I. EDCI 4606 Planning, Teaching, Assessment and Technology for Grades 8-12 Teachers

EDCI 4606 is a study of planning, teaching, assessment and technology as they relate to teaching in grades 8-12. Planning will include general curriculum issues, the lesson cycle, multiple intelligences, learning styles, and resources. Teaching will include methods and strategies for delivery of instruction and classroom environment. Assessment will focus on traditional and authentic alternative assessment. Technology will cover media and techniques from transparencies to computer technology, and will incorporate the skills and knowledge for using the microcomputer to plan and develop presentations, instructional materials, and learning activities in the high school curriculum. Two full days per week are required at a partner school site. Prerequisite: Admission to teacher education.

II. Course rationale

Preservice teachers are immersed in the day-to-day operation of Miller High School. This school-university partnership facilitates rich classroom experiences for PSTs that include actual lesson planning and teaching. The preservice teaching semester provides an effective stepping stone towards the culminating student teaching semester.

III. State Adopted Proficiencies for Teachers

1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.

4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
IV. TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR)
(emphasized in EDCI 4606)

Domain I. Designing Instruction and Assessment to Promote Student Learning
01 The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
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.
003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
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
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.
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
007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
008 The teacher provides appropriate instruction that actively engages students in the learning process.
009 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
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 (No major emphasis on competencies within Domain and IV)

V. TAC §228.30(b): 17 Subject Matter Curricular Topics and course description
(emphasized in EDCI 4606)

* Motivation
* TEKS Organization, Structure & Skills
* State Assessment of Students
* Classroom Assessment
* Instructional Technology
* Certification Test Preparation
* Learning Theories
* TEKS in the Content Areas
* Curriculum Development & Lesson Planning
* Classroom Management
* Pedagogy / Instructional Strategies

Dr. Ward’s course description
This six-hour field-based course involves planning, teaching, assessment and technology as they relate to teaching in an urban high school. Planning will include considerations in creating a positive learning environment, writing instructional objectives, lesson plan formats, multiple intelligences, differentiating instruction and instructional resources. Teaching will focus on methods and strategies for delivery of instruction to classrooms of diverse learners. Philosophies, purposes and procedures for assessment will be addressed. Integration of technology into instruction will include applications ranging from overhead transparencies to the use of multi-media, such as PowerPoint. Preservice teachers (PSTs) will also use videotape and photography to enhance their teaching. Class meetings and field experience will be at Miller High School on Tuesdays and Thursdays from 8:45 am to 4:15 pm.
VI. Course goals and learning outcomes plus alignment with competencies and proficiencies

Course goals
A. Gain awareness of the complexities involved in the daily operation of an urban high school
B. Improve understanding of teaching as a profession and overall professional competence
C. Increase understanding of culturally relevant and responsive teaching practices
D. Gain experience in promoting a positive student learning environment
E. Develop instructional planning skills to meet the needs of diverse students
F. Gain experience in delivering instruction in the classroom setting
G. Utilize technology to support/enhance instruction
H. Increase knowledge of instructional evaluation and student assessment
I. Prepare for the TExES PPR

Student learning outcomes (The preservice teacher will . . . )
A-1. Consistently demonstrate professionalism at MHS – punctuality, appearance, attitude and behavior.
A-2. Develop familiarity with the various administrative, faculty and support staff roles at MHS.
A-3. Design and implement a school improvement project that involves research and action.
B-1. Join a professional organization for teachers.
B-2. Visit the Region 2 Education Service Center and gain awareness of its resources and programs.
B-4. Formulate a philosophy of teaching that is pedagogically sound and personally relevant.
C-1. Increase understanding of developmental, behavioral and cognitive learning theories.
C-2. Develop understanding and apply questioning skills in the teaching/learning process.
C-3. Complete an advance organizer about teaching students with learning disabilities.
C-4. Develop a variety of instructional strategies to motivate students to learn what is being taught.
D-1. Name all the students in his/her assigned clinical teacher’s classrooms (within one month).
D-2. Deliver a PowerPoint presentation promoting the teaching profession to MHS students.
D-3. Plan instructional modifications for students with special learning needs in the third lesson.
E-1. Utilize Bloom’s taxonomy to develop a range of appropriate written instructional objectives.
E-2. Prepare an anticipatory set + outline of instruction for the EDCI 4606 class.
E-3. Demonstrate familiarity with content area scope and sequence by including TEKS standards, plus constructing appropriate instructional objectives in lesson planning.
E-4. Develop detailed lesson plans for instruction in the assigned clinical teachers’ (CT) classrooms.
F-1. Implement personally developed lesson plans in the assigned CTs’ classrooms.
F-3. Review videotape and analyze the second and third classroom teaching experiences.

G-1. Develop an introductory PPT presentation that promotes college attendance/teaching for MHS stdts.
G-2. Utilize instructional technology in the second classroom teaching assignment.

H-1. Gain familiarity of varied methods of assessment of student work.
H-2. Incorporate assessment methods/checking for understanding related to student learning in lessons.
H-3. Observe assigned CTs’ use of varied methods of student assessment.

I-1. Explain the TExES PPR competencies (through participation in the TExES PPR literacy circles).
I-2. Complete and review of the “Diagnostic TExES PPR” and the “Pre-TExES PPR.”
I-3. Complete TExES PPR-related teacher observation forms for interdisciplinary observations at MHS.
## Alignment of EDCI 4606 Course Goals and Assignments with State Learner Proficiencies and TExES PPR Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TEExES Competencies</th>
<th>EDCI 4606 Course Goals</th>
<th>EDCI 4606 Course Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner-Centered Knowledge</strong></td>
<td>001 007</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Reading Responses, Quizzes, Anticipatory set presentation, TExES PPR-related observations, Classroom teaching and analysis, Exams, PowerPoint presentation, PDAS e-portfolio, Multiple intelligences seminar, Instructional website paper</td>
</tr>
<tr>
<td>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.</td>
<td>008 009 012</td>
<td>D. Demonstrate instructional planning skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>013</td>
<td>G. Utilize technology to support/enhance instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>014</td>
<td>H. Increase knowledge of instructional evaluation and student assessment</td>
<td></td>
</tr>
<tr>
<td><strong>Learner-Centered Instruction</strong></td>
<td>001 003</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Anticipatory set presentation, Classroom teaching and analysis, Reading Responses, Quizzes, TExES PPR-related observations, Exams, PowerPoint presentation, Multiple intelligences seminar, Instructional website paper</td>
</tr>
<tr>
<td>To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.</td>
<td>004 005</td>
<td>E. Develop instructional planning skills to meet the needs of diverse students</td>
<td></td>
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<td></td>
<td>006 008</td>
<td>F. Gain experience in delivering instruction in the classroom setting</td>
<td></td>
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<tr>
<td></td>
<td>009 010</td>
<td>H. Increase knowledge of instructional evaluation and student assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>011</td>
<td>G. Utilize technology to support/enhance Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Equity in Excellence for All Learners</strong></td>
<td>002 005</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>TExES PPR-related observations, Reading Responses, Exams, Classroom teaching and analysis, Special learning needs seminar</td>
</tr>
<tr>
<td>The teacher responds appropriately to diverse groups of learners.</td>
<td>006 010</td>
<td>D. Gain experience in promoting a positive student learning environment</td>
<td></td>
</tr>
<tr>
<td><strong>Learner-Centered Communication</strong></td>
<td>007</td>
<td>B. Improve understanding of teaching as a profession and overall professional competence</td>
<td>Philosophy of teaching, Professional organization membership, PDAS seminar, ESC Region 2 fieldtrip, Classroom teaching and analysis, PowerPoint presentation, Self-made “seating charts”</td>
</tr>
<tr>
<td>While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.</td>
<td>009</td>
<td>D. Gain experience in promoting a positive student learning environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>011</td>
<td>A. Gain awareness of the complexities involved in the daily operation of an urban high school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>013</td>
<td>B. Improve understanding of teaching as a profession and overall professional competence</td>
<td></td>
</tr>
<tr>
<td><strong>Learner-Centered Professional Development</strong></td>
<td>009</td>
<td>I. Prepare for the TExES PPR</td>
<td>MHS orientation, Philosophy of teaching, Professional org. membership, Reflection journal, PDAS seminar, ESC Region 2 fieldtrip, TExES PPR literacy circles, Diagnostic and Pre-TExES PPR, TExES-related observations, PDAS e-portfolio, MHS School Improvement project, Current events in U.S. education</td>
</tr>
</tbody>
</table>
VII. Instructional methods and activities

Description of course requirements

A. Class Participation
1. Attendance/punctuality – Class attendance and punctuality (TAMU-CC/MHS) are reflections of a preservice teacher’s commitment to his/her preparation for teaching. Twenty-five points deducted for each absence; five points deducted for first three tardies, ten points thereafter. Made up MHS absences will add back 10 pts. Six absences results in failure of the course (TAMU-CC policy). Fifty points possible.

2. Reading responses - Three reading responses from selected chapters of the text will be assigned to stimulate student input, promote interaction among classmates, and strengthen class discussions. Due on September 1, November 1 and 15. Twenty points each, 60 points total.

3. Open-note quizzes – Two quizzes over assigned reading will be given during the semester; one page of hand-written notes will be allowed. Given September 8 and September 27; 20 points each, 40 pts. total.

4. Anticipatory set + outline of lesson plan – Utilizing the Madeline Hunter lesson plan format outline a lesson you might present in the classroom of your clinical teacher. Develop a detailed “anticipatory set” and present it to your fellow preservice teachers. Briefly explain (as opposed to actually teaching) the remainder of your lesson plan including “instructional input”, “guided practice”, “independent practice”, and “closure.” Due on September 13, 15, and 20. Thirty points possible.

5. TExES PPR literacy circles – will offer small group study/discussion/quiz of the four PPR domains on October 18, October 25, November 3 and 22. Fifteen points possible for each; 60 points total.

B. Teaching and Observing
1. Reflection e-journal – Part I – next day emails; Part II due September 22. Forty points possible.
   Part I. Write five journal entries (5 pts. each, 25 pts. total) focused upon a significant event that happened in your school day. You may choose the incident because it was exciting, frustrating, confusing or validating. Briefly describe the context/sequence of the incident. Analyze the incident by asking yourself questions such as: Why was it significant? What impact did it have on students? What did you learn from it? Email Dr. Ward within 24 hours of the observation.
   Part II. Write three 1 ½ - 2 page summaries (5 - 6 pages total) of your CTs’ approach to each of the following topics (5 pts. each, 15 pts. total):

<table>
<thead>
<tr>
<th>Classroom management</th>
<th>Instructional methods</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points</td>
<td>reflective and thoughtfully written; required length; mechanically sound</td>
<td></td>
</tr>
<tr>
<td>4 points</td>
<td>deficient in either reflection OR length OR mechanics</td>
<td></td>
</tr>
<tr>
<td>3 points</td>
<td>deficient in two of the three criteria identified above</td>
<td></td>
</tr>
<tr>
<td>2 points</td>
<td>deficient in all three of the above criteria</td>
<td></td>
</tr>
</tbody>
</table>

2. Interdisciplinary observations – Observe two teachers’ classrooms outside of your content area(s) as indicated in the course schedule. A TExES PPR-related classroom observation format will be provided for you to use to complete a written summary of your observations. Due October 4 and November 1. Fifteen points each, 30 total points.
   15 points – six TExEs PPR competencies written in entirety; adequate description of the six observed competencies; classroom sketch depicts important and unique aspects of the physical setting
   1 pt deductions – each missing TExES PPR competency each inadequate description of observed competencies inadequate or missing classroom sketch
3. **Classroom teaching and analysis** – A total of three lessons will be taught in classrooms of your assigned clinical teachers. **Lesson plans must be submitted to Dr. Ward PRIOR to teaching your lesson.** Passing grades will not be assigned to lessons taught without prior submission of lesson plans. Make arrangements with Dr. Ward to observe your first lesson.

Your detailed lesson plan along with a thoughtful reflection on the lesson are due as follows:

**October 4 – 11, October 25 – November 1** and **November 15 - 22**. In addition to your lesson plan/reflection, a videotape and cooperating teacher analysis of the second and third lessons are required. Dr. Ward will supply the varying personal reflection formats and CT analysis forms at the appropriate time during the semester. Any videotaping done to meet assignment requirements will be for the sole and exclusive use of this course to improve/enhance the PST’s quality of teaching.

**Forty, 60(6 pts.*) and 80(8 pts.**) possible points respectively, 180 total points possible.**

- **“100%” –** detailed, fully developed, cohesive lesson plan using required format with instructional objectives, TEKS, relevant anticipatory set, scripted comments, useful transitions, etc.; thoughtfully reflects upon all components/aspects of lesson plan and the teaching/learning process
- **“85%” –** utilizes lesson plan format and required elements, but needs significant improvement in areas OR reflection provides a summary of the planned lesson, but lacks in-depth analysis of the teaching/learning process
- **“70%” –** incomplete use of lesson plan format and inclusion of required elements AND/OR lesson analysis is lacks in-depth thought and reflection
- **“50-0% -** inadequate use of lesson plan format and inclusion of required elements AND lesson analysis is lacks in-depth thought and reflection or is missing

* use of technology is required in the lesson plan (2)
** instructional modifications for students with special learning needs are required lesson plan (3)

4. **PDAS e-portfolio** – Using a PowerPoint format organized according to the first five domains of the “Professional Development and Appraisal System” an electronic portfolio of the preservice teacher’s pre-professional teaching experiences will be developed. Three items with short accompanying explanations of their connections to the respective domains are required in each of the five sections of the portfolio. Include the PDAS Domains’ internal hyperlinks navigation and design an original, personalized intro slide with site map link for the portfolio. **Intro slide/outline of Domains due October 20, 10 points possible; complete eport due December 6, 60 pts. possible; 75 total pts.**

5. **School improvement project** – Each PST is responsible making his/her own individual contribution to Miller High School. Approximately 10 hours of the preservice teacher’s time (outside of the regular Tuesday/Thursday 8:45 am – 4:15 pm hours) are required for this assignment. Project possibilities include before/after school tutoring, leadership role on a fieldtrip, assisting with teams or special events, etc. This assignment consists of the following four components: 1) Conference with Dr. Ward followed by a one page description of your project, research of topic/2000-2500 word paper with three references/citations (5 hours - 40 points possible), project activity (5 hours - 40 points possible) and presentation to MHS administration. **Eighty total pts. possible.**

C. **Professional activities**

1. **Pre- and post-course philosophy of teaching papers** – The pre-course philosophy of teaching response paper is due **August 30, 15 points possible.** The post-course philosophy paper will involve writing on three topics; one page each, 10 minutes per topic. The post-course philosophy of teaching papers will be written in class on **December 1, 15 points possible.**
2. **PST presentation to MHS students** – PSTs will develop and deliver a 10-15 minute PowerPoint presentation to be presented in at least two different CTs’ classes on September 8, 13 or 15. The primary purposes of the presentation are to: 1) promote college attendance and a career in teaching and 2) introduce yourself to the students and explain your role as a preservice teacher. The presentation should be scheduled in consultation with your clinical teachers, ideally during your second week in the CT’s classroom. The PowerPoint slide outline along with a one and one-half to two page reflection paper are due on September 20. **Forty points possible.**  

- **40 points** - Ppt slide outline provides useful information about college/teaching profession; personal/professional introduction in an interesting/motivating format; reflection paper is required length mechanically sound; two or more class presentations  
- **34 points** - Useful info is deficient on Ppt slides outline OR personal/professional intro needs improvement OR reflection paper is lacking in length/mechanics OR presentation in only one class  
- **28 points** - deficient in two of the four criteria listed above  
- **20 points** - deficient in three of the above criteria

3. **Naming All Students Assignment** – designed to assist the preservice teacher in learning the names of the MHS students and build relationships. **Testing dates:** October 4, 30 points possible or October 18, 20 points possible. **Classroom seating diagrams due September 27.**

4. **Professional association membership** – Proof of membership in any of the following professional associations is required: Association of Texas Professional Educators (ATPE), Texas Classroom Teachers Association (TCTA), Texas Federation of Teachers (TFT) or Texas State Teachers Association (TSTA). **Required, no points.**

5. **Pre-course Needs Assessment and Emotional Intelligence Self-Inventory** are to be completed online as directed during the PST Fall 2011 Orientation. **Due Monday, August 29; required, no points.**

6. **Professional Attributes Assessment** – Preservice teachers will complete the Professional Attributes Assessment as a means of self-evaluation. The form is to be completed for review with Dr. Ward in the December 6 conference. **Required, no points.**

D. Exams

1. **Pretest and posttest.** The pretest will be completed in class on August 25 (required, no points) and the posttest is worth **25 possible points** and will be taken in class on December 1.

2. **Diagnostic TExES PPR and Pre-TExES PPR** – A “diagnostic” TExES PPR will be given August 30. The Pre-TExES PPR will be administered on the TAMU-CC campus at a date/time yet to be determined. The diagnostic TExES PPR is **required (no points)**; the Pre-TExES PPR is worth **25 possible pts.**

3. **Mid-term and final exams** – The mid-term exam on October 6 will be a combination of objective and short essay items. The final exam will be an open book/open note short essay take-home exam **due on December 13. One hundred possible points each, 200 points total.**
VIII. Evaluation and grade assignment

Course requirements

<table>
<thead>
<tr>
<th></th>
<th>points possible</th>
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<tbody>
<tr>
<td>A. Class participation</td>
<td>250</td>
</tr>
<tr>
<td>1. Attendance (TAMU-CC/MHS)</td>
<td>60</td>
</tr>
<tr>
<td>2. Reading responses</td>
<td>60 3(20)</td>
</tr>
<tr>
<td>3. Open-note quizzes</td>
<td>40 2(20)</td>
</tr>
<tr>
<td>4. Anticipatory set + outline of lesson plan</td>
<td>30</td>
</tr>
<tr>
<td>5. TExES PPR literacy circles</td>
<td>60 4(10 + 5)</td>
</tr>
<tr>
<td>B. Teaching and observing</td>
<td>400</td>
</tr>
<tr>
<td>1. Reflection e-journal</td>
<td>40 5(5), 3(5)</td>
</tr>
<tr>
<td>2. Interdisciplinary observations</td>
<td>30 2(15)</td>
</tr>
<tr>
<td>3. Classroom teaching and analysis</td>
<td>180 (40, 60, 80)</td>
</tr>
<tr>
<td>4. PDAS e-portfolio</td>
<td>70 (10+60)</td>
</tr>
<tr>
<td>5. MHS improvement project paper/presentation</td>
<td>80 (40, 40)</td>
</tr>
<tr>
<td>C. Professional activities</td>
<td>100</td>
</tr>
<tr>
<td>1. Pre/post-course philosophy of teaching papers</td>
<td>30 2(15)</td>
</tr>
<tr>
<td>2. PowerPoint presentation to MHS students</td>
<td>40</td>
</tr>
<tr>
<td>3. Self-made classroom “seating charts”</td>
<td>30/20</td>
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<tr>
<td>4. Professional association membership</td>
<td>*</td>
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<tr>
<td>5. Professional attributes self-assessment</td>
<td>*</td>
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<tr>
<td>D. Exams</td>
<td>250</td>
</tr>
<tr>
<td>1. Pre-test, post-test</td>
<td>25 (*, 25)</td>
</tr>
<tr>
<td>2. Diagnostic TExES PPR, Pre-TExES PPR</td>
<td>25 (*, 25)</td>
</tr>
<tr>
<td>3. Mid-term, final</td>
<td>200 2(100)</td>
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</tbody>
</table>

Total points possible = 1000

Grading scale

- A = 1000 – 900 pts.
- B = 899 – 800 pts.
- C = 799 – 700 pts.
- D = 699 – 600 pts.
- F = 599 pts. and below

* Assignments - Type all assignments unless you are provided with a form. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.

** Late work – Assignments submitted within one week of the due date will be accepted for a maximum of 75% credit; one week or more past the due date for a maximum of 50% credit, unless otherwise specified. Last day to submit late work is Dec. 1.

*** Extra credit - Students who have completed all assignments and requirements as of Tuesday, November 22 and have no more than two class absences and three tardies may add up to 25 total points of earned extra credit. Extra credit options include a fourth lesson planned and taught or an instructional website paper/presentation.
IX. Course Schedule and Policies

Due to the variability and unforeseen changes in Miller High School’s schedule, this agenda must remain flexible. In addition to content of the primary course text, *Teaching Strategies, A Guide to Effective Instruction (9th edition)*, class sessions will involve TEExES PPR preparation and review, experiences with clinical teachers and MHS students, guest speakers from the MHS faculty and administration, study and discussion of relevant materials from other sources, a fieldtrip to the Region 2 Education Service Center and an overview of the State of Texas Professional Development and Appraisal System for teachers.

**THR, August 25**
- TAMU-CC at 8:30 am  
  TAMU-CC preservice teacher orientation
- Miller H. S. at 12:45 pm  
  Welcome from: *Ms. Stella Torres, MHS Principal*  
  *Ms. Gayle Tisdale, MHS Dean of Instruction*
  Tour of MHS with Dr. Ward
  Course syllabus, **EDCI 4606 pre-test**

  Complete pre-course philosophy of teaching response paper
  Complete *Pre-course Needs Assessment* and *Emotional Intelligence Self-Inventory* online
  Reading assignment: Chapter 1 – Frames of Reference for Teaching
  Chapter 2 – The Big Picture in Your Classroom

**TUE, August 30**
- 8:45 am
  Pre-course philosophy of teaching response paper due
  Course syllabus continued
  “Diagnostic” TEExES PPR
  The profession of teaching
  Preservice teacher photo IDs
  * Lunch in MHS cafeteria courtesy of Dr. Ward

  12:45
  Perusal of text; Frames of Reference for Teaching – Chapter 1
  The Effective Teacher – Harry Wong (video)
  Review of pretest
  Guest speaker: *Mr. Morris McRae, MHS history teacher*
  Introductory PowerPoint presentation
  Clinical teacher assignments; meet MHS CT(s) at TUE 4:10 pm/THR 8:20 am

  Prepare reading response (1) for Chapter 2 – The Big Picture in Your Classroom

**THR, September 1**
- 8:45
  **Reading response (1) – Instruction in a Social Kaleidoscope**
  Developmental, behavioral and cognitive learning theories
  Ideal characteristics of preservice teachers and clinical teachers
  Introduction of Bloom’s taxonomy and instructional objectives
  Review of Diagnostic TEExES

  12:45
  In class with clinical teacher(s)/All-Day Skills Check
  **Schedule introductory PPt presentation with CTs for September 8, 13 or 15**

  Reading assignment: Chapter 3 – Objectives, Taxonomies and Standards for Instruction
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TUE, September 6</strong></td>
<td>Prevention of Sexual Harassment Workshop by <em>Mr. Sam Ramirez and Rosie Ruiz</em> at TAMU-CC in the University Center Lone Star B Ballroom</td>
</tr>
<tr>
<td>8:50</td>
<td></td>
</tr>
<tr>
<td>12:45</td>
<td>In class with clinical teacher(s)</td>
</tr>
<tr>
<td></td>
<td><strong>Prepare for open-note quiz (1) on Chapter 3 - Objectives, Outcomes and Standards of Instruction</strong></td>
</tr>
<tr>
<td><strong>THR, September 8</strong></td>
<td><strong>Open-note quiz (1) – Objectives, Taxonomies and Standards for Instruction</strong> Introduction to the Madeline Hunter lesson plan format Writing instructional objectives Anticipatory set + outline of lesson plan assignment</td>
</tr>
<tr>
<td>8:45</td>
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<tr>
<td>12:45</td>
<td>In class with clinical teacher(s)/conferences with Dr. Ward (School Improvement Project)</td>
</tr>
<tr>
<td></td>
<td><strong>Reading assignment: Chapter 4 – Instructional Planning</strong> Prepare anticipatory set + outline of lesson plan</td>
</tr>
<tr>
<td><strong>TUE, September 13</strong></td>
<td><strong>Anticipatory set + outline of lesson plan presentations by PSTs (2 or 3)</strong> Friendly pop quiz – Instructional Planning Hunter lesson plan format continued Thinking Maps, lesson plan websites</td>
</tr>
<tr>
<td>8:45</td>
<td></td>
</tr>
<tr>
<td>12:45</td>
<td>In class with clinical teacher(s)/conferences with Dr. Ward (School Improvement Project)</td>
</tr>
<tr>
<td></td>
<td><strong>THR, September 15</strong></td>
</tr>
<tr>
<td>8:45</td>
<td><strong>Anticipatory set + outline of lesson plan presentations by PSTs (5 or 6)</strong> More on lesson planning Current events in U.S. education</td>
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<tr>
<td>12:45</td>
<td>In class with clinical teacher(s)</td>
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<td><strong>Schedule 1st teaching assignment with CT for September 22, 27 or 29</strong></td>
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<td></td>
<td><strong>Complete Introductory PowerPoint presentations, write reflection paper</strong></td>
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<td><strong>Reading assignment: Chapter 5 – Sequencing and Organizing Instruction</strong></td>
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<tr>
<td><strong>TUE, September 20</strong></td>
<td><strong>Anticipatory set + outline of lesson plan presentations by PSTs (5 or 6)</strong> PowerPoint slide presentation outline and reflection paper due Friendly pop quiz - Sequencing and Organizing Instruction</td>
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<td>8:45</td>
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<td>12:45</td>
<td>In class with clinical teacher(s)</td>
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<td><strong>Prepare reflection journal – Part II</strong></td>
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<tr>
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<td><strong>Reading assignment: Chap. 6 – Managing the Classroom</strong></td>
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</tbody>
</table>
THR, September 22

**Reflection journal – Part II due**
Positive classroom learning environment; rules and procedures
Guest speaker: *Mr. Christian Auger, math consultant for CCISD*
Instructional strategies and classroom management
10:30

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All-Day Skills Check/School Improvement Project research

Review Chapter 6; prepare for open-note quiz

TUE, September 27

**Open-note quiz (2) – Managing the Classroom**
Blank classroom seating diagrams due
Interdisciplinary observation assignment/schedule observation this afternoon
Positive Expectations – Harry Wong (video)
12:45 In class with clinical teacher(s)

Submit a one page description of your School Improvement Project via email to Dr. Ward

THR, September 29 at 8:40 – 4:15 (all day) with clinical teacher(s)/Interdisciplinary observation (1)

Prepare lesson reflection (1) – lesson plan and two page reflection addressing lesson components
Prepare interdisciplinary observation (1)

TUE, October 4

**Lesson reflection (1) due (accepted for full credit until Tuesday, October 11)**
**Interdisciplinary observation (1) due**
Mid-term exam study guide and review
Lesson planning revisited
*Naming All Students Assignment* using classroom seating diagrams (30 points)
12:45 In class with clinical teacher(s)

Review chapters 1-6, class notes and study guide for midterm exam preparation

THR, October 6

**Mid-term exam**
12:45 In class with clinical teacher(s)

TUE, October 11

PDAS e-portfolio seminar – Guest instructor: *Dr. Sue Elwood, TAMU-CC*
Guest speaker: *Mr. Simon Guerrero, MHS Director of Technology*
Introduction to TExES PPR literacy circles
10:45

12:45 In class with clinical teachers(s)
**Schedule 2nd tchng assignment (* technology) with CT for October 13, 18 or 20**
THR, October 13
8:45
Teaching ALL students – the evolution of special education

12:45
In class with clinical teacher(s)

Prepare for TExES PPR literacy circle (1)

TUE, October 18
TEExES PPR literacy circles (1)/Organize for TExES PPR literacy circle (2)
Teaching students with disabilities continued
*Naming All Students Assignment* using classroom seating diagrams (20 points)

12:45
In class with clinical teacher(s)

Complete research, begin writing School Improvement Project Paper

THR, October 20
8:40 in I-Zone
PDAS eport seminar (2) – evaluation of PSTs’ eport intro slide/Domain outlines
Guest speaker: *Ms. Kandee Richardson, MHS Assistant Principal*
Overview of Professional Development and Appraisal System for teachers

12:45
In class with clinical teacher(s)

Prepare for TExES PPR literacy circle (2)
Prepare lesson reflection (2) – submit lesson plan and videotape observation reflection form

TUE, October 25
Lesson reflection (2) due (accepted for full credit until Tuesday, November 1)
TEExES PPR literacy circles (2)/Organize for TExES PPR literacy circle (3)

12:45
In class with clinical teacher(s)
Schedule 3rd tchng assignment (** instr. mods.) for November 3, 8 or 10

THR, October 27 at 8:40 – 4:15 (all day) with clinical teacher(s)/Interdisciplinary observation (2)

Prepare interdisciplinary observation (2)
Rdg assignment: Chapter 7 – The Process of Classroom Questioning; prepare rdg response (2)

TUE, November 1
Interdisciplinary observation (2) due
8:45
Reading response (2) – The Process of Classroom Questioning

12:45
In class with clinical teacher(s)
Prepare for TExES PPR literacy circle (3)

THR, November 3
8:45

**TExES PPR literacy circles (3)/Organize for TExES PPR literacy circle (4)**
Guest speaker: Dr. Frank Lucido, College of Education Associate Dean
Student Teaching Semester

12:45
In class with clinical teacher(s)/Interdisciplinary observation (2)

Reading assignment: Chapter 8 – Small-Group Discussions and Cooperative Learning

TUE, November 8
8:45

Friendly pop quiz – Small Group Discussion and Cooperative Learning
Guest speaker: *Mr. Keith Perez, English teacher at MHS* 10:00, room 213
Cooperative Learning and Culture – H. Wong (video)

12:45
In class with clinical teacher(s)

Complete first draft of School Improvement Project paper

THR, November 10
8:45

Multiple Intelligences

12:45
In class with clinical teacher(s)

Reading assignment: Chapter 10 – Classroom Assessment; prepare reading response (3)
Prepare lesson reflection (3) – submit lesson plan, videotape and PDAS reflection form

TUE, November 15
8:45

**Lesson reflection (3) due (accepted for full credit until Tuesday, November 22)**

**Reading response (3) – Classroom Assessment**
Instructional evaluation and student assessment

12:45
In class with clinical teacher(s)

Finalize and proof School Improvement Project paper

THR, November 17

Informal, in-class sharing of PSTs’ school improvement projects
Current events in U.S. education

***
All-Day Skills Check/School Improvement Project presentation preparation

Submit School Improvement Project via email to Dr. Ward by Sunday, November 20
Prepare for TExES PPR literacy circle (4)
TUE, November 22
10:00 Region 2 Education Service Center at 209 N. Waters
with Linda Villaarreal, Executive Director
TExES PPR literacy circle (4)

Thanksgiving Holiday

Prepare for School Improvement presentations

TUE, November 29
12:45 School Improvement presentations
In class with clinical teacher(s)

Prepare for posttest and end-of-course philosophy of teaching paper

THR, December 1
12:45 EDCI 4606 posttest and end-of-course philosophy of teaching paper
Leading effective class discussions – J. Seinfeld (video)
Farewell dinner at La Costenita
In class with clinical teacher/distribute MHS teacher appreciation gifts

Complete Professional Attributes Self-Assessment
Complete PDAS e-portfolio

TUE, December 6, 8:40 – 4:15 (all day) with clinical teacher(s)/eport and self-assess confs. with Dr. Ward
PDAS e-portfolio due
Professional Attributes Self-Assessment due
Take-home final exam

TUE, December 13
Final exam due by 12:00 noon in Dr. Ward’s office

TExES PPR at TAMU-CC (date/location to be announced)
Review – 9:00 am Pre-TExES PPR – 1:00 pm

TExES PPR analysis
X. Textbooks


Other resources:

- Texas Essential Knowledge and Skills (TEKS). Available in Bell Library and at www.tea.state.tx.us/teks

TAMU-CC TExES website: [http://txes.tamucc.edu/](http://txes.tamucc.edu/)

XI. Bibliography


Ward, Martin J. (Fall 2001). To Teach is to Coach, New Teacher Advocate, Vol. 9, No. 1.


XII. **Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at [http://www.tamucc.edu/provost/universityrules/index.html](http://www.tamucc.edu/provost/universityrules/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. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.
[http://disabilityservices.tamucc.edu](http://disabilityservices.tamucc.edu)

**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)