TEXAS A&M UNIVERSITY-CORPUS CHRISTI
College of Education
EDUC 4605/06/07/08.006 – Planning, Teaching, Assessment and Technology
Spring 2015
Tuesdays & Thursdays, 8:50 am – 4:05 pm
Miller High School

Course Instructor: Dr. Lucinda N Sohn  Office: Faculty Center 237 A
Office phone: 361-825-5581  Email: lucinda.sohn@tamucc.edu

Office Hours:
Tuesday at MHS from 8:40 – 9:00; 4:00 – 4:20
Wednesday at TAMU-CC from 10:00 – 2:00
Thursday at MHS from 8:40 – 9:00; 4:00 – 4:20

MHS Site Contact: Leslie Appel, Dean of Instr. Leslie.Appel@ccisd.us (361)878-5100/20105
MHS Principal: Stella Torres Stella.torres1@ccisd.us (361)878-5100

Sign in Time: 8:50 am (at Miller HS front office in the binder) and report to TAMUCC’s classroom, OR CT classroom (see syllabus)
Sign out Time: 4:00 (no earlier) (unless other arrangements are made with the CT’s) at front office on Miller HS COMPUTER

**Remember to keep individual hand-recorded attendance record form (This form is online in Content Folder)**

Tutoring before/after school – Each PST is responsible making his/her own individual contribution to Miller High School. Approximately 10 hours of the PST’s time (outside of the regular Tuesday/Thursday 8:50 am – 4:00 pm hours) are required for this assignment. Please use the appropriate Log Sheet.

ALWAYS BB message INSTRUCTOR AND CALL THE FRONT OFFICE (361.994.3651) AND YOUR CT IF YOU WILL BE LATE OR ABSENT (preferably the day before or ASAP, ex. Before 8:00 a.m.)

I.  EDUC 4605/06/07/08 - Planning, Teaching, Assessment and Technology
(TAMU-CC Undergraduate Catalog 2010-11 course description with slight modifications by instructor of the course)
EDUC 4605/06/07/08 is a study of planning, teaching, assessment and technology as they relate to teaching in grades 8-12. Planning will include lesson plan formats, general curriculum issues, multiple intelligences, learning styles, and resources. Teaching will include methods and strategies for delivery of instruction and classroom environment. Assessment will focus on traditional and authentic alternative assessment including modifications. Technology will cover media and techniques from transparencies to computer technology, incorporating the skills/knowledge for developing presentations and learning activities to be used in high school classrooms. Two full days per week are required at a partner school site. Prerequisite: Admission to TAMU-CC Teacher Education Program.

II. Course rationale
Pre-student teachers are immersed in the day-to-day operation of Miller High School. This
school-university partnership facilitates rich classroom experiences for PSTs that include actual lesson planning and teaching. The pre-student teaching semester provides an effective stepping stone towards the culminating student teaching semester of the TAMU-CC Teacher Education Program.

III. State Adopted Proficiencies for Teachers Learner-Centered Knowledge:
The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR) (emphasized in EDUC 4605/06/07/08)

Domain I. Designing Instruction and Assessment to Promote Student Learning
001 The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.
003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

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

Domain III. Implementing Effective, Responsive Instruction and Assessment
007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
008 The teacher provides appropriate instruction that actively engages students in the learning process.
009 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
010 The teacher monitors student performance and achievement: provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
Domain IV. Fulfilling Professional Roles and Responsibilities (No major emphasis on competencies within Domain and IV)

V. TAC §228.30(b): 17 Subject Matter Curricular Topics and course description (emphasized in EDUC 4605/06/07/08)

* Motivation
* TEKS Organization, Structure & Skills
* State Assessment of Students
* Classroom Assessment
* Instructional Technology
* Certification Test Preparation
* Learning Theories
* TEKS in the Content Areas
* Curriculum Development & Lesson Planning
* Classroom Management
* Pedagogy / Instructional Strategies

Course description

This six-hour field-based course involves planning, teaching, assessment and technology as they relate to teaching in an urban high school. Planning will include considerations in creating a positive learning environment, writing instructional objectives, lesson plan formats, multiple intelligences, differentiating instruction and instructional resources. Teaching will focus on methods and strategies for delivery of instruction to classrooms of diverse learners. Philosophies, purposes and procedures for assessment will be addressed. Integration of technology into instruction will include applications ranging from overhead transparencies to the use of multi-media, such as Google Docs, PowerPoint, Prezi, Teacher Tube, etc. Pre-student teachers (PSTs) will also capture videotape and photography of their instruction and teaching environment to use as a tool to enhance their teaching. Class meetings and field experience will be at Miller HS on Tuesdays and Thursdays from 8:50 am to 4:00 pm.

V. Course goals and learning outcomes plus alignment with competencies and proficiencies

Course goals

A. Gain awareness of the complexities involved in the daily operation of an urban high school
B. Improve understanding of teaching as a profession and overall professional competence
C. Increase understanding of culturally relevant and responsive teaching practices
D. Gain experience in promoting a positive student-learning environment
E. Develop instructional planning skills to meet the needs of diverse students
F. Gain experience in delivering instruction in the classroom setting
G. Utilize technology to support/enhance instruction
H. Increase knowledge of instructional evaluation and student assessment
I. Prepare for the TExES EC-12 PPR

Student learning outcomes: The pre-student teacher (PST) will . . .

- A-2. Develop familiarity with the various administrative, faculty and support staff roles at MHS.
- A-3. Design and implement a school improvement project that involves research and action.
• B-1. Join a professional organization for teachers.
• B-2. Visit the Region 2 Education Service Center and gain awareness of its resources and programs.
• B-3. Become familiar with the Professional Development and Appraisal System (PDAS).
• B-4. Formulate a philosophy of teaching that is pedagogically sound and personally relevant.
• C-1. Increase understanding of developmental, behavioral and cognitive learning theories.
• C-2 Develop understanding and apply questioning skills in the teaching/learning process.
• C-3. Complete an advance organizer about teaching students with learning disabilities.
• C-4. Develop a variety of instructional strategies to motivate students to learn what is being taught.
• D-1. Name all the students in his/her assigned cooperating teachers’ (CTs) classrooms.
• D-2. Deliver a PowerPoint presentation promoting the teaching profession to MHS students.
• D-3. Plan instructional modifications for students with special learning needs in the third lesson.
• E-1. Utilize Bloom’s taxonomy to develop a range of appropriate written instructional objectives.
• E-2. Prepare an anticipatory set + outline of instruction for the EDUC 4606 class.
• E-3. Demonstrate familiarity with content area scope and sequence by including TEKS standards, plus constructing appropriate instructional objectives in lesson planning.
• E-4. Develop detailed lesson plans for instruction in the assigned CTs’ classrooms.
• F-1. Implement personally developed lesson plans in the assigned CTs’ classrooms.
• F-3. Review videotape and analyze the second and third classroom teaching experiences.
• G-1. Develop an introductory PPT presentation that promotes college attendance/teaching for MHS students.
• G-2. Utilize instructional technology in the second classroom teaching assignment.
• G-3. Develop a PDAS-based electronic portfolio of pre-professional TAMU-CC teacher Ed experiences.
• H-1. Gain familiarity of varied methods of assessment of student work.
• H-2. Incorporate assessment methods/checking for understanding related to student learning in lessons.
• H-3. Observe assigned CTs’ use of varied methods of student assessment.
• I-1. Explain the TExES EC-12 PPR competencies (through participation in the PPR literacy circles).
• I-2. Complete and review of the T-CERT (practice to prepare for the TExES PPR Exam
• I-3. Complete EC-12 PPR-related teacher observation forms for interdisciplinary observations at MHS.
### Alignment of EDUC 4605/06/07/08 Course Goals and Assignments with State Learner Proficiencies and TExES EC-12 PPR Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TExES PPR Competencies</th>
<th>EDUC 4605/06/07/08 Course Goals</th>
<th>EDUC 4605/06/07/08 Course Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>001</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Reading Responses</td>
</tr>
<tr>
<td>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.</td>
<td>007</td>
<td></td>
<td>Quizzes</td>
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<td></td>
<td>008</td>
<td>D. Demonstrate instructional planning skills</td>
<td>TExES PPR-related observations</td>
</tr>
<tr>
<td></td>
<td>009</td>
<td>G. Utilize technology to support/enhance instruction</td>
<td>5E Model Lesson Plan</td>
</tr>
<tr>
<td></td>
<td>012</td>
<td>H. Increase knowledge of instructional evaluation and student assessment</td>
<td>Classroom teaching and analysis</td>
</tr>
<tr>
<td>Learner-Centered Instruction</td>
<td>001 003</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Exams</td>
</tr>
<tr>
<td>To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.</td>
<td>004 005</td>
<td>E. Develop instructional planning skills to meet the needs of diverse students</td>
<td>Digital presentation</td>
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<td></td>
<td>006 008</td>
<td>F. Gain experience in delivering instruction in the classroom setting</td>
<td>PDAS e-portfolio</td>
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<td></td>
<td>009 010</td>
<td>H. Increase knowledge of instructional evaluation and student assessment</td>
<td>Multiple intelligences seminar</td>
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<td></td>
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<td>G. Utilize technology to</td>
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<tr>
<th></th>
<th>support/enhance Instruction</th>
<th>TExES PPR-related observations</th>
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<tbody>
<tr>
<td><strong>Equity in Excellence for All Learners</strong></td>
<td>002 005 006 010</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices D. Gain experience in promoting a positive student learning environment</td>
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<tr>
<td>The teacher responds appropriately to diverse groups of learners.</td>
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</tbody>
</table>

| **Learner-Centered Communication** | 007 009 011 013 | B. Improve understanding of teaching as a profession and overall professional competence D. Gain experience in promoting a positive student learning environment |
| While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills. |                              | Philosophy of teaching Reading Responses Professional organization membership PDAS seminar ESC Region 2 fieldtrip Classroom teaching and analysis Digital presentation |

| **Learner-Centered Professional Development** | 009 012 013 | A. Gain awareness of the complexities involved in the daily operation of an urban high school B. Improve understanding of teaching as a profession and overall professional competence I. Prepare for the TExES PPR |
| 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. |                              | MHS orientation Philosophy of teaching Professional org. membership Reflection journal PDAS seminar ESC Region 2 fieldtrip TExES PPR literacy circles T-CERT Pre-TExES PPR-related observations PDAS e-portfolio MHS School Improvement project Current events in U.S. education |
VI. Instructional methods and activities

Description of course requirements

Domain I: Designing Instruction and Assessment to Promote Student Learning

- **Interdisciplinary Teacher Observations** – Observe 5 teachers’ classrooms outside of your content area(s) as indicated in the course schedule. A TExES EC-12 PPR-related classroom observation format will be provided for you to use to complete a written summary of your observations. Black Board submission.

- **Lesson Plan Activities** – Utilizing the lesson plan format outline a lesson to present lesson/activity with your fellow students. This assignment will incorporate varied strategies and resources that include EE activities and PBL (Project Based Learning) activities. Black Board submission.

- **Classroom teaching and analysis** – Submissions will include (3) Lesson Plans, (3) Reflections, (1) Digital recording of a lesson. Use of technology is required in lesson plans, and instructional modifications with special learning needs are required for all lesson plans.

- Two complete lessons will be taught in classrooms that will be evaluated by your FS and 1 video lesson that you will evaluate yourself. Black Board Online Assignment posted Lesson plans must be submitted to Instructor (s) PRIOR to teaching your lesson. Passing grades will not be assigned to lessons taught without prior submission of lesson plans. Make arrangements with Instructor (s) to observe two lessons.

Your detailed lesson plan along with a thoughtful reflection on the lesson will be an online submission through BB. In addition to your lesson plan/reflection, videotape analyses of the second or third lesson are required. Instructor (s) will supply the varying personal reflection formats at the appropriate time during the semester. Any videotaping done to meet assignment requirements will be for the sole and exclusive use of this course to improve/enhance the PST’s quality of teaching.

- **“100%”** – detailed, fully developed, cohesive lesson plan using required format with instructional objectives, TEKS, relevant anticipatory set, scripted comments, useful transitions, etc.; thoughtfully reflects upon all components/aspects of lesson plan and the teaching/learning process

- **“85%”** - utilizes lesson plan format and required elements, but needs significant improvement in areas OR reflection provides a summary of the planned lesson, but lacks in-depth analysis of the teaching/learning process

- **“70%”** - incomplete use of lesson plan format and inclusion of required elements AND/OR lesson analysis is lacks in-depth thought and reflection

- **“50-0%”** - inadequate use of lesson plan format and inclusion of required elements AND lesson analysis is lacks in-depth thought and reflection or is missing
Domain II: Establishing a Positive Classroom Climate

- Pre- and post-course Field-Based teaching write-ups – All PST's are required to complete a Teaching Philosophy in Schools and Society. In regards to your teaching philosophy, this assignment represents a reflective opportunity to relate what you anticipate and experience in the classroom this semester. This assignment is two-parts. An initial posts the first week and a final post following the last week on campus. Black Board submissions.

- PST presentation to MHS students – PSTs will develop and deliver a 10-15 minute presentation (incorporating technology, such as Google Docs, Prezi, or Power Point) to be presented in at least two different CTs’ classes. The suggested purposes of the presentation are to: 1) promote college attendance and a career in teaching and 2) introduce yourself to the students and explain your role as a PST. The presentation should be scheduled in consultation with your CTs, ideally during your second week in the CT’s classroom. Black Board submission.

  - **100 points** - PPT slide outline provides useful information about college/teaching profession; personal/professional introduction in an interesting/motivating format; reflection paper is required length mechanically sound; two or more class presentations
  - **90 points** - Useful info is deficient on PPT slides outline OR personal/professional intro needs improvement OR reflection paper is lacking in length/mechanics OR presentation in only one class
  - **80 points** - deficient in two of the four criteria listed above
  - **70 points** - deficient in three of the above criteria

- Co-teaching assignment – This presentation will coincide with the Lesson Plan Activity. Each team will be responsible for modeling the instruction of the lesson plan with their cohorts. A rubric will be provided. Black Board submission.

- **Who Am I Teaching?** – Learning the names of the MHS students will facilitate classroom instruction and build relationships. A rubric will be provided. Black Board submission.

- **Reflection e-journal.** In Black Board, there will be a series of questions to guide your reflection based of your lesson. You have two lessons that you will present for evaluation by the course instructor. You will be required to reflect on both lessons observed by the course instructor, video lesson, and seven more entries. These entries will reflect your contact time with the students. A rubric will be provided. Black Board submission. **Within 24 hours of the observation.**

- **CT Reflection – CT Reflection** - Write 600 - 800 word summary of your CTs’ instructional methods and classroom management. A rubric will be provided. Black Board submission.

  - 100 points - reflective and thoughtfully written; required length; mechanically sound
  - 90 points - deficient in either reflection OR length OR mechanics
  - 80 points - deficient in two of the three criteria identified above
  - 70 points - deficient in all three of the above criteria
Domain III: Implementing Effective Responsive Instruction and Assessment

- **PDAS e-portfolio** – Using a PowerPoint format organized according to the first five domains of the “Professional Development and Appraisal System” an electronic portfolio of the PST’s pre-professional teaching experiences will be developed. Three items with short accompanying explanations of their connections to the respective domains are required in each of the five sections of the portfolio. Include the PDAS Domains’ internal hyperlinks navigation and design an original, personalized intro slide with site map link for the portfolio. A rubric will be provided. Blueprint: Intro slide/outline of Domains; Final Project. Google Docs.

- Cooperating Teacher and Field Supervisor Evaluations – Four sets of evaluation forms will be completed by the CT (2) and the FS (2). Throughout the semester, the CT(s) will have the option to review any lesson and the FS will observe two scheduled lessons conducted by the student.

- **Mid-term Exam** – Open-ended questions. Black Board submission.

- **Final Exam** – Open-ended questions. Black Board submission.

Domain IV: Fulfilling Professional Roles & Responsibilities

- **Attendance/punctuality** – Class attendance and punctuality (TAMU-CC/MHS) are reflections of a PST’s commitment to his/her preparation for teaching. 10% of the attendance grade will reflect the 10 service hours. The remaining 90% percent will be daily attendance to include MHS classroom and course instruction. Absence and Tardy: You will be responsible for maintaining a log of your additional hours you collect in the event you are absent or tardy. Spring only: These hours will include time set aside to assist with Coastal Bend Science Fair. You will be required to assist a minimum of 4 hours and a maximum of 8 hours.

- **Self Evaluation/Reading responses/Quizzes**. One lesson will be recorded and self evaluated by the PST. The student will be required to submit a formal lesson plan prior to the lesson. Text will be assigned to stimulate student input, promote interaction among classmates, and strengthen class discussions. Quizzes may be assigned based on the PPR from the required text reading. Black Board submission.

- **TExES PPR Competency Development** – (2 team posts per competency). Students will be paired in teams of two to provide initial text regarding the PPR topic for each competency (13 – one for each competency). This initial post will be followed by a summary response to total submitted texts by all teams for each competency (13 – one for each competency). Black Board submission.

- **Professional association membership** – Proof of membership in any of the following professional associations is required: Association of Texas Professional Educators (ATPE), Texas Classroom Teachers Association (TCTA), Texas Federation of Teachers (TFT) or Texas State Teachers Association (TSTA).

- **T-CERT** – The Practice TExES PPR will be taken online through your TAR account. Required to complete 4.5 online tutorial hours with the completion of Practice PPR.
### VIII. Evaluation and grade assignment

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>points possible</th>
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<tbody>
<tr>
<td><strong>Domain I</strong></td>
<td>500</td>
</tr>
<tr>
<td>1. Interdisciplinary Teacher Observations</td>
<td>100</td>
</tr>
<tr>
<td>2. Lesson Plan Activity (written work)</td>
<td>100</td>
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<tr>
<td>3. Lesson Plans</td>
<td>300</td>
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<tr>
<td><strong>Domain II</strong></td>
<td>450</td>
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<td>1. Pre/Post FB Experiences</td>
<td>100</td>
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<td>2. MHS Presentation</td>
<td>50</td>
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<tr>
<td>3. Co-Teaching Assignment (collaboration)</td>
<td>100</td>
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<tr>
<td>4. Who Am I Teaching?</td>
<td>50</td>
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<td>5. Reflection E-Journal Entries</td>
<td>100</td>
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<td>6. CT Reflection</td>
<td>50</td>
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<td><strong>Domain III</strong></td>
<td>600</td>
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<td>1. PDAS E-Portfolio</td>
<td>200</td>
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<td>2. CT Evaluations</td>
<td>100</td>
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<td>3. FS Evaluations</td>
<td>100</td>
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<td>4. Midterm Exam</td>
<td>100</td>
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<td>5. Final Exam</td>
<td>100</td>
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<td><strong>Domain IV</strong></td>
<td>450</td>
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<td>1. Attendance &amp; Class Participation</td>
<td>100</td>
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<td>2. Self Evaluation/RR/Quizzes</td>
<td>100</td>
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<td>3. TExES PPR Competency</td>
<td>100</td>
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<td>4. Professional Membership</td>
<td>50</td>
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<td>5. T-CERT/Other certificates</td>
<td>100</td>
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* Assignments - Professionalism is expected in your written assignments. Adherence to directions/grading rubrics and proper acknowledgement of others’ works are essential. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.

** Late work – Assignments submitted within one week of the due date will be accepted for a maximum of 75% credit; one week or more past the due date for a maximum of 50% credit, unless otherwise specified.
IX. Course Schedule and Policies

Due to the variability and unforeseen changes in Miller High School’s schedule, this agenda must remain flexible. In addition to content of the primary course text, *Teaching Strategies, A Guide to Effective Instruction*, class sessions will involve TExES PPR preparation and review, experiences with cooperating teachers (CTs) and MHS students, guest speakers from the MHS faculty and administration, study and discussion of relevant materials from other sources, a fieldtrip to the Region 2 Education Service Center and an overview of the State of Texas Professional Development and Appraisal System for teachers.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Tasks</th>
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</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>9:00 a.m.</td>
<td>TAMUCC/PAC</td>
<td>Getting started TAMUCC pre-student teacher orientation</td>
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<td></td>
<td>12:00 p.m.</td>
<td>TAMUCC/ECDC</td>
<td>Overview of EDUC 4605/06/07/08 Blackboard Course syllabus MHS Presentation Required course text and appropriate technology</td>
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Email Cooperating Teachers (copy Leslie Appel and Lucinda N. Sohn)

Tuesday 9:00 a.m. Room 302
- **Domain III:** Lesson Plan Models Required course text and appropriate technology
- Photo ID in library Teaching assignments, room locations, guidelines for the semester to be successful.
- **Domain IV:** Professional Development Purpose and Models Required course text and appropriate technology

Begin Competency Development

Thursday 9:00 a.m.
- Professional roles and responsibilities: Rationale and framework as an educator Required course text and appropriate technology
- IN CLASS WITH CT’S
  - MHS presentation: Confirm two periods
  - BB Message to instructor your date and time

Conclude Competency Development 1
Reading Response Chapter 1 (Orlich et al, 2005)

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<th>Day</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>9:00 a.m.</td>
<td>MHS</td>
<td>IN CLASS WITH CT’S</td>
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Review Scope and Sequence in Content Folder
Identify dates for testing and mark in your calendar

ITO 1 Scheduled
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>After lunch</td>
<td>Room 302</td>
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<td><strong>Begin Competency Development 2</strong></td>
<td><strong>Thursday</strong></td>
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<tr>
<td>After Lunch</td>
<td>MHS</td>
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<tr>
<td><strong>Conclude Competency Development 2</strong></td>
<td><strong>Reading Response Chapter 2 (Orlich et al, 2005)</strong></td>
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<tr>
<td></td>
<td><strong>Domain II and Domain III:</strong> Learning environment and instructional planning</td>
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<td></td>
<td>Required course text and appropriate technology</td>
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<tr>
<td><strong>Begin Competency Development 3</strong></td>
<td><strong>Thursday</strong></td>
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<td>After Lunch</td>
<td>MHS</td>
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<tr>
<td><strong>Conclude Competency Development 3</strong></td>
<td><strong>Begin Competency Development 4</strong></td>
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<td></td>
<td><strong>After Lunch</strong></td>
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<tr>
<td><strong>Thursday</strong></td>
<td>8:50 a.m.</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<tr>
<td>After Lunch</td>
<td><strong>Learning Environments: Tools and Resources</strong></td>
</tr>
</tbody>
</table>

**Conclude Competency 4**  
Reading Response Chapter 4 (Orlich et al, 2005)  
ITO 4 Scheduled  

Schedule a Lesson in a class  
1. BB message your date, CT, and period  
2. Deadline to complete Lesson 1 in a class  

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>9:00 a.m.</th>
<th>MHS</th>
<th>IN CLASS WITH CT'S CONFERENCE WITH SOHN</th>
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</thead>
<tbody>
<tr>
<td>After Lunch</td>
<td>Room 302</td>
<td></td>
<td><strong>Domain I:</strong> Presentations: Lesson Plan Activities</td>
</tr>
</tbody>
</table>

**Begin Competency Development 5**  

<table>
<thead>
<tr>
<th>Thursday</th>
<th>9:00 a.m.</th>
<th>MHS</th>
<th><strong>Domain IV:</strong> Professional Development</th>
</tr>
</thead>
</table>

**Conclude Competency Development 5**  
Reading Response Chapter 5 (Orlich et al, 2005)  
ITO 5 Scheduled  

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>8:50 a.m.</th>
<th>MHS</th>
<th>IN CLASS WITH CTs Conferences with Sohn</th>
</tr>
</thead>
</table>
| After Lunch | Room 302 |     | **Domain I-III:** Strategies in classroom management  
Required course text and appropriate technology |

**Begin Competency Development 6**  
Domain Quiz online (1-5)  

| Thursday | 8:50 a.m. | Room 302 | **Domain III:** Technology: E-port projects  
**Domain I:** Co-teaching assignments |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>After Lunch</td>
<td>MHS</td>
<td></td>
<td>IN CLASS WITH CT’S CONFERENCE WITH SOHN</td>
</tr>
</tbody>
</table>

**Conclude Competency Development 6**  
Reading Response Chapter 6 (Orlich et al, 2005)  
ITO 6 Scheduled  

1. Schedule a Lesson in a class  
2. BB message your date, CT, and period  
3. Deadline to complete Lesson 2 in a class TBA  

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>9:00 a.m.</th>
<th>MHS</th>
<th>IN CLASS WITH CT’S CONFERENCE WITH SOHN</th>
</tr>
</thead>
<tbody>
<tr>
<td>After Lunch</td>
<td>Room 302</td>
<td></td>
<td><strong>Domain I:</strong> Presentations: Lesson Plan Activities</td>
</tr>
</tbody>
</table>

**Begin Competency Development 7**  

<table>
<thead>
<tr>
<th>Thursday</th>
<th>9:00 a.m.</th>
<th>Mid-term exam review</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>After Lunch</td>
<td>MHS</td>
<td>IN CLASS WITH CT’S CONFERENCE WITH SOHN</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9:00 a.m.</td>
<td>MHS</td>
</tr>
</tbody>
</table>
|              | After Lunch | Room 302               | **Begin - 12:00 p.m.**  
**Mid-term exam**                                 |
| **Begin Competency Development 8**               |
| Thursday     | 9:00 a.m.| Room 302                   | **Domain I:**  
Presentations: Lesson Plan Activities |
|              |          | MHS                        | IN CLASS WITH CT’S CONFERENCE WITH SOHN                                  |
| **Conclude Competency Development 8**               |
| Reading Response Chapter 8 (Orlich et al, 2005) ITO_8 Scheduled |
| Tuesday      | 9:00 a.m.| MHS                        | IN CLASS WITH CT’S CONFERENCE WITH SOHN                                  |
|              | After Lunch | Room 302               | Co-teaching assignments                                                  |
| **Begin Competency Development 9**               |
| Thursday     | 9:00 a.m.| MHS/Room 150             | **Domain II and III:**  
Instructional Models  
Required course text and appropriate technology |
|              | After Lunch | MHS                       | IN CLASS WITH CT’S                                                     |
| **Conclude Competency Development 9**               |
| Reading Response Chapter 9 (Orlich et al, 2005) ITO_9 Scheduled |
| **Schedule a Lesson in a class**               |
| 1. BB message your date, CT, and period |
| 2. Deadline to complete Lesson_3 in a class |
| Tuesday      | 9:00 a.m.| MHS                        | IN CLASS ALL DAY WITH CTs  
Conference with Sohn                                                      |
|              | After Lunch | Room 302               | Co teaching assignments                                                  |
| **Begin Competency Development 10**               |
| Domain Quiz (Competencies 6-9)                    |
| Thursday     | 9:00 a.m.| MHS                        | IN CLASS ALL DAY WITH CTs  
Conference with Sohn                                                      |
| **Conclude Competency Development 10**               |
| Reading Response Chapter 10 (Orlich et al, 2005) ITO_10 Scheduled |
| Tuesday      | 9:00 a.m.| MHS                        | IN CLASS WITH CT’S                                                     |
CONFERENCE WITH SOHN
ITO_2

After Lunch  Room 302  **Domain I – III:** Instruction and Learning: Best practices
Co Teaching Assignments
Required course text and appropriate
technology

Begin Competency Development 11

**Thursday**  9:00 a.m.  ESC-Region II  **Domain IV:**
Professional Resources

After Lunch  **IN CLASS WITH CT’S**
CONFERENCE WITH SOHN

Conclude Competency Development 11
Reading Response Chapter 11 (Orlich et al, 2005)

**Tuesday**  9:00 a.m.  MHS  **IN CLASS WITH CT’S**
CONFERENCE WITH SOHN

After Lunch  Room 302  **Domain IV:**
Guest Speaker: Sandra Kureska, Director
of Graduate Studies, College of Graduate
Studies, TAMUCC. What are your Plans?

Open Competency 12

**Thursday**  9:00 a.m.  Room 302  Prepare Portfolio for TAMUCC COE File
**Domain IV:**
Guest speaker: Dr. Frank Lucido, College
of Education Associate Dean Student
Teaching Semester
All PST self-eval along with camera DUE
T-CERT Score (snapshot) Due
Professional Attributes forms Due
CT Evaluations Due

After Lunch  MHS  **IN CLASS WITH CT’S**
CONFERENCE WITH SOHN

Conclude Competency Development 12
Begin Competency Development 13
Domain Quiz (Competencies 10-13)

**Tuesday**  9:00 a.m.  All Day  **IN CLASS WITH CT’S**
CONFERENCE WITH SOHN

Conclude Competency Development 13
Final Exam

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**X. Textbooks**

*Field based teaching handbook (F14 ed.).* Texas A&M University-Corpus Christi. Printed in
the USA: Campus COP.


Other resources:
Texas Essential Knowledge and Skills (TEKS). Available in Bell Library and at www.tea.state.tx.us/teks

TAMU-CC TExES website: http://txes.tamucc.edu/

XI. Bibliography


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


Ward, Martin J. (Fall 2001). To Teach is to Coach, New Teacher Advocate, Vol. 9, No. 1.


XII. Grade Appeals

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

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination. http://disabilityservices.tamucc.edu

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)
Cell Phone Usage During Class
Cell phone usage is prohibited during class unless special prior permission has been granted by instructor. This includes text messaging, talking, vibrating phones, checking email, responding to email, and/or all other uses to which such devices may be employed. EDCI 4606 is a professional development course in the Department of Teacher Education at TAMU-CC. Preservice teachers at Miller High School are expected to demonstrate a level of professionalism beyond the typical behaviors their personal lives.

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

This syllabus is a draft in progress: the instructor reserves the right to modify any and all contents. While the instructor will attempt to notify all students of any changes, it is ultimately the student’s responsibility to keep appraised of those modifications/changes/additions/deletions/etc.