TEXAS A&M UNIVERSITY-CORPUS CHRISTI
Planning, Teaching, Assessment, and Technology for Grades EC-6 Teachers

SPRING 2014

Course Number and Section: EDUC 4605,4606,4607,4608, Sections .001
Class meeting time and location: T and TH, Faye Webb Elementary
7:45 a.m. – 3:15 p.m.

Name of Instructor: Dr. Karen Paciotti
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I. Course Description: EDUC 4608 - Planning, Teaching, Assessment and Technology for Grades EC-6 Teachers 6 sem. hrs.
This course is designed to provide the prospective EC-6 teacher with the pedagogical knowledge and skills necessary for the integrated teaching of math, science, social studies, language arts, kinesiology, art, and music. The use of technology in teaching these subject areas will be addressed throughout the course. Observation and collaboration with professional elementary teachers in the field, as well as journal writing, will be integral parts of the course. Two full days per week are required at a partner school site.

Prerequisites: Admission to teacher education. Successful completion of SMTE 1350 and READ 3320. Successful completion of SMTE 3315 or SMTE 3316. Successful completion of thirty-nine (39) hours of general education requirements. This course will provide at least 6 hrs. of TExES preparation.

II. Rationale: This block of study, which combines field-based instruction with intensive experience in actual elementary classrooms, aims to lay a foundation of professional knowledge, skills, attitudes, and behaviors necessary for the teaching profession.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors (See Matrix, Section IV.)

IV. TExES Competencies (See Matrix, Section IV.)

<table>
<thead>
<tr>
<th>State Proficiencies</th>
<th>TExES Competencies (PPR)</th>
<th>17 Subject Matter Curricular Topics [TAC §228.30(b)]</th>
<th>Products of Learning</th>
</tr>
</thead>
</table>
| Learner-Centered Knowledge                  | 001 007 008 009 012      | ✦ Reading Instruction
 ✦ Pedagogy/Instructional Strategies
 ✦ TEKS Organization, Structure & Skills
 ✦ TEKS in the Content Areas
 ✦ Curriculum Development & Lesson Planning
 ✦ Learning Theories
 ✦ Certification Test Preparation             | ✦ Lesson Planning
 ✦ Lesson Presentations and Analysis
 ✦ Observations
 ✦ Reflections
 ✦ Portfolio
 ✦ Reading Responses
 ✦ TExES Review
 ✦ Literature circles                          |
| Learner-Centered Instruction                | 001 003 004 005 006 008 009 010 | ✦ Reading Instruction
 ✦ Pedagogy/Instructional Strategies
 ✦ TEKS Organization, Structure & Skills
 ✦ TEKS in the Content Areas
 ✦ Curriculum Development & Lesson Planning   | ✦ Interdisciplinary Unit
 ✦ Lesson Presentations and Analysis
 ✦ Reflections
 ✦ Observations
 ✦ Tutoring
 ✦ Field Experience
 ✦ Observations                                |
V. **Course Objectives/Learning Outcomes** This course is designed to enable students to demonstrate the competencies and proficiencies presented above. The student will:

A. Observe and participate in teaching within a variety of subject areas and/or grade levels. (TExES Competencies: 001, 002, 003, 004, 007, 008, 009) (State Proficiencies: 1, 2, 3) (Component 3 Indicators: curriculum development & lesson planning.)

B. Demonstrate the ability to write lesson plans in a variety of subject areas. (TExES Competencies: 001, 002, 003, 004, 007, 008, 009) (State Proficiencies: 1, 2, 3) (Component 3 Indicators: curriculum development & lesson planning.)

C. Evaluate his/her teaching by reviewing videotaped lessons, writing reflections, and reporting on informal observation. (TExES Competencies: 003, 004, 005, 006, 007, 008, 009) (State Proficiencies: 2, 5) (Component 3 Indicators: pedagogy/instructional strategies)

D. Select and use a wide variety of children’s literature across subject areas (TExES Competencies: 001, 002, 003) (State Component 3 Indicators: reading instruction; curriculum development & lesson planning)

E. Apply and encourage higher-order thinking, questioning, and problem-solving skills across the subject areas. (TExES Competencies: 001, 003, 004, 008) (State Proficiencies: 1, 2) (Component 3 Indicators: curriculum development & lesson planning)

F. Recognize the nature and significance of cultural diversity in historical and contemporary contexts and demonstrate an awareness and appreciation for cultural diversity. (TExES Competencies: 002, 005, 011) (State Proficiencies: 1, 3) (Component 3 Indicators: differentiated instruction; special populations; motivation)

G. Apply a variety of methods, materials, and strategies to teach each of the subject areas. (TExES Competencies: 001, 002, 003, 004, 008) (State Proficiencies: 1, 2, 3) (Component 3 Indicators pedagogy/instructional strategies; motivation)
H. Utilize technology to enhance teaching and learning. (TExES Competencies: 001, 003, 004, 008, 010) (State Proficiencies: 1, 2, 4) (Component 3 Indicators: pedagogy/instruction strategies)

I. Demonstrate familiarity with recent developments and issues in each of the subject areas. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 2, 5) (Component 3 Indicators: TEKS in the content areas; curriculum development and lesson planning; state assessment of students)

J. Identify appropriate Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS) and TAKS objectives (if applicable) for each lesson plan. (TExES Competencies: 001, 003, 013) (State Proficiencies: 1, 2, 5) (Component 3 Indicators: TEKS organization, structure & skills; TEKS in the content areas; state assessment of students)

K. Play an active role in campus events such as teacher conferences and team planning. (TExES Competencies: 001, 011, 012, 013) (State Proficiencies: 1, 4, 5) (Component 3 Indicators: code of ethics & standard practices; parent conferences/communication skills)

L. Interact professionally with university faculty, public school students, and mentor teachers. (TExES Competencies: 005, 011, 012, 013) (State Proficiencies: 2, 4, 5) (Component 3 Indicators: code of ethics & standard practices; parent conferences/communication skills)

M. Participate in conferences and exit interviews with Clinical Teacher and Site Professor. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 4, 5) (Component 3 Indicators: pedagogy/instructional strategies/curriculum development & lesson planning; parent conferences/communication skills)

N. Join a professional organization of your choice. (TExES Competencies: 012, 013) (State Proficiencies: 1, 5) (Component 3 Indicators: code of ethics & standard practices)

O. Gain an understanding of school policies and resources. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 4, 5) (Component 3 Indicators: code of ethics & standard practices)

P. Complete school field placement requirements and activities in a timely, professional, and ethical manner. (TExES Competencies: 012, 013) (State Proficiencies: 1, 4, 5) (Component 3 Indicators: code of ethics & standard practices)

Q. Maintain teachers’ hours and observe school field placement attendance and dress policies. (TExES Competencies: 012, 013) (State Proficiencies: 1, 4, 5) (Component 3 Indicators: code of ethics & standard practices)

R. Take initiative in working alongside Clinical Teachers in all their responsibilities and duties unless requested to do otherwise. (TExES Competencies: 012, 013) (State Proficiencies: 1, 4, 5) (Component 3 Indicators: code of ethics & standard practices)

S. Take initiative in participating in partner school functions. (TExES Competencies: 011, 012, 013) (State Proficiencies: 1, 4, 5) (Component 3 Indicators: parent conferences/communication skills)

VI. Course Topics: The major topics to be considered are listed in the above matrix (See Section IV.).

VII. Instructional Methods and Activities: Methods and activities for instruction include: A variety of traditional instructional methods and activities, as well as field-based experiences.

A. Traditional Experiences (lecture/discussions, demonstrations, modeling, etc.)

B. Field Experiences (field teaching, cooperative groups, student demonstration/presentations, etc.)

VIII. Evaluation and Grade Assignment: Each assignment is worth up to 100 points. Grades are based on the traditional mean (average of grades); rubrics, guidelines, and forms are included in this syllabus. 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 have someone else proofread!) all assignments prior to turning them in to be graded. All assignments need to be typed, Times New Roman, double-spaced, 12-pt font (Unless otherwise specified). Descriptions of assignments, methods of evaluation, and the criteria for grade assignment follow:

IX. Assignments/Exams:

A. One Autobiography (1-2 pages) for your End-of-Course Portfolio*;

B. One Updated Philosophy (1-2 pages) for your End-of-Course Portfolio (Revise the philosophy that you wrote in an earlier class, usually EDUC 3311, based on your new experiences during this semester).*

*Due date for EDUC 4605-08 Autobiography and Updated Philosophy is at the end-of-semester Portfolio Conference.

C. TExES PPR Exams (4):

1. Domain I: Designing Instruction (Competencies 1-4);
2. Domain II: Creating a Positive, Productive Classroom Environment (Competencies 5-6);
3. Domain III: Implementing Effective, Responsive Instruction & Assessment (Competencies 7-10);
4. Domain IV: Professional Roles & Responsibilities (Competencies 11-13).

5. These exams will come from the text, definitions, and the literature circles.

D. Observations (2):
1. You will observe in two other CT's classrooms for one hour each. An easy way to do this is to trade places with another PST in a different grade level.
2. You will fill out an observation form for each one. This is the form that does not have a numerical scale.

E. SIX Teaching Lessons:
1. **You must score at least 80% on the composite score for each of the CT1, FS1, CT2, and FS2 lessons.**
2. The composite score is the average of four scores: (1) The quality of the detailed, written lesson plan, (2) the quality of the lesson as evidenced by the detail of the written plan, (3) the evaluation score of the lesson as taught, and (4) the reflection paper.
3. **If the student does not meet the minimum 80% on any of the CT1, FS1, CT2, and FS2 lessons, the student will not be recommended for student teaching. It may be necessary for some students to teach more lessons to improve their skills to these minimum mastery levels.**
4. **Guidelines for Each Lesson. (Use the following to check that you have included everything.)**
   a) Each lesson should be in a different content area.
   b) All lessons should use effective technology, but at least one lesson must apply the advanced technology you have learned from Dr. Elwood this semester.
   c) All lesson plans must be very detailed, even to the point of scripting, and must follow the format from the syllabus.
      1. The level of detail is very important.
      2. Think through every transition, direction, and procedure directions write them down step-by-step.
      3. Otherwise, I will not be able to determine that you planned for every SINGLE part of the lesson, and I will assume that these parts were omitted in the lesson.
5. In your lesson plans, include the use of specific strategies from the Assertive Discipline Cue Cards.
6. All lesson plans must be discussed with your cooperating teacher (CT) at least 48 hours prior to the day the lesson is taught. This will take some pre-planning on your part, and it shows the level of or the lack of your professionalism.
7. The CT must approve the lesson plan and initial it at least 48 hours before you teach it. This will take some pre-planning on your part, and it shows the level of or the lack of your professionalism.
   a) Before you teach your lesson, have a copy of your lesson plan and a 3-part, carbon copy evaluation form for your Cooperating Teacher (CT) for CT 1 and CT 2 and to your Field Supervisor (FS) for FS 1 and FS 2 available for them.
   b) Conference with your CT at a convenient time for the CT.
   c) The FS will conference with you after your FS lessons.
8. **Carefully write the reflection. This is 1/4 of your composite grade.**
   a) Students must write a detailed 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. Thoroughly and thoughtfully apply the concepts from this course in your reflection.
   b) The reflection needs to be written in narrative form, include headings for each section, be descriptive and specific, and be at least 1.5 - 2 pages long to be truly reflective.
   c) In your narrative, specifically address the questions that I have asked you in the guidelines.
   d) Make sure to address all of your evaluator's comments.
   e) Be sure to include specific details regarding what you might have done or will do in future lessons to improve each time.
   f) Self-evaluations/reflection should include positive remarks as well as specific suggestions for improvement.
      1. Explain your use of the Assertive Discipline Cue Cards.
      2. Video lesson: Be specific in commenting upon your video. There are additional questions on the guidelines for the video.
9. For all lessons, you will turn in the written lesson plan, a detailed reflection analysis of your
lesson, and your evaluation all at one time, stapled together on the first class day after you teach the lesson.

F. Additional Requirements for each Written Lesson Plan, Lessons, Evaluation, and Reflection

1. Lesson One (Video + CT) (Copy due dates from Class Schedule into the blanks.) Your CT will observe and evaluate this lesson using a photocopy of the Pre-Student Teaching Evaluation/Progress Report Form. **You will videotape this lesson.** The lesson must be taught no later than ______________, and paperwork must be turned in by ______________.
   a) Plan/arrange with your cooperative teacher to present a lesson to be videotaped.
   b) Develop a lesson plan using the format specified in our EDUC 4608 course.
   c) The lesson plan must be approved and initialed by your clinical teacher at least 48 hours prior to the date the lesson is taught.
   d) Make sure the parental consent forms have been signed.
   e) Arrange for the video equipment. You should practice using the equipment prior to the lesson. Please remember to charge the TAMUCC recorder BEFORE and AFTER use.
   f) Following the completion of your lesson, review the videotape/lesson with your CT. If your CT is not able to spare the time, you must review the video on your own or with a peer if you prefer.

2. Lesson Two (FS1 + CT) Your CT will observe and evaluate this lesson using a photocopy of the Pre-Student Teaching Evaluation/Progress Report Form.
   a) Dr. Paciotti will observe you in the lesson, complete the three-part Pre-Student Evaluation/Progress Report Form, which has white, yellow, and pink pages. and then she will discuss areas of strengths and areas of recommendations.
   b) The lesson must be taught by ______________, and paperwork must be turned in by ______________.

3. Lesson Three (CT1)
   a) Your CT will observe and evaluate this lesson using the three-part Pre-Student Teaching Evaluation/Progress Report Form that has white, yellow, and pink copies.
   b) The lesson must be taught by ______________, and paperwork must be turned in by ______________.

4. Lesson Four (Peer + CT)
   a) The CT will evaluate this lesson using a photocopy of the Pre-Student Teaching Evaluation/Progress Report Form
   b) A peer will also observe and evaluate this lesson using the Observation Form. This form has comments only, not number scores.
   c) Lesson Four must be taught by ______________ and paperwork must be turned in by ______________.

5. Lesson Five (CT2)
   a) Your CT will observe and evaluate this lesson using the three-part Pre-Student Teaching Evaluation/Progress Form that has white, yellow, and pink copies.
   b) Lesson Five must be taught by ______________, and paperwork must be turned in by ______________.

6. Lesson Six (FS2 + CT)
   a) Dr. Paciotti will observe and evaluate this lesson using the three-part Pre-Student Teaching Evaluation/Progress Form that has white, yellow, and pink copies.
   b) Lesson Six must be taught by ______________, and paperwork must be turned in by ______________.

G. Professionalism **You will be evaluated on your professionalism THROUGHOUT 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:

1. Have your lesson plans ready for approval by **your CT 48 hours** before your scheduled lesson.
2. Play an active role in campus events such as teacher conferences, team planning, and faculty meetings.
3. Interact effectively with university faculty, public school students, and mentor teachers. Participate in pre-conferences, post-conferences, and exit interviews.
4. Join a professional organization of your choice.
5. Gain an understanding of school policies and resources.
6. Complete school field placement requirements and activities in a timely, professional, and ethical manner.
7. Maintain teachers’ hours and observe school field placement attendance and dress code policies. Come early and stay late. Minimum: 7:45 a.m. - 3:15 p.m. NO EXCEPTIONS
8. Take initiative in working alongside Clinical Teachers in all their responsibilities and duties, unless requested to do otherwise. Do not wait for them to ask you to do something. Ask them how you can help.
9. Take initiative in participating in partner school functions, such as Family Science Night, Science Fair, Fall Festival, etc. In other words, go above and beyond expectations. Take the initiative to ask for things to do. Actively participate and assist CT and students in the classroom. THIS IS IMPORTANT!! You should be standing and circulating, not sitting!
10. Your Cooperating Teacher (CT) will fill out a summative evaluation. The average of the scores obtained from the summative evaluation by the Clinical Teacher and the Site Professor will be reflected by the following grades. (Summative Assessment of Professional Attributes can be found in the Handbook and, later, in the syllabus.) No rounding will occur:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
</tr>
<tr>
<td>94</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>Perfect attendance, punctual (no absence; no tardies) One absence, 1-2 tardies or early departures One absence with 1-2 tardies or early departures</td>
</tr>
<tr>
<td>B</td>
<td>84</td>
</tr>
<tr>
<td>80</td>
<td>3-4 tardies or early departures One absence w/ 3-4 tardies/early departures or 3-4 tardies/early departures</td>
</tr>
<tr>
<td>C</td>
<td>74</td>
</tr>
<tr>
<td>70</td>
<td>Two absences, or one absence with 3-4 tardies/early departures or 3-4 tardies/early departures</td>
</tr>
<tr>
<td>D</td>
<td>70</td>
</tr>
<tr>
<td>60</td>
<td>Four or more class absences or More than 6 tardies/early departures</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>NOTE: Individuals receiving an F on this criterion will need to repeat EDUC 4605, 4606, 4607, 4608 irrespective of performance on all other criteria.</strong></td>
<td></td>
</tr>
</tbody>
</table>

H. Professionalism: Attendance, Tardies, and Early Departures (THIS IS IMPORTANT!!)
1. You must sign in at the office by 7:45 a.m. and sign out no earlier than 3:15 to be considered on time. However, because of the heavy traffic, try to be at Webb at 7:30 a.m. to be on time. If you sign in after 7:45, even by one minute, you will be counted as tardy. If you sign out before 3:15, even by one minute, you will be counted as an early departure. Also, consider staying after 3:15 to help out your CT and to demonstrate your professionalism.
2. Students are expected to attend all class meetings. Time missed in your clinical teachers' classrooms must be made up (no exceptions) and a make-up form must be filled out and signed.
3. If you must be absent: You must notify your FS and CT of your absence prior to 7:45 a.m. on the date of the absence.
4. You will stay on campus all day. If you need to see me, do it outside of your CT hours, before or after the school day, or make an appointment with me.
5. 3:00-3:15 will always be spent with your CT.
6. The following criteria will be used for determining your attendance and participation grade:
L. Active Participation Log: PSTs are expected to participate in extra activities for 5 hours beyond the normal school day on Tuesday/Thursday. These activities include, but are not limited to, the following:

1. Science Night
2. PTA meetings
3. Tutoring (3:05-4:00 pm)
4. Fieldtrips on MWF
5. Faculty Meetings (3:05-4:00, Monday)
6. Attending the Clinical Teacher’s classroom on a MWF
7. For any of the above mentioned activities, or other pre-arranged activities with the site professor, the PST will receive 20 pts. The activity must be documented and signed by either the Clinical Teacher or an administrator in attendance.
8. Turn in the form to the site professor at the conclusion of the five hours or no later than ______________ (Fill in the date from the schedule.).

M. Practice-TExES EXAM
1. The Pedagogy and Professional Responsibilities (PPR) Practice TExES exam will be administered on: ______________ (Fill in the date from the schedule.) This will be graded and is worth up to 100 points.
2. EXTRA CREDIT: If you offer proof that you have taken one complete practice test in the computer lab at CCH, the practice test that is in the Preparation Manual on the ETS website, or using the materials in Dr. Hill’s office, you may earn 20 points on your score.

N. TExES Reading / Discussion Circles & Peer Evaluations (Due each class period unless otherwise directed.)
1. Assignments and forms will be provided throughout the class for required readings from the text.
2. In order to make the best of our time with the amount of material that must be covered, we will share the responsibility for the reading and share the information that is gained through reading.
3. Reading/Literature Circles will be formed into groups of four or fewer.
4. They will be posted on BlackBoard. You must submit your portion to your journal page and e-mail your portions to your peers by 7:45 a.m.
5. You will be evaluated by your peers in the areas of preparedness and participation. Your points earned will depend on your average peer evaluation score. 4.0=100 pts; 3.99-3.80= 95 pts; 3.79-3.60=90 pts; 3.59-3.40=85 pts; 3.39-3.20=80 pts; 3.19-3.00=75 pts; 2.99-2.80=70 pts; < 2.79=60 points.

O. Portfolio (Due at our conference at the end of the semester)
1. Using the five Learner-Centered Proficiencies as your topics, collect at least four pieces of evidence for EACH category that will demonstrate your ability in each area.
2. These may be lessons that you have taught, journal entries, case studies, lesson plans, pictures, etc. I have examples in the classroom.
3. At the beginning of each proficiency section, write a short description explaining how each piece of evidence demonstrates the proficiency.
4. Quote the statement of the proficiency that you are addressing.

IX. Course Policies
A. Tentative course schedule is included. On Blackboard9 (includes professors name, office, phone, office hours, and class calendar which includes class meeting dates, topics by dates, reading by topic/dates, assignment due dates, and test dates)
B. Class Policies are included within syllabus (includes policies related to attendance, late assignments, and make-up time)

C. TAMU-CC Academic Calendar (See next page.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20, Monday</td>
<td>Martin Luther King, Jr. Holiday</td>
</tr>
<tr>
<td>January 22, Wednesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 29, Wednesday</td>
<td>Last day to register or add a class</td>
</tr>
<tr>
<td>March 7, Friday</td>
<td>Last Day of Classes for 1st 7-Week Session and Final Exams</td>
</tr>
<tr>
<td>March 10-14, Monday-Friday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 17, Monday</td>
<td>Classes Begin 2nd 7-Week Session</td>
</tr>
<tr>
<td>March 19, Wednesday</td>
<td>Grades Due 1st 7-Week Session Courses</td>
</tr>
<tr>
<td>April 11, Friday</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>May 5, Monday</td>
<td>Last day to withdraw from the University</td>
</tr>
<tr>
<td>May 6, Tuesday</td>
<td>Final Exams 2nd 7-Week Session</td>
</tr>
<tr>
<td>May 6, Tuesday</td>
<td>Last Day of Classes Regular Spring and 2nd 7-Week Session</td>
</tr>
<tr>
<td>May 6, Tuesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 7, Wednesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>May 8-9, Thursday-Friday</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 12-14, Monday-Wednesday</td>
<td>Grading days</td>
</tr>
<tr>
<td>May 15-16, Thursday-Friday</td>
<td>Spring Commencement</td>
</tr>
<tr>
<td>May 17, Saturday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>May 19, Monday</td>
<td>All Spring Grades Due</td>
</tr>
<tr>
<td>May 23, Friday</td>
<td>Faculty End Date</td>
</tr>
</tbody>
</table>

X. **Textbook(s):** The textbook(s) adopted for this course is/are:

**Recommended but not required supplementary textbook(s) is/are:**

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 Corpus Christi Hall, Room 116.

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

XIV. 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.

*Required by SACS

Slightly revised again by Jack Cassidy, co-chair Curriculum Coordinating Committee, 11/10/10.
Course Policies

I. Course Policies
   A. See Handbook for attendance and dress policies. Also, follow Webb dress code.
   B. All tattoos must be covered and only ear piercings are allowed. (Single)
   C. Sign-in You will be expected to sign in and out each day that you are on campus. This will document the time you have completed.
   D. Our time will be from 7:45 – 3:15 no exceptions. Depending on the needs of your clinical teacher, or if you desire, you may be in classrooms before and/or after that time. However, 3:00-3:15 will always be spent with your clinical teacher. You should show professionalism by spending extra time at Webb.
   E. Name tags You will be expected to wear your name tags at all times.
   F. Late work Assignments turned in after the due date will have points deducted. Twenty points will be deducted if assignments are less than one week late. Thirty points will be deducted for all assignments over one week late. After two weeks, no late assignments will be accepted and the grade will be 0.
   G. Absences Should you need to be absent, you need to call and personally speak to the site professor or CT prior to the absence. Otherwise, you will need to call Webb Elementary (878-2740) and leave a message for your clinical teacher or e-mail your CT before 7:45. Also, speak to the site professor if at all possible.
   H. Please remember that we are guests at Webb! Follow the rules/standards of Webb. Ask before using any machines. Be quiet in the halls. If you eat/drink snacks of the clinical teachers…then please resupply! They are not your breakfast/lunch resources.
   I. At no time are you to leave campus without informing a TAMUCC site professor. **Leaving the campus or not being in class during assigned times is reason for dismissal from the program.**
   J. Lunch will be with your clinical teacher unless the field-based class eats together or is dismissed as a whole group. **No one leaves campus for lunch or to pick up lunch.**
   K. Cell phones and any other electronic equipment must be turned off while in class.
   L. Last day to drop a class: November 15, 2013
   M. Last day to withdraw from the University: December 9, 2013
   N. Last Day to apply for Graduation: December 10, 2013

II. Course Policies: Academic Honesty
   A. University students are expected to conduct themselves in accordance with the highest standards of academic honesty.
   B. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (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

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

IV. Statement of Civility
   A. Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government.
   B. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability.
   C. Behaviors that infringe on the rights of another individual will not be tolerated.
   http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm
The next section of this syllabus contains:
FORMS, MINIMUM GUIDELINES, and RUBRICS
EDUC 4605, 4606, 4607, 4608: Active Participation Log (Required)

Name of PST__________________________  Semester_____________________

<table>
<thead>
<tr>
<th>Date/Time of Activity (Each square counts for 1 hour/20 pts. Remember that any extra service is important to your summative evaluations.)</th>
<th>Name of Activity</th>
<th>Brief Description of Activity</th>
<th>Signature Verifying Attendance</th>
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These activities include, but are not limited to, the following:
- PTA meetings
- After-School Tutoring
- Fieldtrips on MWF
- Faculty Meetings
- Attending the Clinical Teacher’s classroom on a MWF

For any of the above mentioned activities, or other pre-arranged activities with the site professor, the PST will receive up to 20 points of attendance. Five hours of full-credit participation will equal a grade of 100. The activity must be documented and signed by either the Clinical Teacher or an administrator in attendance. Turn the form into Dr. Karen Paciotti at the conclusion of the assignment.
LESSON PLAN FORMAT TO BE USED IN THIS COURSE (Modified Madeline Hunter Model)

Name____________________ Date of Lesson___________ Time in___ Time out____ CT Name:______________

CT Signature________________ Subject:_________________ School/Grade Level_________________

Indicate One: CT+video(Use b/w copy) Peer+CT(Use b/w copy)

CT1(Use 3-part form) FS1(Use 3-part form) CT#2 (Use 3-part form) FS2 (Use 3-part form)

Overall Daily Goal:
Describe, in general, what students are to learn or accomplish.

Status of this skill: (indicate one) Introduction Extension Remediation Enrichment

Standards/TEKS:
The teacher needs to know what standards of performance are to be expected and when pupils will be held accountable for what is expected.
✓ State the TEKS requirements that are being taught or strengthened.
✓ Use only the appropriate TEKS that you are teaching for that particular subject.
✓ Copy and paste the TEKS from http://www.tea.state.tx.us/index2.aspx?id=6148

English Language Proficiency Standards (ELPS):
Identify the proficiencies of the ELL students in your classroom. Then use them to select an English Language Proficiency Standard skill and select a subskill. http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
You must copy and paste one of the English Language Proficiency Standards skills and one of the subskills. Highlight the scaffolding strategies you are using and address them at the appropriate “real time” places in your lesson plan.

Time Constraints:
Anticipate the time you will need to teach each part of this lesson. Break it into parts:
Focus: ____ minutes; Input: ____ minutes; GP: _____ minutes (This will probably be the longest portion of the lesson); IP: ____ minutes; Closure: _____ minutes

Cognitive Objectives:
Before the lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. What, specifically, should the student be able to as a result of the teaching?

Use Formula: ABBCD
✓ Audience: Who is the learner?
✓ Behavior: What is the observable and measurable task or behavior?
✓ Bloom’s: What is the Bloom’s category verb?
✓ Condition/Criterion: Under what condition(s) will the student perform the observable behavior/task?
✓ Degree: What is the degree of accomplishment that demonstrates acceptable comprehension?

For your information, and to assist you in writing correctly formed cognitive and language objectives, I’ve included a breakdown of the parts of the objectives, as well as the whole, properly written objective.

Example of the parts:
✓ Condition: When given a worksheet with 20 written math word problems (Condition),
✓ Audience: the 3rd grade students
✓ Bloom’s Category: will apply the correct operation
✓ Behavior: to write the solution
✓ Degree: with 70% accuracy

Example of the whole: THIS IS THE TYPE OF OBJECTIVE YOU WILL WRITE
✓ When given a worksheet with 20 written subtraction and addition math word problems, the 3rd grade students will apply the correct operation to write the solution with 70% accuracy.(Application)

Important websites to assist you in writing objectives:
http://www.adprima.com/objectives.htm
http://flt.its.psu.edu/suggestions/research/Write_Objectives.shtml
http://www.personal.psu.edu/bxb11/Objectives/index.htm
Modifications or Accommodations: State two specific learning disabilities here and integrate throughout the lesson. Use this website to help you find two.

http://nichcy.org/disability/specific/ld

Two modifications or accommodations for special needs students must be included in your plan. Pick two special needs of students in your classroom and describe what modifications or accommodations you would make for this lesson. If you do not have special needs students in your class, pick two special needs and explain accommodations for each.

Previous Knowledge Necessary:
What do students need to know prior to you teaching the lesson? Tap into and make connections from students’ prior knowledge to today’s lesson. If students do not have the prior knowledge to effectively comprehend your lesson, state how you will provide this. (This generally will take place during your focus)

Community and Culture: State here and integrate throughout the lesson.
How would you tie this learning to children's known world? How is this lesson relevant to the student? Identify multicultural elements that you can include in the lesson. Begin with the community nearest to the child (home, neighborhood, city, state, etc.) and then start to extend. Is there any way to relate this lesson or knowledge to the cultures of the students or those near the school? Remember that culture does not always have to be racial or ethnic, it can include family configurations, learning differences, values, behaviors, etc. Also, make sure that you include the multiple intelligences and learning styles, such as the perceptual modalities for learning: visual, tactual/kinesthetic, and auditory. Integrate technology and other disciplines including fine arts. Consider diversity, including disabilities, and learning differences.

Rationale:
What is the importance of this lesson? Why is it important to teach/learn this lesson? This section answers the question that your students may ask: “Why do we have to learn this ‘stuff’?”

Materials Needed:
List everything you need to teach this lesson, plus all that the students will need.

Multiple Intelligences:
Describe the Howard Gardner’s multiple intelligences that you use in this lesson. Name the intelligence for each lesson activity. For an A in this section, you must use six to eight multiple intelligences in an effective way that aids comprehension. **These must be used engagingly and effectively throughout the lesson in order to be counted for credit.**

ALSO WRITE THE MULTIPLE INTELLIGENCES IN YOUR LESSON PLAN IN “REAL TIME” in the appropriate place in your lesson.

Instructional Steps:
This lesson planning model is a cycle. Continually check for understanding. If students need more help, backtrack and try another way of explaining before you move on. Be specific in writing your lesson plan. Pretend this is a recipe that you want me to follow step-by-step. Ask yourself: “When Dr. Paciotti reads my plan, can she ‘see’ every step?” Pretend that Dr. Paciotti is a substitute teacher, and that she needs to teach this lesson step-by-step, exactly the way that you would.

At the beginning of your lesson:
✓ The pupils should be given a brief, chunked explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner. Visuals should be used for any directions, new words, concepts, skills, etc.
✓ The pupils should be informed about the standards of performance.

• Sponge Activity (if needed):
If you are in charge of students before the lesson begins, plan for an individual or group activity that can be done independently to help children to get ready to learn.

• Focus/Anticipatory Set/Hook:
(This is an engaging (fun!) activity that creates interest and ties into the lesson. It can relate the experiences of the students to the objectives of the lesson. It should entice students into the lesson.) It is used to:
✓ Put students into a receptive frame of mind.
✓ Focus student attention on the lesson.
✓ Create an organizing framework for the ideas, principles, or information that is to follow (ex. The teaching strategies called “advance organizers; KWL chart; graphic organizers”)
✓ Extend the understanding and the application of abstract ideas through the use of example or analogy…used any time a different activity or new concept is to be introduced.

• It may also be used to
✓ Review and access prior knowledge
✓ Touch on community and/or culture
✓ Demonstrate the rationale

It may include:
✓ Pictures, technology, demonstrations, video segments, fun activities, songs, demonstrations, books, realia, concrete items, riddles, cartoons, etc.
✓ It must be related to the lesson.
✓ Note: Always do pre-reading, during reading, and after-reading activities if you use a book. Same instructions apply to a video. You must state the objective during the focus. Also, have a short grade-appropriate objective written on the board.)

TRANSITION: Describe your transition from the focus to the Teaching section.

• Teaching: (This is the teacher’s major part of the lesson. In this section, describe what you will do to teach, model, and explain to provide information to the students so that they can accomplish the cognitive objective. Be very detailed and be specific. List the steps you will follow and the teaching skills and strategies you will use.)
  ✓ Input:
    o The teacher provides or the student experiences the information needed for students to gain the knowledge or skill through activity, demonstration, lecture, film, tape, video, pictures, etc.
    o Start with active experiences and concrete items (3D), then move to graphics and written (2D), then finally move to abstract ideas.
  ✓ Model/Demonstrate (Students watch teacher do it. Then, students help teacher do it, or students and teacher do it together.)
    o Show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.).
  ✓ Checking for Understanding:
    Determination of whether students have “got it” before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins.
    o Check for understanding throughout the lesson.
      • Describe how you will check for understanding throughout the lesson.
      • Actually list and label your questions in this section.
      • Then, write your questions and label the Bloom’s level in the appropriate places within your lesson plan (in “real time”). The minimum is one question from each level.
      • Questioning strategies: Ask questions that go beyond mere recall to probe for the higher levels of understanding…to ensure memory network binding and transfer.
      • Questions progress from the lowest to the highest of the Bloom’s Taxonomy levels of the cognitive domain. You should have several more from the higher levels of Bloom’s as well.
      • Use question stems from your lesson planning folder.
      • Additional examples of questions are available at: http://www.pgeps.pg.k12.md.us/~elc/isquestion6.html

TRANSITION: Describe your transition from the Teaching section to the Guided Practice section.

• Guided Practice (Students help teacher do it, or students and teacher do it together, or teacher will watch students do it and provide praise, scaffolding, and prompting as needed.) Guided Practice is an opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher’s direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed. What activity will students do as you “hold them by the hand” to get them started through the materials to be learned? The Guided Practice needs to be closely aligned with the Independent Practice. The Cognitive Objective must be aligned to the Independent Practice.

TRANSITION: Describe your transition from the Guided Practice to the Independent Practice Section

• Independent Practice (Students do it alone.) Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. What activity will students perform all by themselves to exhibit that they have learned the objectives?
  ✓ It may be homework or group or individual work in class.
  ✓ It can be utilized as an element in a subsequent project.
  ✓ It should provide for:
    o Decontextualization: Provide enough different contexts so that the skill/concept may be applied to any relevant situation…not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned.
    o Assessment:
      What are your expectations for the achievement of the independent activity?
      How will you know that the students achieved your objective?
      How will it be graded? Is a rubric or worksheet being used? Include a copy of your assessment
Extension:

What will students do if they finish early?
This should relate to your lesson.
Decide ahead of time and explain exactly what you want them to do if they finish early.

TRANSITION: Describe your transition from Independent Practice Section to the Closure section.

• Closure: **
   Those actions or statements by the teacher or engaged in by the students that are designed to bring a lesson to an appropriate conclusion. Closure is used to help students bring things together in their own minds, to make sense out of what has just been taught. Closure is used:
   ✓ to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
   ✓ to help organize student learning,
   ✓ to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
   ✓ to reinforce the major points to be learned,
   ✓ to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval.

Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student’s conceptual network. Posting student responses through the use of a graphic organizer or referring students to other visual resources, such as anchor charts is important
   ✓ Non-Example: “Any questions? No? OK, let’s move on” is not closure.
   ✓ Describe how you will reinforce what children have learned one last time.
   ✓ Ask higher order Bloom’s questions.
   ✓ Restate the objective.** If the lesson is a 2-day lesson and independent practice will not occur until the 2nd day, a mini-closure occurs before the independent practice.

TRANSITION: Describe your transition from the Closure section to handing the class back to your CT.

Helpful Websites for preparing lesson plans from the Madeline Hunter Lesson Plan Model
http://staff.vesd.net/classroom_resources/Mastering%20the%205%20Step%20Lesson.pdf
http://coe.nevada.edu/ckeeler/LessonPlanTemplates/hunter.html
http://template.aea267.iowapages.org/lessonplan/
http://home.nps.gov/cure/forteachers/lp_hunter.htm
EDUC 4605-8: Teaching Lesson/Reflection Assignment Guidelines

Directions: Arrange with your clinical teacher to present all of your lessons early in the semester. Develop a lesson using the format specified in our EDUC 4605-08 course and syllabus. The lesson should meet the approval of your clinical teacher prior to the date each lesson is taught. Although you are to follow the TEKS for the lessons, please use your creativity in planning your lessons. Merely reading the text and answering questions is not acceptable. Address six – eight multiple intelligences. Also, make sure that you include the perceptual modalities for learning: visual, tactual/kinesthetic, and auditory. Integrate technology and other disciplines including fine arts. Consider diversity, including disabilities.

Following the completion of your lesson, discuss the lesson with your evaluator, and complete your reflection. Submit the lesson plan along with your reflection and the evaluator’s comments on the first class meeting following the lesson. Thoroughly and thoughtfully apply the concepts from this course in your reflection. Include Written Lesson Plan and evaluation form with self evaluation/Reflection. Turn in.

- Lesson Summary
  1. Describe the lesson
  2. What were the goals and the objectives of this lesson?
  3. What was the grouping for this lesson?
  4. What instructional strategies did you use?
  5. Were you able to follow your lesson plan? Why or why not?

- Audience Response
  1. Were the students attentive and engaged? If not, why? During your lesson, what did you do to correct?
  2. In the future, how might you change your lesson to increase student attention and engagement?
  3. Did the students clearly understand the lesson and the directions? Why/Why not?
  4. In the future, how might you change your lesson to increase student comprehension and performance?
  5. Did any of the students’ reactions cause you to teach differently than you had planned?
  6. If so, describe the adjustments you made based on student reactions. If not, should students’ reactions have caused you to “think on your feet” and make adjustments? How?
  7. What was student behavior like? Why? Was the behavior, positive or negative, attributable to the quality of the planning and delivery of your lesson? What did you do to address the behavior?
  8. What proactive classroom management techniques did you use? Did these techniques work? How? Why?

(Specifically, tell me about the Assertive Discipline Cue Card strategies.) Did you follow all proactive practices before resorting to redirection or negative consequences? Why/why not?

- Presenter Response
  1. What worked well in the lesson? Why?
  2. What would you do differently? Why? What difference would this make?
  3. Describe your main strength in this lesson.
  4. Describe your main weakness in this lesson.
  5. Based on the Emotional Intelligence inventory you completed in EDUC 3311, describe any issues, concerns or strong points you may have recognized in your planning and teaching of the lesson.
  6. How are you showing growth in Emotional Intelligence? In your professionalism? In your pedagogy?
  7. What advice would you give yourself to become a more effective and engaging teacher?
  8. Address your evaluator’s comments; explain how you can more fully meet the high expectations of the Describe your feelings before and after the lesson.

9. For your video lesson, address the following:
  - Describe the classroom atmosphere that your demeanor established.
  - Were there any habits/mannerisms that need to be addressed? Consider Body Language, Posture, Facial Expressions, Texas-isms, etc.
  - Explain the value of videotaping this lesson.
  - What did you learn about yourself and your teaching?

**Remember to include the CT/FS Evaluation Form and your Lesson Plan with the Reflection.**
<table>
<thead>
<tr>
<th>Name</th>
<th>Written Lesson Plan</th>
<th>Quality of Lesson and Activities</th>
<th>Written Reflection</th>
<th>CT Eval.</th>
<th>Comm. Dis.</th>
<th>Total</th>
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<td></td>
<td>Lesson plan does not follow the correct format or sequence. Incorrectly written cognitive objectives. ELPS are not listed and/or used effectively. Instructor has difficulty understanding sequence or activities of written plan. Little or no elaboration of each section. Detailed steps of instruction are not provided. Pacing and sequencing cause major problems in meeting lesson objectives. Transitions and questions are not written. Multiple intelligences are not listed and/or described, and/or not used effectively. Three or more required elements are missing. Four or more spelling errors and/or grammatical errors. Does not satisfy minimum requirements.</td>
<td>0-1 of the multiple intelligences is incorporated. No interest and engagement in lesson and activities. No appropriate technology. Little or no evidence of planning. No visuals to support learning. Predominantly lecture and textbook. Demonstrates unacceptable lack of knowledge of subject matter and/or pedagogy. Does not satisfy minimum requirements.</td>
<td>Does not follow the correct format. Lack of detail in lesson summary. Lack of insight and personal reflection of teaching, video, and audience response. Does not adequately address CT or instructor evaluation. Little or no elaboration of each section. Four or more spelling errors and/or grammatical errors.</td>
<td>Jumps around with little attention to correct format or sequencing. Lesson is written in illogical sequence. Incorrectly written cognitive objectives. ELPS are either not listed or integrated throughout the lesson. Little elaboration of each section. Detailed steps of instruction are not provided. Pacing and sequencing cause problems in meeting lesson objectives. Insufficient transitions and only one question per each Bloom’s level are written and/or not labeled. Bloom’s questions are not integrated in appropriate places in lesson plan. Multiple intelligences are not listed and/or described, and/or not used effectively. Written materials are not attached. No more than two required elements are missing. Three misspellings and/or grammatical errors. Does not satisfy minimum requirements.</td>
<td>Does not have been effective at different points. Thoroughly and insightfully addresses CT or instructor evaluation. Three spellings and/or grammatical errors.</td>
<td>1-60</td>
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<td>Lesson plan jumps around with little attention to correct format or sequencing. Lesson is written in illogical sequence. Incorrectly written cognitive objectives. ELPS are either not listed or integrated throughout the lesson. Little elaboration of each section. Detailed steps of instruction are not provided. Pacing and sequencing cause problems in meeting lesson objectives. Insufficient transitions and only one question per each Bloom’s level are written and/or not labeled. Bloom’s questions are not integrated in appropriate places in lesson plan. Multiple intelligences are not listed and/or described, and/or not used effectively. Written materials are not attached. No more than two required elements are missing. Three misspellings and/or grammatical errors. Does not satisfy minimum requirements.</td>
<td>2-3 of the multiple intelligences are listed and/or multiple intelligences are not integrated within appropriate places of the lesson. Some Bloom’s levels are addressed. Little questioning and few higher order questions. Little interest and engagement in lesson and activities. Students are not interested during most of the lesson. Predominantly lecture and textbook. Little or no appropriate technology. Ineffective planning is evident. Few and/or ineffective visuals to support learning. Demonstrates little knowledge of subject matter and/or pedagogy. Does not satisfy minimum requirements.</td>
<td>Follows the correct format. Brief, very good lesson summary. Very good insight and personal reflection of teaching, video, and audience response. Competently addresses CT or instructor evaluation. Very good and thorough elaboration of each section. No more than two misspellings and/or grammatical errors. Satisfies minimum requirements.</td>
<td>Follows the correct format. Brief, very good lesson summary. Very good insight and personal reflection of teaching, video, and audience response. Competently addresses CT or instructor evaluation. Very good and thorough elaboration of each section. No more than two misspellings and/or grammatical errors. Satisfies minimum requirements.</td>
<td>6-8 of the multiple intelligences are incorporated. Multiple intelligences are listed and scaffolding and strategies are specifically integrated throughout the lesson plan. Lesson is presented in an extremely logical, orderly, effective sequence which is easily followed. Some problems with pacing and sequencing, but lesson objectives are met. Some helpful elaboration of each section. Somewhat detailed steps of instruction are provided, but lesson is not scripted. Reader can “see” the lesson. Most transitions and several questions from each level of Bloom’s Taxonomy are written and labeled. Effective multiple intelligence activities are listed and described. All written materials are attached. No more than one minor missing required element. No more than two minor misspellings and/or grammatical errors. Satisfies minimum requirements.</td>
<td>3-80</td>
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<td>Lesson plan follows the correct format. For the most part, correctly written cognitive objectives. ELPS are listed and scaffolding and strategies are specifically integrated throughout the lesson plan. Lesson is written in a fairly logical, orderly, effective sequence which is easily followed. Some problems with pacing and sequencing, but lesson objectives are met. Some helpful elaboration of each section. Somewhat detailed steps of instruction are provided, but lesson is not scripted. Reader can “see” the lesson. Most transitions and several questions from each level of Bloom’s Taxonomy are written and labeled. Effective multiple intelligence activities are listed and described. All written materials are attached. No more than one minor missing required element. No more than two minor misspellings and/or grammatical errors. Satisfies minimum requirements.</td>
<td>4-5 of the multiple intelligences are integrated in appropriate sections in the lesson. Multiple intelligences are integrated effectively throughout lesson. Not all of Bloom’s levels are addressed, and integrated throughout lesson. Some higher order thinking skills and questions are used effectively throughout. Somewhat interesting and engaging lesson and activities. Students are interested during most of the lesson. Good planning is evident. Somewhat effective use of technology. Somewhat effective visuals used to support learning. Demonstrates competent knowledge of subject matter and/or pedagogy. Satisfies minimum requirements.</td>
<td>Satisfies minimum requirements.</td>
<td>6-8 of the multiple intelligences are integrated excellently throughout lesson. All levels of Bloom’s are addressed through the use of effective Higher Order Thinking Skills (HOTS). Many HOTS and high Bloom’s level questions are integrated excellently throughout the lesson. Very interesting and engaging lesson and activities. Students are interested during the entire lesson. Excellent planning is evident. Appropriate and effective use of technology. Effective visuals used to support learning. Demonstrates excellent knowledge of subject matter and/or pedagogy. Outstanding work above and beyond minimum requirements.</td>
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<td>90</td>
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<td>Lesson Plan follows the correct format. Excellently written cognitive objectives. ELPS are listed and scaffolding and strategies are specifically integrated throughout the lesson plan. Lesson is presented in an extremely logical, orderly, effective sequence which is easily followed. Lively pacing keeps students engaged. Lesson is scripted. Excellent elaboration of each section. Very detailed and specific steps of instruction and procedures are provided. Reader can “see” the lesson. All transitions between each section of the lesson and several effective questions for every level of Bloom’s Taxonomy are written and labeled at appropriate places and integrated within the lesson. Effective and engaging multiple intelligence activities are listed, described, and integrated within the lesson. All written materials are attached. No required elements are missing. No misspellings or grammatical errors. Outstanding work. Goes above and beyond minimum requirements.</td>
<td>6-8 of the multiple intelligences are integrated excellently throughout lesson. All levels of Bloom’s are addressed through the use of effective Higher Order Thinking Skills (HOTS). Many HOTS and high Bloom’s level questions are integrated excellently throughout the lesson. Very interesting and engaging lesson and activities. Students are interested during the entire lesson. Excellent planning is evident. Appropriate and effective use of technology. Effective visuals used to support learning. Demonstrates excellent knowledge of subject matter and/or pedagogy. Outstanding work above and beyond minimum requirements.</td>
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**Total points ÷ 4 =**
**EDUC 4605-08 Observation Report** *(This is the form the PST completes for 2 teacher observations plus Peer Observation. Fill in all of the blanks.)*

**Observation Report** (Circle One)  1  2  Peer  
**Teacher Observed:** ________________________________

**Date:** __________  Time IN: __________  Time OUT: __________  **Class Period:** __________

**District:** __________  **Campus:** __________  **Subject/Grade:** __________

### Domain I: Active, Successful Student Participation in the Learning Process

<table>
<thead>
<tr>
<th>Example/Nonexample</th>
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<tbody>
<tr>
<td>1. Students engaged in learning</td>
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<tr>
<td>2. Students successful in learning</td>
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<tr>
<td>3. Uses questioning strategies</td>
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<tr>
<td>4. Solicits student participation</td>
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<tr>
<td>5. Connects learning</td>
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Additional Comments: __________________________________________

### Domain II: Learner-Centered Instruction/Presentation of Subject Matter

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<tr>
<th>Example/Non Example</th>
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<tbody>
<tr>
<td>1. Lesson begins with introduction/focus</td>
</tr>
<tr>
<td>2. Lesson objective is stated</td>
</tr>
<tr>
<td>3. Instructional strategies promote critical thinking and problem solving</td>
</tr>
<tr>
<td>4. Uses motivational strategies</td>
</tr>
<tr>
<td>5. Focuses/relates learning to real-world</td>
</tr>
<tr>
<td>6. Proper pacing and sequence of lesson</td>
</tr>
<tr>
<td>7. Explains concepts clearly</td>
</tr>
<tr>
<td>8. Provides for application</td>
</tr>
<tr>
<td>9. Use of technology/media (if appropriate)</td>
</tr>
<tr>
<td>10. Closes instruction appropriately</td>
</tr>
</tbody>
</table>

**SUBTOTAL**

Additional Comments: __________________________________________

### Domain III: Evaluation and Feedback on Student Progress

<table>
<thead>
<tr>
<th>Example/Non Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitors and assesses</td>
</tr>
<tr>
<td>2. Assessment and instruction are aligned</td>
</tr>
<tr>
<td>3. Learning reinforced</td>
</tr>
<tr>
<td>4. Constructive feedback</td>
</tr>
<tr>
<td>5. Reteaches (none needed)</td>
</tr>
</tbody>
</table>

Additional Comments: __________________________________________
Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

<table>
<thead>
<tr>
<th>Example/Non Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages classroom appropriately</td>
</tr>
<tr>
<td>Uses established procedures/routines</td>
</tr>
<tr>
<td>Equitable teacher-student interaction</td>
</tr>
<tr>
<td>Sets expectations for behavior</td>
</tr>
<tr>
<td>Redirects disruptive behavior</td>
</tr>
<tr>
<td>Reinforces desired behavior</td>
</tr>
<tr>
<td>Instructional materials equitable and varied for all students</td>
</tr>
<tr>
<td>Manages time and materials</td>
</tr>
<tr>
<td>Begins and ends on time</td>
</tr>
</tbody>
</table>

Additional Comments: __________________________________________________
______________________________________________________________________________

Domain V: Professional Communication

<table>
<thead>
<tr>
<th>Example/Non Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper written communication</td>
</tr>
<tr>
<td>Proper verbal/nonverbal communication with student(s)</td>
</tr>
<tr>
<td>Involves reluctant student(s)</td>
</tr>
</tbody>
</table>

SUBTOTAL

Additional Comments: ____________________________________________________________________________________________
___________________________________________________________________________________________

Domain VI: Professional Responsibility

<table>
<thead>
<tr>
<th>Example/Non Example (Not applicable for Observations 1 &amp; 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains good communication with supervisor/cooperating teacher</td>
</tr>
<tr>
<td>Lesson plans provided as instructed</td>
</tr>
<tr>
<td>Dresses appropriately/professionally</td>
</tr>
<tr>
<td>Meets deadlines accordingly</td>
</tr>
<tr>
<td>Maintains a positive professional attitude</td>
</tr>
<tr>
<td>Attendance and punctuality</td>
</tr>
</tbody>
</table>
EDUC 4605-08: Portfolio Guidelines (Portfolio is worth up to 100 points)

Using the five Learner-Centered Proficiencies (described on the next 2 pages) as your topics, collect at least four pieces of evidence for EACH proficiency that will demonstrate your ability in each area. These may be lessons that you have taught, journal entries, activities you have attended, etc. At the beginning of each proficiency section, write a description explaining how each piece of evidence demonstrates the proficiency.

Title Page (up to 5 points)
Table of Contents (up to 5 points)
Personal Information (up to 15 points)
- Resume
- Brief Autobiography
- Philosophy of Education based on what you have learned through your preservice semester.

Learner-Centered Schools for Texas: State Adopted Proficiencies for Teachers (Write one paragraph about each piece of evidence you choose to include in your portfolio. Describe what the evidence is, why you chose that particular evidence, and how you plan to use what you learned in your own classroom.)

Learner-Centered Knowledge (up to 15 points)
- Evidence 1
- Evidence 2
- Evidence 3
- Evidence 4

Learner-Centered Instruction (up to 15 points)
- Evidence 1
- Evidence 2
- Evidence 3
- Evidence 4

Equity and Excellence for All Learners (up to 15 points)
- Evidence 1
- Evidence 2
- Evidence 3
- Evidence 4

Learner-Centered Communication (up to 15 points)
- Evidence 1
- Evidence 2
- Evidence 3
- Evidence 4

Learner-Centered Professional Development (up to 15 points)
- Evidence 1
- Evidence 2
- Evidence 3
- Evidence 4
Learner-Centered Schools for Texas: State Adopted Proficiencies for Teachers

**LEARNER-CENTERED KNOWLEDGE**

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content area, related disciplines, and technology; participates in professional development activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher’s and the students’ opinions are valued.

To further develop multiple perspectives, the teacher integrates other disciplines, learners’ interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

**LEARNER-CENTERED INSTRUCTION**

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

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teacher’s plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the results of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.
EQUITY IN EXCELLENCE FOR ALL LEARNERS
The teacher responds appropriately to diverse groups of learners.

The teacher not only respects and is sensitive to all learners but also encourages the use of all their skills and talents. As the facilitator of learning, the teacher models and encourages appreciation for students’ cultural heritage, unique endowments, learning styles, interests, and needs. The teacher also designs learning experiences that show consideration for these student characteristics.

Because the teacher views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community. In addition, the teacher establishes a relationship between the curriculum and community cultures. While making this connection, the teacher and students explore attitudes that foster unity. As a result, the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

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

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentations; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for the learners’ welfare.

LEARNER-CENTERED PROFESSIONAL DEVELOPMENT
The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

As a learner, the teacher works within a framework of clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities. The teacher develops an identity as a professional, interacts effectively with colleagues, and takes a role in setting standards for teacher accountability. In addition, the teacher uses technological and other resources to facilitate continual professional growth.

To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a collaborative team, the teacher identifies and uses group processes to make decisions and solve problems.

The teacher exhibits the highest standard of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.
<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>(5 pts)</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>(5 pts)</td>
</tr>
<tr>
<td>Personal Information</td>
<td>(15 pts)</td>
</tr>
<tr>
<td>Resume</td>
<td></td>
</tr>
<tr>
<td>Biography</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Learner-Centered Knowledge</td>
<td>(15 pts)</td>
</tr>
<tr>
<td>Example 1</td>
<td></td>
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<td>Example 2</td>
<td></td>
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<td>Example 3</td>
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<tr>
<td>Example 4</td>
<td></td>
</tr>
<tr>
<td>Learner-Centered Instruction</td>
<td>(15 pts)</td>
</tr>
<tr>
<td>Example 1</td>
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<td>Example 2</td>
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<td>Example 3</td>
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<tr>
<td>Example 4</td>
<td></td>
</tr>
<tr>
<td>Equity and Excellence for All Learners</td>
<td>(15 pts)</td>
</tr>
<tr>
<td>Example 1</td>
<td></td>
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<td>Example 2</td>
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<td>Example 3</td>
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<tr>
<td>Example 4</td>
<td></td>
</tr>
<tr>
<td>Learner-Centered Communication</td>
<td>(15 pts)</td>
</tr>
<tr>
<td>Example 1</td>
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<td>Example 2</td>
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<td>Example 3</td>
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<tr>
<td>Example 4</td>
<td></td>
</tr>
<tr>
<td>Learner-Centered Professional Development</td>
<td>(15 pts)</td>
</tr>
<tr>
<td>Example 1</td>
<td></td>
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<tr>
<td>Example 2</td>
<td></td>
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<td>Example 3</td>
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<tr>
<td>Example 4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>(100 pts)</td>
</tr>
</tbody>
</table>
Summative Evaluation of Professional Attributes

PST NAME ___________________ COOPERATING TEACHER: _____________________

EDUC 4608 Assessment of Professional Attributes

Directions: This evaluation assesses the professional affective attributes, characteristics, and behaviors of PSTs rather than scholarship or achievement criteria which are assessed through other university measures.

Professional Attributes are rated by the following rubric:

<table>
<thead>
<tr>
<th>% of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Consistently/Almost always</td>
</tr>
<tr>
<td>3 = Most of the time</td>
</tr>
<tr>
<td>2 = Some of the time</td>
</tr>
<tr>
<td>1 = Rarely</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attribute</th>
<th>CT</th>
<th>SP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cooperative Demeanor: The PST demonstrated positive attitudes in interactions and worked productively with CTs/SP, Peers, Students</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Responsibility: The PST undertook and completed assigned tasks with the goal of becoming an effective teacher.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Maturity: The PST displayed maturity and poise in task completion and interpersonal interactions, separated personal and professional issues, and exhibited a commitment to the profession of teaching.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Flexibility: The PST displayed a willingness and ability to adapt to changes in events, conditions, activities, and tasks</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Professional Appearance: The PST demonstrated appropriate personal hygiene habits and dressed appropriately and professionally. This includes wearing the name tag and adhering to the dress code of the assigned school and district.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Attendance/Punctuality: The PST was regular, punctual and went beyond the school day to participate in the life of the school.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. Initiative: The PST displayed independence in starting and completing activities, products, and tasks with the goal of improved student learning.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8. Social Sensitivity; The PST displayed a recognition of and empathy for human differences in ethnicity, gender, physical ability, and intellectual ability. The PST displayed independence in starting and completing activities, products, and tasks with the goal of improved student learning.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>9. Humor: The PST displayed an ability to use or respond to appropriate humor in human-to-human interactions.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>10. Patience: The PST displayed an ability to be patient in activities and with children, colleagues, parents, community members, and support staff.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>11. Enthusiasm: The PST displayed energy and enthusiasm for classroom and school activities.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>12. Confidentiality: The PST respects the confidentiality of the school environment in all settings both inside and outside the school.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>13. Organization: The PST displayed the ability to monitor and manage time, materials, and due dates.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>14. Creativity: The PST used creativity in the classroom, assigned activities, and extracurricular activities.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>15. Written Communication: The PST’s written products reflected appropriate spelling, grammar, mechanics, format, and handwriting. Written products were at a level expected of a professional educator.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>16. Oral Communication: The PST’s oral communication displayed effective voice and speech delivery patterns. The PST speaks in a professional manner appropriate to a positive learning environment.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
### Skills
The PST demonstrated an understanding of the content knowledge and the ability to process information, analyze and evaluate events and problems, and make informed decisions.

17. |       | 1 | 2 | 3 | 4 |
---|---|---|---|---|
|     |   |   |   |   |

### Reflectivity
The PST displayed the ability to reflect by evaluating the effects of his/her own behaviors and attitudes in the classroom which resulted in personal and professional growth. The PST is open to a variety of perspectives about teaching and classroom management. The PST accepted, reflected and acted on constructive criticism.

18. |       | 1 | 2 | 3 | 4 |
---|---|---|---|---|
|     |   |   |   |   |

### "With-it-ness"
This PST displayed an awareness of classroom dynamics i.e. behavior problems or students’ confusions were addressed before they escalated.

19. |       | 1 | 2 | 3 | 4 |
---|---|---|---|---|
|     |   |   |   |   |

### Integrity
The PST demonstrated the highest standards of character, honesty, dignity, and self-direction.

20. |       | 1 | 2 | 3 | 4 |
---|---|---|---|---|
|     |   |   |   |   |

### Grading Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>98.3</td>
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<td>51.7</td>
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</table>

Add Total Points

Divide by 20

= Avg. Score