I. **Course Description:** A course emphasizing the various aspects of planning for teaching: the teaching/learning process; curriculum organization; use of instructional media and technology; instructional planning; and instructional and student evaluation, including standardized testing programs, teacher evaluation, and various forms of instructional and student evaluation planned and conducted by the teacher. Each student must satisfactorily complete assigned field experiences. Enrollment limited to graduate students seeking initial teacher certification.

II. **Rationale:** This unit of study, which combines field-based instruction with intensive experience in actual public school classrooms, lays a foundation of professional knowledge, skills, attitudes, and behaviors necessary to be successful in the teaching profession. In addition, the student will become knowledgeable of the Texas State Adopted Proficiencies for Educators and the 13 competencies of effective teachers, based on the Pedagogy and Professional Responsibilities (TExES) exam.

III. **State Adopted Proficiencies for Teachers and/or Administrators/Counselors** (See Appendix A and the matrix below)

IV. **TExES Competencies** (See Appendix B and the matrix below)

<table>
<thead>
<tr>
<th>State Proficiencies</th>
<th>TExES Competencies (PPR)</th>
<th>Subject Matter Curricular Topics [TAC §228.30(b)]</th>
<th>Products of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>001 007 008 009 012</td>
<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: Development, Presentation, and Analysis ♦ Teaching Field Experiences ♦ Observations ♦ Reflections ♦ Literature/reader response circles ♦ Benchmark TExES PPR Exam</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
<td>Topics</td>
<td>Related Materials</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
</tbody>
</table>
| Learner-Centered       | 001   | - Reading Instruction  
- Pedagogy/Instructional Strategies  
- TEKS Organization, Structure & Skills  
- TEKS in the Content Areas  
- Curriculum Development & Lesson Planning  
- Learning Theories  
- Certification Test Preparation  
- Classroom Assessment | - Current Topics: Mini Literature Review  
- Lesson Planning: Development, Presentation, and Analysis  
- Reflections  
- Observations  
- Teaching Field Experiences  
- Literature/reader response circles  
- Sample TExES PPR Exam |
| Instruction            | 003   |                                                                         |                                                |
|                        | 004   |                                                                         |                                                |
|                        | 005   |                                                                         |                                                |
|                        | 006   |                                                                         |                                                |
|                        | 008   |                                                                         |                                                |
|                        | 009   |                                                                         |                                                |
|                        | 010   |                                                                         |                                                |
| Equity in Excellence   | 002   | - Pedagogy/Instructional Strategies  
- TEKS Organization, Structure & Skills  
- TEKS in the Content Areas  
- Curriculum Development & Lesson Planning  
- Learning Theories  
- Certification Test Preparation  
- Classroom Assessment  
- Parent Conference/ Communication | - Lesson Planning: Development, Presentation, and Analysis  
- Current Topics: Professional Journal Review  
- Observations  
- Teaching Field Experiences  
- Literature/Reader response circles  
- Development of Lesson Plan Rubric  
- Universal Design for Learning IRIS Module  
- Sample TExES PPR Exam |
| for All Learners        | 005   |                                                                         |                                                |
|                        | 006   |                                                                         |                                                |
|                        | 010   |                                                                         |                                                |
| Learner-Centered       | 007   | - Certification Test Preparation  
- Parent Conference/ Communication  
- Code of Ethics & Standard Practices | - Teaching Field experiences  
- Professionalism  
- TExES PPR Literature circles  
- Literature/reader response circles |
| Communication          | 009   |                                                                         |                                                |
|                        | 011   |                                                                         |                                                |
|                        | 013   |                                                                         |                                                |
| Learner-Centered       | 009   | - Certification Test Preparation  
- Parent Conference/ Communication  
- Code of Ethics & Standard Practices | - Attendance  
- Professional Organization member  
- Clinical Teacher Evaluations  
- Sample TExES PPR Exam  
- Literature/reader response circles |
| Professional Development | 012   |                                                                         |                                                |
|                        | 013   |                                                                         |                                                |
### V. Course Objectives/Learning Outcomes

This course is designed to enable students to demonstrate the competencies and proficiencies presented above. The student will:

| Articulate and fulfill professional roles and responsibilities as teachers. | - Identify and be familiar with a minimum of three personally and professionally relevant peer-reviewed education journals.  
- Conduct a literature review of at least three journal articles using APA citation.  
- Gain familiarity with the TExES competencies through use of the TExES-related teacher observation form. |
| --- | --- |
| Design instruction and assessment to promote student learning. | - Utilize Bloom’s Taxonomy to develop a range of appropriate written instructional objectives.  
- Incorporate the Texas Essential Knowledge and Skills (TEKS) and English Proficiency Standards (ELPS) into lesson planning.  
- Demonstrate familiarity with the scope and sequence of chosen content field by including TEKS and ELPS standards, plus constructing appropriate instructional objectives in lesson planning.  
- Write 2 complete, detailed lesson plans for presentation in public school setting.  
- Plan instruction that is designed to meet students’ special learning needs. |
| Provide examples of a positive classroom climate. | - Learn the names of all the students in the classroom in which you plan to teach.  
- Implement two personally developed, detailed lesson plans in your assigned classroom.  
- Complete a thorough, written evaluation and reflection of classroom teaching experiences.  
- Complete a written analysis of classroom teaching experiences. |
| Determine effective, responsive instruction and assessment as teachers. | - Demonstrate understanding of varied methods of assessment of student work on quizzes and exams.  
- Incorporate methods of assessment and checking for understanding in lesson plans.  
- Observe assigned/chosen classroom teacher’s use of varied methods of student assessment. |

### VI. Course Topics

The major topics to be considered are listed in the matrices above.

### VII. Instructional Methods and Activities include:

- A variety of traditional instructional methods and activities, as well as field-based experiences;
- Traditional Experiences (lecture/discussions, demonstrations, modeling, guest speakers, video);
- Field Experiences (field teaching, cooperative groups, student demonstration/presentations, field trips, lab exercises)

### VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are based upon the traditional average grade method:
A. **Course assignments and assigned point values:**

1. Participation and attendance  100
2. Pre-Test  50
3. Discussions Posting (weekly)  100
4. M.I. and Learning Style inventories  50
5. PJR/IP Presentations  50
6. Reading quizzes  50
7. Professional Journal Review  50
8. Issue Papers (3)  150
9. Lesson plans (5)  250
10. Assessment assignment (rubric)  50
11. Project-based learning assignment  50
12. WebQuest project  100
13. Curriculum Vitae  50
14. Educational Philosophy  50
15. Midterm Examination  150
16. Junior Achievement Program  200
17. Final Examination  200

**Total points**  1,700

B. **Course Grading:** Each grade will be determined by a rubric for the assignment. The course grade will be based on the total points earned. Students can monitor (only) their own progress through the course web site and address any questions concerning grades to the instructor at anytime.

- 1581 (93%)—1700 pts. = A
- 1445 (85%)—1580 pts. = B
- 1275 (75%)—1444 pts. = C
- 1105 (65%)—1274 pts. = D
- Below 65% = F

IX. **Additional Guidance and Resources:**

A. **TExES PPR Preparation:**

1. Participate in class presentations relating to the PPR framework and competencies.
2. Complete assigned readings.
3. Complete a practice test (see item 7) to establish a personal benchmark.
4. **Study tips to prepare for the TExES:** [http://www.texas.ets.org/assets/pdf/studytips_0607.pdf](http://www.texas.ets.org/assets/pdf/studytips_0607.pdf)
5. **Practice TExES tests:** [http://www.texasexampracticetests.com/](http://www.texasexampracticetests.com/)

B. **IRIS Universal Design for Learning Module:**

1. Useful tool for developing lessons for diverse populations

C. **Junior Achievement (JA) Teaching Project:**

1. Each student will teach lessons in a public school classroom assigned by the JA staff. The Cooperating Teacher (CT) will observe and evaluate each lesson.
2. Practice and professionally present lessons using the format specified in the Junior Achievement teaching materials.
3. Due dates must be scheduled with the CT in advance. The schedule will be provided to the course instructor; dates must be adhered to by the student.
4. Guidelines for preparing and teaching lessons and preparing the required documents will be provided by the JA staff and supplemented by the course web site, including:
   a. Name, school, grade level(s) taught, CT name, contact information for CT, and dates.
   b. Explanation of the JA curriculum.
   c. Classroom observation report based on your first classroom visit.
   d. Reflection reports based your experiences as you teach the JA lessons.
   e. Feedback from your CT.
   f. Feedback from your students.

5. The timely and satisfactory completion of this entire project is required to pass the course.

D. Class Schedule:
   1. A tentative class schedule, listing seminar topics and assignments and due dates is provided at Appendix C.
   2. The schedule and assignments will be amended as necessary by the course instructor.

X. Textbook: The textbook adopted for this course is:

Recommended, but not required, supplementary textbooks and/or materials:

XI. Bibliography: The knowledge bases that support course content and procedures include:

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 Rule13.02.99.C2, 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.
Course Policies and Requirements

I. Course Policies: Professionalism, Attendance, and Participation

A. Professionalism: You are expected to read, to research, and to take the initiative to find and use resources to complete all assignments.

1. Teaching time missed in your Cooperating Teacher’s (CT) classroom must be made up (no exceptions) and a make-up form must be filled out and signed. If you must be absent for a teaching lesson, you must notify your CT of your absence prior to the date of the absence.

2. When at your field sites, you must follow campus, Junior Achievement, and TAMUCC professional attire guidelines. No blue jeans, collarless (e.g. T-shirts), or tennis shoes are permitted. All tattoos must be covered and only single ear piercings are allowed as permitted by campus dress code policy.

B. 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 5306 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.

C. Participation:

Participation requires that students be on time, be active and respectful in class discussions and activities, read the assigned text, and be prepared for assignments and discussions.

D. Written Assignments:

All assignments should be submitted at a standard of excellence that is appropriate for graduate studies. Proofread all work; points will be deducted for misspellings, errors in sentence structure, grammar, syntax, etc. All written assignments are required to:

1. Have 1-inch-margins;
2. Use Arial, Calibri, or Times New Roman, 10 or 12-pt font;
3. Double space lines of text; and,
4. Use the appropriate (APA) format to cite sources for all written work

II. Late work:

Absolutely no late work will be accepted without a university excuse, per the student code of conduct and university policy.

_Students may work ahead in this class but cannot work backwards._

III. Academic Honesty

A. University students are expected to conduct themselves in accordance with the highest standards of honesty and integrity.

B. 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. For more information: http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

IV. Classroom Conduct
   A. Students and faculty each have responsibility for maintaining an appropriate learning environment.
   B. Faculty have 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.
   C. 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.
   D. 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. For more information, you may consult: http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm
Appendix A

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.
Appendix B

TExES Pedagogy and Professional Responsibilities

Domain I. Designing Instruction and Assessment to Promote Student Learning

- **Competency 1**: 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 2**: 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 3**: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

- **Competency 4**: 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

- **Competency 5**: 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 6**: The teacher understands the strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing Effective, Responsive Instruction and Assessment

- **Competency 7**: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

- **Competency 8**: The teacher provides appropriate instruction that actively engages students in the learning process.

- **Competency 9**: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

- **Competency 10**: 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

- **Competency 11**: The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

- **Competency 12**: The teacher enhances professional knowledge and skills by effectively interacting with members of the educational community and participating in various types of professional activities.

- **Competency 13**: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
### Appendix C

**Class Schedule**

**Summer I, June 4 – July 6, 2012**

<table>
<thead>
<tr>
<th>DATE</th>
<th>AGENDA</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 6/4– 6/10</td>
<td>“Course Orientation”</td>
<td>- Reading (see BB Announcements)</td>
</tr>
<tr>
<td></td>
<td>- Introductions and administrative tasks</td>
<td>- Post to site (Help Desk 825-2825)</td>
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<tr>
<td></td>
<td>- Contact and certification information</td>
<td>- Pre-Test (BB “Assessments”)</td>
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<tr>
<td></td>
<td>- Course overview</td>
<td>- Write PJR (BB “Assignments”) (bring notes for PJR to seminar January 30th)</td>
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<tr>
<td></td>
<td>- “First Day”</td>
<td>- Reading assigned</td>
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<td></td>
<td>- &quot;The Classroom&quot;</td>
<td>- Post to Discussions</td>
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<td>- “Relationships”</td>
<td>- MI/LS inventories (BB “Assignments”)</td>
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<td>- DISD keynote speaker</td>
<td>- Write IP 1 (BB “Assignments”)</td>
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<tr>
<td></td>
<td>&quot;Field Experience”</td>
<td>- Begin JA program</td>
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<td></td>
<td>- Cooperative group assignments/team building</td>
<td>- Reading assigned</td>
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<td>- Junior Achievement presentation</td>
<td>- Post to Discussions</td>
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<tr>
<td></td>
<td>- TExES (PPR focus)</td>
<td>- Write IP 2 (BB “Assignments”)</td>
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<tr>
<td></td>
<td>- PJR Presentations</td>
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<tr>
<td></td>
<td>&quot;The Learner&quot;</td>
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<tr>
<td></td>
<td>- Human Development</td>
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<tr>
<td></td>
<td>- IP presentations</td>
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<tr>
<td>Week 2 6/11– 6/17</td>
<td>&quot;The Learner&quot; (cont.)</td>
<td>- Reading assigned</td>
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<tr>
<td></td>
<td>- Human Development</td>
<td>- Post to Discussions</td>
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<td></td>
<td>- IP presentations</td>
<td>- Write LP1 (BB “Assignments”)</td>
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<tr>
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<td>&quot;Planning”</td>
<td>- Reading assigned</td>
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<td></td>
<td>- “Taking a Trip”</td>
<td>- Post to Discussions</td>
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<tr>
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<td>- LP format and instructions</td>
<td>- Write LP 2 (BB “Assignments”)</td>
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<tr>
<td></td>
<td>- “C-U-T-E!&quot;</td>
<td>- Reading assigned</td>
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<td></td>
<td>- IP presentations</td>
<td>- Post to Discussions</td>
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<tr>
<td></td>
<td>&quot;Planning”</td>
<td>- Write LP3 (BB “Assignments”)</td>
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<td></td>
<td>- The Lesson Planning Cycle</td>
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<tr>
<td></td>
<td>- TEKS to TAKS alignment</td>
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<tr>
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<td>- The Learning Taxonomy</td>
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<td></td>
<td>- IP presentations</td>
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<tr>
<td>Week 3</td>
<td>6/18 – 6/24</td>
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| “Teaching” | • “The Matrix”  
               • Instructional Strategies  
               • IP presentations  
| “Teaching” | • Questioning Techniques  
               • “Project-based Learning”  
               • IP presentations  
| “Assessment” | • Student Assessment  
               • Rubrics  
               • IP presentations  
| “Midterm Examination (due Mar 12th)”  
| Post to Discussions  
| Reading assigned  
| Post to Discussions  
| Write LP4 (BB “Assignments”)  
| PBL project (BB “Assignments”)  
| Reading assigned  
| Post to Discussions  
| Write LP5 (BB “Assignments”)  

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<th>Week 4</th>
<th>6/25 – 7/2</th>
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| “Assessment” | • “The Jigsaw”  
               • Project-based Learning  
               • IP presentations  
| “Technology” | • The WebQuest  
               • ePortfolios  
               • Teaching with Technology  
| “Professional Development” | • Current Issues  
               • PPR Preparations  
               • Standardized testing  
| “Teachers’ Workshop” | • PPR Strategies  
               • Develop final teaching proposals  
| “Reading assigned”  
| Post to Discussions  
| Assessment & Rubric assignment (BB “Assignments”) :  
| Reading assigned  
| Post to Discussions  
| WebQuest (BB “Assignments”)  
| Complete JA assignments  
| Curriculum Vitae  
| Educational Philosophy  
| Final teaching assignment planning  

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<tr>
<th>Week 5</th>
<th>7/3 – 7/6</th>
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</thead>
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| Thematic Unit Presentations | • Group presentations  
               • Peer evaluations  
| “Teach thematic unit”  

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