Tuesday February 6 | 2:00 – 4:45 | WH 313 | Engaging and Motivating Learning in Various Learning Environments | Ch. 11<br>Weekly Reflection 1 Due<br>All About Me Presentations |
| Tuesday February 13 | 2:00 – 4:45 | WH 313 | Managing the Classroom Environment<br>Discuss Classroom Management Plan Assignment | Ch. 1, 2 & 3<br>Weekly Reflection 2 Due |
| Tuesday February 20 | 2:00 – 4:45 | WH 313 | Share Learner Profiles<br>Developing Effective Lesson Plans and Units of Instruction<br>Discuss Unit Plans and Requirements | Ch. 6<br>Weekly Reflection 3 Due<br>Learner Profile Due |
| Tuesday February 27 | 2:00 – 4:45 | Online | Classroom Management Plan & Parent Communication Plan Development | Weekly Reflection 4 Due |
| Tuesday March 6 | 2:00 – 4:45 | WH 313 | Evaluating and Measuring Learning – Developing Student Assessments<br>Share Classroom Management Plans | Supplemental Reading in Canvas<br>Weekly Reflection 5 Due<br>Classroom Management Plan Due |
| Tuesday March 20 | 9:00 – 4:00 | WH 417 | Identification & Characteristics of Dyslexia<br>Response to Intervention | Weekly Reflection 6 Due<br>Parent Communication Plan Due |
| Tuesday March 27 | 2:00 – 4:45 | WH 313 | Using Technology in the Classroom<br>Discuss Technology Presentations<br>Classroom Diversity Project | Supplemental Reading in Canvas<br>Weekly Reflection 7 Due |
| Tuesday April 3 | 2:00 – 4:45 | WH 313 | Technology Presentations<br>Classroom Diversity Project Meeting | Weekly Reflection 8 Due<br>Technology Toolbox Form & Presentation Due |
| Tuesday April 10 | 2:00 – 4:45 | WH 313 | Designing Instruction to Maximize Student Learning: Models of Teaching & Authentic Teaching Methods<br>Classroom Diversity Project | Ch. 6 & 7<br>Weekly Reflection 9 Due<br>Classroom Diversity Presentations |
| Tuesday April 17 | 2:00 – 4:45 | WH 313 | Designing Instruction to Maximize Student Learning: Teaching Effective Thinking Strategies | Supplemental Reading in Canvas<br>Weekly Reflection 10 Due<br>Classroom Diversity Presentations |
| Tuesday April 24 | 2:00 – 4:45 | WH 313 | Designing Instruction to Maximize Student Learning: Integrating Teaching Methods | Ch. 2, 6, 7 & 9<br>Weekly Reflection 11 Due |
| Tuesday May 1 | 2:00 – 4:45 | WH 313 | Final Exam Review<br>Unit Planning Workshop | Weekly Reflection 12 Due |
| Tuesday May 8 | 2:00 – 4:45 | WH 313 | Final Due<br>EDUK 404 & EDUK 430 Course Survey | FINAL EXAM<br>Unit & Assessment Plan Due<br>Field Based Log Due<br>Mentor Evaluation Form Due |

# University Procedures & Policies

## TAMUCT Department of Curriculum & Instruction Professional Expectations

Texas A&M University-Central Texas Teacher Candidates are <u>guests</u> in the schools in which they are placed. Each Teacher Candidate must abide by all regulations and policies established by the district, central administration, campus administrators, and cooperating teachers.  Candidates for teacher certification at TAMUCT will demonstrate the following qualities and behaviors in pursuit if their goal of becoming a professional educator.

| Quality | Behavior |
|---|---|
| Communication | communicate appropriately and effectively with colleagues, supervisors, students, parents, caregivers and community members using various forms |
| Collaboration | work collaboratively with colleagues, mentors and supervisors to achieve the local, state, and national goals of education |
| Commitment | demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education; be responsible, punctual, regular in attendance, and prepared to participate in all aspects of professional development |
| Professional Development | Take responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth |
| Ethical Conduct | Uphold the Code of Ethics for Texas Educators and abide by local, state, federal rules, regulations, and policies; demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents and members of the community |

## Attendance Policy

Your commitment to becoming the best teacher possible includes regular, timely attendance and participation.  Students must attend class on Thursdays at 2:00.  Please email me prior to any class absence.  You may be asked to provide a doctor's note or official documentation for any absence (as requested).  Professional behavior and commitment to teaching are expectations.  **Attendance and punctuality are required**.

It is NOT possible to make up the work missed during the class period since it involves the interactions of students and professor related to course content objectives and reading.

**Late work will not be accepted unless given prior approval by the professor.  In most situations, a doctor's note or legal documentation will be required.  In the event of an excused absence (professor discretion), you are responsible for asking a classmate to take notes and gather handouts or class information for you.  It is your responsibility to find out what you missed.**

Being prepared to participate includes completing assigned reading and bringing necessary materials and assignments to class or posting in Blackboard.

## 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 professor before taking a course of action.  Honesty and integrity are essential characteristics for teachers.  Students are required to act honestly and professionally at all times.
**Any Violation of the Academic Integrity Policy will result in failure of the class (student will receive an "F").**

## Cell Phone

Cell phones must be silenced during class.  The use of cell phones, smart phones, or other mobile communication devices is disruptive and is therefore prohibited during class.  Except in:

1. emergency situations - please make prior arrangements with the professor
2. acceptable use - the professor will direct you to utilize your cell phone, smart phone, or other mobile device for educational purposes

Personal cell phone use during class may result in loss of successful completion of this course.

## Disability Support and Access Services

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 an education that is barrier-free.  The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services, and activities.  Some aspects of this course or the way the course is taught may present barriers to learning due to a disability.  If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212.  For more information, please visit their website at www.tamuct/disabilitysupport.  Any information you provide is private and confidential and will be treated as such.

## Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork.  Professors **cannot** drop students; this is always the responsibility of the student.  The record's office will provide a deadline for which the form must be returned, completed, and signed.  Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled.  Should you still be enrolled, FOLLOW-UP with the records office immediately!  You are to attend class until the procedure is complete to avoid penalty for absence.  Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

## Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online.  Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA).  Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.  Visit www.tamuct.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact information.  If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5836 or by emailing c.garza@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 TAMUCT students to log-in and receive FREE online tutoring and writing support.  This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics.  To access Tutor.com, click on http://www.tamuct.edu/departments/academicsupport/tutoring.php.

## 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 TAMUCT 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 TAMUCT 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 homepage: http://www.tamuct.edu/departments/library/index.php.

**University Writing Center**

The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

## Technology Requirements & Support

**Technology Requirements**

This course will use the TAMUCT Blackboard Learn learning management system.

Logon to https://tamuct.blackboard.com to access the course.
Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Initial password: Your MyCT password

Check browser and computer compatibility by using the "Test Your Browser" button, found in the "Check Your Browser" module on your Blackboard dashboard, once you have logged in.

**Technology Support**

For technology issues, 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

When calling for support please let your support technician know you are a TAMUCT student.
For issues related to course content and requirements, contact your professor.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

## Your Professor…

**What You Can Expect From Me**

It is a great privilege to have the opportunity to work with you during this stage of your educational career. I want to ensure your experience in preparing you for the teaching profession is as successful as possible. It is my hope that when the time comes for you to have your own classroom, you will have the skills necessary to make a lasting impact in the lives of your students. As such, I am available to you at all times during this semester. This course has been designed to offer you support in many areas of successful teaching, including the most problematic areas beginning teachers face.

I will be a resource to you any time during your educational experience.
I will be available to discuss concerns or accomplishments during your field-based observations.
I will take writing, grammar, and spelling into consideration on all assignments.
I will treat each of you with the respect afforded a professional.
I will return e-mails and phone calls usually within 24 hours.
I will prepare you to be the best teacher you can be!