Texas A&M University – Corpus Christi
EDCI 4605-4608: Planning, Teaching, Assessment & Technology

Course/Sec: EDCI 4606-4608.003
Time/Room: Tues/Thurs., 8:15 – 4:00, Barnes Elem
Dates: Spring 2012: 01/11 – 5/1/2012
Office Phone: 361-825-2561
Email: melissa.mcconnell@tamucc.edu

Instructor: Dr. M. McConnell
Office: Faculty Center 249
Office Hours: Tues. 11:30 - 12:30 PM @ Barnes Elem.
Tues. 3:00 - 4:00 PM @ Barnes Elem.
Tues. 4:30 – 5:30 PM, TAMUCC, FC 232
Thur. 11:30 – 12:30 PM @ Barnes Elem
Thur. 3:00 – 4:00 PM @ Barnes Elem
Thur. 4:30 – 5:30 PM, TAMUCC, FC 232
Other times by Appointment

I. Course Description
This 6-hour course is designed to provide the prospective EC-4/EC-6 teacher with the pedagogical knowledge and skills necessary for the integrated teaching of math, science, social studies, language arts, kinesiology, art, and music. The use of technology in teaching these subject areas will be addressed throughout the course. Observation and collaboration with professional elementary teachers in the field, as well as journal writing, will be integral parts of the course. Two full days per week are required at a partner school site. Prerequisites: Admission to teacher education. Successful completion of SMTE 1350 and either SMTE 3315 or SMTE 3316. Successful completion of READ 3320 or READ 3321.

II. Rationale
This block of study, which combines field-based instruction with intensive experience in actual elementary classrooms, aims to lay a foundation of professional knowledge, skills, attitudes, and behaviors necessary for the teaching profession. In addition, the student will become knowledgeable of the Texas State Adopted Proficiencies for Educators and the thirteen competences of an effective teacher based on the Pedagogy and Professional Responsibilities TExES Exam as described below.

III. State Proficiencies & TExES Competencies
See Attachments for details of Texas Learner-Centered Proficiencies and TExES Competencies.

IV. Student Learning Outcomes
This course is designed to allow students to demonstrate the Texas Learner-Centered Proficiencies and the TExES Competencies detailed in III above.

The student will:
1. Observe and participate in teaching within a variety of subject areas and/or grade levels. (TExES Competencies: 001, 002, 003, 004, 007, 008, 009) (State Proficiencies: 1, 2, 3) (Curriculum Topics: Pedagogy/Instructional Strategies)
2. Demonstrate the ability to write lesson plans in a variety of subject areas. (TExES Competencies: 001, 002, 003, 004, 007, 008, 009) (State Proficiencies: 1, 2, 3) (Curriculum Topics: TEKS Organization, Structure & Skills; TEKS in the Content Areas; Curriculum Development & Lesson Planning)
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) (Curriculum Topics: TEKS in the Content Areas; Classroom Assessment)
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) (Curriculum Topics: Pedagogy/Instructional Strategies)
5. Select and use a wide variety of children’s literature across subject areas (TExES Competencies: 001, 002, 003) (State Proficiencies: 1, 2, 3) (Curriculum Topics: Reading Instruction; Curriculum Development & Lesson Planning)
6. Apply and encourage higher-order thinking, questioning, and problem-solving skills across the subject areas. (TExES Competencies: 001, 003, 004, 008) (State Proficiencies: 1, 2) (Curriculum Topics: Learning Theories; Curriculum Development & Lesson Planning; Pedagogy/Instructional Strategies)

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) (Curriculum Topics: Special Populations; Differentiated Instruction)

8. Apply a variety of methods, materials, and strategies to teach each of the subject areas. (TExES Competencies: 001, 002, 003, 004, 008) (State Proficiencies: 1, 2, 3) (Curriculum Topics: TEKS Organization, Structure & Skills; TEKS in Content Areas)

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

10. Demonstrate familiarity with recent developments and issues in each of the subject areas. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 2, 5) (Curriculum Topics: TEKS in Content Areas, Special Populations, Differentiated Instruction)

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) (Curriculum Topics: TEKS in the Content Areas, Special Populations, Differentiated Instruction)

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) (Curriculum Topics: Parent Conferences/Communication)


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


17. Complete school field placement requirements and activities in a timely, professional, and ethical manner. (TExES Competencies: 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Code of Ethics & Standard Practices)


19. Take initiative in working alongside Clinical Teachers in all their responsibilities and duties unless requested to do otherwise. (TExES Competencies: 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Code of Ethics & Standard Practices)

20. Take initiative in participating in partner school functions. (TExES Competencies: 011, 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Parent Conferences / Communication)

21. Read the required text regarding the TExES Pedagogy and Professional Responsibilities Thirteen Competencies and participate in a minimum of 12 hours of literature reading circle discussions. (TExES Competencies 013) (State Proficiencies: 1, 4,5) (Curriculum Topics: Certification Test Preparation)

22. Take initiative in participating in partner school functions. (TExES Competencies: 011, 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Parent Conferences / Communication)

23. Read the required text regarding the TExES Pedagogy and Professional Responsibilities Thirteen Competencies and participate in a minimum of 12 hours of literature reading circle discussions. (TExES Competencies 013) (State Proficiencies: 1, 4,5) (Curriculum Topics: Certification Test Preparation)
V. **Instructional Methods and Activities**

EDCI 4605/4608 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences.

A. Traditional Experiences (lecture/discussions, demonstrations, modeling, guest speakers, video)

B. Field Experiences (field teaching, cooperative groups, student demonstration/presentations, field trips, lab exercises)

VI. **Products of Learning**

- All products will be evaluated for correct spelling and grammar;
- As a professional educator, you must model clear and correct writing at all times;
- Proofread and have someone else proofread, all products prior to submitting them for final evaluation; and,
- All products will be typed, double-spaced, 12-pt font (Unless otherwise specified), stapled, and paginated.

1. **Four (4) TExES PPR Quizzes (200 points) (50 points each)**

PPR Exams will be given after Domain I: Designing Instruction (Competencies 1-4); Domain II: Creating a Positive, Productive Classroom Environment (Competencies 5-6); Domain III: Implementing Effective, Responsive Instruction & Assessment (Competencies 7-10); and Domain IV: Professional Roles & Responsibilities (Competencies 11-13)

2. **Teaching Lessons (500 points)**

You will teach at least six (6) lessons in your assigned classroom this semester.

*All lesson plans must utilize the Lesson Plan Template included in this syllabus and all lesson plans must be approved by your clinical teacher prior to the day the lesson is taught.*

1. Lesson 1 will be videotaped. To receive full credit, you will personally critique the video tape of the lesson and submit the lesson plan along with a reflection analysis of your lesson all at one time, stapled together on the Tuesday or Thursday after you taught the lesson. You will be provided the guidelines, “Video Tape Self-Evaluation.”

2. Lesson 2 will be observed and analyzed by a peer of your choice. The peer will personally observe you teaching a lesson and will discuss areas of strengths and areas that he or she think can be improved. To receive full credit, you must submit the lesson plan, a written reflection of the lesson from your perspective, and the peer’s analysis all at one time, stapled together on the Tuesday or Thursday after you taught the lesson. You will be provided the guidelines for the reflection, and the Informal Observation form to be given to the peer, along with your lesson plan, when he/she comes to observe.

3. Lessons 3 and 4 will be observed and evaluated by your Clinical Teacher. Each lesson packet will consist of a written lesson plan, the evaluation completed and signed by your clinical teacher, and your reflection, stapled together on the Tuesday or Thursday after you taught the lesson. You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the CT evaluation form. You will provide your CT with a copy of the evaluation form and a copy of the approved lesson plan prior to the CT’s observation of your teaching the lesson.

4. Lessons 5 and 6 will be observed and evaluated by the Barnes Site Professor, Dr. McConnel. Again, each lesson packet will consist of a written lesson plan, the evaluation completed and signed by the SP, and your written reflection, stapled together on the Tuesday or Thursday after you taught the lesson. Dr. McConnel will schedule a time to discuss the lessons after
receiving the lesson plan and reflection. You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the observation form. You will provide an SP evaluation form and a copy of your lesson plan to Dr. McConnell prior to his observation of your lesson.

All lesson plans will follow the lesson plan format included with this syllabus. Students must write a self-evaluation after each lesson taught. You must provide reactions to the questions provided in the guidelines. It is important that you learn to be a reflective practitioner. Examining the effectiveness of the lesson is an excellent way to improve your skills. Self-evaluations should include positive remarks as well as suggestions for improvement. The Self-Evaluation will be written in narrative form and must address all aspects of the lesson and your presentation of it.

You must score at least 35/50 points on each of the four evaluated lessons. It may be necessary for some students to teach more lessons. If the student does not meet the minimum 35 point criteria on four lessons, the student will not be recommended for student teaching.

3. IRIS 1 (Universal Design Product and Barsh Inventory) (100 pts)
   - Click on the “Challenge” and view the movie. If you are unable to view the movie, then “View the Transcript.”
   - Next, click on Perspectives and Resources.
   - Read and complete p. 1, 2, 3, 4 and 5.
   - Complete and print the results of the Barsh Inventory on Page 1;
   - Complete and print the Activity at the bottom of page 5.

4. IRIS 2 (Behavior/Classroom Management)
   - Under the “Resources” tab, go to “Behavior/Classroom Management”;
   - Go to: “Case Based” and “Back to Square One” and answer the four questions at the end of the case;
   - Type your answers in 10- or 12-point font, double-spaced;
   - Bring your answers to Seminar on the due date;
   - Go to: “Activities” and “Conduct an A-B-C Analysis”
   - Follow the instructions in the “Activity”;
   - Complete the A-B-C form and bring it to Seminar on the due date;
   - Go to: “Activities” and “The Behavior Game.”
   - After you play the game (please play the game), write a brief reflection on what you learned about consequences as you played the game; and,
   - Bring your typed reflection to seminar on the due date.

5. Professionalism (Summative Assessment of Professional Attributes-Handbook) (500 pts)
   - You will be evaluated on your professionalism during your field-based experience. This semester you will have many opportunities to develop appropriate professional skills and work habits.
   - The average of the scores obtained from the formative evaluation by the Clinical Teacher and the Site Professor will be reflected by the following grades: (no rounding will occur)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>4.0</td>
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<tr>
<td>3.9</td>
<td>475</td>
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<td>&lt;3.4</td>
<td>325</td>
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6. Attendance
The Student Handbook and Code of Conduct 2010-2011 includes the following policy regarding class attendance:

Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office [for clarification].

Students in EDCI 4605-4608 are expected to attend all scheduled class meetings on time unless they are on approved university business as described above. Each unexcused absence from a scheduled class meeting will reduce your final course grade by one letter grade. Two, unexcused, late arrivals or early leavings will reduce your final course grade by one letter grade. Two or more unexcused absences or four unexcused tardies/leave early will place you in jeopardy of failing this course.

Students who have more than two excused absences or who arrive late or leave early more than four time are in jeopardy of failing this course.

7. Participation: (100 points)
PSTs are expected to participate in activities (5 hours) beyond the normal school day on Tuesday/Thursday. These activities include, but are not limited to, the following:

   a) PTO meetings
   b) Tutoring
   c) Fieldtrips on MWF
   d) Faculty Meetings
   e) Working in the Clinical Teacher’s classroom on a MWF

Failure to participate in five (5) of more hours of school-based activities beyond the normal school day will result in a failing grade for EDCI 4606.003/4607.003/4608.003. The activity must be documented and signed by either the Clinical Teacher or an administrator in attendance. Forms will be provided.

8. Practice-TExES EXAM (100 points)
The Pedagogy and Professional Responsibilities (PPR) Practice TExES exam is required of all EDCI 4605-4608 students.

9. TExES Collaborative Groups (100 pts):
Collaborative groups will be assigned the first week of class. Each group will design and present a series of interactive lessons that teach a specific TExES competency in each lesson. Lessons will follow the lesson plan format required for all lessons taught in EDCI 4605-08. Each lesson must include appropriate instructional technology, small and large group activities, formal assessment, and a one-page handout that includes key terms and main points for the competency taught. Groups will be evaluated by peers and the instructor.
10. **Portfolio (300 pts)**

Using the five Learner-Centered Proficiencies as your topics, collect at least four pieces of evidence for EACH category that will demonstrate your ability in each area. These may be lessons that you have taught, journal entries, etc. At the beginning of each proficiency section, write a description explaining how each piece of evidence demonstrates the proficiency.

### VII. Evaluation/Grade Assignment

<table>
<thead>
<tr>
<th>Points</th>
<th>Participation</th>
<th>PPR Exams (4 @ 50 points each)</th>
<th>Teaching Lessons/ Self-Evaluations</th>
<th>IRIS 1</th>
<th>IRIS 2</th>
<th>Professionalism</th>
<th>Practice TExES Exam</th>
<th>TExES Collaborative Groups</th>
<th>Portfolio</th>
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Total Points Possible: 2000

**Final Grade Determination:**

- A = 2000 – 1860 (100 – 93%)
- B = 1859 – 1700 (92 – 85%)
- C = 1699 – 1500 (84 – 75%)
- D = 1499 – 1300 (74 – 65%)
- F = Below 1300

### VIII. Course Policies

- See TAMUCC and Barnes Elementary School Handbook/Dress Code for dress policies. In all cases where the TAMUCC and Barnes Elementary School dress code conflict, the Barnes Elementary School dress code will prevail, unless the Site Professor specifically tells you otherwise.
- Absolutely no visible tattoos or body piercings other than ear piercings are allowed;
- Sign-in – Each student must sign in and out each day he or she is on campus. This will document the time you have been on the Barnes campus. Our time will be from 8:15 – 4:00 **no exceptions**. Depending on the needs of your clinical teacher, or if you desire, you may be in classrooms before and/or after that time;
- **Name tags** You must wear your name tag the entire time you are on the Barnes campus;
- **Absences** – Please read the course attendance policy included in this syllabus. If you must be absent, notify Dr. McConnell (O. 361-825.2561; H. 208-883-4592) and your CT prior to the absence if at all possible. If you cannot provide advance notice of your absence, call Barnes Elementary and leave a message for your clinical teacher and Dr. McConnell. If you feel the absence meets the university’s definition of an excused absence, you must provide appropriate documentation; otherwise the absence will be considered unexcused and reduce your final grade one letter;
- **Remember, we are guests at Barnes Elementary!** As guests and professionals, we will follow the rules/standards/expectations of the school. Ask before using any machines. Be quiet in the halls. If you eat/drink snacks of the clinical teachers...then resupply! They are not your breakfast/lunch resources. Put trash in the appropriate receptacle. If recycling is available and appropriate, do so;
• At no time are you to leave campus without informing a TAMUCC professor or site designee. Leaving the campus or not being in class during assigned times is reason for dismissal from the program;

• Lunch will be with, at the same time as, your clinical teacher each Tuesday/Thursday unless the field-base class eats together or is dismissed as a whole group. **No one leaves campus for lunch.**

• **Written Work in EDCI 4605 – 4608**
  All written work in EDCI 4605 – 4608 must be in 10- or 12-point font, double spaced, with absolute minimum surface errors (spelling, punctuation, grammar, etc.) and must follow accepted styles and rules of standard written English. If you want/need help with your academic writing, please contact the TAMCC writing center. All written work submitted in hard-copy form must be stapled (if more than one page) and paginated.

• **Submission of Late Work**
  Assignments submitted one class session past the due date will be accepted for a maximum of 50% credit. Any assignment submitted beyond one class session from the date it was due will not be accepted. **There will be no exceptions to this policy.**

• **Class Attendance and Participation**
  The degree to which you attend and participate in all of the learning activities in EDCI 4606.003/4607.003/4608.003 is a direct indicator of your commitment to the teaching profession and as such is noted by the Site Professional. The Texas A&M University – Corpus Christi **Student Handbook and Code of Conduct 2010-2011** includes the following policy regarding class attendance:

  *Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office [for clarification].*

  Students in EDCI 4606.002/4607.002/4608.003 are expected to attend all scheduled class meetings on time unless they are on approved university business as described above. Each unexcused absence from a scheduled class meeting will reduce your final course grade by one letter grade. Two, unexcused, late arrivals will reduce your final course grade by one letter grade. Two or more unexcused absences or four unexcused tardies will place you in jeopardy of failing this course.

• **Email Policy**
  All email communications in EDCI 4605-4608 will follow TAMU—CC policy, 21.01.06.C2.07 Email and Other Electronic Communications Use (Approved June 11, 2007, Supplements University Rule 21.01.06.C2)

  4.7. All official university electronic communications to student, faculty, and staff must be sent to the faculty and staff domain (@tamucc.edu) or the student domain (@islander.tamucc.edu). The domain @tamucc.edu shall not be automatically forwarded from the university email server.
• **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](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 statue 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.

  If you are a returning veteran and experience cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

• **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)

• **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.

IX. Textbook (required)


X. References


PROFESSIONAL DEVELOPMENT ACTIVITIES:

- Writing Workshop (TBA)
- Multiple Intelligence (TBA)
- Technology Workshop (TBA)
- English Language Proficiency Standards (E.L.P.S.) (TBA)
- Pedagogy and Professional Responsibility (PPR) Review (TBA)
- PPR Practice Test (TBA)
- Generalist Review (TBA)
- Generalist Practice Test (TBA)