Planning, Teaching, Assessment, and Technology for EC-12, 8-12, 4-8 and EC-6 Teachers

I. Course Description (from catalog)

This 6-hour course is designed to provide the prospective EC-4 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 Adopted Proficiencies for Teachers and/or Administrators/Counselors

<table>
<thead>
<tr>
<th>State Proficiencies</th>
<th>TExES Competencies (PPR)</th>
<th>Course Assignments</th>
</tr>
</thead>
</table>
| Learner-Centered Knowledge | 001 007 008 009 012 | • Lesson Planning  
• Lesson Presentations and Analysis  
• Observations  
• Reflections  
• Portfolio  
• Reading Responses  
• TExES Review  
• Literature circles |
### IV. TExES Competencies (if applicable)
See Attachment 1 for an explanation of the Texas Learner-Centered Proficiencies.
See Attachment 2 for an explanation of the TExES Competencies.

### V. Course Objectives/Learning Outcomes
*This course is designed to enable students to:*

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)
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)
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 wide variety of children’s literature across subject areas (TExES Competencies: 001, 002, 003) (State Proficiencies: 1, 2, 3)
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)
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 each of the subject areas. (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 each of the subject areas. (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 your 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 alongside 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

SEE TOPICAL OUTLINE

VII. Instructional Methods and Activities

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

A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker;
Dr. Tejeda-Delgado, 2012

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 base teaching; field trips; community resource use)

VIII. Assignments

All assignments will be critically evaluated for correct spelling and grammar. As a professional educator, you must model clear and correct writing at all times. Proofread, and may I suggest have someone else proofread, all assignments prior to turning them in to be graded.

All assignments need to be typed, double-spaced, 12-pt font (Unless otherwise specified)

1. (4) TExES PPR Quizzes (400 points)
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). A study guide will be posted on WebCT at least 48 hours prior to the test.

2. Teaching Lessons (500 points) (Video Lesson 1@ 50pts.; Lesson plans and Reflections, 4@ 100 pts. (*see below for details) You will be expected to teach at least FIVE lessons in your assigned classroom this semester.

All lesson plans must be discussed with Dr. TD and/or your clinical teacher prior to the day the lesson(s) is taught. ALL lessons must integrate the use of technology (e.g., E-Tech lesson (Dr. Elwood; power point, United Streaming video, AlphaSmarts, etc.). Evidence of the implementation of technology must be provided with the packet for grading.

Deadlines for LESSON PLAN draft submissions are as follows:

Below is a description of the lessons and how they will be evaluated:

For a lesson that will be taught on a Tuesday, the draft is due to the site professor AND CT by 5:00 pm on Saturday preceding the teaching event via WebCT (e-mail or hardcopy to CT)

For a lesson that will be taught on a Thursday, the draft is due to the site professor AND CT by 5:00 pm on Monday preceding the teaching event via WebCT (e-mail or hardcopy to CT)

Note: The reason for submitting the lessons early is so that the professor and the CT have an opportunity to provide you with feedback on your lesson as necessary and appropriate. Remember to discuss ALL lesson ideas with your CT PRIOR to beginning the writing and developing of your lesson. In other words, it should be approved by the CT first! ☺
• The first lesson that you teach will be videotaped. Due by ___see calendar__. You will personally critique the video tape of the lesson and turn in the lesson plan along with a reflection analysis (see “Video Tape Self-Evaluation”) 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”). Please make sure to schedule a post conference with Dr. TD on the Tuesday or Thursday after you taught the lesson. Lesson Plan and Reflection- 100pts.

• Two lessons (CT1 and CT2) will be observed and critiqued by your clinical teacher. Provide your CT a copy of the evaluation form she/he will use to evaluate your lesson AND a final draft of your lesson plan at least one day before your lesson is taught. Your first lesson evaluation is due ____see calendar_____. Your second lesson evaluation is due ____see calendar___. Please turn in your lesson plan, the critique completed by the clinical teacher, and your reflection all at one time, stapled together on the Tuesday or Thursday after you taught the lesson SO THAT WE CAN POST CONFERENCE OVER YOUR LESSON. You should NOT teach your next lesson before having post-conferenced with Dr. TD on each lesson. (You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the observation form).

• Two lessons will be observed and evaluated by Dr. Tejeda-Delgado (TD1 &TD2). Your first lesson observation is due ____see calendar____ Your second lesson observation is due ____see calendar___. IMPORTANT PROTOCOL FOR TD1 & TD2:

1. YOU MUST CALENDAR YOUR TD (Tejeda-Delgado) LESSONS ON THE WHITE BOARD – do this ASAP as it fills up fast!

2. MAKE SURE YOU HAVE PROVIDED COPIES OF LESSON PLAN VIA WEBCT TO BOTH Dr. Tejeda-Delgado AND CT (see above submission deadlines)

3. HAVE THE "Pre-Service Teacher Observation Form" (the top section completed by PST) AND a FINAL draft of your lesson plan READY for me on the day of the observation placed in the area of your CT’s room where you would like me to sit when I go in to observe each TD1 and TD2 lessons.

4. Make sure to employ Higher Order Thinking questions in every lesson and have the students highly engaged.

NOT ADHERING TO THE ABOVE PROTOCOL CAN NEGATIVELY AFFECT PREPARATION GRADE.
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- All lesson plans will follow the format discussed in class (template will be provided and is also posted on WebCT). Students must write a self-evaluation after each lesson taught. It is important to be a reflective practitioner, and examining the effectiveness of the lesson is an excellent way to improve those skills. The reflection should provide reaction to the questions provided in the self evaluation guidelines. In addition, students are to identify at least one area in the ESAP that may respond to any issues, concerns or strong points they may have recognized in their planning/developing of the lesson as well as their pedagogy (How the lesson was taught). Self-evaluations should include positive remarks as well as suggestions for improvement.

Each Self-Evaluation needs to be written in narrative form and be at least 1 ½ pages long (12 font, double spaced) to be truly reflective. Please provide Dr. TD with a copy at the time of each post lesson conference.

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. Professionalism (Summative Assessment of Professional Attributes-Handbook) (500 pts)
- You will be evaluated on your professionalism in this field experience. This semester you will have many opportunities to develop professional skills and work habits. How you dress and present yourself will also affect this grade. No (visible) tattoos or texting allowed on campus premises. You may only text me if you are going to be absent or late. MAKE SURE TO CALL ZAVALA FIRST.
- 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>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>4.9</td>
</tr>
<tr>
<td>C</td>
<td>4.8</td>
</tr>
<tr>
<td>D</td>
<td>4.7</td>
</tr>
<tr>
<td>E</td>
<td>4.6</td>
</tr>
</tbody>
</table>

4. Attendance (50) & Participation (50) (see Absence Policy in your handbook) 100 pts. total

**Attendance:**
Students are expected to attend all class meetings. Time missed in your clinical teachers' classrooms must be made up (no exceptions). A doctor’s excuse may be required for any and all absences, but will not excuse the absence from having to be made up. Approved Absence means notification and/or approval of absence prior to 8:00 am on the date of the absence. The following criteria will be used for determining your attendance and participation grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>50</td>
<td>Perfect attendance, punctual (no absence; no tardies)</td>
</tr>
<tr>
<td>47</td>
<td>1-2 tardies or early departures</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>One absence with 1-2 tardies or early departures</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>42</td>
<td>3-4 tardies or early departures</td>
</tr>
<tr>
<td>40</td>
<td>One absence w/ 3-4 tardies/early departures or 5-6 tardies/early departures</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>37</td>
<td>Two absences, or one absence with 5-6 tardies/early departures or 7-8 departures</td>
</tr>
<tr>
<td>35</td>
<td>Two absences w/ 7-8 tardies/early departures or Three absences or 9-10 tardies/early departures</td>
<td></td>
</tr>
</tbody>
</table>
NOTE: Individuals receiving a F on this criterion will need to repeat EDCI 4605, irrespective of performance on all other criterion.

Participation:
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 (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
f) Board meetings (District level)
g) PDM Meetings

For any of the above mentioned activities, or other pre-arranged activities with the site professor, the PST will receive **10 points per hour of attendance**. The activity must be documented, dated and signed by either the Clinical Teacher or an administrator in attendance. Forms will be provided. Turn the form into the site professor at the conclusion of the five hours or no later than ___ December 2, 2010 ____________.

You will be evaluated on your professionalism in this field experience. This semester you will have many opportunities to develop professional skills and work habits. As part of your professional development, you are expected to: *(PLEASE READ AND REVIEW EACH BULLET CAREFULLY)*

- Plan and coordinate Mid-term Breakfast and end of semester luncheon.
- Play an active role in campus events such as family nights, parent-teacher conferences, team planning.
- Interact effectively with university faculty, public school students, and mentor teachers.
- Participate in pre-conferences, post-conferences, and exit interviews.
- Join a professional organization of your choice (Proof included in Section 4 of Portfolio).
- Gain an understanding of school policies and resources.
- Complete school field placement requirements and activities in a timely, professional, and ethical manner. It is your responsibility to meet with the faculty should any unforeseen circumstances arise that interfere or prevent you from meeting these expectations.
- Maintains teachers’ hours and observes school field placement attendance and dress policies.
- Take initiative in working alongside Clinical Teachers in all their responsibilities and duties unless requested to do otherwise.
- Take initiative in participating in partner school functions.
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- Conduct self-evaluation and develop personal growth plan using Emotional Intelligence Website (ESAP)
- All tattoos must be covered and only ear piercings are allowed.
- Cell phone use is prohibited while in the Clinical Teacher’s classroom (including texting).
- Personal and/or University coursework is prohibited while in the Clinical Teacher’s classroom.

5. Practice-TExES EXAM (100 points)

The Pedagogy and Professional Responsibilities (PPR) Practice TExES exam will be administered in class.

Date to be announced.

6. TExES Reading / Discussion Circles & Peer Evaluations AND Family Night (100 pts):

I. Assignments and forms will be provided throughout the class for required readings from the text. In order to make the best of our time with the amount of material that must be covered, we will share the responsibility for the reading and share the information that is gained through reading. Reading Circles will be formed into Cohorts of four or less. Each Cohort will designate –1 person to be in charge of turning in a “packet” of every member of your group to the professor for a grade. Packets are due day of RC, but RC parts should be EMAILED to all members, via WebCT, NO LATER than 5pm the day BEFORE the RCs are due. You will be evaluated by your peers in the areas of preparedness and participation. We will discuss the reading circles in class within your cohorts. Your points earned will depend on your average peer evaluation score. 4.0=100 pts; 3.99-3.90=95 pts; 3.89-3.80=90 pts; 3.79-3.70=85 pts; 3.69-3.60=80 pts; 3.59-3.50=75 pts; 3.49-2.40=70 pts; < 2.40=60 points.

Family Night Activity (Date: to be determined): With the assistance of your clinical teacher (CT) and cohort members, you will select and plan a developmentally appropriate activity for family night. The following are a must:
(a) activity should engage both the child and his/her caregiver; (b) be a hands-on activity; c) teach parents/caregivers how they can promote the theme of family night (either mathematics or science); (d) students are responsible for creating flyers and making weekly announcements over the intercom the days prior to the event in order to solicit maximum student and teacher participation; (d) colorful posters should also be created to hang around the school building as well as at perspective tables the night of the event; and (e) contact PTA president and coordinate food and drinks (class should select Family Night officers to do this). This event takes place in the evening, after school hours. *If you have an evening class that conflicts with this event, you must immediate notify your site professor and obtain a request to be excused from class. This is a requirement of the field base course. This can also be used in 5 Hour Activity Log.
7. 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, lessons from other course, professional development & workshops you have attended, after school activities, community activities, etc. At the beginning of each proficiency section, write a description (rationale) explaining how each piece of evidence demonstrates the proficiency. **Due December 2, 2010.**

8. Mid-term Breakfast and Luncheon (50pts.)
   We will plan a mid-term Breakfast and Luncheon for CTs, administrators and secretaries. The breakfast should be a time to discuss the checklist and be sure that students are on track with completing everything in the checklist. The luncheon will be a time gather one last time with our CTs and express our gratitude and thanks for their mentorship and leadership. Students may prepare short speeches if they wish to do so. Both the breakfast and the luncheon will be pot luck provided by the students and professor © Nothing too fancy

IX. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Evaluation/Grade Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>400</td>
</tr>
<tr>
<td>Teaching Lessons/ Self-Evaluations</td>
<td>500</td>
</tr>
<tr>
<td>Professionalism</td>
<td>500</td>
</tr>
<tr>
<td>Attendance / Participation (50 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>Practice TExES Exam</td>
<td>100</td>
</tr>
<tr>
<td>TExES Circles and Family Night</td>
<td>100</td>
</tr>
<tr>
<td><strong>Portfolio</strong></td>
<td><strong>250</strong></td>
</tr>
<tr>
<td><strong>midterm breakfast and luncheon</strong></td>
<td><strong>50</strong></td>
</tr>
<tr>
<td><strong>2000</strong></td>
<td><strong>A</strong></td>
</tr>
<tr>
<td><strong>2000-1800 = A</strong></td>
<td><strong>1799-1600 = B</strong></td>
</tr>
<tr>
<td><strong>1799-1600 = B</strong></td>
<td><strong>1599-1500 = C</strong></td>
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<tr>
<td><strong>1499-1400 = D</strong></td>
<td>≤1400 = F</td>
</tr>
<tr>
<td><strong>≤1400 = F</strong></td>
<td></td>
</tr>
</tbody>
</table>

X. Course Schedule and Policies (see attached)

   - LAST DAY TO DROP A CLASS: FRIDAY, APRIL 1, 2011
   - **A.** •tentative course schedule• (includes professors name, office, phone, office hours, and class calendar which includes class meeting dates, topics by dates, reading by topic/dates, assignment due dates, and test dates)
   - **B.** Class Policies (includes policies related to attendance, late assignments, make-up tests)

   See Handbook for attendance and dress policies.

   - **Sign-in** You will be expected to sign in and out each day that you are on campus. This will document the time you have completed. **SIGN IN SHEETS WILL BE LOCATED IN THE FRONT OFFICE.** Our time will be from 7:45am-3:30-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. 2:30-3:30 will always be spent with your clinical teacher. A pattern of late arrivals or early departures may constitute a reduction in grade.
Dr. Tejeda-Delgado, 2012

- **Name tags** You will be expected to wear your name tags at **all** times.
- **Late work** Assignments turned in after the due date **will** have points deducted. Maximum credit for less than one week late – 60%; over one week late – 50%.
- **Absences** Should you need to be absent, you must first contact Zavala and notify them of your absence, call and speak to Christina (front desk clerk @ 878-2720 and inform her of your absence and ask that she contact your CT on your behalf, **unless you are able to contact your CT via cell. phone or have already contacted him/her**). Next, CONTACT ME VIA TEXT OR CELL PHONE (No email for this).
- **Remember, we are guests at Zavala Special Emphasis Elementary!** Follow the rules/standards of both schools. 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. **Eat with your CT and Plan with your CT at all times.**
- **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. Please do not assume that if your CT gives you permission to leave campus that it will be ok; it will not! 😞
- **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.**

XI. **Textbook(s)**

_The textbook(s) adopted for this course is/are:_


2. Supplemental Materials Packet (Handbook) (WebCT)

XII. **Bibliography**


XIII. **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.

*Required by SACS

Slightly revised again by Jack Cassidy, co-chair Curriculum Coordinating Committee, 11/10/10.

**IMPORTANT THOUGHTS**

VIII.

- **Attendance and participation are crucial to your success in this program and your development as a professional.** Therefore, missing a significant amount of the field-based class and/or activities will result in a failure to complete EDCI 4605.
- **A pattern of tardiness (and lateness on assignments) will be considered unprofessional and can also result in a failure to complete EDCI 4605.**
- **Teachers must communicate in a professional manner to students, parents and colleagues at all times.** Your written assignments will be evaluated for both content and the mechanics of writing. Points will be deducted for spelling and grammatical errors. **Dress code will be strictly adhered by.** If a student should have a financial issue preventing him/her from adhering to dress code, please be sure to speak with the professor in order that arrangements can be made.

TAMUCC TExES website:  [http://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)
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; 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.
Attachment 2

TExES
Pedagogy and Professional Responsibilities EC-4

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-4

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 consume goods and services; and applies social science skills to informational, 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.

Dr. Tejeda-Delgado, 2012
**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.
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.

**Disability statement** Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic misconduct**
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

**Nonacademic misconduct**
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) The instructor’s ability to conduct the class, (2) The inability of other students to profit from the instructional program, or (3) Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct**
Sexual harassment of students and employers at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.
## Active Participation Log
as required in
EDCI.4608: Planning, Teaching, and Assessing-Elementary

**Name of PST**

**Semester**

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<tr>
<th>Date of Activity</th>
<th>Name of Activity</th>
<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
f) Board Meetings (District level)
g) PDM Meetings

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 (by May 12th). These hours cannot be counted as make-up time required for tardies or absences.