EDCI 4605/06/07/08 Planning, Teaching, Assessment, and Technology
Summer 2013  Monday – Thursday, 8:30 am – 3:30 pm, June 3 – July 5  CS 103

Specific course dates are yet to be determined based upon the CCISD summer school schedule that is still under construction.

Course Instructor: Martin Ward
Office: Faculty Center 242
Office phone: 825-3471
Email: martin.ward@tamucc.edu
Office Hours: By Appointment

I. EDCI 4605/06/07/08 Planning, Teaching, Assessment and Technology for Grades EC-6, 4-8, 8-12 and All Level Teachers (TAMU-CC Undergraduate Catalog 2011-2012 course description with slight modifications by Dr. Ward)
EDCI 4605/06/07/08 is a study of planning, teaching, assessment and technology as they relate to teaching in grades 8-12/4-8. Planning will include lesson plan formats, general curriculum issues, 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 including modifications. Technology will cover media and techniques from transparencies to computer technology, incorporating the skills/knowledge for developing presentations and learning activities to be used in middle or high school classrooms. Prerequisite: Admission to TAMU-CC Teacher Education Program.

II. Course rationale
Paraprofessionals are taught fundamentals of lesson planning and instructional methods with emphasis on transitioning from a support role in the classroom to that of an instructional leader. This course provides an effective stepping stone towards the culminating student teaching semester of the TAMU-CC Teacher Education Program.

III. Teacher Proficiencies that serve as the foundation for the Professional Development and Appraisal System – PDAS (Domains I – V are emphasized in EDCI 4606/07)

Domain I: Active, successful student participation in the learning process;
Domain II: Learner-centered instruction;
Domain III: Evaluation and feedback on student progress;
Domain IV: Management of student discipline, instructional strategies, time and materials;
Domain V: Professional communication;

Domain VI: Professional development;
Domain VII: Compliance with policies, operating procedures and requirements; and
Domain VIII: Improvement of academic performance of all students on the campus.
IV. **TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR)**  
(emphasized in EDCI 4606/07)

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 a middle or 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, Prezi, Teacher Tube, etc. Paraprofessionals will also use videotape and photography to enhance their teaching and reflection.
VI. Course goals and learning outcomes plus alignment with competencies and proficiencies

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

Student learning outcomes (The paraprofessional will . . .)
A-1. Join a professional organization for teachers.
A-2. Visit the Region 2 Education Service Center and gain awareness of its resources and programs.
A-4. Formulate a philosophy of teaching that is pedagogically sound and personally relevant.

B-1. Increase understanding of developmental, behavioral and cognitive learning theories.
B-2. Develop understanding and apply questioning skills in the teaching/learning process.
B-3. Complete an advance organizer about teaching students with learning disabilities.
B-4. Develop a variety of instructional strategies to motivate students to learn what is being taught.

C-1. Recite from memory the first names of the students in the classroom of his/her assigned cooperating teacher (CT) in which the observations and teaching will occur.
C-2. Plan instructional modifications for students with special learning needs in the second lesson.

D-1. Utilize Bloom’s taxonomy to develop a range of appropriate written instructional objectives.
D-2. Prepare an anticipatory set + outline of instruction for the EDCI 4606 class.
D-3. Demonstrate familiarity with content area scope and sequence by including TEKS standards, plus constructing appropriate instructional objectives in lesson planning.
D-4. Develop detailed lesson plans for instruction in the assigned CT’s classroom.

E-1. Implement personally developed lesson plans in the assigned CT’s classroom.
E-3. Review videotape and analyze the second classroom teaching experience.

F-1. Utilize instructional technology in the first classroom teaching assignment.
F-3. Develop a PDAS-based electronic portfolio of course-related and paraprofessional experiences.

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

H-1. Explain the TExES PPR competencies (through participation in the TExES PPR literacy circles).
H-2. Complete and review of the “Diagnostic TExES PPR” and the “Pre-TExES PPR.”
H-3. Complete TExES PPR-related teacher observation forms for interdisciplinary observations at KHS.
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<thead>
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<th>Teacher Proficiencies</th>
<th>PDAS Domains I - V</th>
<th>TEES PPR Competencies</th>
<th>EDCI 4605/06/07/08 Course Goals</th>
<th>EDCI 4605/06/07/08 Course Assignments/Activities</th>
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<td>G. Increase knowledge of instructional evaluation and student assessment</td>
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<td>Learner-centered instruction</td>
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<td>Philosophy of teaching</td>
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<td>C. Gain experience in promoting a positive student learning environment</td>
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<td>Philosophy of teaching</td>
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<td>H. Prepare for the TEES PPR</td>
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<td>Current events in U.S. education</td>
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VII. Instructional methods and activities

Description of course requirements

A. Class Participation
1. Attendance/punctuality – Class attendance and punctuality (TAMU-CC/KHS/MES) are reflections of a pre-student teacher’s commitment to his/her preparation for teaching. Twenty-five points deducted for each absence; five points deducted for each of the first three tardies, 10 point deduction for each tardy thereafter. Early departures are not acceptable unless approved in advance by Dr. Ward. Six absences results in failure of the course (TAMU-CC policy). Sixty-five pts. 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 TBA. Twenty-five points each, 75 points total.

3. Open-note quizzes – Two chapter quizzes will be given during the semester; one page of hand-written notes will be allowed. Given TBA; 25 points each, 50 pts. total.

4. TExES PPR literacy circles – will offer small group study/discussion/quiz of the four PPR domains on TBA. Fifteen points possible for each; 60 points total.

B. Teaching and Observing
1. Anticipatory set + outline of lesson plan – Utilizing the Madeline Hunter lesson plan format outline a lesson you might present in your content area. Develop a detailed “anticipatory set” and present it to your fellow prestudent 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 TBA. Sixty points possible.

2. Interdisciplinary classroom observations – Two interdisciplinary classroom observations of your choosing are to be scheduled with teachers at your assigned partner school. A TExES PPR-related classroom observation format will be provided for you to use to complete a written summary of your observations. Due TBA. Thirty points each, 60 total points.

3. Classroom teaching and analysis – Two lessons will be taught in classrooms of your assigned CTs. Lesson plans must be submitted to Dr. Ward PRIOR to teaching your lesson. Lesson plans that are not approved by Dr. Ward in advance will not be accepted for grades. Make arrangements with Dr. Ward to observe your first lesson. Detailed lesson plans and personal reflections along with your CT’s evaluation are due on June 21-25* and June 28-July 2**. In addition to your lesson plan/reflection and CT evaluation, a videotape of the second lesson is required. Dr. Ward will supply the varying grading rubrics, varying personal reflection formats and CT analysis forms at the appropriate times 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. Eighty (7 pts.*) and 100(9 pts.**) possible points respectively, 180 total points possible.

* use of technology is required in the lesson plan (1)
** instructional modifications for two students with disabilities are required in the lesson plan (2)
C. Professional activities

1. *Pre- and post-course philosophy of teaching papers* – The pre-course philosophy of teaching response paper is due **June 6, 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 **July 5, 25 points possible. Forty total points possible.**

2. *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.**

3. *Naming All Students Assignment* – Learning the first names of the KHS students will facilitate classroom instruction and build relationships. **Testing dates: June 13 or 14 = 30 points (plus early bonus of 5 points); last opportunity to complete assignment on June 21.**

4. *Diagnostic TExES PPR and Pre-TExES PPR* – A “diagnostic” TExES PPR will be given **June 7** The Pre-TExES PPR will be administered on the TAMU-CC campus on **June 22.** The diagnostic TExES PPR is **required (no points);** the Pre-TExES PPR is worth **50 points with the morning review; without the morning review up to 50 points based on % correct.**

5. *Professional Attributes Assessment* – PSTs will complete the Professional Attributes Assessment as a means of self-evaluation. The self-assessment will be shared with Dr. Ward in the **July 3 conference.** **Required, no points.**

6. *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 PST’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. **“Halfway point” assessment of eport on June 27, 10 points possible; complete eport due July 3, 65 pts. possible; 75 total pts.**

D. Exams

1. *Pre-test and post-test.* The pretest will be completed in class on **June 4 (required, no points).** A friendly posttest review will be conducted in class on **July 5 (required, no points).**

2. *Mid-term and final exams* – The mid-term exam on **June 20** will be a combination of objective and short essay items. The final exam will be an open book/open note short essay in-class/take-home exam **due on July 5/6. One hundred twenty-five possible points each, 250 points total.**

*Professional quality communication is expected on all written assignments.*
*Points will be deducted for misspelled words, grammar errors, sentence structure, paper organization, 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. Last day to submit late work is Thursday, July 5.

** Extra credit – PSTs who have completed all assignments and requirements as of Tuesday, July 3 and have no more than two class absences and three tardies may teach a fourth lesson (with written lesson plan) for up to 25 total points.

VIII. Evaluation and grade assignment

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>points possible</th>
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<tbody>
<tr>
<td><strong>A. Class participation</strong></td>
<td>250</td>
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<tr>
<td>1. Attendance (TAMU-CC/MHS)</td>
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<td>2. Reading responses</td>
<td>75</td>
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<td>3. Open-note quizzes</td>
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<td>4. TExES PPR literacy circles</td>
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<td><strong>B. Teaching and observing</strong></td>
<td>300</td>
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<tr>
<td>1. Anticipatory set + outline of lesson plan</td>
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<td>2. Interdisciplinary classroom observation</td>
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<td>3. Classroom teaching and analysis</td>
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<td><strong>C. Professional activities</strong></td>
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<td>1. Pre/post-course philosophy of teaching papers</td>
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<td>2. Professional association membership</td>
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<td>4. Diagnostic TExES PPR, Pre-TExES PPR</td>
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<td>5. Professional attributes self-assessment</td>
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<td><strong>D. Exams</strong></td>
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<td>1. Pre-test, post-test</td>
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<td>2. Mid-term, final</td>
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total points possible = 1000

Grading scale

F = 599 pts. and below
IX. Course Schedule and Policies

In addition to content of the primary course text, *Teaching Strategies, A Guide to Effective Instruction (10th edition)*, class sessions will involve study and discussion of relevant materials from other sources, TExES PPR preparation and review, experiences with cooperating teachers and KHS students, guest speakers from the faculty and administration of local schools, a fieldtrip to the Region 2 Education Service Center and an overview of the State of Texas Professional Development and Appraisal System for teachers.

MON, June 4  Review course syllabus
ONLINE  Read Chapter 1 – Frames of Reference for Teaching

Complete pre-course philosophy of teaching response paper

TUE, June 5  Welcome, introductions
8:30 am  **EDCI 4606 pre-test**
at TAMU-CC  Course syllabus continued

Prevention of Sexual Harassment Workshop led by *Ms. Rosie Ruiz,*
*Assoc. Director of TAMU-CC Equal Opportunity & Employee Relations*  10:00

12:30 pm  The profession of teaching
Perusal of text; Frames of Reference for Teaching – Chapter 1
The Effective Teacher – Harry Wong (video)

Reading assignment: Chapter 4 – Objectives, Taxonomies and Standards for Instruction
Prepare for open-note quiz (1) on Chapter 4 - Objectives, Outcomes and Standards of Instruction

WED, June 6  **Pre-course philosophy of teaching response paper due**
Introduction of Bloom’s taxonomy and instructional objectives
**Open-note quiz (1) – Objectives, Taxonomies and Standards for Instruction**
Introduction of direct teaching (M. Hunter) lesson plan format

12:30  ETEC workshop for EC-6 and Special Education paraprofessionals
*with Dr. Sue Elwood in CCH 232*

THR, June 7  Instructional objectives continued
8:30  Cooperating teacher (CT) assignments and instructions
Ideal characteristics of PSTs and CTs

12:30  Anticipatory set + outline of lesson plan assignment
Review of pretest
“Diagnostic” TExES PPR
Prepare anticipatory set + outline of lesson plan
Reading assignment: Chapter 2 – The Big Picture in Your Classroom: Focusing . . .
Prepare reading response (1) for Chapter 2 – The Big Picture in Your Classroom: Focusing . . .

MON, June 11
8:15
First day at partner schools – King HS, Meadowbrook ES and Montclair ES
12:30
PDAS e-portfolio seminar I – Dr. Sue Elwood, TAMU-CC, (TAMU-CC campus location - TBA)
Reading response (1) – . . . Instruction in a Social Kaleidoscope
Developmental, behavioral and cognitive learning theories

Reading assignment: Chapter 5 – Instructional Planning

TUE, June 12
8:15
In CT’s class at partner school
12:30
Anticipatory set + outline of lesson plan presentations by paraprofessionals (7 or 8)
Hunter lesson plan format continued
Interdisciplinary observation assignment/schedule observation for Thursday

Reading assignment: Chapter 6 – Sequencing and Organizing Instruction
Schedule 1st teaching assignment (* technology) with CT for June 19 or 20

WED, June 13
8:15
In CT’s class at partner school
Conferences with Dr. Ward at partner school (first opportunity to name students)
12:30
Anticipatory set + outline of lesson plan presentations by paraprofessionals (7 or 8)
Thinking Maps
Friendly Pop Quiz: Chapter 6 – Sequencing and Organizing Instruction

THR, June 14
8:15
In CT’s class at partner school
Conferences with Dr. Ward at partner school (first opportunity to name students)
12:30
ETEC workshop for EC-6 and Special Education paraprofessionals with Dr. Sue Elwood in CCH 232

Prepare interdisciplinary observation (1)
Reading assignment: Chapter 11 – Managing the Classroom; prepare for open-note quiz

MON, June 18
8:15
In CT’s class at partner school
12:30
Interdisciplinary observation (1) due
Open-note quiz (2) – Managing the Classroom
Guest speaker: Mr. Christian Auger, math consultant for CCISD
Instructional strategies and classroom management
TUE, June 19  In CT’s class at partner school
8:15
12:30 Positive classroom learning environment; rules and procedures
Positive Expectations – Harry Wong (video)

Mid-term exam study guide and review

Schedule interdisciplinary observation (2) for Thursday
Review assigned chapters (1, 2, 4, 5, 6 and 11), class notes and study guide for midterm exam

WED, June 20  In CT’s class at partner school
8:15
12:30 Lesson planning revisited
Mid-term exam

Prepare lesson reflection (1) – lesson plan and two page reflection addressing lesson components
Schedule 2nd teaching assignment (** instr. mods.) for June 26 or 27

THR, June 21  In CT’s class at partner school
8:15
12:30 Lesson reflection (1) due (accepted for full credit through Monday, June 25)
Guest speaker: Ms. Kandee Richardson, MHS Assistant Principal
Overview of Professional Development and Appraisal System for teachers
Review of Diagnostic TExES PPR/Introduction to TExES PPR literacy circles

Friday, June 22  Pre-TExES PPR at TAMU-CC Center for Science (CS) 101
Review – 9:00 am  Exam – 1:00 pm

Prepare interdisciplinary observation (2)
Prepare for TExES PPR literacy circle (1)
Reading assignment: Chapter 3 – Teaching Diverse Learners in Inclusive Classrooms

MON, June 25  In CT’s class at partner school
8:15
12:30 Interdisciplinary observation (2) due
TExES PPR literacy circle (1)
Teaching ALL students – the evolution of special education
Prepare for TExES PPR literacy circle (2)

TUE, June 26  
8:15  
12:30  
TExES PPR literacy circle (2)  
Teaching students with disabilities continued

Prepare for TExES PPR literacy circle (3)

WED, June 27  
8:15  
12:30  
PDAS e-portfolio seminar II – Dr. Sue Elwood, TAMU-CC (TAMU-CC campus location - TBA)  
TExES PPR literacy circle (3)

Prepare for TExES PPR literacy circle (4)  
Prepare lesson reflection (2) – submit lesson plan and videotape observation reflection form

THR, June 28  
8:15  
10:30  
Region 2 Education Service Center at 209 N. Waters  
with Linda Villarreal, Executive Director  
11:30  
Whataburger by the Bay lunch – compliments of Dr. Ward  
12:30  
Lesson reflection (2) due (accepted for full credit until Monday, July 2)  
TExES PPR literacy circle (4)  
Multiple Intelligences

Rdg assignment: Chapter 8 – The Process of Classroom Questioning; prepare rdg response (2)  
Reading assignment: Chapter 9 – Small-Group Discussions and Cooperative Learning

MON, July 2  
8:30 at TAMU-CC  
Reading response (2) – The Process of Classroom Questioning  
Guest speaker: Dr. Frank Lucido, College of Education Associate Dean  
Student Teaching Semester  
10:30  
12:30  
Cooperative learning; Cooperative Learning and Culture – H. Wong (video)

Reading assignment: Chapter 7 – Classroom Assessment; prepare reading response (3)

TUE, July 3  
8:30  
Reading response (3) – Classroom Assessment  
Instructional evaluation and student assessment  
12:30  
Eport/self-assessment conferences with Dr. Ward
Fourth of July

THR, July 5
8:30  EDCI 4606 end-of-course philosophy of teaching paper
     EDCI 4606 friendly post-test review
     Leading effective class discussions – J. Seinfeld (video)

12:30  Final exam

FRI, July 6  Email final exam to Dr. Ward by 12:00 noon

X. Textbooks

   Printed in Canada: Wadsworth/Thomson Learning.

   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://texes.tamucc.edu/
XI. Bibliography


Carbone, Eric (Dec 2001). Arranging the Classroom with an Eye (and Ear) to Students with ADHD, Teaching Exceptional Children, Vol. 34, No. 2, pp 72-81.


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 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. 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 Corpus Christi Hall, Room 116. 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

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

Cell Phone Usage During Class
Cell phone usage is prohibited during class unless special prior permission has been granted by Dr. Ward. This includes text messaging, talking, vibrating phones, checking email, responding to email, and/or all other uses to which such devices may be employed. EDCI 4606 is a professional development course in the Department of Teacher Education at TAMU-CC. Preservice teachers at Miller High School are expected to demonstrate a level of professionalism beyond the typical behaviors their personal lives.

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