Texas A&M University - Corpus Christi  
College of Education  
EDCI 5390.001 - Fall 2011  

EDCI 5390.001  Dr. Linda Kelly  
Wednesdays 7:00 – 9:30  EDCI 219C  
Fall 2011  Faculty Center 214  
361-825-2437  linda.kelly@tamucc.edu  

I. COURSE DESCRIPTION  
EDCI 5390.001  Special Topics Seminar for the Internship Teacher  
This course is a supervised classroom teaching field experience and seminar designed to assist the not fully certified teacher with the application of various aspects of planning for teaching. Enrollment is limited to graduate students seeking initial teacher certification. Interns must be enrolled in EDCI 5306 or completed EDCI 5306.  

II. RATIONALE (GOALS)  
The purpose of this course is to support not fully certified teachers at the beginning of their teaching career. It is designed to aid the individual teacher to enhance existing teaching skills in the classroom and to retain and support beginning teachers in the profession of education. The internship may be substituted for three hours of student teaching in order for a beginning teacher to earn an income in a teaching position while fulfilling certification requirements.  

III. STATE ADOPTED PROFICIENCIES  
1. 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.  
2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identified needs; and plans, implements, and assesses instruction using technology and other resources.  
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.  
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.  
5. 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 ethics and personal integrity.
IV. TExES COMPENTENCIES

Domain I-Designing Instruction and Assessment to Promote Student Learning

Competency 001 – The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002 – The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

Competency 003 – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004 – The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II-Creating a Positive, Productive Classroom Environment

Competency 005 – The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006 – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III-Implementing Effective, Responsive Instruction and Assessment

Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008 – The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009 – The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010 – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV-Fulfilling Professional Roles and Responsibilities

Competency 011 – The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 012 – The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
Competency -13 – The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education.

V. STUDENT LEARNING OUTCOMES (OBJECTIVES)
The beginning teacher will:

- incorporate instructional strategies through providing opportunities for students to participate actively and successfully by:
  - varying activities
  - interacting with students in different formats, when appropriate
  - soliciting participation
  - extending student responses
  - providing appropriate wait time
  - implementing the lesson at an appropriate level of difficulty
  - using higher level questioning
  (TExES I.001, I.004, II.008; Proficiencies I.1, II.3, II.4, II.5, IV.2)

- evaluate and provide feedback on student progress during instruction through:
  - communicating learning expectations
  - monitoring students’ performances as they engage in learning
  - reinforcing correct responses/performances
  - providing corrective feedback or clarifying
  - reteaching using a different strategy, as appropriate
  (TExES I.001, I.002, I.003, I.004, II.010; Proficiency II.3)

- maximize the amount of time available for instruction by:
  - beginning promptly/avoiding wasted time at the end of the instructional period
  - implementing appropriate sequence of activities
  - maintaining appropriate pace
  - maintaining focus
  - keeping students engaged
  (TExES I.003, I.004, III.008; Proficiency II.3)

- managing student behavior by:
  - specifying expectations for class behavior
  - applying rules consistently and fairly
  (TExES II.005, II.006; Proficiency II.1)

- present subject matter to teach for cognitive, affective, and/or psychomotor learning by:
  - beginning instruction/activity with an appropriate introduction
  - presenting information in an appropriate sequence
• relating content to prior or future learning
• providing for definitions of concepts and description of skills and/or attitudes and interests
• providing elaboration of critical attributes of concepts, skills, and/or attitudes and interests
• stressing the generalization, the principle, the rules as a relationship between or among concepts, skills, or attitudes/interests
• providing opportunities for application of knowledge learned
• closing instruction through assessing students’ knowledge of the objective
(TExES I.001, I.002, I.003, I.004; Proficiencies I.1, I.2, II.4, II.5)

• use effective communication skills by:
  • making no significant errors in content
  • explaining content and/or learning tasks clearly
  • using correct grammar
  • using accurate language
  • demonstrating skill in written communication
  • using appropriate vocal delivery
(TExES III.007; Proficiencies I.1, IV.2)

• create a learning environment by using strategies to motivate students to learn through:
  • relating content to student interests/experiences
  • challenging students by using higher level thinking/problem solving skills
(TExES I.001, I.002, I.004; Proficiencies I.2, II.3, II.5, III.1)

• maintaining a supportive environment by:
  • avoiding sarcasm and negative criticism
  • establishing a climate of courtesy and respect
  • encouraging slow and reluctant students
  • establishing and maintaining a positive rapport with students
(TExES I.001, I.002, II.005; Proficiencies I.2, II.2, III.1, IV.3)

• demonstrate enthusiasm for teaching by:
  • employing varied expressions
  • demonstrating varied voice intonation
(TExES III.007; Proficiency II.5)

• exhibit improvement in instructional techniques during each observation
(TExES IV.012; Proficiency IV.4)
• apply learning principles in the classroom  
  (TExES III.008; Proficiency I.1)

• analyze and reflect upon teaching performance  
  (TExES IV.013; Proficiency IV.4)

VI. TAC §228.30(b): 17 SUBJECT MATTER CURRICULAR TOPICS
• Reading Instruction  
• Code of Ethics & Standard Practices  
• Child Development  
• Motivation  
• Learning Theories  
• TEKS Organization, Structure & Skills  
• TEKS in the Content Areas  
• State Assessment of Students  
• Curriculum Development & Lesson Planning  
• Classroom Assessment  
• Classroom Management  
• Special Populations  
• Parent Conferences / Communication  
• Instructional Technology  
• Pedagogy / Instructional Strategies  
• Differentiated Instruction  
• Certification Test Preparation

VII. COURSE TOPICS
Application of the following:
• implementation of TEKS  
• learner-centered strategies  
• lesson planning  
• communication skills  
• student assessment  
• instruction evaluation  
• higher level questioning strategies  
• classroom management  
• classroom organization  
• first day of school activities  
• cooperative learning techniques  
• planning for a substitute  
• modifications for students with disabilities  
• technology integration  
• reflective teaching
• professionalism and ethics
• assessment
• diversity
• reflective teaching
• student centered instruction
• cooperative learning

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES
A. Traditional Experiences (lecture, discussion, demonstration, guest speaker)
B. Clinical Experiences (simulations, scenario development, cooperative groups, formal and informal presentations, role playing, peer sharing, journal writing, professional reading)
C. Field Experiences (field teaching, self-assessment, problem solving)
D. On-line experiences

IX. EVALUATION AND GRADE ASSIGNMENT
See Appendix

X. COURSE SCHEDULE
A Tentative Course Schedule will be provided the first class meeting and adjusted as necessary by the course instructor throughout the semester. Individual classroom visits will be scheduled with the university field supervisors.

XI. COURSE POLICIES
A. Course Policies
1. Attendance
   Attendance is required for the entire class time at each class meeting. A maximum of two excused absences will be allowed (i.e., Open House, PTA, illness). Ten points will be deducted for each absence beginning with the third absence. Five points will be deducted for arriving late or leaving class early.
2. Assignments
   All assignments are due on the dates indicated on the Tentative Course Schedule or as announced in class. The student is responsible for content, materials, and announcements made in class when absent.
3. Videotaped observation
   The university field supervisor will tape the beginning teacher during the second observation. The teacher will have the videotape and equipment set up before the time of the observation. If equipment is unavailable, arrangements will be made with the university field supervisor.
4. Rescheduling observations
   If an observation must be rescheduled due to illness, emergency, or a change in schedule, call your university field supervisor IMMEDIATELY and reschedule the observation as soon as possible.
5. Make-up work
Make-up work must be discussed with the course instructor prior to the final due date.

6. Cellular phones and pagers
   Please turn off cellular phones and pagers during class. They may be used in the quiet mode for emergencies only.

7. Certification requirements
   a. TExES
      Contact Rose Zuniga, FC 201 (825-3074) for information.
   b. Certification
      Contact Scott Simmons, Certification Officer, FC 201C, 825-2433 for information.

XIII. TEXTBOOKS
The textbook adopted for this course is:

XIV. BIBLIOGRAPHY
The knowledge bases that support course content and procedures include:

Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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.