EDCI 4605/06/07/08 – Planning, Teaching, Assessment and Technology
Fall 2013

Course Instructor: Tonya D. Jeffery, Ed.D.
Office: Faculty Center 236
Office Hours: M/W – 9:00am – 2:00pm
T/TH @ BMS: 8:00 – 8:45 am & 4:00 – 4:30 pm
F – by appointment only
Office phone: (361) 825-2453
Email: tonya.jeffery@tamucc.edu

Partner School for Field-Based Experiences
Tom Browne Middle School
4301 Schanen Blvd.
Corpus Christi, TX 78413
Main number: (361) 878-4270
Principal, Dr. John Trevino
Tuesdays & Thursdays, 8:45 am – 4:05 pm

I. EDCI 4605/06/07/08 - Planning, Teaching, Assessment and Technology
(From TAMU-CC Undergraduate Catalog 2010-11 course description with slight modifications by Dr. Jeffery)
EDCI 4605/0607/08 is a study of planning, teaching, assessment and technology as they relate to teaching in grades 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 school classrooms. Observation and collaboration with professional middle school teachers in the field, as well as journal writing/reflective practices, will be integral parts of the course. Two full days per week are required at a partner school site. Prerequisite: Admission to TAMU-CC Teacher Education Program.

II. Course rationale
Pre-service teachers are immersed in the day-to-day operation of Tom Browne Middle School. This school-university partnership aims to lay a foundation of professional knowledge, skills, attitudes, behaviors and dispositions necessary for the teaching profession. In addition, the field-based instruction facilitates rich classroom experiences for PSTs that include actual lesson planning and teaching in a middle school setting. The student will become knowledgeable of the Texas State Adopted Proficiencies for Educators and the thirteen competencies of an effective teacher based on the Pedagogy and Professional Responsibilities TExES Exam as described in the section below. This pre-student teaching semester provides an effective stepping stone towardss the culminating student teaching semester of the TAMU-CC Teacher Education program.

III. State Adopted Proficiencies for Teachers
1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.
3. **Equity In Excellence For All Learners**: The teacher respects, addresses, and validates the needs of diverse learners.

4. **Learner-Centered Communication**: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

5. **Learner-Centered Professional Development**: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. **TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR)**

(Emphasized in EDCI 4605/06/07/08)

**Domain I. Designing Instruction and Assessment to Promote Student Learning**

001 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 4605/06/07/08)

- Motivation
- TEKS Organization, Structure & Skills
- Learning Theories
- TEKS in the Content Areas
Dr. Jeffery’s course description

This six-hour field-based course involves planning, teaching, assessment and technology as they relate to teaching in an urban middle school setting. 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 utilization of the Elmo to the use of multi-media, such as PowerPoint, Prezi, Teacher Tube, etc. Pre-service teachers (PSTs) will also use videotape and photography to enhance their teaching. Class meetings and field experiences will take place at Browne MS on Tuesdays and Thursdays from 8:50 am to 4:00 pm.

VI. Course goals and learning outcomes plus alignment with competencies and proficiencies

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

Student learning outcomes: The pre-service teacher (PST) will . . .
A-2. Develop familiarity with the various administrative, faculty and support staff roles at BMS.
A-3. Design and implement a school improvement project that involves research and action.

B-1. Join a professional organization for teachers.
B-2. Visit the Region 2 Education Service Center and gain awareness of its resources and programs.
B-4. Formulate a philosophy of teaching that is pedagogically sound and personally relevant.

C-1. Increase understanding of developmental, behavioral and cognitive learning theories.
C-2. Develop understanding and apply questioning skills in the teaching/learning process.
C-3. Complete an advance organizer about teaching students with learning disabilities.
C-4. Develop a variety of instructional strategies to motivate students to learn what is being taught.
D-1. Name all the students in his/her assigned cooperating teachers’ (CTs) classrooms.
D-2. Deliver a PowerPoint (PPT) presentation promoting the teaching profession to BMS students.
D-3. Plan instructional modifications for students with special learning needs in the third lesson.

E-1. Utilize Bloom’s taxonomy to develop a range of appropriate written instructional objectives.
E-2. Prepare an anticipatory set + outline of instruction for the EDCI 4605/06/07/08 class.
E-3. Demonstrate familiarity with content area scope and sequence by including TEKS standards, plus constructing appropriate instructional objectives in lesson planning.
E-4. Develop detailed lesson plans for instruction in the assigned CTs’ classrooms.

F-1. Implement personally developed lesson plans in the assigned CTs’ classrooms.
F-3. Review videotape and analyze the second and third classroom teaching experiences.

G-1. Develop an introductory PPT presentation that promotes college attendance/teaching for BMS stdts.
G-2. Utilize instructional technology in all classroom teaching assignments.

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

I-1. Explain the TExES PPR competencies (Through participation in the TExES PPR literacy circles). 
I-2. Complete and review the “Diagnostic TExES PPR” and the “Practice TExES PPR.”
I-3. Complete TExES PPR-related teacher observation forms for interdisciplinary observations at BMS.

Alignment of EDCI 4605/06/07/08 Course Goals and Assignments with State Learner Proficiencies and TExES PPR Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TExES PPR Competencies</th>
<th>EDCI 4605/06/07/08 Course Goals</th>
<th>EDCI 4605/06/07/08 Course Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>001</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Reading Responses</td>
</tr>
<tr>
<td></td>
<td>007</td>
<td></td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>008</td>
<td>D. Demonstrate instructional planning skills</td>
<td>Anticipatory set presentation</td>
</tr>
<tr>
<td></td>
<td>009</td>
<td>G. Utilize technology to support/enhance instruction</td>
<td>TExES PPR-related observations</td>
</tr>
<tr>
<td></td>
<td>012</td>
<td>H. Increase knowledge of instructional evaluation and student assessment</td>
<td>Classroom teaching and analysis</td>
</tr>
<tr>
<td>Instruction</td>
<td>001 003</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Exams</td>
</tr>
<tr>
<td></td>
<td>004 005</td>
<td></td>
<td>PowerPoint presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PDAS e-portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multiple intelligences seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructional website paper</td>
</tr>
</tbody>
</table>

4
To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

|   |   | E. Develop instructional planning skills to meet the needs of diverse students | Quizzes
|   |   | F. Gain experience in delivering instruction in the classroom setting | TExES PPR-related observations
|   |   | G. Utilize technology to support/enhance instruction | Exams
|   |   | H. Increase knowledge of instructional evaluation and student assessment | PowerPoint presentation
|   |   |   | Multiple intelligences seminar
|   |   |   | Instructional website paper

**Equity in Excellence for All Learners**

The teacher responds appropriately to diverse groups of learners.

|   |   | C. Increase understanding of culturally relevant and responsive teaching practices | TExES PPR-related observations
|   |   | D. Gain experience in promoting a positive student learning environment | Reading Responses
|   |   |   | Exams
|   |   |   | Classroom teaching and analysis
|   |   |   | Special learning needs seminar

**Learner-Centered Communication**

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

|   |   | B. Improve understanding of teaching as a profession and overall professional competence | Philosophy of teaching
|   |   | D. Gain experience in promoting a positive student learning environment | Professional organization membership
|   |   |   | PDAS seminar
|   |   |   | ESC Region 2 fieldtrip
|   |   |   | Classroom teaching and analysis
|   |   |   | PowerPoint presentation
|   |   |   | Self-made “seating charts”

**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.

|   |   | A. Gain awareness of the complexities involved in the daily operation of an urban middle school | BMS orientation
|   |   | B. Improve understanding of teaching as a profession and overall professional competence | Philosophy of teaching
|   |   | C. Reflective journal | Professional org. membership
|   |   | D. PDAS seminar | Reflection journal
|   |   | E. ESC Region 2 fieldtrip | PDAS seminar
|   |   | F. TExES PPR literacy circles | ESC Region 2 fieldtrip
|   |   | G. Diagnostic and Pre-TExES PPR | TExES PPR literacy circles
|   |   | H. TExES-related observations | TExES-related observations
|   |   | I. PDAS e-portfolio | PDAS e-portfolio
|   |   | J. BMS School Improvement project | BMS School Improvement project
|   |   | K. Current events in U.S. education | Current events in U.S. education

**VII. Instructional Methods and Activities**

**Description of course requirements**

EDCI 4607 utilizes a variety of instructional methods and activities, as well as field-based experiences:

1) Traditional Experiences (lecture/discussion; demonstration; modeling; guest speaker; on-line deliveries, video, etc.)

2) Clinical Experiences (simulations, cooperative groups; student demonstrations or presentations; guided discovery; inquiry-based learning; role play; lab exercises/investigations; etc.)

3) Field Experiences (field-base teaching; field trips; community resource use)
All assignments will be critically evaluated for correct spelling and grammar. As a professional educator, you must model clear and correct writing at all times. Proofread, and may I suggest have someone else proofread, all assignments prior to turning them in to be graded.

All assignments need to be typed, double-spaced, 12-pt font (Unless otherwise specified)

A. **Class Attendance (50 pts.) & Participation (50 pts.) - 100 pts. Total**
   *(See Absence Policy in your handbook)*

1. **Attendance/Punctuality** – Class attendance and punctuality (TAMU-CC/BMS) are reflections of a pre-service teacher’s commitment to his/her preparation for teaching.

   **Attendance: (50 points possible)**

   Students are expected to attend all class meetings. You must sign in at the office by 8:45 a.m. and sign out no earlier than 4:05 to be considered on time. However, be at Browne at 8:30 a.m. to be safe. Also, consider staying after 4:05 to help out your CT. Time missed in your clinical teachers’ classrooms must be made up (no exceptions). A doctor’s excuse may be required for any and all absences, but will not excuse the absence from having to be made up. **Approved Absence means notification and/or approval of absence prior to 8:00 am on the date of the absence.** The following criteria will be used for determining your attendance and participation grade:

   **A**
   - 50 Perfect attendance, punctual (no absence; no tardies)
   - 47 One absence, or 1-2 tardies or early departures
   - 45 One absence with 1-2 tardies or early departures

   **B**
   - 42 3-4 tardies or early departures
   - 41 One absence w/ 3-4 tardies/early departures or 5-6 tardies/early departures

   **C**
   - 37 Two absences, or one absence with 5-6 tardies/early depart. or 7-8 tardies/early dept.
   - 35 Two absences w/ 7-8 tardies /early depart. or Three absences or 9-10 tardies/early dept.

   **F**
   - 30 Four or more class absences or more than 10 tardies/early departures

   **NOTE: Individuals receiving an ‘F’ on this criterion will need to repeat EDCI 4607, irrespective of performance on all other criterion.**

2. **Participation: Active Participation Log (50 points possible)**

You will be evaluated on your professionalism in this field experience. This semester you will have many opportunities to develop professional skills and work habits. As part of your professional development, you are expected to participate in professional development activities (5 hours) beyond the normal school day on Tuesday/Thursday. These activities include, but are not limited to, the following:

   a) PTO meetings
   b) Tutoring (4:05-5:00 pm)
   c) Fieldtrips on MWF
   d) Faculty Meetings (TBA); Professional Learning Community (PLC) Meetings
   e) Attending the Clinical Teacher’s classroom on a MWF
   f) Board meetings (District level)
   g) Professional Development Meetings
   h) Family Night
For any of the above mentioned activities, or other pre-arranged activities with the site professor, the PST will receive **10 points per hour of attendance**. The PST must participate in five (5) different activities. In addition, the activity must be documented, dated and signed by either the Clinical Teacher or an administrator in attendance. Active Participation Log forms will be provided. Submit the form via Blackboard (Bb) at the conclusion of the five hours or no later than _____.

2. **Reading responses** - Four reading responses from selected chapters of the text and other resources will be assigned to stimulate student input, promote interaction among classmates, and enhance class discussions. **Due on _____. _____, and _____.** 15 points each, 60 points total.

3. **Co-teaching assignment** – Plan instruction of an assigned chapter of the course text with two to three of your classmates. This teaching assignment involves the creation/communication of instructional objectives, use of varied teaching methods and assessment of learning. A grading rubric will be provided by Dr. Jeffery. **Chapter assignments and due dates will be provided on the first day of class:** Chapter( )_____; Chapter( )_____; Chapter( )_____; Chapter( )_____. 30 points possible per team.

4. **TExES PPR Literacy Circles** – Will offer small group study/discussion/quiz of the four PPR domains ____, ____, ____, and ____. 10 points possible for each; 40 points total.

5. **Interactive Notebook (IAN)** – PSTs will maintain day-to-day coursework, notes and reflections in a composition notebook. There will be two IAN checks throughout the semester on _____. 10 points possible each; 20 points total.

B. **Teaching and Observing**

1. **Reflection e-journal – 60 pts. possible.**
   
   **Part I.** Write three (3) journal entries focused upon a significant event that happened in your school day. You may choose the incident because it was exciting, frustrating, confusing or validating. Briefly describe the context/sequence of the incident. Analyze the incident by asking yourself questions such as: Why was it significant? What impact did it have on students? What did you learn from it? **Post your reflections to Blackboard by the following dates:** _____. _____. (10 pts. each = 30 pts. total)

   **Part II.** Write three (3) journal entries of observations of your CTs’ instructional methods and classroom management utilizing the observation reflection prompts provided in Blackboard. **Post your reflections to Blackboard by the following dates:** _____. _____. (10 pts. each = 30 pts. total):

   - **5 points** - reflective and thoughtfully written; required length; mechanically sound
   - **4 points** - deficient in either reflection OR length OR mechanics
   - **3 points** - deficient in two of the three criteria identified above
   - **2 points** - deficient in all three of the above criteria
2. **Interdisciplinary observations** – Observe two teachers’ classrooms outside of your content area(s) as indicated in the course schedule for one class period each. An easy way to do this is to trade places with another PST in a different class and/or grade level. A TExES PPR-related classroom observation format will be provided for you to use to complete a written summary of your observations. Your observation summaries are due to Bb on _____ and ____. **15 points each, 30 total points.**

- **15 points** – six TExES PPR competencies written in entirety; adequate description of the six observed competencies; classroom sketch depicts important and unique aspects of the physical setting
- **1 pt. deductions** – each missing TExES PPR competency; each inadequate description of observed competencies; inadequate or missing classroom sketch

3. **Anticipatory set + outline of lesson plan + practice teach** – Utilizing the Madeline Hunter lesson plan format outline a lesson you might present in your content area. Develop a detailed ‘anticipatory set’ (15 points) and “practice teach” (10 points) it to your fellow pre-service 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 ____, ____ and ____. **25 points each, 75 points possible.**

4. **Classroom teaching and analysis** – A total of three lessons will be taught in classrooms of your assigned CTs. Lesson plans must be submitted to your CT AND Dr. Jeffery PRIOR to teaching your lesson (at least 72 hours in advance). Passing grades will not be assigned to lessons taught without prior submission of lesson plans. Make arrangements with Dr. Jeffery to observe your first lesson.

A. **Teaching Lessons** (4): You must score at least 80% on each of the lessons. If the student does not meet the minimum 80% on any of the three lessons, it may be necessary for some students to teach more lessons. (Follow these guidelines for every lesson). Lesson plan rubrics will be provided in class.

1. Each lesson should be inquiry-based and engaging for the students.
2. All lessons should use effective technology.
3. All lesson plans must follow the format discussed in class.
4. All lesson plans must be discussed with Dr. Jeffery and your clinical teacher prior to the lesson(s) being taught. **This will take some pre-planning on your part.**
5. The CT must approve the final lesson plan and provide feedback **at least 72 hours** before you teach it. **This will take some pre-planning on your part.**
6. Give a ‘hard copy’ of your lesson plan to your CT before you teach each lesson.
7. Give an evaluation form to your CT before you teach each lesson.
8. Conference with your CT at a convenient time for the CT after each lesson is taught. Dr. Jeffery also will debrief with you after your lessons.
9. **Write the reflection.**
   a) Students must write a reflection after each lesson is taught. This is an important step in becoming a reflective practitioner, and it is an excellent way to improve your skills.
   b) The reflection needs to be written in narrative form, have headings, be descriptive and specific, and be at least 1.5-2 pages long to be truly reflective.
c) You must provide headings according to the guidelines.
d) Explain and describe your reactions to the questions provided in the guidelines.
e) Self-evaluations/reflection should include positive remarks as well as suggestions for improvement. Address and incorporate the feedback from your CT.
f) Thoroughly and thoughtfully apply the concepts from this course in your reflection.
g) Video lesson(s): Be specific in commenting upon your video.
h) For all lessons, you will turn in the lesson plan along with a detailed reflection analysis of your lesson and your CT’s evaluation all at one time, scanned and uploaded to Blackboard on the first class day after you taught the lesson.

B. Lesson One (Video + Dr. Jeffery + CT), 35 points possible
(Copy dates from Class Schedule into the blanks.)
1. Your CT will observe and evaluate this lesson using the Clinical Teacher Evaluation Form.
2. You will videotape this lesson. The lesson must be taught no later than ________, and paperwork must be submitted to Bb by ________.
3. Plan/arrange with your clinical teacher to present a lesson to be videotaped.
4. Develop a lesson plan using the format specified in our course.
   a) The final lesson plan must be approved by Dr. Jeffery and your CT at least 72 hours prior to the date the lesson is taught.
   b) Make sure the parental consent forms have been signed (video).
   c) Arrange for the video equipment. You and your videotaping partner should practice using the equipment prior to the lesson.
5. Following the completion of your lesson, review the videotape/lesson with your CT.

C. Lesson Two (Peer + CT), Lesson Three (CT) 40 points possible
1. An informal peer observation will be conducted by one of your peers while you present your second lesson.
2. Your peer will observe you in the lesson, complete the CT Evaluation Form, and then will discuss areas of strengths and areas of recommendations. In addition, you will be evaluated by your CT. The lesson must be taught by ________, and paperwork must be submitted to Bb by ________.
3. You will teach this lesson to two different class periods on the same day! Your reflection paper should address the lesson modifications and strategies utilized from period to period to enhance and/or improve this lesson from teach 1 to teach 2.

D. Lesson Four (Dr. Jeffery + CT), 35 points possible
1. Your CT will observe and evaluate this lesson using the Clinical Teacher Evaluation Form.
2. You will videotape this lesson. The lesson must be taught by ________________, and paperwork must be submitted to Bb by ________________.
3. Following the completion of your lesson, review the videotape/lesson.
4. Your reflection paper should address changes you observed in your lesson delivery in the video from teach 1 to your final lesson! 😊
C. Professional Activities

1. **Professional Association Membership** – Proof of membership in any of the following professional associations is suggested: Association of Texas Professional Educators (ATPE), Texas Classroom Teachers Association (TCTA), Texas Federation of Teachers (TFT) or Texas State Teachers Association (TSTA). Professional membership in a content-specific (science, math, etc.) organization is negotiable – prior permission from Dr. Jeffery is required. Evidence of membership is due by ____, (20 points).

2. **Pre- and Post-course Philosophy of Teaching papers** – 30 points possible. The pre-course philosophy of teaching response paper is due _____, 15 points possible. The end-of-course philosophy of teaching paper will involve writing on three topics. The post-course philosophy of teaching papers will be due on _____, 15 points possible.

3. **PST presentation to BMS students + Paper** – PSTs will develop and deliver a 10-15 minute PowerPoint presentation to be presented in at least two different CTs’ classes. The primary purposes of the presentation are to: 1) introduce yourself to the students and explain your role as a PST and 2) promote college attendance and a career in teaching. The presentations should be scheduled in consultation with your CTs, ideally during your second week in the CT’s classroom. The reflection paper needs to be written in narrative form, have headings, be descriptive and specific, and be at least 1.5-2 pages long to be truly reflective. The PowerPoint slide outline along with a two-page reflection paper is due on _____, 40 points possible.

   - 20 points - PPT slide outline provides useful information about college/teaching profession; personal/professional introduction in an interesting/motivating format; reflection paper is required length mechanically sound; two or more class presentations
   - 34 points - Useful info is deficient on PPT slides outline OR personal/professional intro needs improvement OR reflection paper is lacking in length/mechanics OR presentation in only one class
   - 28 points - deficient in two of the four criteria listed above
   - 20 points - deficient in three of the above criteria

4. **e-Portfolio** – Using the five Learner-Centered Proficiencies as your topics, collect at least four (4) pieces of evidence for EACH category that will demonstrate your ability in each area. These may be lessons that you have taught, journal entries, lessons from other course, professional development & workshops you have attended, after school activities, community activities, etc. At the beginning of each proficiency section, write a description (rationale) explaining how each piece of evidence demonstrates the proficiency. Incorporate this information into a PowerPoint presentation which will represent an electronic portfolio of your pre-professional teaching experiences. Include the PDAS Domains’ internal hyperlinks navigation and design an original, personalized intro slide with site map link for the portfolio. Completed intro slide along with bulleted domain slides (six total slides) due _____, 10 points possible; completed e-port due _____, 60 points possible; 70 total points possible.
5. Practice TExES PPR and Diagnostic TExES PPR – The Pedagogy and Professional Responsibilities (PPR) “Practice” TExES exam will be administered on: Date ________ (100 points possible). The “diagnostic” TExES PPR will be given ________ and is required (no points).

6. Self-made “seating charts” – Designed to assist the pre-service teacher in learning the names of the BMS students and build relationships. Due ________, 15 points possible.

7. Professional Attributes Assessment (Pre- and Post) – PSTs will complete the Professional Attributes Assessment as a means of self-evaluation. The self-assessments will be shared with Dr. Jeffery. The assessments will be due to Bb on ______ and ______. (Required, no points.)

8. Mid-term Breakfast and End-of-Semester Luncheon (50 points - Extra Credit!)
We will plan a mid-term Breakfast and Luncheon for CTs, administrators and secretaries. The breakfast should be a time to discuss the checklist and be sure that students are on track with completing everything in the checklist. The luncheon will be a time to gather one last time with our CTs and express our gratitude and thanks for their mentorship and leadership. Students may prepare short speeches if they wish to do so. Both the breakfast and the luncheon will be pot luck provided by the students and professor 😊 Nothing too fancy or extravagant!

D. Exams

1. Pretest and posttest. The pretest will be completed in class on _____ (required, no points) and the posttest will be completed in class on _____ (required, no points).

2. Mid-term Exam – The mid-term exam on ________ will be a combination of objective and short essay items. (100 points possible)

3. Your ‘Final’ will consist of a Final Reflection Paper + PPT Presentation utilizing data analysis to evaluate the effectiveness of one of your lessons. The in-class presentation + paper will take place on ________ from ________ (Location will be provided in class). 100 points possible

VIII. Evaluation and grade assignment

Course requirements

<table>
<thead>
<tr>
<th></th>
<th>points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Class participation</strong></td>
<td></td>
</tr>
<tr>
<td>1. Attendance (TAMU-CC/BMS) + Participation</td>
<td>100</td>
</tr>
<tr>
<td>2. Reading responses</td>
<td>60 4(15)</td>
</tr>
<tr>
<td>3. Text chapter co-teaching assignment</td>
<td>30</td>
</tr>
<tr>
<td>4. TExES PPR literacy circles</td>
<td>40 4(10)</td>
</tr>
<tr>
<td>5. Interactive Notebook</td>
<td>20 2(10)</td>
</tr>
</tbody>
</table>
## B. Teaching and observing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflection e-journal</td>
<td>60</td>
<td>3(10), 3(10)</td>
</tr>
<tr>
<td>2. Interdisciplinary observations</td>
<td>30</td>
<td>2(15)</td>
</tr>
<tr>
<td>3. Anticipatory set + outline of lesson plan + practice</td>
<td>75</td>
<td>3(25)</td>
</tr>
<tr>
<td>[Anticipatory set + outline (15) + practice teach (10)]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Classroom teaching and analysis</td>
<td>110</td>
<td>2(35), 1(40)</td>
</tr>
<tr>
<td>[Final lesson plan (20) + reflection (10, 15(L.2)) + CT analysis (5)]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## C. Professional activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional association membership</td>
<td>20</td>
</tr>
<tr>
<td>2. Pre/post-course philosophy of teaching papers</td>
<td>30</td>
</tr>
<tr>
<td>3. PowerPoint presentation to BMS students</td>
<td>40</td>
</tr>
<tr>
<td>4. e-portfolio + Presentation</td>
<td>70</td>
</tr>
<tr>
<td>5. Diagnostic TExES PPR, Practice TExES PPR</td>
<td>100</td>
</tr>
<tr>
<td>6. Self-made Classroom Seating Charts</td>
<td>15</td>
</tr>
<tr>
<td>7. Professional attributes self-assessment</td>
<td>*</td>
</tr>
<tr>
<td>8. Midterm Breakfast + End-of-Semester Luncheon</td>
<td>***</td>
</tr>
</tbody>
</table>

## D. Exams

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-test, post-test</td>
<td>*</td>
</tr>
<tr>
<td>2. Mid-term</td>
<td>100</td>
</tr>
<tr>
<td>3. Final (Project + Presentation)</td>
<td>100</td>
</tr>
</tbody>
</table>

** Total points possible = 1000 **

## Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000 – 900 pts.</td>
</tr>
<tr>
<td>B</td>
<td>899 – 800 pts.</td>
</tr>
<tr>
<td>C</td>
<td>799 – 700 pts.</td>
</tr>
<tr>
<td>D</td>
<td>699 – 600 pts.</td>
</tr>
<tr>
<td>F</td>
<td>599 pts. and below</td>
</tr>
</tbody>
</table>

* Assignments – Type all assignments unless you are provided with a form. Points will be deducted for misspelled words, errors in mechanics, grammar errors, 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, unless otherwise specified. **Last day to submit late work is ____.

*** Extra credit – Students participating in the designated activities and/or assignments will earn extra credit.***
IX. Course Schedule and Policies

Due to the variability and unforeseen changes in Browne Middle school’s schedule, this agenda must remain flexible. In addition to content of the primary course text, *Teaching Strategies, A Guide to Effective Instruction (10th edition)*, class sessions will involve TExES PPR preparation and review, experiences with cooperating teachers (CTs) and BMS students, guest speakers from the BMS faculty and administration, study and discussion of relevant materials from other sources, a fieldtrip to the Region 2 Education Service Center and an overview of the State of Texas Professional Development and Appraisal System for teachers.

THUR, Sept. 5
TAMU-CC at 9:00 am  TAMU-CC Pre-service teacher orientation
Browne MS at 1:15 pm  Welcome and tour of the building with Dr. Trevino, BMS Principal & Admin. Staff
                      Introduction to Course Syllabus & Expectations
                      EDCI 4607 Pre-test

BMS Cooperating Teacher Meeting with Dr. Jeffery

HW:
Introduction to personal philosophy of teaching response paper
Reading assignment(s): Chapter 1 – Frames of Reference for Teaching and Chapter 2 – The Big Picture: Instruction in a Social Kaleidoscope

TUE, Sept. 10
8:50 am  Personal Philosophy of Teaching Response Paper - DUE
Course syllabus continued
The profession of teaching
“Diagnostic” TExES PPR
Perusal of text; Frames of Reference for Teaching – Chapter 1
The Effective Teacher – Harry Wong (video)
Photo IDs at Browne MS (Time: ___)

* Lunch in BMS cafeteria courtesy of Dr. Jeffery

1:15
Review of pretest
Introductory PowerPoint presentation assignment
Cooperating teacher assignments; Meet CTs at 8:30 am prior to class on THUR
HW: Prepare reading response (1) for Chapter 2 – Instruction in a Social Kaleidoscope

THUR, Sept. 12 AM  Reading response (1) – Instruction in a Social Kaleidoscope - DUE
Developmental, behavioral and cognitive learning theories
Ideal characteristics of PSTs and CTs
Introduction of Bloom’s taxonomy and instructional objectives
Anticipatory set + outline of lesson plan assignment

PM In class with CTs
Schedule Introductory PPT presentation with CTs for _______.

HW: Read Chapter 4 – Objectives, Taxonomies and Standards for Instruction

TUE, Sept. 17 AM In class with cooperating teacher(s)

PM Reading Response 2 - DUE
Objectives, Taxonomies and Standards for Instruction
Introduction to the Madeline Hunter lesson plan format
Writing instructional objectives
Assignment of text chapters for collaborative teaching by PSTs

HW:
Complete Introductory PowerPoint presentations, write reflection paper

THUR, Sept. 19  Introductory PowerPoint presentations, write reflection paper DUE
9AM Prevention of Sexual Harassment Workshop by Ms. Rosie Ruiz at TAMU-CC in the Educational Center for Math and Science (near ECDC)

PM In class with CTs/conferences with Dr. Jeffery (Lesson Plan 1)

HW:
Reading assignment: Chapter 5 – Instructional Planning; PST co-teachers prepare
Prepare anticipatory set + outline of lesson plan

TUE, Sept. 24 AM In class with CT(s)/conferences with Dr. Jeffery (Lesson Plan 1)

PM Reading Response 3 - DUE
PST instruction of Chapter 5
Hunter lesson plan format continued

Schedule 1st teaching assignment with CT for ____ or ____.

HW:
Complete ‘seating charts’ assignment
Reading assignments: Chapter 6– Instructional Planning; PST co-teachers prepare
Characteristics of Adolescent Learners (article)
THUR, Sept. 26 AM  **Seating charts’ assignment - DUE**  
PST instruction of Chapter 6  
Lesson Planning continued

PM  In class with CTs  
Thinking Maps, lesson plan websites

HW:  
Prepare reflection journal – Part II  
Reading assignment: Chapter 11– Managing the Classroom; PST co-teachers prepare

TUE, Oct. 1 AM  In class with CT(s)

PM  **Reflection journal – Part II due; Reading Response 4 - DUE**  
PST instruction of Chapter 11  
Lesson planning continued

HW:  
Prepare anticipatory set + outline of lesson plan + prepare for Thursday’s practice teach

THUR, Oct. 3 AM  In class with CTs

PM  **Prepare anticipatory set + Outline of lesson plan + Practice teach - DUE**

HW:  
Modify and write final lesson plan

TUE, Oct. 8 AM  In class with CTs

PM  Positive Expectations – Harry Wong (video)  
Classroom behavior management philosophy, rules/procedures and techniques

THUR, Oct. 10 AM  Classroom management continued  
**Guest speaker: Mr. Christian Auger, math consultant for CCISD**  
Instructional strategies and classroom management

PM  In class with CTs/Interdisciplinary observation (1)

HW:  
Prepare lesson reflection (1) – lesson plan and two page reflection addressing lesson components

TUE, Oct. 15 AM  In class with CTs

PM  **Lesson reflection (1) due**
Mid-term exam study guide and review
Lesson planning revisited

**Schedule 2nd tchng assignment (technology) with CT for March 21, 26 or 28**

Review chapters 1, 2, 4, 5, 6 & 11, class notes and study guide for midterm exam preparation

---

**THUR, Oct. 17**

**AM** Midterm Breakfast with Browne MS Staff

Mid-term exam
Introduction/organization for TExES PPR literacy circles

**PM** In class all day with CTs

---

**TUE, Oct. 22**

**AM** In class with CT(s)

**PM** PDAS e-port seminar – Guest instructor: *Dr. Sue Elwood, TAMU-CC*

Guest speaker: *Mr. Simon Guerrero, former BMS Director of Technology*

Interdisciplinary observation assignment

**HW:**
Prepare for TExES PPR literacy circle (1)

---

**THUR, Oct. 24**

**In class all day with CTs/Interdisciplinary observation (1)**

**HW:**
Prepare interdisciplinary observation (1)
Prepare for TExES PPR literacy circle (1)

---

**TUE, Oct. 29**

**AM** Interdisciplinary observation (1) due
TExES PPR literacy circles (1)/Organize for TExES PPR literacy circle (2)

Guest speaker: *BMS Assistant Principal*

Overview of Professional Development and Appraisal System for teachers

**PM** In class with CT(s)

**Naming All Students Assignment** (20 points, second chance; by appointment)

**HW:**
Prepare “50%” of e-port, due Thursday

Reading assignment: Chapter 3 – Teaching Diverse Learners in Inclusive Classrooms; Co-tchrs
THUR, Oct. 31
AM  In class with CTs
PM  PDAS e-port seminar (2) – evaluation of PSTs’ e-port Intro slide/Domain outlines
PST instruction of Chapter 3
HW: Prepare for TExES PPR literacy circle (2)
Prepare lesson reflection (2) – submit lesson plan and videotape observation reflection form

TUE, Nov. 5
AM  In class with CT(s)
PM  Lesson reflection (2) due
TExES PPR literacy circles (2)/Organize for TExES PPR literacy circle (3)
Introduction to teaching students with disabilities

THUR, Nov. 7
AM  Teaching students with disabilities continued
Review of Diagnostic TExES
PM  In class with CT(s)
Schedule 3rd techng assignment (** instr. mods.) for _____ or _____.
HW: Read Chapter 8 – The Process of Classroom Questioning; prepare Reading Response (2)

TUE, Nov. 12
AM  In class with CT(s)
PM  Reading response (2) – The Process of Classroom Questioning
Informal, in-class sharing of PSTs’ school improvement projects
HW: Prepare for TExES PPR literacy circle (3)

THUR, Nov. 14
AM  TExES PPR literacy circles (3)/Organize for TExES PPR literacy circle (4)
Guest speaker: Dr. Frank Lucido, College of Education Associate Dean
Student Teaching Semester
PM  In class with CT(s)
HW: Reading assignment: Chapter 9 – Small-Group Discussions and Cooperative Learning; Co-tchrs

TUE, Nov. 19
AM  In class with CT(s)
PM  PST instruction of Chapter 9
Guest speakers: Mr. Keith Perez, English and Mr. Morris McRae, History
Project Based Learning at BMS
Cooperative Learning and Culture – H. Wong (video)

THUR, Nov. 21

In class all day with CTs/Interdisciplinary observation (2)

HW:
Prepare interdisciplinary observation (2)
Reading assignment: Chapter 10 – Classroom Assessment; prepare reading response (3)
Prepare lesson reflection (3) – submit lesson plan, videotape and PDAS reflection form

Week of Nov. 25 – THANKSGIVING HOLIDAY

TUE, Dec. 3

AM In class with CT(s)

PM Lesson reflection (3) due (accepted for full credit until Tuesday, May 30)
Interdisciplinary observation (2) due
Reading response (3) – Classroom Assessment
Instructional evaluation and student assessment

HW:
Prepare for TExES PPR literacy circle (4)

THUR, Dec. 5

AM TExES PPR literacy circle (4)
Introduction to Multiple Intelligences

PM In class with CTs/School Improvement Project presentation prep
Prepare for School Improvement presentations

HW:
Complete PDAS e-portfolio

TUE, December 10

AM In class with CT(s)

PM End-of-semester Luncheon @ BMS
e-port presentations

HW:
Complete Final Project Paper + Presentation
Prepare for posttest and end-of-course philosophy of teaching paper
Complete Professional Attributes Self-Assessment

TUE, December 17

Final Project Presentations – In-class at TAMUCC (Location TBD)
X. **Textbooks**


**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://txes.tamucc.edu/](http://txes.tamucc.edu/)

XI. **References**


Ward, Martin J. (Fall 2001). To Teach is to Coach, New Teacher Advocate, Vol. 9, No. 1.


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 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 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. 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

XIV. Other Important Information
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. Jeffery. 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 4607 is a professional development course in the Department of Teacher Education at TAMU-CC. Pre-service teachers at Browne Middle 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 THUReats, 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

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.