Tejeda-Delgado, Summer 2015

TEXAS A&M UNIVERSITY-CORPUS CHRISTI

EDCI 4605/4608.000 Planning, Teaching, Assessment, and Technology for Elementary Teacher

Site Professor: Dr. Carmen Tejeda-Delgado (Dr. TD 😊)

Class Meeting Time and Location: TBD

Office: TAMU-CC: FC 245

Office Hours:

Monday-Thursday: Virtual/Online 8:00-11:00a.m.

(*SKYPE will need to be downloaded by each student onto personal computer, tablet, phone or other smart electronic)

(via Blackboard & *Skype – use my cell number and name to SKYPE (361.728.5840 or search “Carmen Delgado”))

Office Telephone: 361-825-2860 E-Mail: Use “Blackboard Message” link only (not TAMU-CC e-mail)

Cell number: 361.728.5840

Credit Hours

Three (3) semester hours
Texas A&M University - Corpus Christi assigns credit hours based on the number and type of assignments that enable students to achieve the course learning objectives. The number and kind of activities estimated to fulfill time requirements will vary by degree level and student learning style, and by student familiarity with the delivery method and course content.

High Impact Educational Practice  KUH’S HIGH IMPACT EDUCATIONAL PRACTICES:

Retrieved from:

This course’s teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. Below is a brief description of the high-impact practice related to this course, which educational research suggests increases rates of student retention and student engagement.

SERVICE LEARNING, COMMUNITY-BASED LEARNING

In these programs, field-based "experiential learning" with community partners is an instructional strategy-and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Course Description and Rationale

This 6-hour course is designed to provide the prospective EC-4 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.

Course Materials

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


2. Supplemental Materials Packet (Handbook) (Blackboard)

3. *A Pocket Guide to APA Style*
Conceptual Framework and 11 Professional Education Unit Outcomes

Texas A&M University – Corpus Christi has developed a conceptual framework in collaboration with the professional community that articulates the shared vision of the Professional Education Unit’s efforts to prepare educators to work in P-12 schools. This conceptual framework provides the College of Education Unit’s philosophical foundation and serves as guide for decision making.

Professional Education Outcomes include critical components of the conceptual framework for addressing professional dispositions, and the diversity and technology proficiencies.

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)

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)

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)

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)

5. Select and use a wide variety of children’s literature across subject areas (TExES Competencies: 001, 002, 003) (State Proficiencies: 1, 2, 3)

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)

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)

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)

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

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

11. Identify appropriate Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS) and TAKS objectives (if applicable) for each lesson plan. (TExES Competencies: 001, 003, 013) (State Proficiencies: 1, 2, 5)

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)

13. Interact professionally with university faculty, public school students, and mentor teachers. (TExES Competencies: 005, 011, 012, 013) (State Proficiencies: 2, 4, 5)
14. Participate in conferences and exit interviews with Clinical Teacher and Site Professor. (TEEXS Competencies: 001, 012, 013) (State Proficiencies: 1, 4, 5)
15. Join a professional organization of your choice. (TEEXS Competencies: 012, 013) (State Proficiencies: 1, 5)
16. Gain an understanding of school policies and resources. (TEEXS Competencies: 001, 012, 013) (State Proficiencies: 1, 4, 5)
17. Complete school field placement requirements and activities in a timely, professional, and ethical manner. (TEEXS Competencies: 012, 013) (State Proficiencies: 1, 4, 5)
18. Maintain teachers’ hours and observe school field placement attendance and dress policies. (TEEXS Competencies: 012, 013) (State Proficiencies: 1, 4, 5)
19. Take initiative in working alongside Clinical Teachers in all their responsibilities and duties unless requested to do otherwise. (TEEXS Competencies: 012, 013) (State Proficiencies: 1, 4, 5)
20. Take initiative in participating in partner school functions. (TEEXS Competencies: 011, 012, 013) (State Proficiencies: 1, 4, 5)

Three additional unit outcomes addressing professional dispositions, and the diversity and technology proficiencies:

9. **Diversity Proficiencies:** The candidate creates educational opportunities that are adapted to diverse learners and remove barriers that inhibit learning.
10. **Professional Dispositions:** The candidate builds meaningful relationships to improve student learning by effective planning, communication, use of assessment data, and high-caliber delivery of instruction.
11. **Technology Proficiencies:** The candidate designs and develops learning environments that integrate various technology tools and applications, connect technology usage to content areas, and embed technology into assessment strategies.

### Course Topics

### Course Format and Instructional Framework

Your successful completion of this course will rely upon a variety of learning activities. In this distance education course, you will function both as an independent, self-directed learner as well as a team member who learns collaboratively. You will learn about the best practices and original ideas of experts and will generate your own ideas as they relate to your teaching practice. Viewing, listening, reading, discussing, writing, and reflecting are the essential, mutually reinforcing learning activities of this course and degree program, and they are the tools that will help you be successful in a distance learning environment. In addition, the timely, individualized, and substantive feedback you receive from your Faculty Member will reinforce and refine your learning as you move through the course.

The course consists of 7 weeks, each containing activities and assignments designed to increase understanding of a given topic or
topics. These activities and assignments should be completed in sequence, as the course content is progressive. For more information on the instructional delivery model, please visit:

www.tamucc.edu/distancelearning. Refer to the Getting Started link.

Each week includes some of all of the following elements:

**Introduction**

Each week begins with an Introduction that presents an overview of content to be addressed and establishes the context for the new knowledge.

**Learning Objectives**

The Learning Objectives articulate the knowledge and/or skills you will demonstrate in completing the weekly assignments. They are related to the conceptual framework, professional standards, and expected program outcomes.

**Learning Resources**

The Learning Resources present new knowledge and skills on the topic(s) covered each week. The Learning Resources will inform Discussions, Application Assignments, and the Reflective Essay. Learning Resources include:

* **Required Readings**

  Required Readings provide support, research, and information related to the topic(s) of the week. You will be expected to demonstrate your understanding of the concepts and ideas in the Required Readings in your weekly assignments.

* **Media**

  Media segments and multimedia components provide new knowledge and demonstrate skills related to the content of each week. Most weeks feature one or more media segments that may include interviews with contributing scholars and practitioners as well as demonstrations of best practices. The title of each media segment and a brief overview of its content are provided.

* **Optional Resources**

  In addition to the required course material, optional resources are also suggested. Although these readings are not required, you are
encouraged to explore them to further your learning, and/or to incorporate them into any of your assignments.

**Discussions (as required and necessary)**

The Discussion will provide you with an opportunity to interact in small groups as you exchange thoughts and points of view about the weekly topics, as well as about your educational experiences in general. Together you will brainstorm ideas, pose questions about the media segments and/or the Required Readings, discuss your practice of new skills and strategies, and support and respectfully challenge one another in your application of new knowledge. Although you may find that you and your colleagues frequently agree on particular issues, remember that optimal learning will result from examining various points of view. Feel free to pose an alternative idea, or present a contrasting viewpoint in the interest of a thorough and dynamic discussion.

Each Discussion consists of the following:

- Introductory information to be considered prior to making your initial Discussion posting

- A Discussion activity, in which you are asked to interact with the members of your group to brainstorm ideas, practice using new skills and strategies, and begin applying your knowledge. For online Discussions, candidates will be directed to:
  - Post their thoughts/insights/ideas for their colleagues to consider
  - Read a sampling of their colleagues’ postings
  - Respond to a designated number of postings
  - Return to their initial posting and reflect on their colleagues’ responses and their own learning

**Application (as required and necessary)**

The Application Assignment is an opportunity for you to transfer new knowledge and skills to an authentic context relevant to your own teaching situation. Each Application Assignment requires independent reflection, analysis, synthesis, and personalization of the concepts and strategies presented during the week.

Suggested assignment lengths are provided for the Application Assignments. *Note:* These page lengths do not include (if applicable) the cover page, reference list, and appendices.

Unless otherwise noted, Application Assignments must follow American Psychological Association (APA) guidelines. Please refer to the *Pocket Guide to APA Style*. 
Reflective Essay (as required and necessary)

A Reflective Essay will provide you with an opportunity to review, synthesize, and evaluate distinct concepts as they have affected your practice. Your work should reflect knowledge gained through the media segments, the readings, Discussions with your colleagues, Application Assignments, and personal experience.

A suggested assignment length is provided for the Reflective Essay. Note: This page length does not include (if applicable) the cover page, reference list, and appendices.

Unless otherwise noted, the Reflective Essay must follow American Psychological Association (APA) guidelines. Please refer to the Pocket Guide to APA Style.

Instructional Methods and Activities

EDCI 4605, 4608/000 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences:

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

B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)

C. Field Experiences (field base teaching; field trips; community resource use)

VIII. Assignments

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

All assignments need to be typed, double-spaced, 12-pt font
1. **(4) TExES PPR Domain Quizzes (400 points)**
   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). A study guide will be posted on Blackboard at least 48 hours prior to the test.

2. **Teaching Lessons (600 points)** (Video Lesson 1 @ 100pts.; Lesson plans and Reflections, 2 @ 250pts. (*see below for details) You will be expected to teach at least **THREE** lessons in your assigned classroom this semester.

All lesson plans must be discussed with Dr. TD and/or your clinical teacher AS WELL AS E-MAILED TO THEM prior to the day the lesson(s) is taught. **ALL** lessons must integrate the use of TECHNOLOGY AND WRITING – NO EXCEPTIONS! (e.g., E-Tech lesson (Dr. Elwood; power point, United Streaming video, AlphaSmarts, etc.). Evidence of the implementation of technology must be provided with the packet for grading.)
LESSON PLAN SUBMISSION GUIDELINES & PROTOCOL:

ALL 3 LESSONS ARE TO BE SENT TO BOTH YOUR CT AND SITE PROFESSOR FOR REVIEW AND FEEDBACK VIA E-MAIL. EACH LESSON PLAN MUST ADHERE TO THE LESSON PLAN TEMPLATE LOCATED IN BLACK BOARD.

Below is a description of the lessons and how each lesson will be evaluated. It is my goal to have each student to the Meets Expectations Level of the Evaluation Instrument by the end of the Field Base semester.

For a lesson that will be taught on a Tuesday, the draft is due to the site professor AND CT by 5:00 pm on Saturday preceding the teaching event via Blackboard. For a lesson that will be taught on a Thursday, the draft is due to the site professor AND CT by 5:00 pm on Monday preceding the teaching event via Blackboard. A LESSON SHOULD BE SENT TO CT/PROFESSOR A MINIMUM OF 48 HOURS IN ADVANCE.

Save each lesson as a “.doc” file with the filename CT1(or whatever lesson it is)+last name+your first initial. For example, Yolanda Ruiz first lesson would be saved as such: “CT1RuizY” (without the quotation marks)

Rationale: The reason for submitting the lessons early is so that the professor and the CT have an opportunity to provide you with feedback on your lesson as necessary and appropriate. Remember to discuss ALL lesson ideas with your CT PRIOR to beginning the writing and developing of your lesson. In other words, it should be approved by the CT first! 😊

• The first lesson that you teach will be videotaped. Due by ___see calendar 😊____. You will personally critique the video tape of the lesson and turn in the lesson plan along with a reflection analysis (see “Video Tape Self –Evaluation”) of your lesson all at one time, stapled together on the Tuesday or Thursday after you taught the lesson. (You will be provided the guidelines, “Video Tape Self-Evaluation”). Students are to use their own recording devise and should solicit the assistance of a peer or CT to record lesson for them. The video does not have to be submitted to the professor, but must be viewed by the student in order to complete the reflection component of this lesson. Please make sure to schedule a post conference* with Dr. TD on the Tuesday or Thursday after you taught the lesson. NOTE: You must have post conferenced with your CT PRIOR to post-conferencing with Professor.
You should NOT teach your next lesson before having post-conferenced with Dr. TD on each lesson.

- Two will be observed and critiqued by your clinical teacher AND site professor. Provide your CT & professor a copy of the evaluation form she/he will use to evaluate your lesson AND a final draft of your lesson plan at least one day before your lesson is taught. CT should provide you with feedback PRIOR to teaching the lesson. Your first lesson evaluation is due _____ see calendar_____. Your second lesson evaluation is due _____ see calendar_____. Please turn in your lesson plan, the critique completed by the clinical teacher, and your reflection all at one time, stapled together on the Tuesday or Thursday after you taught the lesson SO THAT WE CAN POST CONFERENCE* OVER YOUR LESSON.

NOTE: You must have post conferenced with your CT PRIOR to post-conferencing with Professor.

You should NOT teach your next lesson before having post-conferenced with Dr. TD on each lesson. (You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the observation form).

*POST CONFERENCE is REQUIRED after EACH LESSON – 3 POST CONFERENCES). BE SURE TO E-MAIL ME OR LET ME KNOW WHEN YOU WILL BE POST CONFERENCING AFTER EACH LESSON IS TAUGHT.

NOTE: You must have post conferenced with your CT PRIOR to post-conferencing with Professor.

IMPORTANT PROTOCOL FOR LESSONS

1. YOU MUST COORDINATE AND CALENDAR YOUR LESSONS WITH DATE AND TIME OF LESSON WITH CT AND PROFESSOR– do this ASAP as it fills up fast!

2. MAKE SURE YOU HAVE PROVIDED COPIES OF LESSON PLAN VIA BLACKBOARD OR E-MAIL TO BOTH Dr. Tejeda-Delgado AND CT (see above submission deadlines)

3. HAVE THE "Pre-Service Teacher Observation Form" (the top section completed by PST) AND a FINAL draft of your lesson plan READY for me on the day of the observation placed in the area of your CT’s room where you would like me to sit when I go into observe lessons.

4. Make sure to employ Higher Order Thinking questions in every lesson and have the students highly engaged.

5. Every lesson MUST include a writing component

6. Every lesson MUST include technology (see Dr. Elwood’s requirements)
NOT ADHERING TO THE ABOVE PROTOCOL CAN NEGATIVELY AFFECT PREPARATION GRADE AND FINAL GRADE OF COURSE.

- **POST CONFERENCING PLUS – DELTA Chart self evaluation form:** It is important to be a reflective practitioner, and examining the effectiveness of the lesson is an excellent way to improve those skills. The reflection should provide reaction to the questions provided in the self evaluation guidelines. Self-evaluations should include positive remarks as well as suggestions for improvement.

  STUDENTS ARE REQUIRED TO SCHEDULE A POST CONFERENCE FOR THE TUESDAY OR THURSDAY AFTER EACH LESSON IS TAUGHT. THE “PLUS – DELTA Chart” WILL BE USED TO COMPLETE THE SELF EVALUATION OF LESSONS 2-5 (CT1, CT2, TD1, TD2). THE CHART CAN BE FOUND IN OUR BLACKBOARD COURSE. I ALSO HAVE HARDCOPIES AT OUR CAMPUS CLASSROOM.

**IMPORTANT REMINDER!** You CANNOT teach your next lesson before having post-conferenced with Dr. TD on each lesson. 1 PAGE MAXIMUM!

You must score at least “meets expectations” on each of the evaluated lessons. It may be necessary for some students to teach more lessons. If the student does not meet the minimum “improvement needed” criteria on the lessons, the student will not be recommended for student teaching.

3. 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. How you dress and present yourself will also affect this grade. **No (visible) tattoos, PHONES or texting** allowed on campus premises –either during seminar or on campus...No exceptions. Phones should only be used for emergencies. The summative assessment handout will be provided to your CT and she/he will submit the form ONLY to me at the end of the semester.

- 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>Score</th>
<th>Value</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>3.7</td>
<td>425</td>
</tr>
<tr>
<td>3.6</td>
<td>400</td>
</tr>
<tr>
<td>3.5</td>
<td>375</td>
</tr>
<tr>
<td>3.4</td>
<td>350</td>
</tr>
<tr>
<td>&lt;3.4</td>
<td>325</td>
</tr>
</tbody>
</table>

3. **Community Service Component** (200 points possible)
One community service project has to be proposed, committed and submitted by the student to the professor by the end of the semester.

4. **Attendance (50) & Participation (50) (see Absence Policy in your handbook) 100 pts. total**

**Attendance:**

***Each student will sign in electronically at site school’s front office computer. In addition, students must keep an individualized attendance record (handout will be provided to you in class). Text or call me if you are going to be absent or late. MAKE SURE TO CALL YOUR CT FIRST! IF YOU CANNOT REACH YOUR CT, YOU SHOULD IMMEDIATELY CONTACT MONTCLAIR (361-994-3651) AND LEAVE A MESSAGE WITH MS. LINDA (SECRETARY) TO CONVEY YOUR MESSAGE TO YOUR CT – SHE WILL NOT ANSWER THE PHONE UNTIL AFTER 7:45AM. It’s always a good idea to obtain your CT’s contact information ASAP ☺

Students are expected to attend all class meetings. Time missed in your clinical teachers' classrooms must be made up (no exceptions). A doctor’s excuse may be required for any and all absences, but will not excuse the absence from having to be made up. **Approved Absence means notification and/or approval of absence prior to 7:45 am on the date of the absence.** The following criteria will be used for determining your attendance and participation grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>50</td>
<td>Perfect attendance, punctual (no absence; no tardies)</td>
</tr>
<tr>
<td></td>
<td>47</td>
<td>1-2 tardies or early departures</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>One absence <strong>with</strong> 1-2 tardies or early departures</td>
</tr>
<tr>
<td>B</td>
<td>42</td>
<td>3-4 tardies or early departures</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>One absence w/ 3-4 tardies/early departures or 5-6 tardies/early departures</td>
</tr>
<tr>
<td>C</td>
<td>37</td>
<td>Two absences, or one absence with 5-6 tardies/early departures or 7-8 tardies/early departures</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>Two absences w/ 7-8 tardies/early departures <strong>or</strong> Three absences <strong>or</strong> 9-10 tardies/early departures</td>
</tr>
<tr>
<td>F</td>
<td>30</td>
<td>Four or more class absences or More than 10 tardies/early departures</td>
</tr>
</tbody>
</table>
NOTE: Individuals receiving a F on this criterion will need to repeat EDCI 4605/4608.000, irrespective of performance on all other criterion.

Participation:

*PSTs are expected to participate in activities (5 hours) beyond the normal school day. These activities include, but are not limited to, the following (See Appendix B)*

- PTO meetings
- Tutoring (3:35-4:00 pm)
- Fieldtrips on MWF
- Faculty Meetings (3:05-4:00, Monday)
- attending the Clinical Teacher’s classroom on a MWF
- Board meetings (District level)
- PDM Meetings

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, dated 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 the last day we are on the site school campus.

You will be evaluated on your professionalism in this field experience. This semester you will have many opportunities to develop professional skills and work habits. As part of your professional development, you are expected to: *(PLEASE READ AND REVIEW EACH BULLET CAREFULLY)*

- Play an active role in campus events such as family nights, parent-teacher conferences, team planning.
- Interact effectively with university faculty, public school students, and mentor teachers.
- Participate in pre-conferences, post-conferences, and exit interviews.
- Join a professional organization of your choice (optional).
- Gain an understanding of school policies and resources.
- Complete school field placement requirements and activities in a timely, professional, and ethical manner. It is your responsibility to meet with the faculty should any unforeseen circumstances arise that interfere or prevent you from meeting these expectations.
- Maintains teachers’ hours and observes school field placement attendance and dress policies.
- Take initiative in working alongside Clinical Teachers in all their responsibilities and duties unless requested to do otherwise.
- Take initiative in participating in partner school functions.
- Conduct self-evaluation and develop personal growth plan using Emotional Intelligence Website (ESAP)
- All tattoos must be covered and only ear piercings are allowed.
- Cell phone use is prohibited while in the Clinical Teacher’s classroom (including texting).
- Personal and/or University coursework is prohibited while in the Clinical Teacher’s classroom.
5. Practice-TExES EXAM (100 points)

The Pedagogy and Professional Responsibilities (PPR) Review & Practice TExES exam will be 100% online (See Appendix C)

6. TExES COMPETENCY PRESENTATION & Peer Evaluations (200 pts):

Competency Presentations (Due: See Calendar):
Collaborative groups will be assigned the first week of class. Each group will design and present two (2) Generalist or PPR competencies (this may vary at professor discretion) and present ONE interactive lesson that emphasizes those specific TExES competencies to the rest of the class on the assigned date/time. Lessons will follow the competency lesson plan template included in blackboard and will be very similar to the CT and TD lesson plan template. See the competency lesson plan template on the Blackboard homepage and attached to this syllabus for lesson expectations. It is in preparing and teaching these lessons that students will gain a better understanding for teaching the subsequent lessons.

Be sure to email lesson plan to PEERS AND PROFESSOR 24 HOURS PRIOR TO THE DAY YOUR LESSON PRESENTATION IS DUE. Peers are responsible for printing out each lesson plan and bring to class the day of each presentation in order to follow along, take notes and ask questions as well as provide feedback. Peers and the instructor will use an abbreviated CT evaluation form to evaluate group performance. Final points for the group will be assigned according to the average score (total score for three lessons/3). Individual group member will receive the number of points earned by the group.

7. 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 competency. These may be lessons that you have taught, journal entries, lessons from other course, professional development & workshops you have attended, after school activities, community activities, etc. For each competency, write a brief description (rationale; 2-3 sentences) for EACH ARTIFACT you chose explaining how each artifact/piece of evidence demonstrates the said competency. The final section of your Portfolio should include: BLOCK 2 documents. You will be provided a handout detailing the Block 2 documents. You are responsible for ensuring ALL these documents (including the Block 2 handout) are in a folder and placed INSIDE your portfolio pocket and submitted on the day of portfolio conferencing. IMPORTANT: Include Teaching Philosophy and Resume’ at the front of your Portfolio. Use a label for your name on folder
Due: See Calendar
Candidates are expected to complete all assignments according to the due dates and to submit work that meets defined criteria for graduate-level work. If any assignments are late or missing, the final course grade may be affected.

Candidates should refer to the Instructor Link for important information regarding late assignments, procedures and office hours.

The following summative (final) course grades may be achieved:

<table>
<thead>
<tr>
<th>Quality of Work</th>
<th>Letter Grade</th>
<th>Points</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>A</td>
<td>1800-2050</td>
<td>93.75%-100%</td>
</tr>
<tr>
<td>On-degree level work</td>
<td>B</td>
<td>1500-1799</td>
<td>68.75%-87.5%</td>
</tr>
<tr>
<td>Minimal (needs improvement)</td>
<td>C</td>
<td>1300-1499</td>
<td>43.75%-62.5%</td>
</tr>
<tr>
<td>Poor (attempted and submitted)</td>
<td>F</td>
<td>Less than 1299</td>
<td>less than 43.75%</td>
</tr>
</tbody>
</table>

The Instructor shall use professional judgment in cases where candidate scores fall between A and B or B and C. When determining the grade, the Instructor may take into account a candidate’s effort and improvement, professionalism, willingness to accept and apply constructive criticism, and evidence of commitment to growth and improvement.

Skipping or waiving assignments in any course at TAMU-CC is never an option. If candidates neglect to complete any weekly assignments, the Instructor has the right to lower the final grade.

Course Policies and Procedures

Course Policies

**Academic Integrity/Plagiarism**

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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website [http://judicialaffairs.tamucc.edu/](http://judicialaffairs.tamucc.edu/).

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.
Some infractions may include, but are not limited to the following:

- Wholesale copying of passages from works of others into an assignment, paper, Discussion forum posting, or thesis or dissertation without acknowledgment
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person’s characteristic or original phraseology, metaphor, or other literary device without acknowledgment

Faculty Members monitor student work for evidence of plagiarism. In addition, the Office of Academic Affairs conducts periodic reviews of randomly selected samples of current student work for evidence of plagiarism.

Please note that your Instructor may require you to submit your work through Turnitin.com, which is a plagiarism prevention tool, prior to submitting assignments. You are strongly encouraged to review the Turnitin.com tutorial at http://www.turnitin.com/en_us/support/support-services

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

**Preferred methods of scholarly citations**

Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**

All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

**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.
Texas A&M University considers academic honesty to be essential for each student’s intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, students and faculty of Walden recognize the necessity and accept the responsibility for academic honesty. A student who enrolls at the University thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the school or academic program and, in turn, the Faculty Member.

**Grade Appeals***

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://advising.tamucc.edu/grade_appeals.html](http://advising.tamucc.edu/grade_appeals.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**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 CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

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.

***Required by SACS***

***Also See the Guidelines and Policies area for University policies on grading, academic honesty, and accessibility. Also see the Guidelines and Policies area for more detailed information about faculty and student guidelines for online courses, including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete.
Classroom Access

Classroom access is strongly recommended for students enrolled in this teacher education degree program. **Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results.** Students without classroom access will not be given alternative assignments.

Writing Across the Curriculum

Texas A&M University – Corpus Christi is committed to high academic literacy standards. To develop these skills in candidates, this course has a strong emphasis on written assignments. All assignments are expected to meet the following standards:

1. Clear central idea carefully and coherently developed with intended emphasis
2. Correct grammar; no persistent mechanical errors
3. Neat appearance with evidence of having been carefully proofread
4. Academic integrity and honesty
5. Full documentation of research work
6. References cited using APA style (except in Discussion postings in online classrooms). A *Pocket Guide to APA Style* is one of the recommended text that should be purchased to help with success in writing. You may also visit the following website for more information on APA style: [http://www.apastyle.org/](http://www.apastyle.org/)

Please note that although academic standards are expected in all submitted assignments and formal discussions, candidates will not be graded on other written contributions to the course, such as informal questions, comments, and additional discussions that candidates may choose to begin.

*Slightly revised again by Dr. Frank Lucido, Associate Dean of College of Education, 1/20/2014.*

Classroom Participation

In accordance with US Department of Education guidance regarding class participation, The Texas A&M System requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of class. The first calendar day of class is the official start date of the course as posted on your academic page.

**Assignments submitted prior to the official start date will not count toward your participation.**

**Financial aid may be negatively affected if class participation as defined above is not met.**

If you have any questions about your assignments, or you are unable to complete your assignments, please contact your faculty member right away.

Nonacademic misconduct
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either

(1) The instructor’s ability to conduct the class,

(2) The inability of other students to profit from the instructional program, or

(3) Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct

Sexual harassment of students and employers at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.
Bibliography


Appendices

(use this document to help guide the development of your portfolio)

I. State Competencies

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II. Learner-Centered Schools for Texas:

State Adopted Proficiencies for Teachers

**LEARNER-CENTERED KNOWLEDGE**

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

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

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher’s and the students’ opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners’ interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

**LEARNER-CENTERED INSTRUCTION**

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

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

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.
The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

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

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

**EQUITY IN EXCELLENCE FOR ALL LEARNERS**

The teacher responds appropriately to diverse groups of learners.

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

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

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

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

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

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

**LEARNER-CENTERED PROFESSIONAL DEVELOPMENT**

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

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

To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a collaborative team, the teacher identifies and uses group processes to make decisions and solve problems.
The teacher exhibits the highest standard of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.
III. TExES Pedagogy and Professional Responsibilities EC-4

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.
IV. TExES Generalist EC-4

Domain I—English Language Arts and Reading (40% of Test)

Competency 001 (Oral Language) The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

Competency 002 (Phonological and Phonemic Awareness) The teacher understands phonological and phonemic awareness and employs a variety of approaches to help children 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 children understand the relationship between printed words and spoken language.

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 children's literacy.

Competency 005 (Word Analysis and Decoding) The teacher understands the importance of word analysis and decoding for reading and provides many opportunities for children to improve their word-analysis and decoding abilities.

Competency 006 (Reading Fluency) The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

Competency 007 (Reading Comprehension) The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

Competency 008 (Research and Comprehension Skills in the Content Areas) The teacher understands the importance of research and comprehension skills to children's academic
success and provides children with instruction that promotes their acquisition and effective use of these skills in the content areas.

**Competency 009 (Writing Conventions)**
The teacher understands the conventions of writing in English and provides instruction that helps children develop proficiency in using writing conventions.

**Competency 010 (Development of Written Communication)**
The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children's competence in written communication.

**Competency 011 (Assessment of Developing Literacy)**
The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

**Domain II—Mathematics (15% of Test)**

**Competency 012 (Mathematics Instruction)**
The teacher understands how children learn mathematical skills and uses this knowledge to plan, organize, and implement instruction and assess learning.

**Competency 013 (Number Concepts, Patterns, and Algebra)**
The teacher understands concepts related to numbers and number systems and demonstrates knowledge of patterns, relations, functions, and algebraic reasoning.

**Competency 014 (Geometry, Measurement, Probability, and Statistics)**
The teacher understands concepts and principles of geometry and measurement and demonstrates knowledge of probability and statistics and their applications.

**Competency 015 (Mathematical Process)**
The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make
mathematical connections within and outside of mathematics.

Domain III—Social Studies (15% of Test)

Competency 016 (Social Science Instruction) The teacher uses social science knowledge and skills to plan, organize, and implement instruction and assess learning.

Competency 017 (History) The teacher demonstrates knowledge of significant historical events and develops and applies social science skills to historical information, ideas, and issues.

Competency 018 (Geography and Culture) The teacher demonstrates knowledge of geographic relationships among people, places, and environments in Texas, the United States, and the world; understands the concept of culture and how cultures develop and adapt; and applies social science skills to geographic and cultural information, ideas, and issues.

Competency 019 (Government, Citizenship, and Economics) The teacher understands concepts and processes of government and the responsibilities of citizenship; knows how people organize economic systems to produce, distribute, and consume goods and services; and applies social science skills to information, ideas, and issues related to government and economics.

Domain IV—Science (15% of Test)

Competency 020 (Science Instruction) The teacher uses knowledge of science content and methods to plan effective, engaging, and safe instruction and to assess learning.

Competency 021 (Physical Science) The teacher understands the fundamental concepts, principles, and processes of physical science.

Competency 022 (Life Science) The teacher understands the fundamental concepts, principles, and processes of life science.

Competency 023 (Earth and Space Science) The teacher understands the fundamental concepts, principles, and
processes of earth and space science.

Domain V—Fine Arts, Health, and Physical Education (15% of Test)

**Competency 024** (Visual Arts) The teacher understands concept, processes, and skills involved in the creation, appreciation, and evaluation of art and uses this knowledge to plan and implement effective art instruction.

**Competency 025** (Music) The teacher understands concepts, processes, and skills involved in the creation, appreciation, and evaluation of music and uses this knowledge to plan and implement effective learning experiences in music.

**Competency 026** (Health) The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction for all children.

**Competency 027** (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 activities.
IMPORTANT DATES TO REMEMBER

**PPR:** Students MUST complete the Reviews online and the Practice Test online by (see Calendar). They must PRINT results sheet and submit to their Site Professor & Rose Zuniga NO LATER than the 3rd week of the semester.
Active Participation Log

APPENDIX B

as required in

EDCI 4605/4608.000: Planning, Teaching, Assessment and Technology for The Elementary Teacher

Name of PST ____________________________
Semester _______________________

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<tr>
<th>Date of Activity</th>
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These activities include, but are not limited to, the following:

a) PTO meetings
b) Tutoring (3:15-4:00 pm)

c) Fieldtrips on MWF
d) Faculty Meetings (3:15-4:00, Monday)

e) attending the Clinical Teacher’s classroom on a MWF

f) Board Meetings (District level)
g) PDM Meetings

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 time of Portfolio Conferencing along with Block 2 folder/documents.

These hours cannot be counted as make-up time required for tardies or absences.
Note: Family Math/Science Night **WILL COUNT** toward the Active Participation Log Hours 😊.

**PPR Review and Practice Instructions**

**APPENDIX C**

**DUE: SEE CALENDAR**

You must submit a copy of your verification that you did this to Dr. TD by **SEE CALENDAR**

**IMPORTANT NOTE: YOU MUST BE ONLINE AT LEAST 4.5 HOURS AND HAVE DONE Jr. ACHIEVEMENT FOR THIS TO COUNT AS HAVING TAKEN THE REVIEW AND PRACTICE. MAKE SURE YOU STAY ONLINE FOR A MINIMUM OF 4.5 HOURS!**

Start with this informational video:

https://www.youtube.com/watch?v=xps3irfJQpU  Students will need to type in the link directly or click to access the link.

Students may also look for test vocabulary quizlets by going into GOOGLE, typing in TEXES #160 and bringing up the Quizlet Flashcards for the PPR.

**PPR Practice Resources may also be accessed from the following website:**

TExES Practice Test Questions - Prepare for the TExES Test

[www.testprepreview.com/texes_practice.htm](http://www.testprepreview.com/texes_practice.htm)

**Get started studying with our unofficial free practice test questions. These questions will help you increase your TExES exam score**

Here is the link for the **4.5 hour** study tutorial website:  [https://pact.tarleton.edu/TCERT](https://pact.tarleton.edu/TCERT)  The website needs to be typed in directly to access the preparation materials for TEXES Content Exams and Pedagogy (PPR) TExES #160.
This is the website where you will prepare for and take your PPR Pretest. A copy of your pretest scores may be printed for verification purposes. The print out needs to be done before exiting the pre-test. Verification Print Outs need to be e-mailed or brought to the COE Office (Ms. Rose) or given to me (your professor) to have results posted in the Teacher Ed. Website file for TEXES #160 registration eligibility. An explanation of missed questions is also available for the students throughout the exam. Students may print out the whole exam to use as a study manual.

Additional Testing Resources for Generalist Content Test:

With each of you individually (upon your request) I can create a username and password to access the preparation information for the TEXES Exams below. Professor needs to use their TEA ID# and students will create their tutorial account by putting their University A# without the A.

1. Math 4-8
2. Math 8-12
3. Special Ed. EC-12
4. Science 4-8
5. Generalist EC-6
6. PPR EC-12

2. Here is a new study resource for 4-8 math students that has been created to prepare educators for the mathematics portion of their teacher certification exams. This website, found at: www.online.math.uh.edu/texas4to8, gives access to over 20 different online quizzes which cover a wide range of mathematical topics and concepts, based around the TEXES 4-8 Mathematics Competencies. The website needs to be typed in directly to gain full access. The materials may also be utilized by students needing to prepare and pass the Math portion of their THEA Exam.

Other study resources for all TEXES Exams are the individualized study manuals.

3. The study manuals to all TEXES Certification Examinations may be downloaded free of charge by going to the ETS Registration Website: http://cms.texas-ets.org looking on the left and clicking on Preparation Materials. On the second screen, click on the first link, on the third screen click on the third link and the fourth screen will show links to all of the TEXES Exam Manuals.

4. The Computer Lab @ Corpus Christi Hall has several computers with preparation materials for all of the Content Areas and the PPR. There are two practice tests with answers at the end of the information section. Students need to go to the Computer Lab Check In Desk and show their Sand dollar Card to have access to a computer with prep materials.

5. Study kits are available for use in the College of Ed office only to prepare for the Generalist EC-6. Students may check out study kits and review them in the College of Ed. area. Kits may not be taken out of Maria Gonzalez’s area. There is also a phone app called Certified in a Flash:
http://ladybugapps.com that you can download for free if you have an iPhone. If not type the website into your computer. These are flashcards with answers that appear on your phone. You can also Google (TEXES #160 or TEXES Exams to be taken) choose the last option that will take you to a screen with links to vocabulary flash cards, quiz lets, and other practice materials free of charge. All materials contain review quizzes with different questions and question responses. All materials can be utilized by undergraduate, post bac graduate, and MAC students preparing to take their TEXES Content Exam to participate in Student Teaching.

Please contact Rose Zuniga with questions and or concerns:

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