I. Course Description for EDCI 5308 (3 credit hours)

A course emphasizing practical and varied strategies for instructional planning and presentations. Instruction will build upon the following topics which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial certification.

Prerequisite: EDCI 5306 Planning/Teaching/Learning and admission to Teacher Education including THEA.

II. Rationale

Teachers who employ a variety of learner-centered strategies for diagnosis, planning, instruction, and evaluation are able to ensure student success and increased student achievement.

III. State Adopted Proficiencies for Teachers

During the course of this semester, students will demonstrate growing mastery of the following proficiencies:

1. 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.

2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. The teacher responds appropriately to diverse groups of learners.

4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. The teacher, as a reflective practitioner dedicated to all students’s success, demonstrates commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
IV. TExES Pedagogy and Professional Responsibilities: The following is a list of the thirteen competencies of the Texas Examination of Educator Standards. COMPETENCIES 3, 4, 7, 8, 9 & 10 will be developed in the EDCI 5308 course.

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. Fulfiling 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.

V. Student Learning Outcomes

*This course is designed to enable students to:*

1. Observe and participate in teaching. (TExES Competencies: 001, 002, 003, 004, 007, 008, 009) (State Proficiencies: 1, 2, 3) (Curriculum Topics: Pedagogy/Instructional Strategies)

2. Demonstrate the ability to write lesson plans. (TExES Competencies: 001, 002, 003, 004, 007, 008, 009) (State Proficiencies: 1, 2, 3) (Curriculum Topics: TEKS Organization, Structure & Skills; TEKS in the Content Areas; Curriculum Development & Lesson Planning)

3. Incorporate assessment as an ongoing process integrated both within lessons and after lessons. (TExES Competencies: 001, 002, 004, 009, 010) (State Proficiencies: 1, 2) (Curriculum Topics: TEKS in the Content Areas; Classroom Assessment)

4. Evaluate his/her teaching by reviewing videotaped lessons, writing reflections, and reporting on informal observation. (TExES Competencies: 003, 004, 005, 006, 007, 008, 009) (State Proficiencies: 2, 5) (Curriculum Topics: Pedagogy/Instructional Strategies)

5. Select and use a wide variety of reading strategies. (TExES Competencies: 001, 002, 003) (State Proficiencies: 1, 2, 3) (Curriculum Topics: Reading Instruction; Curriculum Development & Lesson Planning)

6. Apply and encourage higher-order thinking, questioning, and problem-solving skills. (TExES Competencies: 001, 003, 004, 008) (State Proficiencies: 1, 2) (Curriculum Topics: Learning Theories; Curriculum Development & Lesson Planning; Pedagogy/Instructional Strategies)
7. Recognize the nature and significance of cultural diversity in historical and contemporary contexts and demonstrate an awareness and appreciation for cultural diversity. (TEExS Competencies: 002, 005, 011) (State Proficiencies: 1, 3) (Curriculum Topics: Special Populations; Differentiated Instruction)

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

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

10. Demonstrate familiarity with recent developments and issues in education. (TEExS Competencies: 001, 012, 013) (State Proficiencies: 1, 2, 5) Curriculum Topics: Learning Theories)

11. Identify appropriate Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS) and TAKS objectives (if applicable) for each lesson plan. (TEExS Competencies: 001, 003, 013) (State Proficiencies: 1, 2, 5) (Curriculum Topics: TEKS in the Content Areas, Special Populations, Differentiated Instruction)

12. Observe campus events such as teacher conferences and team planning. (TEExS Competencies: 001, 011, 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Parent Conferences/Communication)


15. Gain an understanding of school policies and resources. (TEExS Competencies: 001, 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Code of Ethics & Standard Practices)

16. Complete school observation and teaching requirements and activities in a timely, professional, and ethical manner. (TEExS Competencies: 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Code of Ethics & Standard Practices)
17. Apply the Professional Development and Appraisal System indicators to planning, instruction, assessment and professional communication. (Competency 3, 4, 7, 8, 9, 10, 11, 12, and 13)

VI. Course Topics
(See Course Calendar for greater detail)

1. Art and Science of Teaching
2. Designing Instruction
   ▪ Instructional Objectives
   ▪ Instructional Planning
   ▪ Instructional Strategies
   ▪ Instructional Materials
3. Student Motivation
4. Instructional Grouping
5. Student Evaluation
6. Teacher Evaluation
7. Professional Development and Appraisal System
8. Instructional Technology

VII. Instructional Methods and Activities
*Methods and activities for instruction include:*

A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; video)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; value clarifications)
C. Field Experiences (field teaching; community resource use; case studies)

VIII. Evaluation and Grade Assignment
A. Methods and Percentage of Final Course Grade

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<th>POINTS</th>
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<tr>
<td>2 Lesson Plans</td>
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<td>Attendance and Participation</td>
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<td>Research/Class demonstration of your three Favorite teaching websites</td>
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<td>Research/TEKS, Design yearly Plan with Multiple Intelligence unit</td>
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<td>Research Paper (What The Most Effective Teachers Do) or (Three Specific Teaching Strategies)- Min. 5 cited sources</td>
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VIII. Evaluation and Grade Assignment
(Continued)

POINTS

- Article Summary and Reflection 25 points
- Reflective Journal 50 points
- Mid-Term Exam............................................................ 100 points
- Final Exam (Modules 6,7,8 and 9).............................. 100 points
- View four hours of videotaped lessons to fulfill Observation requirement/4 hrs. of classroom observation 25 points

TOTAL 500 Points

A = 450-500
B = 400-449
C = 350-399
D = 300-349
F = Below 300

IX. Course Schedule and Policies

TENTATIVE COURSE CALENDAR

Aug. 30 Introductions; Review course syllabus, Expectations, and Evaluation. Teaching in Texas Schools; TEKS and STARR; Introduction to Effective Teaching Model; Teacher as Decision Maker; Kagan structures; Read Research Based Strategies.

SEPT.06 Reflective Teaching; Lesson planning format; Brain Compatible teaching; Kagan Structure and Collaborative Learning is an Integral Part of the Classroom

SEPT. 13 Decision Making Model; Cooperative Learning; Professional Development and Appraisal System,

SEPT.20 Motivation; Brain Compatible Teaching and Learning
SEPT. 27  Motivation and Retention, Strategies That Help Students Make Connections From Prior Learning and Experiences to New Learning and Across Disciplines.  Review for Mid-Term

OCT. 04  Mid-Term Exam; Models of Teaching; Inquiry Learning, Teaching for Long Term Memory

OCT. 11  Lesson # 1 Due; Higher Order Thinking Skills; Mind-Mapping, Read Integrating Higher Level Thinking Skills into Learning

OCT. 18  Article Review Due; Technology Integration; Community Resources; Evaluating Learning Through a Variety Authentic Assessments and Seamless Integration of Technology for High Quality Instruction

OCT. 25  Lesson Plan for a Week Due; Real World Learning

NOV. 01  English Language Proficiency Standards/SIOP Lesson Plan

NOV. 08  SIOP Lesson Integration

NOV. 15  Lesson # 2 Present SIOP Lesson; Unit Planning

NOV. 22  Work on Year Plan

NOV. 29  Year Plan Due; Present Research What Effective Teachers Do/Best Practices

DEC. 06  Review for Final Exam

DEC. 13  Final Examination; Reflective Journal Due

X.  **Textbook**

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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 Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
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 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