I. EDUC 4605/06/07/08 - Planning, Teaching, Assessment and Technology
(TAMU-CC Undergraduate Catalog 2010-11 course description with slight modifications by Dr. Ward)
EDUC 4605/06/07/08 is a study of planning, teaching, assessment and technology as they relate to teaching in grades 8-12. 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 high school classrooms. Two full days per week are required at a partner school site. Prerequisite: Admission to TAMU-CC Teacher Education Program.

II. Course rationale
Pre-student teachers are immersed in the day-to-day operation of Miller High School. This school-university partnership facilitates rich classroom experiences for PSTs that include actual lesson planning and teaching. The pre-student teaching semester provides an effective stepping stone towards 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 EDUC 4605/06/07/08)
Domain I. Designing Instruction and Assessment to Promote Student Learning
01 The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.
003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. Creating a Positive, Productive Classroom Environment
005 The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
006 The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing Effective, Responsive Instruction and Assessment
007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
008 The teacher provides appropriate instruction that actively engages students in the learning process.
009 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
010 The teacher monitors student performance and achievement: provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling Professional Roles and Responsibilities  (No major emphasis on competencies within Domain and IV)

V. TAC §228.30(b): 17 Subject Matter Curricular Topics and course description
(emphasized in EDUC 4605/06/07/08)
* Motivation
* TEKS Organization, Structure & Skills
* State Assessment of Students
* Classroom Assessment
* Instructional Technology
* Certification Test Preparation
* Learning Theories
* TEKS in the Content Areas
* Curriculum Development & Lesson Planning
* Classroom Management
* Pedagogy / Instructional Strategies

Dr. Ward’s course description
This six-hour field-based course involves planning, teaching, assessment and technology as they relate to teaching in an urban high school. Planning will include considerations in creating a positive learning environment, writing instructional objectives, lesson plan formats, multiple intelligences, differentiating instruction and instructional resources. Teaching will focus on methods and strategies for delivery of instruction to classrooms of diverse learners. Philosophies, purposes and procedures for assessment will be addressed. Integration of technology into instruction will include applications ranging from overhead transparencies to the use of multi-media, such as PowerPoint, Prezi, Teacher Tube, etc. Pre-student teachers (PSTs) will also use videotape and photography to enhance their teaching. Class meetings and field experience will be at Miller HS on Tuesdays and Thursdays from 8:50 am to 4:05 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 high 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/enhance instruction
H. Increase knowledge of instructional evaluation and student assessment
I. Prepare for the TExES PPR

**Student learning outcomes:** The pre-student teacher (PST) will . . .
A-1. Consistently demonstrate professionalism at MHS – punctuality, appearance, attitude and behavior.
A-2. Develop familiarity with the various administrative, faculty and support staff roles at MHS.
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 presentation promoting the teaching profession to MHS 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 EDUC 4606 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 MHS stdts.
G-2. Utilize instructional technology in the second classroom teaching assignment.
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 of the “Diagnostic TExES PPR” and the “Pre-TExES PPR.”
I-3. Complete TExES PPR-related teacher observation forms for interdisciplinary observations at MHS.
<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TExES PPR Competencies</th>
<th>EDUC 4605/06/07/08 Course Goals</th>
<th>EDUC 4605/06/07/08 Course Assignments/Activities</th>
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<tr>
<td>Learner-Centered Knowledge</td>
<td>001</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Reading Responses Quizzes TExES PPR-related observations Classroom teaching and analysis Exams PowerPoint presentation PDAS e-portfolio Multiple intelligences seminar Instructional website paper</td>
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<td>007</td>
<td>D. Demonstrate instructional planning skills</td>
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<td>G. Utilize technology to support/enhance instruction</td>
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<td>H. Increase knowledge of instructional evaluation and student assessment</td>
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<td>Learner-Centered Instruction</td>
<td>001</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Anticipatory set presentation Reading Responses TExES PPR-related observations Exams PowerPoint presentation PDAS e-portfolio Multiple intelligences seminar Instructional website paper</td>
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<td>Equity in Excellence for All Learners</td>
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<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>TExES PPR-related observations Reading Responses Exams Classroom teaching and analysis Special learning needs seminar</td>
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<td>006 010</td>
<td>D. Gain experience in promoting a positive student learning environment</td>
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<td>Learner-Centered Communication</td>
<td>007</td>
<td>B. Improve understanding of teaching as a profession and overall professional competence</td>
<td>Philosophy of teaching Professional organization membership PDAS seminar ESC Region 2 fieldtrip Classroom teaching and analysis PowerPoint presentation Self-made “seating charts”</td>
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<td>009</td>
<td>D. Gain experience in promoting a positive student learning environment</td>
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<tr>
<td>Learner-Centered Professional Development</td>
<td>009 012</td>
<td>A. Gain awareness of the complexities involved in the daily operation of an urban high school</td>
<td>Philosophy of teaching Professional org. membership Reflection journal PDAS seminar ESC Region 2 fieldtrip TExES PPR literacy circles Diagnostic and Pre-TExES PPR TExES-related observations PDAS e-portfolio MHS School Improvement project Current events in U.S. education</td>
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<td>013 013</td>
<td>B. Improve understanding of teaching as a profession and overall professional competence</td>
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VII. Instructional methods and activities

Description of course requirements

A. Class Participation
1. Attendance/punctuality – Class attendance and punctuality (TAMU-CC/MHS) are reflections of a pre-student teacher’s commitment to his/her preparation for teaching. **Twenty-five points deducted for each absence; five points deducted for each of the first three tardies, 10 point deduction for each tardy thereafter. Made up MHS absences will add back 10 pts. Six absences results in failure of the course (TAMU-CC policy). Sixty points possible.**

2. Reading responses - Three reading responses from selected chapters of the text will be assigned to stimulate student input, promote interaction among classmates, and strengthen class discussions. **Due on September 12, November 7 and December 3. Twenty points each, 60 points total.**

3. Open-note quizzes – Two quizzes over assigned reading will be given during the semester; one page of hand-written notes will be allowed. **Given Sept. 17 and Oct. 8; 20 points each, 40 pts. total.**

4. Text chapter co-teaching assignment – Plan instruction of an assigned chapter of the course text with three to five 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. Ward. **Due on September 26 (Chapter 5), October 1 (Chapter 6), October 31 (Chapter 3) and November 14 (Chapter 9).**

5. TExES PPR literacy circles – will offer small group study/discussion/quiz of the four PPR domains on October 29, November 5, Nov. 12 and Nov. 19. **Fifteen points possible for each; 60 points total.**

B. Teaching and Observing
1. Reflection e-journal – **Part I – next day emails; Part II due October 1. Thirty points possible.**
   Part I. Write two journal entries (5 pts. each, 10 pts. total) 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? **Email Dr. Ward within 24 hours of the observation.**

   Part II. Write three 1 ½ - 2 page summaries (3-4 pages total) of your CTs’ instructional methods and classroom management (10 pts. each, 20 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. A TExES PPR-related classroom observation format will be provided for you to use to complete a written summary of your observations. **Due October 10 and November 7. Fifteen 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** – Utilizing the Madeline Hunter lesson plan format, outline a lesson you might present in your content area. Develop a detailed “anticipatory set” and present it to your fellow pre-student 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 September 24 or 26. Thirty 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 Dr. Ward PRIOR to teaching your lesson.** Passing grades will not be assigned to lessons taught without prior submission of lesson plans. Make arrangements with Dr. Ward to observe your first lesson.

Your detailed lesson plan along with a thoughtful reflection on the lesson are due as follows: **October 15 – 22, November 5 – 12** and **November 21 – December 3**. In addition to your lesson plan/reflection, a videotape and CT analysis of the second and third lessons are required. Dr. Ward will supply the varying personal reflection formats and CT analysis forms at the appropriate time during the semester. Any videotaping done to meet assignment requirements will be for the sole and exclusive use of this course to improve/enhance the PST’s quality of teaching. **Fifty, 70(7 pts.*) and 80(8 pts.*) possible points respectively, 200 total points possible.**

- **“100%”** – detailed, fully developed, cohesive lesson plan using required format with instructional objectives, TEKS, relevant anticipatory set, scripted comments, useful transitions, etc.; thoughtfully reflects upon all components/aspects of lesson plan and the teaching/learning process
- **“85%”** - utilizes lesson plan format and required elements, but needs significant improvement in areas OR reflection provides a summary of the planned lesson, but lacks in-depth analysis of the teaching/learning process
- **“70%”** - incomplete use of lesson plan format and inclusion of required elements AND/OR lesson analysis is lacks in-depth thought and reflection
- **“50-0%”** - inadequate use of lesson plan format and inclusion of required elements AND lesson analysis is lacks in-depth thought and reflection or is missing

* use of technology is required in the lesson plan (2)
** instructional modifications for students with special learning needs are required lesson plan (3)

C. **Professional activities**

1. **Professional association membership** – Proof of membership in any of the following professional associations is required: Association of Texas Professional Educators (ATPE), Texas Classroom Teachers Association (TCTA), Texas Federation of Teachers (TFT) or Texas State Teachers Association (TSTA). **Suggested, no points.**

2. **Pre- and post-course philosophy of teaching papers** – The pre-course philosophy of teaching respons paper is due **September 10, 15 points possible.** The post-course philosophy paper will involve writing on three topics; one page each, 10 minutes per topic. The post-course philosophy of teaching papers will be written in class on **December 10, 15 points possible.**

3. **PST presentation to MHS students** – PSTs will develop and deliver a 10-15 minute PowerPoint presentation to be presented in at least two different CTs’ classes on **September 17, 19, 24 or 26.** The primary purposes of the presentation are to: 1) promote college attendance and a career in teaching and 2) introduce yourself to the students and explain your role as a PST. The presentation should be scheduled in consultation with your CTs, ideally during your second week in the CT’s classroom. The PowerPoint slide outline along with a one and one-half to two page reflection paper are due on **October 1. Forty points possible.**
40 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. Naming All Students Assignment – Learning the names of the MHS students will facilitate classroom instruction and build relationships. Testing dates: October 10, 30 points possible or October 29, 20 points possible.

5. PDAS e-portfolio – Using a PowerPoint format organized according to the first five domains of the “Professional Development and Appraisal System” an electronic portfolio of the PST’s pre-professional teaching experiences will be developed. Three items with short accompanying explanations of their connections to the respective domains are required in each of the five sections of the portfolio. Include the PDAS Domains’ internal hyperlinks navigation and design an original, personalized intro slide with site map link for the portfolio. Intro slide/outline of Domains due October 31, 10 points possible; complete eport due December 10, 60 pts. possible; 70 total pts.

6. Tutoring before/after school – Each PST is responsible making his/her own individual contribution to Miller High School. Approximately 5 hours of the PST’s time (outside of the regular Tuesday/Thursday 8:50 am – 4:05 pm hours) are required for this assignment.

7. Diagnostic TExES PPR and Practice TExES PPR – A “diagnostic” TExES PPR will be given September 5. The Practice TExES PPR will be taken on Tuesday, November 26 (during the Thanksgiving holiday). The diagnostic TExES PPR is required (no points); the Practice TExES PPR is worth 30 possible pts.

8. Professional Attributes Assessment – PSTs will complete the Professional Attributes Assessment as a means of self-evaluation. The self-assessment will be shared with Dr. Ward in the December 10 conference. Required, no points.

D. Exams

1. Pretest and posttest. The pretest will be completed in class on September 5 (required, no points) and the posttest is worth 25 possible points and will be taken in class on December 10.

2. Mid-term and final exams – The mid-term exam on October 22 will be a combination of objective and short essay items. The final exam will be an open book/open note short essay take-home exam due on December 17. One hundred possible points each, 200 points total.
VIII. Evaluation and grade assignment

Course requirements | points possible
--- | ---
A. Class participation | 250
1. Attendance (TAMU-CC/MHS) | 60
2. Reading responses | 60 3(20)
3. Open-note quizzes | 40 2(20)
4. Text chapter co-teaching assignment | 30
5. TExES PPR literacy circles | 60 4(10 + 5)

B. Teaching and observing | 350
1. Reflection e-journal | 30 2(5) + 2(10)
2. Interdisciplinary observations | 30 2(15)
3. Anticipatory set + outline of lesson plan | 40
4. Before/after school tutoring | 50
5. Classroom teaching and analysis | 200 (50, 70, 80)

C. Professional activities | 200
1. Professional association membership | *
2. Pre/post-course philosophy of teaching papers | 30 2(15)
3. PowerPoint presentation to MHS students | 40
4. PDAS e-portfolio | 70 (10+60)
5. Diagnostic TExES PPR, Pre-TExES PPR | 30 (*, 30)
6. Naming All Students assignment | 30
7. Professional attributes self-assessment | *

D. Exams | 200
1. Pre-test, post-test | *, **
2. Mid-term, final | 200 2(100)

**total points possible = 1000**

Grading scale

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>F</td>
<td>599 pts. and below</td>
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* Assignments - Professionalism is expected in your written assignments. Adherence to directions/grading rubrics and proper acknowledgement of others’ works are essential. 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 December 10.

*** Extra credit - Students who have completed all assignments and requirements as of Tuesday, December 10 and have no more than two class absences and/or three tardies may add up to 25 total points of earned extra credit. Extra credit options include additional introductory Ppt presentations on either February 5, 7, 12 or 14 (5 pts each), naming students in additional classrooms by March 5 (5 points each) and additional tutoring sessions (5 points each).
IX. Course Schedule and Policies

Due to the variability and unforeseen changes in Miller High 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 MHS students, guest speakers from the MHS 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.

THR, September 5
TAMU-CC at 9:00 am  TAMU-CC pre-student teacher orientation
Miller H. S. at 1:15 pm  Course syllabus, EDUC 4605/06/07/08 pre-test, course syllabus continued
“Diagnostic” TExES PPR

**MHS Cooperating Teacher Meeting with Dr. Ward**

3:30 in 105

Complete pre-course Philosophy of Teaching Response Paper
Reading assignment: Chapter 1 – Frames of Reference for Teaching
Chapter 2 – The Big Picture in Your Classroom

TUE, September 10
8:50 am
Pre-course Philosophy of Teaching Response Paper due
The profession of teaching
Course syllabus continued
Welcome from: *Ms. Stella Torres, MHS Principal*
*Ms. Leslie Appel, MHS Dean of Instruction*

Tour of MHS with Dr. Ward
Preservice teacher photo IDs
* Lunch in MHS cafeteria courtesy of Dr. Ward

1:15
Perusal of text; Frames of Reference for Teaching – Chapter 1
The Effective Teacher – Harry Wong (video)
Review of pretest
Introductory PowerPoint presentation
Cooperating teacher assignments; meet CTs at 8:40 am prior to class on THR

Prepare reading response (1) for Chapter 2 – The Big Picture in Your Classroom

THR, September 12
AM
**Reading response (1) – Instruction in a Social Kaleidoscope**
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 Sept. 17, 19, 24 or 26
Rdng assignment: Chapter 4 – Objectives, Taxonomies and Standards for Instr.
Prepare for open-note quiz (1) on Chapter 4

TUE, September 17  AM  In class with cooperating teacher(s)
   PM  Open-note quiz (1) – Objectives, Taxonomies and Standards for Instruction
       Introduction to the Madeline Hunter lesson plan format
       Writing instructional objectives

THR, September 19  AM  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
       Reading assignment: Chapter 4 – Instructional Planning
       Prepare anticipatory set + outline of lesson plan

TUE, September 24  AM  In class with CT(s)/conferences with Dr. Ward
   PM  Anticipatory set + outline of lesson plan presentations by PSTs (9 or 10)
       Friendly pop quiz – Instructional Planning
       Hunter lesson plan format continued
       Thinking Maps, lesson plan websites
       Assignment of text chapters for collaborative teaching by PSTs

Complete Introductory PowerPoint presentations, write reflection paper
Reading assignment: Chapter 5 – Instructional Planning; PST co-teachers prepare

THR, September 26  AM  Anticipatory set + outline of lesson plan presentations by PSTs (9 or 10)
       PST instruction of Chapter 5
   PM  In class with CT(s)/conferences with Dr. Ward
       Schedule 1st teaching assignment with CT for October 1, 3 or 8

Reading assignment: Chapter 6 – Sequencing and Organizing Instruction; PST co-teachers prepare
Prepare reflection journal – Part II

TUE, October 1  AM  In class with CTs
   PM  Reflection journal – Part II due
       PowerPoint slide presentation outline and reflection paper due
       PST instruction of Chapter 6
       Positive classroom learning environment; rules and procedures
       Guest speaker: Mr. Christian Auger, math consultant for CCISD
       Instructional strategies and classroom management
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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>THR, October 3</td>
<td>AM/PM</td>
<td>In class all day with CTs/Interdisciplinary observation (1)</td>
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<td>Reading assignment: Chapter 11 – Managing the Classroom; prepare for open-note quiz</td>
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<td>TUE, October 8</td>
<td>AM</td>
<td>Open-note quiz (2) – Managing the Classroom</td>
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<td>Blank classroom seating diagrams due</td>
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<td>Interdisciplinary observation assignment/schedule observation this afternoon</td>
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<td>Positive Expectations – Harry Wong (video)</td>
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<td>PM</td>
<td>In class with CTs</td>
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<td>Prepare lesson reflection (1) – lesson plan and two page reflection addressing lesson components</td>
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<td>Prepare interdisciplinary observation (1)</td>
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<td>THR, October 10</td>
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<td>Interdisciplinary observation (1) due</td>
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<td>Mid-term exam study guide and review</td>
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<td>Lesson planning revisited</td>
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<td>Naming All Students Assignment using classroom seating diagrams (30 points)</td>
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<td>PM</td>
<td>In class with CTs</td>
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<td>TUE, October 15</td>
<td>AM</td>
<td>Lesson reflection (1) due (accepted for full credit until Tuesday, Oct. 22)</td>
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<td>Review of Diagnostic TExES</td>
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<td>PM</td>
<td>In class with CT(s)</td>
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<td>Schedule 2nd tchng assignment (* technology) with CT for October 22, 24 or 29</td>
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<td>THR, October 17</td>
<td>AM</td>
<td>PDAS e-port seminar – Guest instructor: Dr. Sue Elwood, TAMU-CC</td>
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<td>Guest speaker: Mr. Simon Guerrero, former MHS Director of Technology</td>
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<td></td>
<td>PM</td>
<td>In class with CT(s)</td>
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<td>Review chapters 1, 2, 4, 5, 6 &amp; 11, class notes and study guide for midterm exam preparation</td>
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<tr>
<td>TUE, October 22</td>
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<td>Introduction/organization for TExES PPR literacy circles</td>
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<td>Mid-term exam</td>
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<td>THR, October 24</td>
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<td>In class all day with CTs/Interdisciplinary observation (2)</td>
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<td>Prepare for TExES PPR literacy circle (1)</td>
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TUE, October 29  AM  TExES PPR literacy circles (1)/Organize for TExES PPR literacy circle (2)
Guest speaker: Mr. Banda, MHS Assistant Principal
Overview of Professional Development and Appraisal System for teachers
10:45

PM  In class with CT(s)
*Name All Students Assignment* (20 points, second chance)

Prepare “50%” of eport, due Thursday
Reading assignment: Chapter 3 – Teaching Diverse Learners in Inclusive Classrooms; Co-teachers

THR, October 31  AM  In class with CTs
Room 252 at 1:00 PM  PDAS eport seminar (2) – evaluation of PSTs’ eport Intro slide/Domain outlines
PST instruction of Chapter 3
Introduction to teaching students with disabilities

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

TUE, November 5  AM  In class with CT(s)
*Schedule 3rd teach assignment (**) instr. mods.) for November 12, 14 or 19*

PM  *Lesson reflection (2) due (accepted for full credit until Tuesday, November 12)*
TExES PPR literacy circles (2)/Organize for TExES PPR literacy circle (3)
Teaching students with disabilities continued

Prepare interdisciplinary observation (2)
Rdg assignment: Chapter 8 – The Process of Classroom Questioning; prepare rdg response (2)

THR, November 7  AM  *Interdisciplinary observation (2) due*
Reading response (2) – The Process of Classroom Questioning

PM  In class with CT(s)

Prepare for TExES PPR literacy circle (3)

TUE, November 12  AM  In class with CT(s)

PM  TExES PPR literacy circles (3)/Organize for TExES PPR literacy circle (4)
Guest speaker: Dr. Frank Lucido, College of Education Associate Dean 1:00
Student Teaching Semester
Reading assignment: Chapter 9 – Small-Group Discussions and Cooperative Learning; Co-tchrs

THR, November 14  AM  PST instruction of Chapter 9
Guest speakers: Mr. Keith Perez, English and Mr. Morris McRae, History
Project Based Learning at MHS
Cooperative Learning and Culture – H. Wong (video)

PM  In class with CT(s)

Prepare for TExES PPR literacy circle (4)

TUE, November 19  AM  In class with CT(s)

PM  TExES PPR literacy circle (4)

THR, November 21  AM  Multiple Intelligences
Lesson reflection (3) due (accepted for full credit until Tuesday, December 3)

PM  In class with CT(s)

TUE, November 26  Practice TExES PPR

Thanksgiving Holiday

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

TUE, December 3  AM  In class with CT(s)

PM  Reading response (3) – Classroom Assessment
Instructional evaluation and student assessment

Complete Professional Attributes Self-Assessment
Complete PDAS e-portfolio

THR, December 5  AM  Region 2 Education Service Center at 209 N. Waters
with Dawn Schueneman, Deputy Director

PM  In class with CT(s)/Early bird eport/self-assessment conferences
Prepare for posttest and end-of-course philosophy of teaching paper

TUE, December 10 AM  EDUC 4605/06/07/08 posttest and end-of-course philosophy of teaching paper
Take-home final exam
Leading effective class discussions – J. Seinfeld (video)
Farewell dinner at La Costenita

PM  PDAS e-portfolio/Professional Attributes Self-Assessment conferences

TUE, December 17  Final exam due by 12:00 noon in Dr. Ward’s office

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


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


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](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](http://disabilityservices.tamucc.edu)

**Academic Honesty**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm)

**Cell Phone Usage During Class**

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

**Classroom Conduct**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action. [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm)