I. Course Description

Residency I is the first semester of a year-long school-based clinical experience for the Ready2Teach Program, which is focused on preparing teacher candidates with strong academic content knowledge aligned with Tennessee curriculum standards, strong skills in instruction, assessment, and management, and well developed skills in meeting the academic and social needs of all students. This includes the needs of students who are learning English as well as the full range of learning abilities anticipated in public school classrooms. Problem-based scenarios will be utilized to assist students in developing these competencies.

II. Contribution of Course to Special Competencies

1. Introduce students to the field of teaching and learning with respect to content and context.
2. Expose students to the best practices of teaching and learning with respect to content and context.
3. Direct students toward the development of self-analysis and self-improvement as teachers and as students, thereby promoting discovery of their strengths as teachers and realize on how to capitalize on them.
4. Develop the ability to analyze situations and appropriately act on the results of this analysis.
III. Course Textbook and Materials

There are no required texts. Students will gather resources from professional sources, including online academic searches, professional journals and trade publications, news articles, and other.

Students will be required to purchase TK20, which is available at the bookstore. Students will also need an SD Card for video taping purposes.

IV. Course and Student Requirements

Observation Journal (Due weekly during Seminar – 10%)
Students will be provided with a composition journal, which will be required in all classroom and fieldwork sessions. Content will be checked on a weekly basis. Assignments will vary from week to week.

PBL Research Brief (Due as Noted on Tentative Schedule – 20%)
Students will gather relevant research materials for presentation to PBL group members. Group members will decide upon relevant research topics during PBL work sessions. Research should inform the rest of the group so that all will have a complete grasp of each part of the overall topic without having to do additional research. Students will upload each research brief to D2L. The brief should contain 3-5 pages with 3-5 resources in APA style. These resources should include at least one peer-reviewed journal and may include personal communications with experts in the field. Additionally, a graphical representation should accompany this research brief and is not included in the 3-5 pages.

After receiving feedback from the instructor, each student will orally present his/her findings to the group along with providing a 1-page summary to each group member. The research brief and subsequent presentation should be well researched and provide the most up-to-date information to the group.

Group Graphic Representation (Due as noted on the Tentative Schedule – 10%)
Each PBL session will be represented in a single design, to be developed during the PBL Debrief Phase of the course. All graphic representations will be combined into one final representation (see Poster Session, below). Instructions for the graphic representation will be provided during the first class session.

Reflections (Due as Noted on Tentative Schedule – 10%)
Students will respond to a series of prompts provided for each PBL (1-2 pages each).

Products (Due as noted on Tentative Schedule – 50%)
Throughout the semester students will complete several edTPA related products along with PBL specific products. Guidelines for each product will be provided.

Poster Session (Due as Noted on Tentative Schedule) At the end of the course, each individual and group will make a presentation to their colleagues and members of the College of Education. The posters must contain written and graphical representations of the group’s and the teacher candidate’s experiences throughout the course.
Please Note: All writing assignments are to follow APA style. Double-space text using Times or Times New Roman 12-point font, with 1-inch margins on all sides of the paper.

V. Grading Scale

A = 90 - 100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

VI. Policies on Attendance, Late Work, Disabilities, and Withdrawal/Dropping

- Attendance: This course is an activities-based approach. **Attendance in class and field experience is mandatory.** Promptness and energetic participation are critical to your success in this class. Absences may be made up at the discretion of the instructor. If an absence is inevitable, you should contact your instructor as soon as possible.
- Late Work: The grade on work submitted after its due date will be lowered at the following rate – 1 day = 10% off, 2 days = 20% off, 3 days = 50%, 4 days = no credit.
- Disabilities: Reasonable Accommodations for Students with Disabilities: ADA accommodation requests (temporary or permanent) are determined only by Disabled Students Services. Students are responsible for contacting the Disabled Students Services Office at 615-898-2783 to obtain ADA accommodations and for providing the instructor with the accommodation letter from Disabled Student Services.
- Dropping/Withdrawing: Please see [http://www.mtsu.edu/records/scalendars.php](http://www.mtsu.edu/records/scalendars.php) for dates.
- Do you have a lottery scholarship? To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. You may qualify with a 2.75 cumulative GPA after 72 attempted hours (and subsequent semesters), if you are enrolled full-time and maintain a semester GPA of at least 3.0. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility. Dropping or stopping attendance in a class after 14 days may also impact eligibility; if you withdraw from or stop attending this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. Lottery recipients are eligible to receive the scholarship for a maximum of five years from the date of initial enrollment, or until reaching 120 TELS attempted hours or earning a bachelor degree. For additional Lottery rules, please refer to your Lottery Statement of Understanding form [http://mtsu.edu/financialaid/forms/Lottery%20Statement%20of%20Understanding%202013-14.pdf](http://mtsu.edu/financialaid/forms/Lottery%20Statement%20of%20Understanding%202013-14.pdf) or contact the Financial Aid Office at 898-2830.

VII. Statement on Academic Misconduct

Middle Tennessee State University strives to promote values and attitudes that are reflective of solid academic character and integrity. For this reason, MTSU expects each student to complete
assignments that are original and reflective of that individual student. Academic integrity is an essential component of a quality education. When a student participates in behavior that is considered to be academic misconduct, the scholarly value of their education is lessened. The instructor should report allegations of academic misconduct to the head of the concerned department and to the assistant dean for Judicial Affairs (898-5812). The instructor should attempt to inform the student of the allegation and notify the student that the information has been forwarded to the assistant dean. The instructor may conduct a conference with the student in compliance with the following procedures: 1. The student will be provided notice that he/she is believed to have committed an act or acts of academic misconduct in violation of University rules; 2. The student will be presented with all evidence in the knowledge or possession of the instructor which tends to support the allegation(s) of academic misconduct; and 3. The student will be given an opportunity to present information on his/her behalf.

Based upon the TBR Policy # 3:02:00:01 regarding academic misconduct, the instructor will assign an appropriate grade. This information, along with all supporting documentation of the violation, will be forwarded to the assistant dean for Judicial Affairs. For further understanding go to the website: http://www.mtsu.edu/judaff/

VIII. Guests in the Classroom

Students may not bring guests or children to the class without prior approval from the faculty/instructor.

IX. Animals in the Classroom

Only service animals (dogs and miniature horses) are allowed on campus. Students must register with Disabled Students Services before a service animal is allowed as an accommodation. Faculty and staff must request service animals as an accommodation through Human Resources. See MTSU Policy No. 1:01:13.

X. Emergencies in the Classroom

Faculty and students who do not follow University policies and instructions during emergencies and emergency drills are individually liable.

Cell Phones: In general, you should turn your cell phones off (at least the ringer) while in class or in the field. You should not be texting or using your phone in class. If you are in a situation where you need to be able to receive a call (doctor call back or to receive word about a sick child, for example), then set the ringer to vibrate and leave the room prior to answering the call.

E-mail: Communication with your instructor and classmates is important to successful completion of this course. You are expected to check your MTSU e-mail (username@mtmail.mtsu.edu) daily. If you have another e-mail you prefer, please set your MTSU e-mail to forward to your preferred e-mail account.
Field Experiences: Field experiences are critical to your success in this class. You are expected to arrive on time, stay the designated time, and be fully prepared for each experience. Professional dress and behavior are expected at all times. See the list below for appropriate professional dress and important information regarding your field experience.

- For security reasons, all schools require that you sign in and present your driver’s license at the front office of the school each day that you visit. Be sure to wear the visitor’s badge that identifies you as a visitor.
- In the event of inclement weather, follow Rutherford County’s schedule.
- Dresses and all outer garments shall fit properly and be of an acceptable length.
- Halter tops, see-through garments, or clothing with revealing/provocative necklines, bare backs, bare midriff, or spaghetti straps shall not be worn. In addition, clothing with symbols, phrases, or slogans advertising tobacco, alcohol products, or any controlled substances are unacceptable.
- If shirttails are made to be worn tucked in, they must be tucked in. If shirttails are worn in, and pants are designed to be worn with a belt, a belt or suspenders shall be worn.
- No hats, caps, or other head coverings shall be worn inside the buildings with the exceptions head coverings worn for religious purposes.
- Hair shall be clean, neatly trimmed and well groomed.
- Beards and mustaches shall be allowed if they are neatly trimmed.
- Footwear shall exclude flip-flops and slippers.
- Clothing that reveals undergarments shall not be worn.
- Hemlines for skirts and dresses should be long enough not to be distracting.
- Shorts, leggings, warm-ups, spandex or similar tight pants, exercise clothes, or any garment that may appear to be an undergarment are unacceptable.
- Jeans may be worn on days designated by the principal or supervisor, designated spirit days, and teacher in-service days.
- Male instructional staff shall be expected to wear slacks and collared shirts or other appropriate professional attire. Ties are encouraged and may be required by the principal. Acceptable alternatives for shirt and tie are shirt and pullover sweater or turtleneck sweater and sport coat.
- Jewelry shall not be worn in a visible pierced area other than the ear. All tattoos need to be covered.

Update January 14, 2014