This hybrid course meets face-to-face and uses Blackboard 9.1 for its teaching and learning environments. You will have to have your NET ID to log into the course on Blackboard.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 825-2825.

You are required to check your Blackboard account every day for announcements, Blackboard mail messages, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please click the Adobe Reader link located in the Course Content tab of your Blackboard account.

Begin this course by reading the syllabus very carefully. You can access the assignments, discussions, and assessments in this course by using the Course Content Tab, Assignment Tab, Discussion Forum Tab, or Assessment Tab on the tool bar on the left side of the course homepage.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC email or the Blackboard mail message system. If you choose to contact me via telephone, please identify yourself and the course number clearly when you leave a message.

I will respond to email and Blackboard messages within 24 hours, with the exception of weekends and/or holidays.

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 (TEXS) 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>
</table>
| Learner-Centered Knowledge | 001 007 008 009 012 | • Reading Instruction  
• Pedagogy  
• TEKS in Content Area  
• Curriculum Development & Lesson Plan  
• Learning Theories  
• Certification Test Preparation | • Lesson Planning: Development, Presentation, & Analysis  
• Teaching Field Experiences  
• Observations  
• Reflections  
• Literature Circles/Reader Response  
• Benchmark TExES PPR Exam |
| Learner-Centered Instruction | 001 003 004 005 006 008 009 010 | • Reading Instruction  
• Pedagogy  
• TEKS in Content Area  
• Curriculum Development & Lesson Plan  
• Classroom Assessment  
• Learning Theories Certification Test Preparation | • Lesson Planning: Development, Presentation, & Analysis  
• Teaching Field Experiences  
• Observations  
• Reflections  
• Literature Circles/Reader Response  
• Sample TExES PPR Exam |
| Equity in Excellence for All Learners | 002 005 006 010 | • Reading Instruction  
• Pedagogy  
• TEKS in Content Area  
• Curriculum Development & Lesson Plan  
• Classroom Assessment  
• Learning Theories Certification Test Preparation  
• Parent Conference / Communication | • Lesson Planning: Development, Presentation, & Analysis  
• Teaching Field Experiences  
• Observations  
• Reflections  
• Literature Circles/Reader Response  
• Universal Design for IRIS Module  
• Sample TExES PPR Exam |
| Learner-Centered Communication | 007 009 011 013 | • Certification Test Preparation  
• Parent Conference / Communication  
• Code of Ethics & Standard Practices | • Teaching Field Experiences  
• Professionalism  
• TExES PPR Literature Circles  
• Literature / Reader Response Circles |
| Learner-Centered Professional Development | 009 012 013 | • Certification Test Preparation  
• Parent Conference / Communication  
• Code of Ethics & Standard Practices | • Attendance  
• Professional Organization member  
• Clinical Teacher Evaluations  
• Sample TExES PPR Exam  
• Lit / Reader Response Circles |
V. Course Objectives/Learning Outcomes
This course is designed to enable students to demonstrate the competencies and proficiencies presented above. The student will:

| Articulate & Fulfill Professional Roles & 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-related teacher observation form.  
| Design Instruction & Assessment to Promote Student Learning | • Utilize Bloom’s Taxonomy to develop a range of appropriate written instructional objectives.  
| | • Incorporate the TEKS and ELPS into lesson planning.  
| | • Demonstrate familiarity with the scope and sequence of a selected content field by including TEKS and ELPS standards, and construct appropriate instructional objectives in lesson plans.  
| | • Write two (2) complete, detailed lesson plans for presentation in a public school setting.  
| | • Plan instruction that is designed to meet a student’s 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 (2) 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 & 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 classroom teacher’s use of various classroom assessment tools.  

VI. Course Topics: The matrix above includes the major topics of EDCI 5306.

VII. Instructional Methods and Activities include:
   a. A variety of traditional instructional methods and activities, as well as field-based experiences;  
   b. Traditional Experiences (lecture/discussions, demonstrations, modeling, guest speakers, video);  
   c. Field Experiences (field teaching, cooperative groups, student demonstration/presentations, field trips, lab exercises)

VIII. Evaluation and Grade Assignment:

Overview of Course Requirements:
1. Class attendance and participation  
2. Autobiographical Sketch (100 pts/4.2%)  
3. Syllabus Quiz (100 pts/4.2%)  
4. Initial Responses to Assigned Readings (240 pts/10%)  
5. Response to Peers’ Responses to Assigned Readings (240 pts/10%)  
6. Field Experience (200 pts/8.4%)  
7. Group generic lesson plan (100 pts/4.2%)  
8. Individual lesson plan (200 pts/8.4%)  
9. Evaluation of Partners’ Lesson Plan (200 pts./8.4%)
10. Classroom Management Philosophy (200 pts/8.4%)
11. Response to Partner’s Classroom Management Philosophy (100 pts/4.2%)
12. Classroom Assessment Philosophy (200 pts/8.4%)
13. Response to Partner’s Classroom Assessment Philosophy (100 pts/4.2%)
14. Statement of Beliefs about Public Education in the U.S. (200 pts/8.4%)
15. Response to Peers’ “Statements of Beliefs about Public Education in the U.S. Statement” (200 pts/8.4%)

Final Course Grade:
The following scale describes how course grades are calculated:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2213+</td>
<td>A</td>
</tr>
<tr>
<td>1938—2212</td>
<td>B</td>
</tr>
<tr>
<td>1635—1937</td>
<td>C</td>
</tr>
<tr>
<td>1482—1634</td>
<td>D</td>
</tr>
<tr>
<td>Below 1482</td>
<td>F</td>
</tr>
</tbody>
</table>

IX. Detailed Description of Learning Activities:

1. Class Attendance and Participation

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].

2. Autobiographical Sketch (100 points)

In 300—600 words, tell your classmates:
- Where you went to school as a K-12 student?
- What you want us to know about your life (family, work, hobbies, pets, likes and/or dislikes about school).
- What brought you to TAMU-CC and Corpus.
- Why you want to be a teacher.
- What attracts you to the content area you want to teach.
- The experiences have you have had as a student that will help you be an effective teacher.
- What your future students should know about you?

Post your autobiographical sketch to the “Autobiographical Sketch” discussion in Blackboard.

Evaluation of the “Autobiographical Sketch” is “all or none” of the 100 points available to you. If you tell us about yourself in 300—600 words and post it to the “Autobiographical Sketch” discussion in Blackboard by the due date and time, you will get full credit.
Students may work ahead in this course, but cannot work backwards. No late work will be accepted without a university excuse.

3. **Syllabus Quiz** (100 points)

The EDCI 5306 Syllabus Quiz is available in Blackboard by clicking on the Assessment link on the left side of the course homepage. Students are required to complete the Syllabus Quiz no later than the due date listed in the Course Schedule Overview found in the syllabus and on the course Blackboard homepage.

While students may search for the answers to the Syllabus Quiz in any manner they wish, I encourage students to print the syllabus so they will have a hard copy to shuffle through as they search for answers to questions on the quiz.

Feel free to collaborate with your peers to check your answers before you take the quiz. You will get only one chance to post your answers and you will not be able to revise your answers once they have been posted.

The Syllabus Quiz will consist of ten (10) questions with each question worth ten (10) points for a total of 100 points.

Students may work ahead in this course, but cannot work backwards. No late work will be accepted without a university excused absence.

4. **Initial Responses to Assigned Readings**

(Twelve (12) Initial Responses @ 20 pts each for 240 total points)

This learning activity requires you to read the reading assignments and post an initial reflection/response to each of the reading.

All Initial Responses to the Readings should **add value and substance** to the class discussion about the reading. Rather than just writing "I agree," write "I agree because..." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, classmates, or the authors of the readings—but any university student should be able to explain the reason for their agreement or disagreement.

In every post, do one or more of the following:
- Agree with the author and explain why you agree.
- Disagree with the author and explain why you disagree.
- Provide a different perspective to the reading.
- Provide a new reference for the reading.
- Provide a new perspective to the reading.
- Provide a new or different example of the ideas in the reading.
- Apply the concept or ideas in the reading to a new or different content area or topic.
- Tell a story about how the topic relates to your life.
- Explain how you can or will apply the ideas in the readings to your future students.
- Explain how the ideas in the readings might have unintended consequences in the future.

Remember that the written reflections you share with classmates are open ended conversations **not summaries** of the readings. The thinking you share with the class does not have to be articulated as a well organized essay. But it ought to represent your serious thinking about the consequences of ideas and beliefs (yours and others) and it ought to add value to the conversation about the reading.
Responses that demonstrate serious thinking about the reading will receive full credit. Responses that do not seem to demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.

5. **Response to Peers**  
   (Twenty-four (24) responses at ten (10) points each for 240 total points)

You are required to post a written response to at least two (2) of your peer’s “Initial Responses to Assigned Readings” for each assigned reading.

This activity requires you to read your classmate’s Initial Responses and to post a written response to at least two (2) classmates.

All **Responses to Peers**, should **add value and substance** to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that **adds value and substance** to the online discussion. Participants in this class will not always agree with the instructor, classmates, or any authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

In every post, do one or more of the following:
- Agree with your classmate and explain why you agree.
- Disagree with your classmate and explain why you disagree.
- Provide a different perspective of the reading than the one provided by your classmate.
- Provide a new reference for your classmate’s response to the reading.
- Provide a new perspective to your classmate’s perspective.
- Provide a different example than the one provided by your classmate.
- Apply the concept differently than it was applied by your classmate.
- Tell a story about how the topic relates to your life personally.
- Explain how you might apply what you learned from your classmate about this topic.
- Explain how your classmate’s ideas about the reading might have unintended consequences.

Remember that your written responses to your classmates’ posting are open-ended conversations not summaries of the readings or summaries of your peers’ postings. Your responses to your peers do not have to have a clear beginning, middle, and end.

However, what you say in this class ought to represent your serious thinking about the important consequences of beliefs (yours and others), and it must demonstrate that you have reflected on what your classmates wrote and it must add value to the ongoing conversation about their Initial Response to the reading.

Responses that demonstrate serious thinking about the reading will receive full credit. Responses that do not meet the above expectations will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.
Special Note Regarding Your Grades for Initial Responses to the Reading and Responses to Peers:

Since students are required to post an initial response, which is valued at 20 points, and two (2) responses to peers, which are valued at 10 points each (total 20 points), I will combine the response points for each assigned reading into one grade in the Blackboard grade book.

For Example:

If student A posts an initial response to the Chapter 4 reading assignment, and posts two (2) responses to two (2) different peers, student A will receive a maximum of forty (40, [20+10+10]) points under the Chapter 4 tab in the Blackboard grade book.

If student B posts an initial response to the Chapter 4 reading assignment, and posts only one (1) response to one (1) peer, student B will receive a maximum of thirty (30, [20+10+0]) points under the Chapter 4 tab in the Blackboard grade book.

If student C posts an initial response to the Chapter 4 reading assignment, and does not post a response to any peer, student C will receive a maximum of twenty (20, [20+0+0]) points under the Chapter 4 tab in the Blackboard grade book.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.

6. Field Experience (Junior Achievement) (200 points)

In order to provide an opportunity for EDCI 5306 students to gain classroom experience TAMUCC Department of Teacher Education has formed a partnership with Junior Achievement of South Texas/Corpus Christi and local school districts. Please go to the Junior Achievement URL (http://www.jast.org/) and peruse the website, especially the education resources.

This Field Experience requires students to teach between seven (7) (elementary) and nine (9) (high school) Junior Achievement lessons using the Junior Achievement curriculum and materials.

Students will be matched with a school and a teacher who have asked for a Junior Achievement teacher, and will be trained in how to contact the school and teacher and how to deliver the scripted lessons to students.

The purpose of this assignment is to allow pre-service teachers an opportunity to interact with public school teachers and students as early as possible in the TAMUCC teacher education program.

To receive credit for this assignment, students must submit the Teacher Confirmation Form and the Mandatory Verification Form by the date and time specified in the Course Schedule Overview.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.

7. Group Lesson Plan (100 points)

Students will be assigned to a group when the drop/add date has passed. Each group will create a lesson plan that follows the lesson plan template provided for the class. The group may choose the grade level, content area, and learning objectives for the lesson plan.

The group leader will post the completed group lesson plan to the Group Lesson Plan assignment drop box in Bb 9.
The group lesson plan will be evaluated according to the Lesson Plan Evaluation Rubric found in Bb 9.

**You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.**

8. **Individual Lesson Plan**

Each student will create an individual, original lesson plan for a specific content area (math, science, language arts, etc.) or in the case of elementary teachers, the content area of choice.

You may not use any part of the Group Lesson Plan for your Individual Lesson Plan.

Use the Lesson Plan Template to create the lesson and the Lesson Plan Rubric to self-evaluate as you create your lesson plan.

The lesson plan must be complete, thorough, comprehensive, and original.

An original lesson plan is one that you create on your own. It may include a specific activity you borrowed from someone else, such as the lesson that uses colored M&Ms to teach various math skills, but an original lesson plan is one that leaves no question or doubt as to who created it. In short, if I am able to Google a phrase or sentence from your lesson plan and the majority of the plan you submitted for evaluation in this course comes up word-for-word on the internet, I will assume that you plagiarized the lesson plan and give you a failing grade for the course and report you to the appropriate university authorities.

If you are struggling to create an original lesson plan, please seek assistance from me or class colleagues.

**You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.**

9. **Evaluation of Partner’s Lesson Plan**

Partners will be assigned once the class has passed the drop/add date. Partners will evaluate and provide feedback on each other’s lesson plans according to the Lesson Plan Rubric.

Once you have evaluated your partner’s lesson plan (use the Lesson Plan Rubric to actually score your partner’s lesson plan), post the Lesson Plan Rubric as an attachment to your partner’s original posting by using the reply button in the same Lesson Plan Discussion where you originally found your partner’s lesson plan.

**You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.**

10. **Classroom Management Philosophy**

This assignment is your opportunity to share your personal beliefs about how to manage a classroom so students have the best opportunity to learn what you want them to learn. In 5 – 10 pages, reflect on the following questions to help form your thinking about managing a classroom:

1. What are your overall goals for managing a classroom?
2. What is your rationale’ for these goals?
3. How will you create a physical environment that will allow and encourage your students to learn?
4. How will you create an emotional environment that will allow and encourage your students to learn?

5. What rules, routines, and procedures will you use in your classroom?

6. How will you implement these rules, routines, and procedures?

Post the final draft of your Classroom Management Philosophy to the discussion with the same name.

**You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.**

11. **Response to Partner’s Classroom Management Philosophy** (100 points)

Partners will be assigned once the class has passed the drop/add date. Find your partner’s Classroom Management Philosophy in the discussion and post your response by using the “Reply” button.

Your response to your partner’s Classroom Management Philosophy should add value and substance to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion.

Participants in this class will not always agree with the instructor, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

In your response to your partner’s Classroom Management Philosophy, do one or more of the following:

- Agree and explain why you agree;
- Disagree and explain why you disagree;
- Provide a different perspective about classroom management;
- Provide a new frame of reference for managing a classroom;
- Apply the concept to a different classroom scenario or group of students;
- Tell a story about how your classmate’s philosophy might impact students, parents, and/or schools in the future; and,
- Explain how your classmate’s philosophy, applied as described, might have unintended consequences in the future.

Remember that your written response to your partner’s philosophy does not have to have a clear beginning, middle, and end. It does not have to read like a coherent formal essay (though it may, if you so choose). However, it ought to represent your serious thinking about the consequences of your partner’s beliefs, and it must demonstrate that you have seriously reflected on your partner’s philosophy, and it ought to add value to the conversation between you and your partner about classroom management.

Responses that demonstrate serious thinking will receive full credit. Responses that do not meet the above expectations will receive no credit.

**You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.**

12. **Classroom Assessment Philosophy** (200 points)

This assignment is your opportunity to share your personal beliefs about how to assess your students’ learning.
In 5 – 10 pages, reflect on the following questions to help form your thinking about assessing students and student learning in your classroom:

1. What are your overall goals for assessing your students?
2. What is your rationale for these goals?
3. What types of assessment tools will you use in your classroom? Why these tools?
4. What do you expect to learn about your classroom from the assessment tools you use?
5. How will you help your students learn to self-assess their learning in your classroom?

Post the final draft of your Classroom Assessment Philosophy to the discussion with the same name.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.

13. **Response to Partner’s Classroom Assessment Philosophy**

Partners will be assigned once the drop/add date has passed. Find your partner’s Classroom Assessment Philosophy in the discussion and post your response by using the “Reply” button.

Your response to your partner’s Classroom Assessment Philosophy should **add value and substance** to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion.

Participants in this class will not always agree with the instructor, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

In your response to your partner’s Classroom Assessment Philosophy, do one or more of the following:

- Agree with your partner’s thinking about assessment and explain why you agree;
- Disagree with your partner’s thinking about assessment and explain why you disagree;
- Provide a perspective of classroom assessment that differs with your partner’s perspective;
- Provide a different frame of reference for classroom assessment;
- Apply your partner’s ideas to a different subject or group of students;
- Tell a story about how your partner’s assessment philosophy might impact students, parents, and/or schools in the future; and,
- Explain how your partner’s assessment philosophy, applied as described, might have unintended consequences in the future.

Remember that your written response to your partner’s philosophy does not have to have a clear beginning, middle, and end. It does not have to read like a coherent formal essay (though it may, if you so choose). However, it ought to represent your serious thinking about the important consequences of your partner’s beliefs, and it must demonstrate that you have seriously **reflected** on your partner’s philosophy, and it ought to add value to the conversation between you and your partner about classroom assessment.

Responses that demonstrate serious thinking will receive full credit. Responses that do not meet the above expectations will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.
14. **Statement of Beliefs about Public Education in the United States** (200 points)

This learning activity requires you to write a collection of six mini-essays that reflect your personal beliefs about:

1. the purpose(s) of free, compulsory education in the United States;
2. the status of teaching as a profession;
3. the impact of different cultures on public education in the U.S.;
4. the funding plan/source for public education in the U.S.;
5. what students should learn and how teachers should teach; and,
6. the role of U.S. public education in a global society/economy.

This activity is your opportunity to share your personal beliefs about issues that face every public school teacher in the United States. I am well aware of the tendency of many university students to write to please the professor. Please do not try to please me by guessing what you think I want to hear. I assure you that your grade for this assignment will not be influenced in any way by whether or not I agree or disagree with your personal beliefs. I expect you to write what you believe about public education, not what you think I believe.

Give each mini-essay the appropriate title (i.e. “The Purpose(s) of Free, Compulsory Education in the United States,” “The Status of Teaching as a Profession,” etc.) Once you have completed all six mini-essays, save them in one complete document titled “This Is What (put your name here) Believes about Public Education in the United States” and post the document to the Blackboard assignment drop box titled, “Personal Belief Statement about Public Education in the United States.”

You have two audiences for this assignment:

1. yourself; and,
2. your colleagues in this class.

The expectation for this assignment is that your writing will be clear, concise, and reflect the fact that you present yourself as a college level writer and thinker.

This assignment will be evaluated according to the following criteria:

1. Complete (all six personal essays are clearly titled and included in a single posted document);
2. Each essay demonstrates a thoughtful, sincere, and reflective attempt to address the topic;
3. Posted to the assignment drop box by the due date (no late assignments accepted); and,
4. The writing reflects the skill level expected of graduate students who are preparing to enter the teaching profession.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.

15. **Response to Peers’ Personal Belief Statement about Public Education in the United States**

(Two (2) responses at one-hundred (100) points each for 200 total points)

This assignment requires you to read and respond to the “Personal Belief Statements” of at least two (2) of your colleagues in this class. The intent of this assignment is to make students aware of the wide range of beliefs that drive the social, political, and economic tensions that constantly surround public education in the United States.

All responses to your peers’ “Statement of Beliefs” should add value and substance to the online conversation. Rather than just writing “I agree,” write “I agree because . . . .” It is the explanation of the “because” that adds value and substance to the conversation. Participants in this class will not always
agree with the instructor or their classmates’ beliefs—but any university student should be able to explain the reason for their agreement or disagreement.

In each response to a peer’s “Statement of Beliefs,” do one or more of the following:
- Agree with your classmate and explain why you agree.
- Disagree with your classmate and explain why you disagree.
- Provide a new reference for your classmate to consider.
- Provide a new perspective for your classmate to consider.
- Provide a new example for your classmate to consider.
- Apply your classmate’s philosophies to a new area or topic.
- Tell a story about how your classmate’s beliefs relate to your life as a student in public schools.
- Explain how your classmate’s beliefs might have unintended consequences for teaching or education in general.

Remember that the written responses you share are open-ended conversations. Your responses to your peers do not have to have a clear beginning, middle, and end. Nor does it have to read like a coherent formal essay (though it may, if you so choose). It ought to represent your serious thinking about the important consequences of particular beliefs (yours and others), and it must demonstrate that you have reflected on what you have read, and it ought to add value to the conversation about the reading.

Responses that demonstrate serious thinking about the reading will receive full credit. Responses that do not meet the above expectations will receive no credit.

Regardless of the focus of your response to a colleague’s belief statement, make certain that the tone and language of your response is civil, professional, thoughtful, and respectful.

To receive full credit for this assignment, use the following format in responding to a peer’s “Statement of Beliefs . . .”:
1. Identify the peer to whom you are responding;
2. Provide a very brief summary of the main points to which you are responding; and,
3. Write your personal response to your colleague’s initial response.

Do the above for two (2) “Statement of Beliefs about Public Education in the United States” from two different peers.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excuse.
X. Course Schedule Overview

Weeks 1 - 3: August 22 – September 9

1. Autobiographical Sketch due by Sunday, 9/2 @ 11:30 PM
2. Syllabus Quiz due by Sunday, 9/2 @ 11:30 PM
3. Post Initial Response to “Goodbye Command and Control” by Sunday, 9/2 @ 11:30 PM
4. Post Initial Response to Chapters 1 & 2 by Sunday, 9/2 @ 11:30 PM
5. Post Response to at least 2 peers’ “Goodbye and Control by Sunday, 9/9 @ 11:30 PM
6. Post Response to at least 2 peers’ Chapters 1 & 2 by Sunday, 9/9 @ 11:30 PM
7. Begin work on Classroom Management Philosophy
8. Begin work on Classroom Assessment Philosophy
9. Begin work on Statements of Beliefs about Public Education in the U.S.
10. Begin Individual Lesson Plans

Weeks 4 – 7: September 10 – October 7

1. Post Initial Response to Chapters 3, 4, & 5 by Sunday, 9/23 @ 11:30 PM
2. Post Initial Response to “What We Measure and Why” by Sunday, 9/23 @ 11:30 PM
3. Post Classroom Management Philosophy by Sunday, 9/23 @ 11:30 PM
4. Post Response to 2 peers’ Chapters 3, 4 & 5 by Sunday, 10/7 @ 11:30 PM
5. Post Response to 2 peers’ “What We Measure and Why” by Sunday, 10/7 @ 11:30 PM
6. Post Group Lesson Plan to the Group Lesson Plan assignment by Sunday, 10/7 @ 11:30 PM
7. Post response to partner’s Classroom Management Philosophy by Sunday, 10/7 @ 11:30 PM
8. Continue work on your Individual Lesson Plans
9. Continue work on your Classroom Assessment Philosophy
10. Continue work on your Statement of Beliefs

Weeks 8 - 11: October 8 – November 4

1. Post “This I Believe Statement” by Sunday, 10/21 @ 11:30 PM
2. Post Initial Response to Chapters 6, 7 & 8 by Sunday, 10/21 @ 11:30 PM
3. Post Classroom Assessment Philosophy by Sunday, 10/21 @ 11:30 PM
4. Post Response to at least 2 peers’ Chapters 6, 7 & 8 by Sunday, 11/4 @ 11:30 PM
5. Post Response to 2 peers’ “This I believe Statements” by Sunday, 11/4 @ 11:30 PM
6. Post response to partner’s Classroom Assessment Philosophy by Sunday, 11/4 @ 11:30 PM
7. Continue work on your Individual Lesson Plan

Weeks 12 – 14: November 5 – December 2

1. Post Initial Response to Chapters 9 & 10 by Sunday, 11/18 @ 11:30PM
2. Post your Individual Lesson Plan by Sunday, 11/18 @ 11:30 PM
3. Post Response to at least 2 peers’ Chapters 9 & 10 by Sunday, 12/2 @ 11:30 PM
4. Post evaluation of your partners’ Individual Lesson Plan by Sunday, 12/2 @ 11:30 PM
5. Present Individual Lesson Plan to class on Monday, 12/3 during class meeting.

Week 15: December 5 – December 12

1. Post final Individual Lesson Plan to the Individual Lesson Plan assignment by Sunday, 12/9 @ 11:30 PM

XI. Additional Guidance and Resources:

A. TExES PPR Preparation:
1. Complete assigned readings.
2. **Study tips to prepare for the TExES:** [http://www.texes.ets.org/assets/pdf/studytips_0607.pdf](http://www.texes.ets.org/assets/pdf/studytips_0607.pdf)
3. **Practice TExES tests:** [http://www.texesexampracticetests.com/](http://www.texesexampracticetests.com/)
5. **Practice PPR test:** [http://www.texesexampracticetests.com/160.html](http://www.texesexampracticetests.com/160.html)

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

1. Useful tool for developing lessons for diverse populations

**XII. Textbook:**

The textbook adopted for this course is:


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


**XIII. Bibliography:**

The knowledge bases that support course content and procedures include:


**IXV. 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 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.

IXV. 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].

C. Participation:
   Participation requires that students be timely, 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 or Calibri, 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, the course syllabus, and university policy.

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:
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, see: 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.