EDCI 5352: Planning/Teaching/Learning Processes
Fall A 2013

Course/Sec: EDCI 5352.001
Dates: 09/04 – 10/22/2013
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Instructor: Rodney McConnell, Ph.D.
Office: Virtual
Office Hrs.: By Appointment

EDCI 5352.WO1 is an Online Course:
EDCI 5352 uses Blackboard 9.1 (Bb9) as its only teaching and learning environment. All EDCI 5352 students must have access to Bb9 to be successful in this course. Bb9 is available through the TAMU-CC homepage and requires students to have their normal NET ID to log in.

Since EDCI 5352.WO1 is a fully online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in this course.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

Checking for dates and times of Bb9 updates will save you some frustration and anxiety throughout the semester. The Bb9 homepage (the page where you log in to Bb9) provides a wealth of information about what is happening in Bb9.

You are required to check your Blackboard account every day for announcements, Blackboard mail messages, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

Begin this course by reading the syllabus very carefully. You can access the assignments, discussions, and assessments in this course by using the Course Content Tab, Assignment Tab, Discussion Forum Tab, Assessment Tab, or other tabs on the tool bar on the left side of the course homepage.

Technical Difficulties:
See “5 Steps to Preparing Your Computer for Using Blackboard” on the course homepage to make sure your computer is ready to go with Blackboard. If, after checking your computer for compatibility with Blackboard, you still have a technical difficulty, contact TAMU-CC Information Technology or Distance Education for assistance. Links to IT and Bb9 can be found on the course homepage.
Neither TAMU-CC nor the course instructor assumes or accepts responsibility for any student’s inability to use the technology requires for successful completion of this course.

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.

Virtual Office Hours:
The instructor’s virtual office hours are through Blackboard messages, Islander email (rodney.mcconnell@tamucc.edu,, WebEx (by appointment) and/or telephone (361-244-7486). If you have difficulty accessing any of the Course Content, please let me know as quickly as possible.

Contacting the Instructor:
Use Islander email to contact the instructor. You can access Islander Email through Blackboard when you are in the course, through Webmail, or through Outlook.

It is much easier and less frustrating for me if you contact me through the Islander email in Bb9. Here’s why: if you contact me through the Islander email on the course homepage, the message includes information in the subject line that helps me identify you and the class about which you have a question or concern. Should you have a question or concern about the class, I can respond much faster if I know who you are and the class in question.

If you contact me by email (rodney.mcconnell@tamucc.edu), make certain that you:
1. clearly identify yourself by name; and,
2. clearly identify the course number.

If you contact me by phone (361-244-7486), make certain that you:
1. clearly identify yourself by name;
2. clearly identify the course number; and,
3. provide a phone number if you expect a return phone call.

Normally, I do not respond to email before 8:00 AM or after 5:00 PM Monday through Thursday. I normally respond within 24 hours, and if I am going to be out of the online classroom for more than 48 hours (excluding weekends), I will post an announcement letting students know when I will return to the classroom.
If you contact me through regular Islander email (meaning that you did not use the Islander email on the course homepage), make sure that you include the course number and section in the subject line, and you must clearly identify yourself in the email. If I cannot identify you, I will not respond.

Academic Coaches:
Sections of this course may be facilitated by Academic Coaches who hold a terminal degree in the academic field and who are experienced in and knowledgeable about online learning environments.

Textbook:
You will need a textbook the first day of class. The textbook adopted for this course is:


I. Course Description
A course emphasizing the various aspects of planning for teaching: the teaching/learning process; curriculum organization; use of instructional media and technology; instructional planning; and instructional and student evaluation, including standardized testing programs, teacher evaluation, and various forms of instructional and student evaluation planned and conducted by the teacher. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial teacher certification.

II. Rationale
This unit of study, which combines field-based instruction with intensive experience in actual public school classrooms, lays a foundation of professional knowledge, skills, attitudes, and behaviors necessary to be successful in the teaching profession. In addition, the student will become knowledgeable of the Texas State Adopted Proficiencies for Educators and the 13 competencies of effective teachers, based on the Pedagogy and Professional Responsibilities (TExES) exam.

III. TExES Competencies (See Appendix A and B and the matrix below)

<table>
<thead>
<tr>
<th>State Proficiencies</th>
<th>TExES Competencies (PPR)</th>
<th>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  
• TEKS in Content Area  
• Curriculum Development & Lesson Plan  
• Learning Theories  
• Certification Test Prep | • Lesson Planning: Development, Presentation, & Analysis  
• Teaching Field Experiences  
• Observations  
• Reflections  
• Literature Circles/Reader Response  
• PPR Practice Exam |
### IV. Course Objectives/Learning Outcomes

This course is designed to enable students to demonstrate the competencies and proficiencies presented above. The student will:

<table>
<thead>
<tr>
<th>Articulate &amp; Fulfill Professional Roles &amp; Responsibilities as Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and be familiar with a minimum of three personally and professionally relevant peer-reviewed education journals.</td>
</tr>
<tr>
<td>Conduct a literature review of at least three journal articles using APA citation.</td>
</tr>
<tr>
<td>Gain familiarity with the TExES-related teacher observation form.</td>
</tr>
</tbody>
</table>
### Design Instruction & Assessment to Promote Student Learning

- Utilize Bloom’s Taxonomy to develop a range of appropriate written instructional objectives.
- Incorporate the TEKS and ELPS into lesson planning.
- Demonstrate familiarity with the scope and sequence of a selected content field by including TEKS and ELPS standards, and construct appropriate instructional objectives in lesson plans.
- Write two (2) complete, detailed lesson plans for presentation in a public school setting.
- Plan instruction that is designed to meet a student’s special learning needs.

### Provide Examples of a Positive Classroom Climate

- Learn the names of all the students in the classroom in which you plan to teach.
- Implement two (2) personally developed, detailed lesson plans in your assigned classroom.
- Complete a thorough, written evaluation and reflection of classroom teaching experiences.
- Complete a written analysis of classroom teaching experiences.

### Determine Effective, Responsive Instruction & Assessment as Teachers

- Demonstrate understanding of varied methods of assessment of student work on quizzes and exams.
- Incorporate methods of assessment and checking for understanding in lesson plans.
- Observe classroom teacher’s use of various classroom assessment tools.

### V. Course Topics:
The matrix above includes the major topics of EDCI 5306.

### VI. Instructional Methods and Activities include a variety of online instructional methods and activities, as well as field-based experiences.

### VII. Evaluation and Grade Assignment:

**Signature Learning Activities:**

1. Models of Teaching Mini-Review of Literature (300 points/10.9%);
2. UDL Group Lesson Plan (300 points/10.9%);

**Additional Learning Activities:**

3. Syllabus Quiz (100 points /3.5%)  
4. Autobiographical Sketch (100 Points/3.5%)  
5. IRIS Learning Activities (200 points/7.1%)  
6. Initial Responses to Assigned Readings (260 points/8.6%);  
7. Response to Peers’ Responses to Assigned Readings (260 points/8.6%);  
8. Field Experience or Alternative Assignment (300 points/10.9%)
9. Group Evaluation of Group UDL Lesson Plan (200 Points/7.1%);
10. Evaluation of Partner’s Models of Teaching Mini-Review of Literature (200 points/7.1%);
11. UDL Final Group Lesson Plan (200 Points/7.1%);
12. Final Models of Teaching Mini-review of Literature (200 points/7.1%)

Final Course Grade:
The following scale describes how course grades are calculated:

- 2622 (93%) — 2820 pts. = A
- 2397 (85%) — 2621 pts. = B
- 2115 (75%) — 2396 pts. = C
- 1833 (65%) — 2114 pts. = D
- Below 1833 pts. = F

VIII. Detailed Description of Learning Activities:

1. Models of Teaching Mini-Review of Literature (300 points)

   Each student in EDCI 5306 will conduct an abbreviated review (7-10 pages) of the literature that addresses at least one (1) approach to instruction. Students may choose an instructional approach identified by the course text or one not addressed by the text but thought worthy of a literature review regarding a specific model of teaching.

   To read more about how to create a review of literature, see “General Guidelines for Review of Literature” file on the course homepage.

   Mini-Reviews of Literature will be evaluated according to the “Mini-Review of Literature Rubric” posted to the course homepage.

   **Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.**

2. UDL Group Lesson Plan (300 points)

   Students will be assigned to a group when the drop/add date has passed. Each group will create a lesson plan that follows the UDL Lesson Plan Template provided for the class. The group may choose the grade level, content area, and learning objectives for the lesson plan.

   Each group will choose a group leader who agrees to be responsible for posting the completed group lesson plan to the Group Lesson Plan discussion. Group leaders will receive 40 points extra-credit.
The UDL Group Lesson Plan will be evaluated by another group in the class according to the UDL Lesson Plan Evaluation Rubric.

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3. **Syllabus Quiz** (100 points)

The EDCI 5306 Syllabus Quiz is available in Blackboard by clicking on the Syllabus Quiz link on the left side of the course homepage. Students are required to complete the Syllabus Quiz no later than the due date listed in the Course Schedule Overview found in the syllabus and on the course Blackboard homepage.

While students may search for the answers to the Syllabus Quiz in any manner they wish, I encourage students to print the syllabus so they will have a hard copy to shuffle through as they search for answers to questions on the quiz.

Feel free to collaborate with your peers to check your answers before you take the quiz. You will get only one chance to post your answers and you will not be able to revise your answers once they have been posted.

The Syllabus Quiz will consist of ten (10) questions with each question worth ten (10) points for a total of 100 points.

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4. **Autobiographical Sketch** (100 points)

In 300—600 words, tell your classmates:
- Where you went to school as a K-12 student?
- What you want us to know about your life (family, work, hobbies, pets, likes and/or dislikes about school).
- What brought you to TAMU-CC and Corpus.
- Why you want to be a teacher.
- What attracts you to the content area you want to teach.
- The experiences you have had as a student that will help you be an effective teacher.
- What your future students should know about you?

Post your autobiographical sketch to the “Autobiographical Sketch” discussion in Blackboard.
Evaluation of the “Autobiographical Sketch” is “all or none” of the 100 points available to you. If you tell us about yourself in 300—600 words and post it to the “Autobiographical Sketch” discussion in Blackboard by the due date and time, you will get full credit.

**Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.**

5. IRIS Learning Activities (200 points total / 2 @ 100 pts. ea.)

Students in EDCI 5306 are required to complete two (2) assignments from the IRIS Center website. The IRIS Center is a national center that aims to provide high-quality resources for students, faculty, and professional development providers.

To complete these assignments, use the links (IRIS #1 and IRIS #2) on the course homepage toolbar. Each folder contains the instructions for the assignments.

**Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.**

6. Initial Responses to Assigned Readings (Twelve (13) Initial Responses @ 20 pts. each for 260 total points)

This activity requires you to read the reading assignments and post an initial response to the reading on the discussion board.

**Initial Responses to the Reading must add value and substance** to the online conversation about the readings.

If you expect to receive any credit for your response to the reading, you must explain to the rest of the class why you responded to the reading as you did.

It is your explanation of your response to the reading that adds value and substance to the discussion. We all want to know what drives your thinking about the reading.

In each Initial Response to the Reading, do one or more of the following:

- Agree with the author and explain why you agree. Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of
culture, family, or friends? What has happened in your life that influences you to agree with the author?

- Disagree with the author and explain why you disagree. Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to disagree with the author?

- Put your spin on the reading and explain to the rest of us why your thinking is the right way to think about the reading.

- Provide a different perspective of the ideas in the reading. If you have a view of the issues addressed by the reading that does not seem to match the author’s view of the issues, circumstances, and/or consequences, share that different view with the rest of us. Explain how you came to have that view. What experiences have you had that brought you to this view of the issue?

- Provide a different example for the application of the ideas in the reading.

- Apply the ideas in the reading to a different set of circumstances.

- Tell a story about how the topic relates to your life.

- Explain how you will apply the ideas in the reading to your future classroom or students.

- Explain how the ideas in the reading might have unintended consequences in the future.

**Remember that the written reflections you share with us are not summaries of the readings, but are your personal responses to the reading.**

The thinking you share with the class about the readings does not have to have a clear beginning, middle, and end, but it must demonstrate that you have reflected on what you have read.

Your Initial Responses will receive full credit if they demonstrate serious thinking. Responses that do not demonstrate serious thinking will receive no credit.

Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.
7. **Response to Peers** (Twelve (13) responses at twenty (20) points each for 260 total points)

You are required to post a written response to at least one (1) of your peer’s “Initial Responses to Assigned Readings” for each discussion.

**Responses to Peers must add value and substance** to the online conversation about the readings. If you expect to receive any credit for your response to a peer, you must explain to your peer (and the rest of the class) why you responded as you did.

It is your explanation of your response to your peer **that adds value and substance** to the discussion. We all want to know what drives your thinking about your peers’ responses.

In each Response to a Peer, do one or more of the following:

- **Agree with your peer and explain why you agree.** Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to agree with your colleague’s initial response to the reading?

- **Disagree with your peer and explain why you disagree.** Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to agree with your colleague’s initial response to the reading?

- **Put your spin on your peer’s response to the reading and explain to the rest of us why your spin is the right way to consider your colleague’s response to the reading.**

- **Provide a different perspective on your classmate’s response to the reading.** If you have a view of the reading that does not match your peer’s response to the same reading, share that different view with the rest of us, and explain how you to came to have your view. What experiences have you had that brought you to this perspective?

- **Apply your classmate’s ideas to a different set of circumstances.**

- **Tell a story that relates** your peer’s experiences to your life.

- **Explain how you will apply your colleague’s ideas to your future classroom or students.**
• Explain how your classmate’s ideas might have unintended consequences in the future.

**Remember that the written reflections you share with us are not summaries of your colleague’s initial response**, but are your personal responses to your classmate’s postings to the class discussions.

The thinking you share with the class about your peers’ initial responses does not have to have a clear beginning, middle, and end, but it **must demonstrate that you have reflected** on what your classmates posted to the class discussion.

Your Response to a Peer will receive **full credit** if it demonstrate serious thinking.

Responses that do not demonstrate serious thinking will receive **no credit**.

**Special Note Regarding Your Grades for Initial Responses to the Reading and Responses to Peers:**

Since students are required to post an initial response, which is valued at 20 points, and two (2) responses to peers, which are valued at 10 points each (total 20 points), I will combine the response points for each assigned reading into one grade in the Blackboard grade book.

For Example:

If student A posts an initial response to the Chapter 4 reading assignment, and posts one (1) response to a peer, student A will receive a maximum of forty (40, [20+20]) points under the Chapter 4 tab in the Blackboard grade book.

If student B posts an initial response to the Chapter 4 reading assignment, and does not post a response to any peer, student B will receive a maximum of twenty (20, [20+0]) points under the Chapter 4 tab in the Blackboard grade book.

If student C posts only a response to a peer and does not post an Initial Response, student C will receive a maximum of twenty (20, [0+20]) points under the Chapter 4 tab in the Blackboard grade book.

**Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.**

8. **Field Experience** or **Alternative Assignment** (300 points total. See below for details)
Students in EDCI 5306 will complete a field experience as required by the MAC program. Successful completion includes the following:

1. at least nine (9) hours of classroom observation in the K-12 classroom of the student’s choosing;
2. all necessary background checks;
3. documentation that verifies dates, times, and place of observations; and,
4. at least three written observations on topics provided by the course instructor.

Students in EDCI 5306 who, for whatever reason, are not required to complete a field experience will complete an alternative assignment.

**Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.**

9. **Group Evaluation of Partner-Group Lesson Plan**

Partner-Groups will be assigned the first week of class. Partner-Groups will evaluate and provide feedback on each other’s Group UDL Lesson Plans according to the UDL Lesson Plan Rubric found in “Course Content.”

Once your group has evaluated your Partner-Group’s UDL Lesson Plan (using the Lesson Plan Rubric to actually score the Partner-Group’s lesson plan), post the completed Lesson Plan Rubric as an attachment by using the reply button in the same Group UDL Lesson Plan Discussion where the Partner-Group’s UDL Lesson Plan was found.

The purpose of this assignment is threefold: 1) to allow each Group to have outside readers of the Group UDL Lesson Plan before submitting it to the Group UDL Lesson Plan for a final grade; 2) to provide each Group the opportunity to see another Group UDL Lesson Plan for comparison before submitting the group’s lesson plan for a final grade; and, 3) provide an opportunity to revise the Group UDL Lesson Plan to better fit the evaluation rubric prior to final submission.

**Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.**
10. **Evaluation of Partner’s Models of Teaching Mini-Review of Literature**  
(200 points)

Students will be partnered with a peer (or peers) in the class. Partners will evaluate each other’s Mini-Review of Literature according to the “Mini-Review of Literature Rubric” included in this syllabus and posted to the EDCI 5308 Blackboard homepage. Evaluations should reflect a serious, professional, and thoughtful reading of the lesson plan.

While suggestions for improvement are invited and encouraged, please be mindful of the tone of your response to your colleague. If you have questions about your partner’s mini-review of literature, use Blackboard email and/or discussion to ask your partner(s) for clarification. An honest and thoughtful question may lead to an improvement in the lesson plan or the answer to your question may provide you a new way to approach your own instruction in the future.

Use the “Mini-Review of Literature Rubric” to score your partner’s literature review. Using the “Reply” button in the discussion where you found your partner’s lesson plan, post the completed evaluation as an attachment to your reply.

The purpose of this assignment is threefold: 1) to allow your partner to have an outside reader of her or his work before submitting her or his literature review for a final grade; 2) to provide you with the opportunity to see another review of literature for comparison before you submit your own lesson plan for a final grade; and, 3) provide an opportunity to revise your own work to better fit the evaluation rubric prior to final submission.

Students who use the “Mini-Review of Literature Rubric” and whose evaluations appear to reflect a serious, professional, and thoughtful reading of their partner’s Mini-Review of Literature will receive full credit for this assignment. Students whose evaluations do not use the “Mini-Review of Literature Rubric,” who appear to be less than serious, less than professional and less than thoughtful will receive no points for this assignment.

Part of becoming a professional educator is learning to evaluate the work of others according to specific criteria. For this assignment, the “Mini-Review of Literature Rubric” provides the specific criteria you are required to use to evaluate your partner’s literature review.

To complete this assignment, do the following:

1. Post your completed Mini-Review of Literature to the appropriate discussion in Blackboard by the due date in the Course Schedule Overview;
2. Find your partner’s literature review in the same discussion;
3. Use the “Mini-Review of Literature Rubric” to evaluate your partner’s literature review as described above; and,
4. Using the “Reply” button in the discussion where you found your partner’s literature review, attach the completed evaluation by the due date and time found in the Course Schedule Overview.

Your partner is counting on you to post your work in a timely manner. To do otherwise is unprofessional and creates considerable anxiety and frustration for your partner and the instructor.

Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.

11. Final UDL Group Lesson Plan (200 points)

After using your Partner-Group’s evaluation and feedback to revise your Group UDL Lesson Plan, submit it to the UDL Lesson Plan Assignment in Blackboard.

Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.

12. Final Models of Teaching Mini-Review of Literature (200 points)

After using your partner’s evaluation and feedback to revise your Models of Teaching Mini-Review of Literature, submit it to the Models of Teaching Mini-Review of Literature Assignment in Blackboard.

Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.

IX. Course Schedule
See Course Schedule Overview on Blackboard Course Homepage

X. Additional Guidance and Resources:

A. TExES PPR Preparation:
   1. Complete assigned readings.
   2. Study tips to prepare for the TExES:
      http://www.texas.ets.org/assets/pdf/studytips_0607.pdf
   3. Practice TExES tests: http://www.texesexampracticetests.com/
4. Testing tips for the PPR:
   http://www.texasexampracticetests.com/160-TExES-Pedagogy-and-
   Professional-Responsibilities-EC-12-Exam.html

B. IRIS Universal Design for Learning Module:

1. Useful tool for developing lessons for diverse populations
2. Universal Design for Learning site:

Recommended, but not required, supplementary textbooks and/or
materials:

Wong, H. K., & Wong, R. T. (1998). How to be an effective teacher: The first
Nath, Janice L. & Cohen, Myrna D. (2005). Becoming a Middle School or

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

Borich, G. D. Effective teaching methods: Research-based practice (6th ed.).
Wong, H. K., & Wong, R. T. (1998). How to be an effective teacher: The first
(RECOMMENDED!)
Adventures.

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

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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

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

IXV. Course Policies

Professionalism
You are expected to read, to research, and to take the initiative to find and use resources to complete all assignments.

Attendance
The Student Handbook and Code of Conduct 2010-2011 includes the following policy regarding class attendance:

Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If
[students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office {for clarification}.

Participation:
Participation requires that students be timely, active, and respectful in class discussions and activities, read the assigned text, and be prepared for assignments and discussions.

Written Assignments:
All assignments should be submitted at a standard of excellence that is appropriate for graduate studies. Proofread all work; points will be deducted for misspellings, errors in sentence structure, grammar, syntax, etc. All written assignments are required to:
1. Have 1-inch-margins;
2. Use Arial or Calibri, 10 or 12-pt font;
3. Double space lines of text; and,
4. Use the appropriate (APA) format to cite sources for all written work

Late work:
Absolutely no late work will be accepted without a university excuse, per the student code of conduct, the course syllabus, and university policy.

Academic Honesty
A. University students are expected to conduct themselves in accordance with the highest standards of honesty and integrity.
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.

For more information:  
http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

Classroom Conduct
• Students and faculty each have responsibility for maintaining an appropriate learning environment.
• 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.
• 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.

For more information, see:
http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm
Appendix A

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; 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.
Appendix B

TExES Pedagogy and Professional Responsibilities

Domain I. Designing Instruction and Assessment to Promote Student Learning

**Competency 1:** 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 2:** 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 3:** The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 4:** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. Creating a Positive, Productive Classroom Environment

**Competency 5:** 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 6:** The teacher understands the strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing Effective, Responsive Instruction and Assessment

**Competency 7:** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
Competency 8:
The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 9:
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 10:
The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling Professional Roles and Responsibilities

Competency 11:
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 12:
The teacher enhances professional knowledge and skills by effectively interacting with members of the educational community and participating in various types of professional activities.

Competency 13:
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.