EDUC 4605/4606/4607/4608.003: Planning, Teaching, Assessment, and Technology for Elementary Teachers
Texas A&M University – Corpus Christi
College of Education
Course Syllabus – Spring 2014

Course Instructor:
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Office: Faculty Center 239                                             Email: denise.hill@tamucc.edu
Fieldsite: Schanen Estates Elementary School, 5717 Killarmet
Office Hours: Monday / Wednesday in FC 239: 3:00-5:00

I. Course Description
This 6-hour 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 either SMTE 3315 or SMTE 3316. Successful completion of READ 3320 or READ 3321. Must be co-enrolled in ETEC 3100.

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. In addition, the student will become knowledgeable of the Texas State Adopted
Proficiencies for Educators and the thirteen competences of an effective teacher based on the Pedagogy and
Professional Responsibilities TExES Exam as described below.

III. State Proficiencies & TExES Competencies

<table>
<thead>
<tr>
<th>State Proficiencies</th>
<th>TExES Competencies (PPR)</th>
<th>17 Subject Matter Curricular Topics [TAC §228.30(b)]</th>
<th>Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>001 007 008 009 012</td>
<td>♦ Reading Instruction</td>
<td>• Lesson Planning</td>
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<td></td>
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<td>♦ Pedagogy/Instructional Strategies</td>
<td>• Lesson Presentations and Analysis</td>
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<td>♦ TEKS Organization, Structure &amp; Skills</td>
<td>• Observations</td>
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<td>♦ TEKS in the Content Areas</td>
<td>• Reflections</td>
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<td>♦ Curriculum Development &amp; Lesson Planning</td>
<td>• Portfolio</td>
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<td>♦ Learning Theories</td>
<td>• Reading Responses</td>
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<td>♦ Certification Test Preparation</td>
<td>• TExES Review</td>
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<td>• Literature circles</td>
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<table>
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<tr>
<th>Course</th>
<th>Topics</th>
<th>Additional Activities</th>
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<tbody>
<tr>
<td>Learner-Centered Instruction</td>
<td>♦ Reading Instruction&lt;br&gt;♦ Pedagogy/Instructional Strategies&lt;br&gt;♦ TEKS Organization, Structure &amp; Skills&lt;br&gt;♦ TEKS in the Content Areas&lt;br&gt;♦ Curriculum Development &amp; Lesson Planning&lt;br&gt;♦ Learning Theories&lt;br&gt;♦ Certification Test Preparation&lt;br&gt;♦ Classroom Assessment</td>
<td>♦ Interdisciplinary Unit&lt;br&gt;♦ Lesson Presentations and Analysis&lt;br&gt;♦ Reflections&lt;br&gt;♦ Observations&lt;br&gt;♦ Tutoring&lt;br&gt;♦ Field Experience&lt;br&gt;♦ Observations&lt;br&gt;♦ Portfolio&lt;br&gt;♦ TExES PPR Literature circles</td>
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<tr>
<td>Equity in Excellence for All Learners</td>
<td>♦ Pedagogy/Instructional Strategies&lt;br&gt;♦ TEKS Organization, Structure &amp; Skills&lt;br&gt;♦ TEKS in the Content Areas&lt;br&gt;♦ Curriculum Development &amp; Lesson Planning&lt;br&gt;♦ Learning Theories&lt;br&gt;♦ Certification Test Preparation&lt;br&gt;♦ Classroom Assessment&lt;br&gt;♦ Parent Conference/Communication</td>
<td>♦ Lesson Development, Presentation, and Analysis&lt;br&gt;♦ Attendance and Participation&lt;br&gt;♦ Observations&lt;br&gt;♦ Attending an ARD&lt;br&gt;♦ Portfolio&lt;br&gt;♦ TExES PPR Literature circles&lt;br&gt;♦ Tutoring</td>
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<tr>
<td>Learner-Centered Communication</td>
<td>♦ Certification Test Preparation&lt;br&gt;♦ Parent Conference/Communication&lt;br&gt;♦ Code of Ethics &amp; Standard Practices</td>
<td>♦ Field experience&lt;br&gt;♦ Professionalism&lt;br&gt;♦ Portfolio&lt;br&gt;♦ TExES PPR Literature circles</td>
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<tr>
<td>Learner-Centered Professional Development</td>
<td>♦ Certification Test Preparation&lt;br&gt;♦ Parent Conference/Communication&lt;br&gt;♦ Code of Ethics &amp; Standard Practices</td>
<td>♦ Attendance&lt;br&gt;♦ Join Professional Organization&lt;br&gt;♦ Exit Interview with Site Professor&lt;br&gt;♦ Summative Assessment&lt;br&gt;♦ Presentations&lt;br&gt;♦ TExES Review – Practice Exam&lt;br&gt;♦ TExES PPR Literature circles</td>
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See Attachment 1 for an explanation of the Texas Learner-Centered Proficiencies. See Attachment 2 for an explanation of the TExES Competencies.
IV. Student Learning Outcomes
This course is designed to demonstrate the competencies and proficiencies presented above. The student will:

The student will:

1. 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) (Curriculum Topics: Pedagogy/Instructional Strategies)

2. 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) (Curriculum Topics: TEKS Organization, Structure & Skills; TEKS in the Content Areas; Curriculum Development & Lesson Planning)

3. Incorporate assessment as an ongoing process integrated both within lessons and after lessons. (TExES Competencies: 001, 002, 004, 009, 010) (State Proficiencies: 1, 2) (Curriculum Topics: TEKS in the Content Areas; Classroom Assessment)

4. 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) (Curriculum Topics: Pedagogy/Instructional Strategies)

5. Select and use a wide variety of children’s literature across subject areas (TExES Competencies: 001, 002, 003) (State Proficiencies: 1, 2, 3) (Curriculum Topics: Reading Instruction; Curriculum Development & Lesson Planning)

6. 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) (Curriculum Topics: Learning Theories; Curriculum Development & Lesson Planning; Pedagogy/Instructional Strategies)

7. 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) (Curriculum Topics: Special Populations; Differentiated Instruction)

8. 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) (Curriculum Topics: TEKS Organization, Structure & Skills; TEKS in Content Areas)

9. Utilize technology to enhance teaching and learning. (TExES Competencies: 001, 003, 004, 008, 010) (State Proficiencies: 1, 2, 4) (Curriculum Topics: Instructional Technology)

10. Demonstrate familiarity with recent developments and issues in each of the subject areas. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 2, 5) Curriculum Topics: Learning Theories)

11. Identify appropriate Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS) and STARR objectives (if applicable) for each lesson plan. (TExES Competencies: 001, 003, 013) (State Proficiencies: 1, 2, 5) (Curriculum Topics: TEKS in the Content Areas, Special Populations, Differentiated Instruction)

12. 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) (Curriculum Topics: Parent Conferences/Communication)


14. Participate in conferences and exit interviews with Clinical Teacher and Site Professor. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Parent Conferences/Communication)


17. Complete school field placement requirements and activities in a timely, professional, and ethical manner. (TExES Competencies: 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Code of Ethics & Standard Practices)

19. 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) (Curriculum Topics: Code of Ethics & Standard Practices)
20. Take initiative in participating in partner school functions. (TExES Competencies: 011, 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Parent Conferences / Communication)
21. Read the required text regarding the TEExES Pedagogy and Professional Responsibilities Thirteen Competencies and participate in a minimum of 12 hours of literature reading circle discussions. (TExES Competencies 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Certification Test Preparation)

V. Instructional Methods and Activities
EDCI 4605/4608 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences.
A. Traditional Experiences (lecture/discussions, demonstrations, modeling, guest speakers, video)
B. Field Experiences (field teaching, cooperative groups, student demonstration/presentations, field trips, lab exercises)

VI. Products of Learning
All products will be critically evaluated for correct spelling and grammar. As a professional educator, you must model clear and correct writing at all times. Proofread, and may I suggest have someone else proofread, all products prior to turning them in to be graded.

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

1. (4) TExES PPR Quizzes (100 points) (25 points each)
PPR Exams will be given after Domain I: Designing Instruction (Competencies 1-4); Domain II: Creating a Positive, Productive Classroom Environment (Competencies 5-6); Domain III: Implementing Effective, Responsive Instruction & Assessment (Competencies 7-10); and Domain IV: Professional Roles & Responsibilities (Competencies 11-13).

2. Teaching Lessons (500 points) (lesson plan and reflection -50 pts; CT and SP formal evaluation-50 pts.)
You will be expected to teach at least six lessons in your assigned classroom this semester.
All lesson plans must be discussed with your clinical teacher prior to the day the lesson(s) is taught. Below is a description of the lessons and how they will be evaluated:

- The first lesson that you teach will be videotaped. Paperwork due on ______________. You will personally critique the video tape of the lesson and turn in the lesson plan along with a reflection analysis of your lesson all at one time, stapled together. (You will be provided the guidelines, “Video Tape Self-Evaluation”)
  Lesson Plan and Reflection-50pts.

- Two lessons will be observed and critiqued by your clinical teacher. Your first lesson evaluation paperwork is due on ______________. Your second lesson evaluation paperwork is due on Thursday, December 5. Please turn in your lesson plan, the critique completed by the clinical teacher, and your reflection all at one time, stapled together. (You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the observation form). You will present your evaluation form and lesson plan to your clinical teacher just before the observation.

- One lesson will be observed and evaluated by another outstanding, master teacher at Schanen Estates. Suggestions for those to ask will be made during the semester. Your lesson observation paperwork is due on ______________. Your second lesson observation paperwork is due on ______________. Again, turn in your lesson plan and reflection all at one time, stapled together. Try and schedule a time with the “Master Teacher” to discuss the lessons after receiving the lesson plan and reflection. (You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the observation form). You will present
your evaluation form and lesson plan to The Master Teacher just before the observation. Then all will be turned into Dr. Hill: The Lesson Plan, The Observation Form, and your Reflection.

- One lesson will be observed and evaluated by Dr. Hill. **Your lesson observation paperwork is due on ________________.** Your second lesson observation paperwork is due on _________________.

  Again, turn in your lesson plan and reflection all at one time, stapled together. Dr. Hill will schedule a time to discuss the lessons after receiving the lesson plan and reflection. (You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the observation form). You will present your evaluation form and lesson plan to Dr. Hill just before the observation.

- An informal observation will be conducted by a peer of your choice on your last lesson. The peer will personally observe you teaching a lesson and then will discuss areas of strengths and areas of recommendations. **You paperwork is due by ________________.** You will turn in the lesson plan, a written reflection of the lesson from your perspective, along with the peer’s analysis all at one time, stapled together. (You will be provided the guidelines for the reflection, and the Informal Observation form to be given to the peer, along with your lesson plan, when he/she comes to observe. **Lesson Plan, Reflection, and Peer Observation-50pts.**

All lesson plans will follow the format discussed in class (template will be provided). Students must write a self-evaluation after each lesson taught. You must provide reaction to the questions provided in the guidelines. It is important that you learn to be a reflective practitioner. Examining the effectiveness of the lesson is an excellent way to improve your skills. Self-evaluations should include positive remarks as well as suggestions for improvement. **The Self-Evaluation needs to be written in narrative form and at least 1 ½ pages long to be truly reflective.**

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You must score at least 35/50 points on each of the four evaluated lessons. It may be necessary for some students to teach more lessons. If the student does not meet the minimum 35 point criteria on four lessons, the student will not be recommended for student teaching.
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3. Science Labs (100 points).

You will be involved in preparing, facilitating, and/or teaching science labs for Schanen Estates Elementary classes/students. TEKS / Plans will be provided to you to help you facilitate/teach the lessons that you will be involved with during the semester. At least 2-3 other adults will always be in the room when you facilitate/teach to help maintain classroom management and group activities. Most labs will be led and instructed by Professors in the Mathematics and Science Departments at the University. (100 points possible)

4. IRIS – Universal Design Product (100 pts)

Go to the IRIS website: [http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm](http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm). Click on the “Challenge” and view the movie. If you are unable to view the movie, then “View the Transcript.” Next, click on Perspectives and Resources. Read and complete p. 1, 2, 3, 4 and 5. Print and complete the Activity at the bottom of page 5.

Complete and print the Barsh Inventory at the following website: [http://ww2.nscc.edu/gerth_d/AAA0000000/barsch_inventory.htm](http://ww2.nscc.edu/gerth_d/AAA0000000/barsch_inventory.htm). The Universal Design Product and Barsh Inventory are due ________________. (50 points each, 100 points possible).

5. IRIS – Assessment Product (100 Points): This will be further discussed in depth with additional handouts.

6. Professionalism (Summative Assessment of Professional Attributes-Handbook) (500 pts)

- You will be evaluated on your professionalism in this field experience. This semester you will have many opportunities to develop professional skills and work habits.

- The average of the scores obtained from the formative evaluation by the Clinical Teacher and the Site Professor will be reflected by the following grades: **(no rounding will occur)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>4.0</td>
<td>500</td>
</tr>
<tr>
<td>3.9</td>
<td>475</td>
</tr>
<tr>
<td>3.8</td>
<td>450</td>
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<tr>
<td>3.7</td>
<td>425</td>
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<td>3.6</td>
<td>400</td>
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<td>3.5</td>
<td>375</td>
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<tr>
<td>3.4</td>
<td>350</td>
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<tr>
<td>&lt;3.4</td>
<td>325</td>
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</tbody>
</table>
7. Attendance (50) & Participation (50) (see Absence Policy in your handbook) 100 pts. total

Attendance:
Students are expected to attend all class meetings. Time missed in your clinical teachers' classrooms must be made up (no exceptions). You must notify your cooperating teacher and the front office of Schanen Estates Elementary (878-2940), and Dr. Hill (via email) of all absences prior to 8:30 am on the date of the absence. The only “approved” absences will be University “sanctioned” absences. The following criteria will be used for determining your attendance and participation grade:

A 50  Perfect attendance, punctual (no absence; no tardies)
47  1-2 tardies or early departures
45  One absence with 1-2 tardies or early departures
B 42  3-4 tardies or early departures
40  One absence w/ 3-4 tardies/early departures or 5-6 tardies/early departures
C 37  Two absences, or one absence with 5-6 tardies/early departures or 7-8 tardies/early departures
35  Two absences w/ 7-8 tardies/early departures or Three absences or 9-10 tardies/early departures
F 30  Four or more class absences or More than 10 tardies/early departures

NOTE: Individuals receiving a F on this criterion will need to repeat EDCI 4605/4608, irrespective of performance on all other criterion.

Participation:
PSTs are expected to participate in activities (5 hours) beyond the normal school day on Tuesday/Thursday. These activities include, but are not limited to, the following:

a)   PTO meetings
b)  Tutoring (3:05-4:00 pm)
c)  Fieldtrips on MWF
d)  Faculty Meetings (3:05-4:00, Monday)
e)  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 10 points per hour of attendance. The activity must be documented and signed by either the Clinical Teacher or an administrator in attendance. Forms will be provided. Turn the form into the site professor at the conclusion of the five hours or no later than Thursday, 21.

8. Practice-TExES EXAM (100 points)

The Pedagogy and Professional Responsibilities (PPR) Practice TExES exam will be administered in class. Date __________________. The College of Education also requires a practice EC-12 PPR exam in order to receive permission to take the official exam. The date and time for this exam is still to be announced.

9. TExES Reading / Discussion Circles & Peer Evaluations (100 pts):
Assignments and forms will be provided throughout the class for required readings from the text. 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. Reading Circles will be formed into groups of four or less. Groups will change after Domain II for a total of 2 groups / 2 evaluations. 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; 3.99-3.90=95 pts; 3.89-3.80=90 pts; 3.79-3.70=85 pts; 3.69-3.60=80 pts; 3.59-3.50=75 pts; 3.49-2.40=70 pts; < 2.40=60 points.

10. Portfolio (300 pts)
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. These may be lessons that you have taught, journal entries, etc. At the beginning of each proficiency section, write a description explaining how each piece of evidence demonstrates the proficiency. Due __________________.
VII. Evaluation/Grade Assignment

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (25 points each)</td>
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<tr>
<td>Teaching Lessons/ Self-Evaluations</td>
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<tr>
<td>Science Labs</td>
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<tr>
<td>IRIS - Universal Design Product</td>
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<td>Professionalism</td>
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<td>Attendance / Participation (50 pts each)</td>
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<tr>
<td>Practice TExES Exam</td>
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<tr>
<td>TExES Circles</td>
</tr>
<tr>
<td>Portfolio</td>
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</tbody>
</table>

2000-1800 = A
1799-1600 = B
1599-1500 = C
1499-1400 = D
≤ 1400 = F

VIII. Course Policies

See Handbook for attendance and dress policies.

- All tattoos must be covered and only ear piercings are allowed.
- 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. Our time will be from 8:30-3:30-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. 3:00-3:30 will always be spent with your clinical teacher.
- Name tags You will be expected to wear your name tags at all times.
- Late work Assignments turned in after the due date will have points deducted. Maximum credit for less than one week late – 80%; over one week late – 70%.
- Absences Should you need to be absent, you need to call and personally speak to someone at Schanen Estates Elementary prior to 8:30 in order to inform your cooperating teacher (878-2940). Email Dr. Hill no later than 8:30 a.m.
- Remember, we are guests at Schanen Estates Elementary! Follow the rules/standards/expectations of the school, and Ms. Wright, our principal. Ask before using any machines. Be quiet in the halls. If you eat/drink snacks of the clinical teachers…then resupply! They are not your breakfast/lunch resources.
- At no time are you to leave campus without informing the TAMUCC professor or site designee. Leaving the campus or not being in class during assigned times is reason for dismissal from the program.
- Lunch will be with, at the same time as, your clinical teacher each Tuesday/Thursday unless the field-base class eats together or is dismissed as a whole group. No one leaves campus for lunch.

Course / University Policies

Last Day to Drop Passing – Friday, April 11, 2014

- Academic Integrity
  It is expected that university students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior.
  However, in the interest of other students and the University in maintaining these standards, the University reserves the right, through due process, to place on probation, suspend, or dismiss any student who violates academic integrity and regulations by providing false, misleading, or incomplete information to the University, by falsification of University records, by plagiarism, by classroom misdemeanor, or by academic dishonesty. Students are expected to obey federal, state, and local laws as well as the regulations of the University.
  Should it become necessary to initiate disciplinary proceedings against a student attending this University, established guidelines for procedural due process will be followed. The University recognizes and accepts the basic contents and
guidelines included in the 1967 Joint Statement of Rights and Freedoms for Students adopted by many recognized professional educational associations.

- **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_rules_n_regulations.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm)

- **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)

- **Disabilities**

  Texas A&M University—Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

  “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 contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.” [http://disabilityservices.tamucc.edu](http://disabilityservices.tamucc.edu)

- **Statement of Civility**

  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. 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. Behaviors that infringe on the rights of another individual will not be tolerated. [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rights_n_responsibilities.html](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rights_n_responsibilities.html)

- **Statement of Academic Continuity**

  In the event of an unforeseen adverse event, such as a major hurricane 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.
• Before Tuesday, September 17th, please email the following information to denise.hill@tamucc.edu:
  ➢ First, Middle and Last Name (A#)
  ➢ Islander email
  ➢ Personal email
  ➢ Cell # phone
  ➢ Emergency Contact: Name and Phone #
  ➢ In case of emergency, the place you will more than likely evacuate to: Town, Home, Motel, etc.

IX. Textbook (required)


TAMUCC - Educator Preparation Handbook Packet. (prepared by the University and the Department of Teacher Education).

X. References


TAMUCC TExES website: http://texes.tamucc.edu/

For TExES Study Guides: http://texes.ets.org/prepMaterials/
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.
Domain I—Designing Instruction and Assessment to Promote Student Learning (31% of Test)

Competency 001 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

Competency 003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II—Creating a Positive, Productive Classroom Environment (15% of Test)

Competency 005 The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006 The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III—Implementing Effective, Responsive Instruction and Assessment (31% of Test)

Competency 007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008 The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010 The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV—Fulfilling Professional Roles and Responsibilities (23% of Test)

Competency 011 The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 012 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013 The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
Attachment 3

TEXES Generalist EC-6 #191
140 Multiple Choice Questions (125 are scored and 15 are pilot questions; your final score is based only on scored questions)

DOMAIN I—ENGLISH LANGUAGE ARTS AND READING (32%)

COMPETENCY 001 (ORAL LANGUAGE)
the teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.

COMPETENCY 002 (PHONOGAL AND PHONEMIC AWARENESS)
the teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

COMPETENCY 003 (ALPHABETIC PRINCIPLE)
the teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

COMPETENCY 004 (LITERACY DEVELOPMENT)
the teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.

COMPETENCY 005 (WORD ANALYSIS AND IDENTIFICATION SKILLS)
the teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word, vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

COMPETENCY 006 (READING FLUENCY)
the teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

COMPETENCY 007 (READING COMPREHENSION AND APPLICATIONS)
the teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

COMPETENCY 008 (READING, INQUIRY, AND RESEARCH)
the teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

COMPETENCY 009 (WRITING CONVENTIONS)
the teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

COMPETENCY 010 (WRITTEN COMMUNICATION)
the teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

COMPETENCY 011 (VIEWING AND REPRESENTING)
the teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

COMPETENCY 012 (ASSESSMENT OF DEVELOPING LITERACY)
the teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

COMPETENCY 013 (MATHEMATICS INSTRUCTION)
the teacher understands how students learn mathematical skills and uses that knowledge to plan, organize, and implement instruction and assess learning.

COMPETENCY 014 (NUMBER CONCEPTS AND OPERATIONS)
the teacher understands concepts related to numbers, operations and algorithms, and the properties of numbers.

COMPETENCY 015 (PATTERNS AND ALGEBRA)
the teacher understands concepts related to patterns, relations, functions, and algebraic reasoning.

COMPETENCY 016 (GEOMETRY AND MEASUREMENT)
the teacher understands concepts and principles of geometry and measurement.

COMPETENCY 017 (PROBABILITY AND STATISTICS)
the teacher understands concepts related to probability and statistics and their applications.

COMPETENCY 018 (MATHEMATICAL PROCESSES)
the teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make mathematical connections within and outside of mathematics.

COMPETENCY 019 (SOCIAL SCIENCE INSTRUCTION)
the teacher understands and applies social science knowledge and skills to plan, organize, and implement instruction and assess learning.

COMPETENCY 020 (HISTORY)
the teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

COMPETENCY 021 (GEOGRAPHY AND CULTURE)
the teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world, and also understands and applies knowledge of cultural development, adaptation, diversity, and interactions among science, technology, and society as defined by the Texas Essential Knowledge and Skills (TEKS).

COMPETENCY 022 (ECONOMICS)
the teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services.

COMPETENCY 023 (GOVERNMENT AND CITIZENSHIP)
the teacher understands and applies knowledge of concepts of government, democracy, and citizenship, including ways that individuals and groups achieve their goals through political systems.

COMPETENCY 024 (SAFE AND PROPER LABORATORY PROCESSES)
the teacher understands how to manage learning activities, tools, materials, equipment, and technologies to ensure the safety of all students.

COMPETENCY 025 (SCIENTIFIC INQUIRY)
the teacher understands the history and nature of science, the process and role of scientific inquiry, and the role of inquiry in science instruction.

COMPETENCY 026 (IMPACT ON DAILY LIFE/ENVIRONMENT) the teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.

COMPETENCY 027 (UNIFYING CONCEPTS AND PROCESSES IN SCIENCE) the teacher knows and understands the unifying concepts and processes that are common to all sciences.

COMPETENCY 028 (THEORY AND PRACTICE OF SCIENCE TEACHING) the teacher has theoretical and practical knowledge about teaching science and about how students learn science.

COMPETENCY 029 (ASSESSMENTS IN SCIENCE LEARNING) the teacher knows the varied and appropriate assessments and assessment practices for monitoring science learning in laboratory, field, and classroom settings.

COMPETENCY 030 (PHYSICAL SCIENCE) the teacher understands forces and motion and their relationships.

COMPETENCY 031 (PHYSICAL SCIENCE) the teacher understands the physical and chemical properties of and changes in matter.

COMPETENCY 032 (PHYSICAL SCIENCE) the teacher understands energy and interactions between matter and energy.

COMPETENCY 033 (PHYSICAL SCIENCE) the teacher understands energy transformations and the conservation of matter and energy.

COMPETENCY 034 (LIFE SCIENCE) the teacher understands the structure and function of living things.

COMPETENCY 035 (LIFE SCIENCE) the teacher understands reproduction and the mechanisms of heredity.

COMPETENCY 036 (LIFE SCIENCE) the teacher understands adaptations of organisms and the theory of evolution.

COMPETENCY 037 (LIFE SCIENCE) the teacher understands the relationships between organisms and the environment.

COMPETENCY 038 (EARTH AND SPACE SCIENCE) the teacher understands the structure and function of earth systems.

COMPETENCY 039 (EARTH AND SPACE SCIENCE) the teacher understands cycles in earth systems.

COMPETENCY 040 (EARTH AND SPACE SCIENCE) the teacher understands the role of energy in weather and climate.

COMPETENCY 041 (EARTH AND SPACE SCIENCE) the teacher understands the characteristics of the solar system and the universe.

DOMAIN V—FINE ARTS, HEALTH, AND PHYSICAL EDUCATION (12%)

COMPETENCY 042 (VISUAL ARTS) the teacher understands the concepts, processes, and skills involved in the creation, appreciation, and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

COMPETENCY 043 (MUSIC) the teacher understands the concepts, processes, and skills involved in the creation, appreciation, and evaluation of music and uses that knowledge to plan and implement effective and engaging music instruction.

COMPETENCY 044 (HEALTH) the teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction.

COMPETENCY 045 (PHYSICAL EDUCATION) the teacher uses knowledge of the concepts, principles, skills, and practices of physical education to plan and implement effective and engaging physical education instruction.
Active Participation Log  
as required in EDCI.4605: Planning, Teaching, and Assessing-Elementary

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These activities include, but are not limited to, the following:

a) PTO meetings  
b) Tutoring (3:05-4:00 pm)  
c) Fieldtrips on MWF  
d) Faculty Meetings (3:05-4:00, Monday)  
e) attending the Clinical Teacher’s classroom on a MWF

For any of the above mentioned activities, or others pre-arranged activities with the site professor, the PST will receive 10 points per hour of attendance. The activity must be documented and signed by either the Clinical Teacher or an administrator in attendance. Turn the form into the site professor at the conclusion of the five hours. These hours cannot be counted as make-up time required for tardies or absences.