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) (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: Learning Theories)

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 Kostoryz Site Professor, Dr. McConnell. 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. McConnell 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>
</tr>
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<tbody>
<tr>
<td>4.0</td>
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</tr>
<tr>
<td>3.9</td>
<td>475</td>
</tr>
<tr>
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<tr>
<td>3.4</td>
<td>350</td>
</tr>
<tr>
<td>&lt;3.4</td>
<td>325</td>
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</table>

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 4606.002/4607.002/4608.002. 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>
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</tr>
</thead>
<tbody>
<tr>
<td>PPR Exams</td>
<td>(4 @ 50 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Teaching Lessons/ Self-Evaluations</td>
<td>500</td>
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</tr>
<tr>
<td>IRIS 1</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>IRIS 2</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td>500</td>
</tr>
<tr>
<td>Practice TExES Exam</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>TExES Collaborative Groups</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
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<td>300</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td>2000</td>
<td></td>
</tr>
</tbody>
</table>

**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 Handbook for dress policies.

- **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 Kostoryz campus. Our time will be from 7:45 – 3:00-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 Kostoryz campus;

- **Absences** – Please read the course attendance policy included in this syllabus. If you must be absent, notify Dr. McConnell (O. 361-825.2130; 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 Kostoryz 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 Kostoryz 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
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 4606.002/4607.002/4608.002 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 4606.002/4607.002/4608.002 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.

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 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.
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](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 Intelligences (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)

**Tentative Class Schedule**

Thur. Aug. 25 8:00 - 11:30 EDCI 4606/4607/4608 Orientation in UC Ballroom

12:30 - 3:30, Seminar © Kostoryz, RM 302
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Tue. Aug. 30</td>
<td>7:45 - 12:00 w/CT</td>
<td>12:00 - 3:00, Seminar</td>
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<tr>
<td>Thur. Sep. 1</td>
<td>7:45 - 12:00, Seminar</td>
<td>IRIS 1 Due</td>
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<td>Tue. Sep. 6</td>
<td>7:45 - 12:00 w/CT</td>
<td>IRIS 2 Due</td>
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<td>Thur. Sep. 8</td>
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<td>Collaborative Group 1: Competency 1</td>
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<td>Thur. Sep. 15</td>
<td>7:45 - 12:00, Seminar</td>
<td>Collaborative Group 2: Competency 2</td>
<td>Video Lesson Packet Due</td>
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<td>7:45 - 12:00 w/CT</td>
<td>Collaborative Group 3: Competency 3</td>
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<td>7:45 - 12:00, Seminar</td>
<td>Collaborative Group 1: Competency 6</td>
<td>Peer Lesson Packet Due</td>
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<td>Collaborative Group 2: Competency 7</td>
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<td>Tue. Oct. 25</td>
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<td>Collaborative Group 3: Competency 13</td>
<td>2nd CT Lesson Packet Due</td>
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<td>12:00 - 3:00 w/CT</td>
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<td>Thur. Dec 13</td>
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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; and 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.
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.
Attachment 3

**TExES Generalist EC-6**

**Domain I—English Language Arts and Reading (40% of Test)**

**Competency 001** (Oral Language) The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

**Competency 002** (Phonological and Phonemic Awareness) The teacher understands phonological and phonemic awareness and employs a variety of approaches to help children develop phonological and phonemic awareness.

**Competency 003** (Alphabetic Principle) The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps children understand the relationship between printed words and spoken language.

**Competency 004** (Literacy Development) The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of children’s literacy.

**Competency 005** (Word Analysis and Decoding) The teacher understands the importance of word analysis and decoding for reading and provides many opportunities for children to improve their word-analysis and decoding abilities.

**Competency 006** (Reading Fluency) The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

**Competency 007** (Reading Comprehension) The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

**Competency 008** (Research and Comprehension Skills in the Content Areas) The teacher understands the importance of research and comprehension skills to children’s academic success and provides children with instruction that promotes their acquisition and effective use of these skills in the content areas.

**Competency 009** (Writing Conventions) The teacher understands the conventions of writing in English and provides instruction that helps children develop proficiency in using writing conventions.

**Competency 010** (Development of Written Communication) The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children’s competence in written communication.

**Competency 011** (Assessment of Developing Literacy) The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

**Domain II—Mathematics (15% of Test)**

**Competency 012** (Mathematics Instruction) The teacher understands how children learn mathematical skills and uses this knowledge to plan, organize, and implement instruction and assess learning.

**Competency 013** (Number Concepts, Patterns, and Algebra) The teacher understands concepts related to numbers and number systems and demonstrates knowledge of patterns, relations, functions, and algebraic reasoning.

**Competency 014** (Geometry, Measurement, Probability, and Statistics) The teacher understands concepts and principles of geometry and measurement and demonstrates knowledge of probability and statistics and their applications.

**Competency 015** (Mathematical Process) The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make mathematical connections within and outside of mathematics.

**Domain III—Social Studies (15% of Test)**

**Competency 016** (Social Science Instruction) The teacher uses social science knowledge and skills to plan, organize, and implement instruction and assess learning.

**Competency 017** (History) The teacher demonstrates knowledge of significant historical events and develops and applies social science skills to historical information, ideas, and issues.

**Competency 018** (Geography and Culture) The teacher demonstrates knowledge of geographic relationships among people, places, and environments in Texas, the United States, and the world; understands the concept of culture and how cultures develop and adapt; and applies social science skills to geographic and cultural information, ideas, and issues.
Competency 019 (Government, Citizenship, and Economics) The teacher understands concepts and processes of government and the responsibilities of citizenship; knows how people organize economic systems to produce, distribute, and consumer goods and services; and applies social science skills to information, ideas, and issues related to government and economics.

Domain IV—Science (15% of Test)
Competency 020 (Science Instruction) The teacher uses knowledge of science content and methods to plan effective, engaging, and safe instruction and to assess learning.

Competency 021 (Physical Science) The teacher understands the fundamental concepts, principles, and processes of physical science.

Competency 022 (Life Science) The teacher understands the fundamental concepts, principles, and processes of life science.

Competency 023 (Earth and Space Science) The teacher understands the fundamental concepts, principles, and processes of earth and space science.

Domain V—Fine Arts, Health, and Physical Education (15% of Test)
Competency 024 (Visual Arts) The teacher understands concept, processes, and skills involved in the creation, appreciation, and evaluation of art and uses this knowledge to plan and implement effective art instruction.

Competency 025 (Music) The teacher understands concepts, processes, and skills involved in the creation, appreciation, and evaluation of music and uses this knowledge to plan and implement effective learning experiences in music.

Competency 026 (Health) The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction for all children.

Competency 027 (Physical Education) The teacher uses knowledge of the concepts, principles, skills, and practices of physical education to plan and implement effective and engaging physical education activities.
<table>
<thead>
<tr>
<th>State Proficiencies</th>
<th>TExES Competencies (PPR)</th>
<th>17 Subject Matter Curricular Topics [TAC §228.30(b)]</th>
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<td>☑ Reading Instruction ☑ Pedagogy/Instructional Strategies ☑ TEKS Organization, Structure &amp; Skills ☑ TEKS in the Content Areas ☑ Curriculum Development &amp; Lesson Planning ☑ Learning Theories ☑ Certification Test Preparation</td>
<td>☑ Lesson Planning ☑ Lesson Presentations and Analysis ☑ Observations ☑ Reflections ☑ Portfolio ☑ Reading Responses ☑ TExES Review ☑ Literature circles</td>
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<td>☑ Interdisciplinary Unit ☑ Lesson Presentations and Analysis ☑ Reflections ☑ Observations ☑ Tutoring ☑ Field Experience ☑ Observations ☑ Portfolio ☑ TExES PPR Literature circles</td>
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<td>Equity in Excellence for All Learners</td>
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<td>☑ Pedagogy/Instructional Strategies ☑ TEKS Organization, Structure &amp; Skills ☑ TEKS in the Content Areas ☑ Curriculum Development &amp; Lesson Planning ☑ Learning Theories ☑ Certification Test Preparation ☑ Classroom Assessment ☑ Parent Conference/Communication</td>
<td>☑ Lesson Development, Presentation, and Analysis ☑ Attendance and Participation ☑ Observations ☑ Attending an ARD ☑ Portfolio ☑ TExES PPR Literature circles ☑ Tutoring</td>
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<td>007 009 011 013</td>
<td>☑ Certification Test Preparation ☑ Parent Conference/Communication ☑ Code of Ethics &amp; Standard Practices</td>
<td>☑ Field experience ☑ Professionalism ☑ Portfolio ☑ TExES PPR Literature circles</td>
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| Learner-Centered Professional Development | 009 012 013 | ♦ Certification Test Preparation  
♦ Parent Conference/Communication  
♦ Code of Ethics & Standard Practices | ♦ Attendance  
♦ Join Professional Organization  
♦ Exit Interview with Site Professor  
♦ Summative Assessment  
♦ Presentations  
♦ TExES Review – Practice Exam  
♦ TExES PPR Literature circles |
Active Participation Log
EDCI.4606/4607/4608: Planning, Teaching, and Assessing-Elementary

PST_________________________________________  Semester ___________________________

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<thead>
<tr>
<th>Date of Activity</th>
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<th>Brief Description of Activity</th>
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These activities include, but are not limited to, the following:

- a) PTO meetings
- b) Tutoring (3:05-4:00 pm)
- c) Fieldtrips on MWF
- d) Faculty Meetings (3:05-4:00, Monday)
- e) attending the Clinical Teacher’s classroom on a MWF

For any of the above mentioned activities, or others pre-arranged activities with the site professor, the PST will receive 10 points per hour of attendance. The activity must be documented and signed by either the Clinical Teacher or an administrator in attendance. Turn the form into the site professor at the conclusion of the five hours. These hours cannot be counted as make-up time required for tardies or absences.