I. **Course Description**

EDCI 5398  3 sem. hrs.

Beginning teachers who are currently in their third year of a “Probationary Certificate” are provided with additional skills to enrich their classroom teaching proficiency through seminars and supervision for effective classroom teaching. Enrollment is limited to teachers on a TEA “Probationary Certificate,” and currently in teaching positions. This course is taken during the second (and final) semester of the third year on a “Probationary Certificate.” Prerequisite: EDCI 5393, EDCI 5394, EDCI 5327, EDCI 5395 and EDCI 5397.

II. **Rationale**

The purpose of this course is to aid the individual teacher to enhance existing teaching skills in the classroom. This course is designed to retain and support beginning teachers in the profession of education.

III. **State Adopted Proficiencies for Teachers**

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 Competencies

Domain I – Designing Instruction and Assessment to Promote Student Learning

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.

V. Course Objectives/Learning Outcomes.

• 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.002, 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)

• apply classroom management and organization skills through organizing materials and students by:
  • securing students’ attention
  • using administrative procedure and routines which facilitate instruction
  • giving clear administrative directions for classroom procedures or routines
  • maintaining seating arrangement/grouping appropriate for the activity and the environment
  • having materials, aids, and facilities ready for use.  
(TExES II.005, II.006; 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
  • using techniques to prevent off-task behavior
  • using techniques to redirect/stop inappropriate/disruptive behavior
  • applying rules consistently and fairly
• reinforcing desired behavior, when appropriate.
  (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 instruction and classroom management techniques
during each observation.
  (TExES IV.012; Proficiency I.1)

• Improve instruction by incorporating a variety of teaching strategies.
  (TExES I.004; Proficiency I.3)

• Incorporate innovative teaching strategies including learner-centered
  activities in the classroom.
  (TExES I.004, III.008; Proficiency I.3)

• 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. Course Topics

• Classroom Organization
• Classroom Management
• Learner Centered Instruction
• Lesson Planning
• Communication Skills
• Instruction Evaluation
• Higher Level Questioning Strategies
• Professionalism and Ethics

VII. Instructional Methods and Activities

This course will be conducted in a seminar format, including lecture, discussion,
  demonstration, and peer sharing. Clinical experiences will include simulations,
  cooperative groups, formal and informal presentations, guest presenters, computer
  laboratory, and professional reading. Field experiences will include documenting
  classroom observations, self-assessment and problem solving, implementation of class
  projects. Class will meet every other week as specified in the course schedule.
  University mentors will visit individually with beginning teachers.
Methods and Percentage of Final Course Grade Each Assessment Constitutes
1. *Record entries in a journal once a week for 12 weeks (10 points per week) throughout the semester. The journal must be emailed to your university supervisor no later than each Sunday evening at midnight. 120 points
2. *Be observed a minimum of two times during the semester. Each observation is worth 93 points for a total of 186 points.
3. *Submit a lesson plan to your university field supervisor prior to each observation. Send each lesson plan, via email, at least one day before each observation. Each lesson plan is worth 100 points for a total of 200 points.

VIII. Evaluation and Grade Assignment
Grading Scale

\[
A = 506-455 \text{ points} \quad B = 454-403 \\
C = 402-351 \quad F = 350 \text{ or below}
\]

Grades are based on the successful completion of one classroom observation by university faculty and the percentage of points earned from assigned projects. Upon the successful completion of one classroom observation, grades are determined by points earned. (Successful completion of a classroom observation is a score of proficient on the PDAS document.) If a student does not successfully complete any of the classroom observations the student will receive a grade of F.

IX. Course Schedule and Policies

January 23
Review of Syllabus and Class Assignments
Topic: Classroom Management
Class will be divided into 3 groups. Each group will read and report on Section 17 in text.

Homework: Print out and take the TAKS test of the level and subject you are teaching. Bring the completed and graded test to the Jan. 25 class.

Jan. 30
Topic: Classroom Organization
Each class member will draw out a plan of their classroom. In pairs, the students will critique each other’s design. A class discussion will follow about classroom organization and ways of managing paperwork and the work load.
Feb. 6
Topic: Implementation of TEKS
Discussion about tests. What did you find out about the tests? How will your findings affect your teaching?
Homework: Read Section 11 in textbook, *Help Your Students Become Successful Learners*. Write a one page reflection regarding what you read and what it will mean to you in your classroom.

Feb. 13
Topic: Learner-Centered Instruction
The students will report on their reflections. The professor will discuss different methods of Learner-Centered Instruction, followed by a class discussion.

Feb. 20
Topic: Motivation
Students will share their reading reflections. Class discussion follows. Power Point presentation on motivation.
Homework: Read Section 2 in textbook, *Develop Your Professional Expertise*. Write a one page reflection regarding what you read and what it will mean to you in your classroom. Bring on week of your lesson plans to class next week.

Feb. 27
Lesson Planning
In groups of 3, the students will share and critique each other’s lesson plans. The professor will then review what is needed in a lesson plan and why we make plans. A class discussion will follow.
Homework: Complete the first section of the Case Study.

March 7
Take up the first section of Case Study
Topic: Professionalism, Ethics,
Students will share their reading reflections. Class discussion follows. Power Point on Professionalism.
Homework: Read Section 3 in textbook, *Become a Valuable Team Player*. Write a one page reflection regarding what you read and what it will mean to you in your classroom.
March 14
   Take up the reflections.
   Topic: Communication
   Professor will have a Power Point on Communication and lecture on communication and the importance of communication with students, parents, staff members, and administrators. A class discussion will follow.

March 21
   Topic: Family Involvement
   Students will share experiences in dealing with families of their children. Class discussion follows. Power Point on Family Involvement.
   Homework: Work on your Case Study.

March 28
   **Topic: WebQuest.** We will meet in the Computer in Corpus Christi Hall. The work to be turned in will be completed and turned in by the end of the class session.
   Homework: Read Section 12 in textbook, *Make the Most of Your Instructional Time.* Write a one page reflection regarding what you read and what it will mean to you in your classroom.

April 5
   Topic: Curriculum Planning and Higher Level Questioning
   Have students share what they learned by reading Section 12 in textbook. Power Point on Curriculum Planning as it relates to higher level questioning and alignment. Class discussion follows.

April 12
   Topic: Instruction Evaluation
   Speaker on the topic of Instructional Evaluation and also how it relates to Special Education students.
   Homework: Read Section 15 in textbook, *Handle Behavior Problems Effectively.* Write a one page reflection regarding what you read and what it will mean to you in your classroom.

April 19
   Take up Reflections
Topic: Discipline in the Classroom
Have students report on their own reflection of Section 15. Power Point on Handling Discipline in Your Classroom, followed by class discussion.
Homework: Complete Case Studies.

April 26
Take up Case Studies. Each student will report on his/her case study.
Classroom discussion will follow. If time, students will report on their reading reflections, followed by a class discussion.

May 3
Topic: Review of the semester in preparation for the final.
Each student will write and answer 5 questions about the semester’s material. They will then get in partners of two and share their questions. Next they will get in partners of four and share their questions. Finally, the entire class will share their questions and answers.

May 19
Final

Class Policies
A. Attendance

Attendance is required at each class meeting. If an emergency arises, the student should notify the instructor immediately. The student is responsible for the content, materials, and announcements made in class if absent.

Beginning with the second absence, 50 points per absence will be deducted from the final grade, 25 points for mentoring and 25 points for the seminar.
Ten points will be deducted from the final grade every time a student is late to class or leaves early.

B. Late assignments

All assignments are due no later than the dates indicated on the tentative course schedule or as announced in class. Fifty percent of the total assignment grade per will be deducted for each late assignment.

C. Rescheduling observations

If an observation must be rescheduled due to illness, emergency, or a
change in schedule, call your university mentor IMMEDIATELY and reschedule the observation as soon as possible.

D. Cellular phones and pagers

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

E. Children of students will not be allowed in the classroom.

F. Academic Integrity/Plagiarism

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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in lowering the final grade.

X. Textbook:


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

XII. Grade Appeals

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

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.