I. **Course Description:** A study of planning, teaching, assessment, and technology as they relate to teaching in grades EC-12. Planning will include general curriculum issues, the lesson cycle, multiple intelligences, learning styles, and resources. Teaching will include methods and strategies for delivery of instruction and classroom environment. Assessment will focus on traditional and authentic alternative assessment. Technology will cover media and techniques from transparencies to computer technology, and will incorporate the skills and knowledge for using the microcomputer to plan and develop presentations, instructional materials, and learning activities in the school curriculum. Two full days per week are required at a partner school site.

Prerequisite: Admission to teacher education. This course will provide at least 6 hours preparation for the TExES Pedagogy and Professional Responsibilities examination.

II. **Rationale:** This block of study, which combines field-based instruction with intensive experience in secondary classrooms, is intended to lay a foundation of professional knowledge, skills, attitudes, and behaviors necessary to succeed in the teaching profession. In addition, the student will become knowledgeable of the Texas State Adopted Proficiencies for Educators and the thirteen competencies of an effective teacher based on the Pedagogy and Professional Responsibilities (TExES) exam.

**Course goals:**
Students will be provided the opportunity to:

A. Gain awareness of the complexities involved in operating schools
B. Develop instructional planning and delivery skills
C. Demonstrate sound pedagogical content knowledge
D. Develop an understanding of student learning, performance, and assessment
E. Understand and appreciate key elements in a positive learning environment
F. Gain knowledge of services and technology to support and enhance instruction

III. **State Adopted Proficiencies for Teachers:** See Attachment 1.

IV. **TExES Competencies:** See Attachment 2.

V. **Course Objectives/Learning Outcomes:**
This course is designed to demonstrate the competencies and proficiencies presented above.

The student will:

1. Observe and participate in teaching. (TExES Competencies: 001, 002, 003, 004, 007, 008, 009) (State Proficiencies: 1, 2, 3)
2. Demonstrate the ability to write lesson plans. (TExES Competencies: 001, 002, 003,
3. Incorporate assessment as an ongoing process integrated both within lessons and after lessons. (TExES Competencies: 001, 002, 004, 009, 010) (State Proficiencies: 1, 2)

4. Evaluate his/her teaching by reviewing videotaped lessons, writing reflections, and reporting on informal observation. (TExES Competencies: 003, 004, 005, 006, 007, 008, 009) (State Proficiencies: 2, 5)

5. Select and use a variety of content resources. (TExES Competencies: 001, 002, 003) (State Proficiencies: 1, 2, 3)

6. Apply and encourage higher-order thinking, questioning, and problem-solving skills. (TExES Competencies: 001, 003, 004, 008) (State Proficiencies: 1, 2)

7. Recognize the nature and significance of cultural diversity in historical and contemporary contexts and demonstrate an awareness and appreciation for cultural diversity. (TExES Competencies: 002, 005, 011) (State Proficiencies: 1, 3)

8. Apply a variety of methods, materials, and strategies to teach lessons. (TExES Competencies: 001, 002, 003, 004, 008) (State Proficiencies: 1, 2, 3)

9. Utilize technology to enhance teaching and learning. (TExES Competencies: 001, 003, 004, 008, 010) (State Proficiencies: 1, 2, 4)

10. Demonstrate familiarity with recent developments and issues in education. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 2, 5)

11. Identify appropriate Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS) and TAKS objectives (if applicable) for each lesson plan. (TExES Competencies: 001, 003, 013) (State Proficiencies: 1, 2, 5)

12. Play an active role in campus events such as teacher conferences and team planning. (TExES Competencies: 001, 011, 012, 013) (State Proficiencies: 1, 4, 5)

13. Interact professionally with university faculty, public school students, and mentor teachers. (TExES Competencies: 005, 011, 012, 013) (State Proficiencies: 2, 4, 5)

14. Participate in conferences and exit interviews with Clinical Teacher and Site Professor. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 4, 5)

15. Join a professional organization of choice. (TExES Competencies: 012, 013) (State Proficiencies: 1, 5)

16. Gain an understanding of school policies and resources. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 4, 5)

17. Complete school field placement requirements and activities in a timely, professional, and ethical manner. (TExES Competencies: 012, 013) (State Proficiencies: 1, 4, 5)

18. Maintain teachers' hours and observe school field placement attendance and dress policies. (TExES Competencies: 012, 013) (State Proficiencies: 1, 4, 5)

19. Take initiative in working with Clinical Teachers in all their responsibilities and duties unless requested to do otherwise. (TExES Competencies: 012, 013) (State Proficiencies: 1, 4, 5)

20. Take initiative in participating in partner school functions. (TExES Competencies: 011, 012, 013) (State Proficiencies: 1, 4, 5)
VI. Course Topics:
Major topics to be considered:
- Creating a Positive Environment for Effective Teaching/Learning
- Effective Classroom Management Techniques and Strategies
- How Learners Learn
- Instructional Planning for Effective Teaching/Learning
- Instructional Strategies for Effective Teaching/Learning
- Assessment Strategies for Effective Teaching/Learning
- Technology to facilitate Effective Teaching/Learning
- Building Appropriate Relationships with Students
- Building Relationships with Educational Professionals

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)
C. Field Experiences (field teaching; field trips; community resource use; case studies; internship; student teaching; practicum)
D. Web-based instruction (demonstrations, technology projects, threaded discussions)

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:
A. Methods and percentage of the final course grade are based on activities and assignments related to:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Professionalism</td>
<td>30%</td>
</tr>
<tr>
<td>Planning and Teaching</td>
<td>30%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment</td>
<td>20%</td>
</tr>
</tbody>
</table>

B. Grading Scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

It is the student’s responsibility to read and adhere to the policies delineated in the Handbook.
1) **Professionalism: 30%**

Professionalism brings to mind many attributes associated with people we consider professionals. Webster's Collegiate Dictionary defines professionalism as "the conduct, aims, or qualities that characterize or mark a professional person."

The attributes most heavily considered for this part of your grade are attitude, punctuality, attendance, dress, preparation for and participation in every class. The following examples show evidence of these attributes:

- Displaying professional appearance and demeanor
- Playing an active role in the life of the school; e.g. teacher conferences, school events, mentoring, tutoring
- Initiating a relationship with clinical teachers, students, and other school personnel
- Respecting the authority and knowledge base of all teachers, staff, administrators, and parent volunteers
- Attending and participating in out-of-class activities
- Maintaining a positive outlook and openness for self-improvement.
- Being on time and attending every seminar and clinical classroom session in its entirety. Maintaining teacher's hours. Notifying a site professor and the clinical teacher of impending tardiness or absence.
- Following district and university guidelines for dress (inappropriately attired PSTs may be dismissed from campus at the professor's discretion and credited with an absence).
- Preparing for, and participating in, guided and independent learning activities.
- Completing assignments promptly to the best of your ability.
- Satisfactory rating on the Assessment of Professional Attributes
- Becoming active in professional organizations (join at least one with liability coverage)
- Demonstrating a professional level of writing competence. Students who need assistance with writing will be encouraged to attend individual sessions at the Glasscock Center.
- Cell phone use is prohibited while in the Clinical Teacher's classroom and during Seminar (including texting).
- Personal and/or University coursework is prohibited while in the Clinical Teacher's classroom.
- Attendance and punctuality include keeping teachers' hours while working in the clinical setting (arriving at least 15 minutes prior to the beginning of class and remaining at least 15 minutes after the final bell) and fully participating in seminar (arriving 15 minutes prior to stated start time). Early arrival affords time for contribution to class preparation and interaction with colleagues. You will begin with 100 points for perfect attendance and no tardy or early departure. Twenty-five points will be deducted for every absence and ten points for every tardy or early departure. Absences from the clinical classroom must be made up outside regular course time. (See Handbook for documentation form.) Absences from seminar require the completion of an Issue Paper due one week following absence unless otherwise indicated by site professor. Grades may be lowered by one letter if student fails to complete seminar makeup assignment or make up clinical time and provide appropriate documentation.
- The score obtained from the summative Assessment of Professional Attributes (See Handbook) by the Site Professor(s) will constitute this portion of the professionalism section.
Additional attributes worthy of the teaching profession are initiative, perseverance, flexibility, reflectivity and appropriate interactions with individuals and groups. There will be many opportunities to demonstrate your professional skills and work habits. Failure to adhere to these standards and policies will result in a reduction of points at the discretion of a site professor. Consistent lack of professionalism in one or more areas will result in the loss of all credit for this section. **Note: Individuals receiving less than 70% on this criterion will need to repeat the course regardless of performance on all other course assignments!**

2) **Planning and Teaching: 30%**
   
   A. **Lessons** – You are required to prepare, present and receive feedback on at least four full-period, successful lessons in the classroom. The more you practice and participate this semester, the better prepared you will be for student teaching. This means teach many mini and complete lessons. Do not restrict your experience to those required.

   1. Prior to teaching a formal lesson, obtain approval of your plan from your clinical teacher in the form of initials in the space indicated on the lesson plan.
   2. Present this initialed plan to the site professor/observer upon his/her arrival to observe in your classroom. The observer will add his/her initials and comments as appropriate.
   3. Following each observed teaching experience, note your reflections in the form of a +/- (What things worked effectively for you/what would you change?). Use these notes to write an in-depth analysis and reflection.
   4. Post lesson conference – Request a conference with the SP as soon as possible. At that time, submit your lesson plan (complete with initials) and an in-depth analysis and reflection.

   The following successfully completed teaching experiences are required:

   o Site Professor observations (2)
   o Clinical Teacher observations (2)
   o Peer observation (1) – Observe a peer, and have a peer observe you. A completed observation sheet with debrief documentation and signatures is required.
   o Videotaped lesson and written self-assessment (1) – You must obtain permission from your CT to videotape a lesson well in advance. Some students will not have parental permission to be videotaped. Be sensitive to this; we will develop a work around if needed.

   (Note: These are minimum requirements. Some students may be required to teach additional lessons if observed lessons are not at the level expected for advancement to student teaching.)

B. **Classroom Presentations** – Many opportunities will be provided during seminars and in your clinical classroom for you to establish and develop your pedagogical and classroom management skills. You are expected to make mistakes; you are also expected to learn from your mistakes and to improve throughout the semester.
C. **Professional Writing** – You will complete periodic written assignments. I expect high quality work on every assignment. You will need to demonstrate a professional level of writing competence. If writing assistance is needed, work closely with the tutorial staff at the Glasscock Center or seek tutoring elsewhere throughout the course. Your work is a reflection of you, and as a teacher, it will be a reflection of your competence and professionalism. You are but steps away from being the teacher.

**Word-process all assignments** (traditional 12 pt. font, 1.5 spacing) unless otherwise directed. Bring a paper copy to class unless otherwise directed. Writing assignments will be graded on spelling, grammar, punctuation; organization; syntax and use of language; and depth and reflectivity. Use the current APA guidelines for citations. **NO handwritten assignments will be accepted unless otherwise directed by the site professor.**

D. **Projects** – Projects will be assigned as appropriate to provide practical application of educational theories and methodologies presented throughout this course. Your work will be assessed based on content quality including depth, neatness and organization, creativity, relevancy and authenticity, timeliness, and your level of effort.

3) **Professional Development: 20%**

These activities and experiences are intended to help you think about teaching in ways that facilitate your transition from student to teacher. Becoming a reflective practitioner will serve you well in your career. Consistent failure to meet the standards may result in no credit for this area of the course. Grades will come from several sources, including, but not limited to:

A. **Interactive Notebook** – Follow guidelines to establish and maintain an interactive notebook of your field-based experience.

B. **Emotional Intelligence** – Complete an Emotional Intelligence Survey (online), print results, and design a Personal Growth Plan targeting one area. You will receive guidelines for this project during the seminar.

C. **Pedagogy and Professional Responsibilities (TExES)** – Preparation for your examination for state certification will include studies of competencies and standards defined by the state. These will be studied and discussed regularly. Please review the university website for current information: [www.tamucc.edu/~cskelton/texes/](http://www.tamucc.edu/~cskelton/texes/) For TExES Study Guides: [http://www.sbec.state.tx.us](http://www.sbec.state.tx.us)

D. **Professional Membership** – You are required to be a member of a professional educational organization. Provide documentation to the site professor.

E. **Legacy Project** – Our legacy project takes the form of tutoring at the school site.

F. **Information Technology** – You will demonstrate your proficiency by incorporating technology in your classroom teaching. This must be clearly evident in lesson plans.
G. **Activities Out of the Classroom** – You will be responsible for participating in the life of the school and community (6 hours). Examples of this participation might be assisting in after-school events such as fund-raisers, sporting events, musical presentations, science fairs, open houses, tutoring, Special Olympics, etc. Provide documentation on the form provided.

H. **Pre-Service Teacher Experiences** – A list of required and recommended activities, the PST Experiences Form in your Handbook, is provided to enhance your experience and appreciation for the public schools and the educational community. Provide documentation supporting your participation in these events such as initials of a teacher, librarian, administrator, etc.

4) **Assessment:** 20%

Instructions and guidelines for each assessment will be disseminated during seminar.

A. Mid-term assessment assignment
B. Mid-term examination
C. Final examination
D. Technology projects
E. Other projects as assigned

IX. **Course Schedule and Policies:**
A. Tentative course schedule (see Attachment 3)
B. Class Policies (see Attachment 4)

X. **Textbook**

XI. **Bibliography**


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student
Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. **Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Learner-Centered Schools for Texas: State Adopted Proficiencies for Teachers

LEARNER-CENTERED KNOWLEDGE
The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content area, related disciplines, and technology; participates in professional development activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher’s and the students’ opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners’ interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

LEARNER-CENTERED INSTRUCTION
To create a learner-centered community, the teacher collaboratively identifies needs; plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teacher’s plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares
responsibility for the results of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.

EQUITY IN EXCELLENCE FOR ALL LEARNERS

The teacher responds appropriately to diverse groups of learners. The teacher not only respects and is sensitive to all learners but also encourages the use of all their skills and talents. As the facilitator of learning, the teacher models and encourages appreciation for students’ cultural heritage, unique endowments, learning styles, interests, and needs. The teacher also designs learning experiences that show consideration for these student characteristics.

Because the teacher views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community. In addition, the teacher establishes a relationship between the curriculum and community cultures. While making this connection, the teacher and students explore attitudes that foster unity. As a result, the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

LEARNER-CENTERED COMMUNICATION

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentations; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for the learners' welfare.
LEARNER-CENTERED PROFESSIONAL DEVELOPMENT

The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

As a learner, the teacher works within a framework of clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities. The teacher develops an identity as a professional, interacts effectively with colleagues, and takes a role in setting standards for teacher accountability. In addition, the teacher uses technological and other resources to facilitate continual professional growth.

To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a collaborative team, the teacher identifies and uses group processes to make decisions and solve problems.

The teacher exhibits the highest standard of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.
<table>
<thead>
<tr>
<th>State Proficiencies</th>
<th>TExES Competencies (PPR)</th>
<th>17 Subject Matter Curricular Topics [TAC §228.30(b)]</th>
<th>Products of Learning</th>
</tr>
</thead>
</table>
| Learner-Centered Knowledge    | 001 007 008 009 012      | ✓ Reading Instruction  
✓ Pedagogy/Instructional Strategies  
✓ TEKS Organization, Structure & Skills  
✓ TEKS in the Content Areas  
✓ Curriculum Development & Lesson Planning  
✓ Learning Theories  
✓ Certification Test Preparation | ✓ Lesson Planning  
✓ Lesson Presentations and Analysis  
✓ Observations  
✓ Reflections  
✓ Portfolio  
✓ Reading Responses  
✓ TExES Review  
✓ Literature circles |
| Learner-Centered Instruction  | 001 003 004 005 006 008 009 010 | ✓ Reading Instruction  
✓ Pedagogy/Instructional Strategies  
✓ TEKS Organization, Structure & Skills  
✓ TEKS in the Content Areas  
✓ Curriculum Development & Lesson Planning  
✓ Learning Theories  
✓ Certification Test Preparation  
✓ Classroom Assessment | ✓ Interdisciplinary Unit  
✓ Lesson Presentations and Analysis  
✓ Reflections  
✓ Observations  
✓ Tutoring  
✓ Field Experience  
✓ Observations  
✓ Portfolio  
✓ TExES PPR Literature circles |
| Equity in Excellence for All Learners | 002 005 006 010 | ✓ Pedagogy/Instructional Strategies  
✓ TEKS Organization, Structure & Skills  
✓ TEKS in the Content Areas  
✓ Curriculum Development & Lesson Planning  
✓ Learning Theories  
✓ Certification Test Preparation  
✓ Classroom Assessment  
✓ Parent Conference/Communication | ✓ Lesson Development, Presentation, and Analysis  
✓ Attendance and Participation  
✓ Observations  
✓ Attending an ARD  
✓ Portfolio  
✓ TExES PPR Literature circles  
✓ Tutoring |
| Learner-Centered Communication | 007 009 011 013 |  | Field experience  
Professionalism  
Portfolio  
TExES PPR Literature circles |
|--------------------------------|-----------------|-----------------|------------------------------------------------------------------------------------------------|
|                                 |                 | ◆ Certification Test Preparation  
◆ Parent Conference/Communication  
◆ Code of Ethics & Standard Practices |
| Learner-Centered Professional Development | 009 012 013 |  | Attendance  
Join Professional Organization  
Exit Interview with Site Professor  
Summative Assessment  
Presentations  
TExES Review – Practice Exam  
TExES PPR Literature circles |
|                                 |                 | ◆ Certification Test Preparation  
◆ Parent Conference/Communication  
◆ Code of Ethics & Standard Practices |
Attachment 2

TExES
Pedagogy and Professional Responsibilities EC-6

Domain I—Designing Instruction and Assessment to Promote Student Learning (31% of Test)

Competency 001   The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002   The 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.

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

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

Domain II—Creating a Positive, Productive Classroom Environment (15% of Test)

Competency 005   The 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.

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

Domain III—Implementing Effective, Responsive Instruction and Assessment (31% of Test)

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

Competency 008   The teacher provides appropriate instruction that actively engages students in the learning process.

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

Competency 010   The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
Domain IV—Fulfilling Professional Roles and Responsibilities (23% of Test)

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

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

**Competency 013** The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>THURSDAY</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Date</strong>&lt;br&gt;<strong>AM/PM sessions</strong>&lt;br&gt;<strong>8:15-12 12:45-3:45</strong>&lt;br&gt;<strong>S = Seminar</strong>&lt;br&gt;<strong>C = Classroom</strong></td>
<td><strong>January 12</strong>&lt;br&gt;<strong>S/S</strong>&lt;br&gt;<strong>Overview (TAMUCC)</strong>&lt;br&gt;<strong>Course Orientation</strong>&lt;br&gt;<strong>Site Orientation</strong></td>
<td>Ground rules and expectations from site professor, school principal, district administrator</td>
</tr>
<tr>
<td><strong>January 17</strong>&lt;br&gt;<strong>S/S</strong>&lt;br&gt;<strong>T: First Day Activities</strong>&lt;br&gt;<strong>T: Classroom Org.</strong>&lt;br&gt;<strong>T: “Relationships”</strong></td>
<td><strong>January 19</strong>&lt;br&gt;<strong>C/C</strong>&lt;br&gt;<strong>Classroom Orientation</strong></td>
<td>Classroom organization and management; teacher-student connections; classroom orientation visit</td>
</tr>
<tr>
<td><strong>January 24</strong>&lt;br&gt;<strong>S/C</strong>&lt;br&gt;<strong>“PPR Process”</strong>&lt;br&gt;<strong>“Learner I”</strong></td>
<td><strong>January 26</strong>&lt;br&gt;<strong>C/S</strong>&lt;br&gt;<strong>“Learner II”</strong></td>
<td>Educational psychology foundation; key theories of childhood development; PPR preparation begins</td>
</tr>
<tr>
<td><strong>February 7</strong>&lt;br&gt;<strong>S/S</strong>&lt;br&gt;<strong>“Teach 5”</strong>&lt;br&gt;<strong>“Planning I”</strong></td>
<td><strong>February 9</strong>&lt;br&gt;<strong>C/C</strong>&lt;br&gt;<strong>“Planning III”</strong></td>
<td>Presentation of PPR competencies; Introduction to lesson planning</td>
</tr>
<tr>
<td><strong>February 14</strong>&lt;br&gt;<strong>S/C</strong>&lt;br&gt;<strong>“Planning II”</strong></td>
<td><strong>February 16</strong>&lt;br&gt;<strong>C/S</strong>&lt;br&gt;<strong>“Planning III”</strong></td>
<td>Lesson planning cycle and planning elements; higher order thinking skills</td>
</tr>
<tr>
<td><strong>February 21</strong>&lt;br&gt;<strong>C/C</strong></td>
<td><strong>February 23</strong>&lt;br&gt;<strong>S/S</strong>&lt;br&gt;<strong>“Teaching I”</strong>&lt;br&gt;<strong>The Matrix</strong></td>
<td>Introduction to instructional strategies</td>
</tr>
<tr>
<td><strong>February 28</strong>&lt;br&gt;<strong>C/S</strong>&lt;br&gt;<strong>“Teaching II”</strong></td>
<td><strong>March 1</strong>&lt;br&gt;<strong>S/S</strong>&lt;br&gt;<strong>“Teach I0”</strong></td>
<td>Video-taped presentation in content area</td>
</tr>
<tr>
<td><strong>March 6</strong>&lt;br&gt;<strong>C/S</strong>&lt;br&gt;<strong>Midterm Review</strong></td>
<td><strong>March 8</strong>&lt;br&gt;<strong>S/C</strong>&lt;br&gt;<strong>Midterm Examination</strong></td>
<td>Midterm Examination&lt;br&gt;Two-way Feedback&lt;br&gt;Spring Break!</td>
</tr>
<tr>
<td>Date</td>
<td>Course/Session</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>March 20</td>
<td>S/C</td>
<td>“Assessment”</td>
</tr>
<tr>
<td>March 22</td>
<td>C/S</td>
<td>“Assessment II”</td>
</tr>
<tr>
<td>March 27</td>
<td>C/S</td>
<td>“The Jigsaw”</td>
</tr>
<tr>
<td>March 29</td>
<td>S/C</td>
<td>“Professional Development”</td>
</tr>
<tr>
<td>April 3</td>
<td>C/C</td>
<td>Formal Observations</td>
</tr>
<tr>
<td>April 5</td>
<td>C/C</td>
<td>Formal Observations</td>
</tr>
<tr>
<td>April 10</td>
<td>C/C</td>
<td>Formal Observations</td>
</tr>
<tr>
<td>April 12</td>
<td>C/C</td>
<td>Formal Observations</td>
</tr>
<tr>
<td>April 17</td>
<td>C/C</td>
<td>Formal Observations</td>
</tr>
<tr>
<td>April 19</td>
<td>C/S</td>
<td></td>
</tr>
<tr>
<td>April 24</td>
<td>S/S (at TAMUCC)</td>
<td>“Technology Day”</td>
</tr>
<tr>
<td>April 26</td>
<td>S/S</td>
<td>Final Teaching Exam (I)</td>
</tr>
<tr>
<td>May 1</td>
<td>S/S</td>
<td>Final Teaching Exam (II)</td>
</tr>
<tr>
<td>May 3</td>
<td>S/S</td>
<td>Seminar (AM only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Get the Job!” Interviews</td>
</tr>
</tbody>
</table>
Attendance (See Handbook.)
Regular attendance is required for students enrolled in this course. Time missed in your clinical classroom must be made up (no exceptions). Students missing a seminar meeting must complete a make-up assignment as directed by the site professor. Any time a student leaves campus without the permission of a university instructor (except in cases of documented emergencies) s/he will, as a minimum, be credited with an absence. Any occurrence of this sort may be grounds for immediate dismissal from the program.

Late Assignments
Late assignments will earn a grade of no more than 70%.

Dress/Appearance
Students are expected to dress and act professionally at all times while on their assigned campuses. Follow the dress code of the campus and any additional criteria discussed by site professors in class. A school identification badge must be worn at all times. It must be displayed clearly above the waist. If you forget your badge, contact a receptionist for a visitor’s pass.

All tattoos must be covered and only single ear piercings are allowed.

Sign-in
Sign in as you enter a building each day. Sign out as you leave for the day or when you leave for another building. Be mindful of this practice as it is an official record of your presence in that building and a policy of the school district.

It is your responsibility to read the field-based program handbook and adhere to its policies to fulfill the program requirements. If you have questions, it is your responsibility to seek clarification from a site professor. If there is a circumstance that prohibits your best effort or diminishes your ability to excel in this course, advise a site professor immediately. Effective communication is yet another attribute of professionalism.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm
**Classroom Conduct**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action. [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm)

**Disabilities**

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.” [http://disabilityservices.tamucc.edu](http://disabilityservices.tamucc.edu)

*The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.*

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm)