Tejeda-Delgado, Spring 2016

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
EDCI 4605/4608.000 Planning, Teaching, Assessment, and Technology for Elementary Teacher

Site Professor: Dr. Carmen Tejeda-Delgado

Class Meeting Time and Location: 7:30am-3:30pm @ Montclair Elementary

Office: TAMU-CC: FC 245

Office Hours:
Monday & Wednesday: 9-1p.m. @ TAMU-CC FC 245
Tuesday: 7:30-7:45a.m. @ Montclair, Room 5(Seminar room)
& 3:00 p.m. – 3:30 p.m.
Thursday: 7:30-7:45a.m. @ Montclair, Room 5(Seminar room)
Virtual/Online: (*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”))
Lunch: As needed (no lesson or post conferencing scheduling during this time)
Fri: by appointment only at Montclair
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.

Required Course Materials

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

3. Supplemental Materials Packet (Handbook) (Blackboard)

Optional Resources

4. 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. (TEdES Competencies: 011, 012, 013) (State Proficiencies: 1, 4, 5)
15. Join a professional organization of your choice. (TEdES Competencies: 012, 013) (State Proficiencies: 1, 5)
16. Gain an understanding of school policies and resources. (TEdES Competencies: 001, 012, 013) (State Proficiencies: 1, 4, 5)
17. Complete school field placement requirements and activities in a timely, professional, and ethical manner. (TEdES Competencies: 012, 013) (State Proficiencies: 1, 4, 5)
18. Maintain teachers’ hours and observe school field placement attendance and dress policies. (TEdES 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. (TEdES Competencies: 012, 013) (State Proficiencies: 1, 4, 5)
20. Take initiative in participating in partner school functions. (TEdES 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 “assisted”, 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.

Each week will contain 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 a “Weekly Announcement” will reiterate each week’s objectives) 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, Lesson plans development, Reflection protocols and the Reflective Essays (Philosophy of Teaching and Classroom Management). 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 (Face to Face or via Blackboard Discussion Board Platforms 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 may consist 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 or Discuss in seminar their thoughts/insights/ideas for their colleagues to consider
  - Read or Reflect in seminar a sampling of their colleagues’ postings
  - Respond to a designated number of postings or peer responses
  - Return to their initial posting or discussion and reflect on their colleagues’ responses and their own learning

**Lesson Plans/Application Assignments (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.
Reflective Essay (Philosophy of Teaching and Classroom Management Philosophy)

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)

D. On-line Experience (Your successful completion of this course will rely upon a variety of learning activities. In this distance education course “assisted”, 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.)
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

(Unless otherwise specified)

1. **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 @ 75pts.; Lesson plans and Reflections, 2 CT Lessons @ 75 pts. Lesson plans and Reflections (2TD Lessons @ 225 pts. Each) (*see below for details)
   You will be expected to teach at least FIVE 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 (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. This means students you are teaching are actually involved in the use of technology during the lesson, NOT ONLY THE PST.
LESSON PLAN SUBMISSION GUIDELINES & PROTOCOL:

ALL 5 LESSONS ARE TO BE SENT TO BOTH YOUR CT AND SITE PROFESSOR FOR REVIEW AND FEEDBACK VIA E-MAIL. EACH LESSON PLAN (VIDEO, CT1, CT2, TD1, TD2) 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.

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 lessons (CT1 and CT2) will be observed and critiqued by your clinical teacher. Provide your CT 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.

- Two lessons will be observed and evaluated by Dr. Tejeda-Delgado (TD1 &TD2). Your first lesson observation is due __ see calendar__. Your second lesson observation is due __ see calendar__. Please bring your typed reflection on the day of your post conference* with me.

- You should NOT teach your next lesson before having post-conferenced with CT and Dr. TD on each lesson.

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

*POST CONFERENCE & REFLECTION PAPERS are REQUIRED after EACH LESSON – 5 POST CONFERENCES). BE SURE TO E-MAIL ME OR LET ME KNOW WHEN YOU WILL BE POST CONFERENCE AFTER EACH LESSON IS TAUGHT.

Video Lesson: Use “video reflection form” to write up your reflection (1)

CT1, CT2, TD1 & TD2 Lessons: Use Plus Delta form to write up each reflection (4 total)
IMPORTANT PROTOCOL FOR TD1 & TD2:

1. **YOU MUST CALENDAR YOUR TD (Tejeda-Delgado) LESSONS ON THE WHITE BOARD WITH DATE AND TIME OF LESSON** – 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 TD1 and TD2 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…Actual writing – not copying down notes or filling in the blank (K – 5).**

6. **Every lesson MUST include technology (used by students & PST)**

   **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 PLUS DELTA FORM AN 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 35/50 points on each of the four evaluated lessons. It may be necessary for some students to teach more lessons. If the student does not meet the minimum 35 point criteria on four lessons, the student will not be recommended for student teaching.

3. Professionalism (Research & Summative Assessment of Professional Attributes) (500 pts)

- Every TAMU-CC Pre-Service Teacher Intern may be required to conduct and/or participate on on-going or newly developed research. This is a clinical setting and a research expectation is required for the success of this course. The professor will have the discretion and privilege to determine what type of research is prudent and necessary during the semester. Such research may include, but not be limited to, Co-Teaching models, collaborative research, Tutoring, etc. This is a requirement of the course. 300 points.

- 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 or texting allowed on campus premises. 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. 200 points.

Professional Guidelines for Preservice Teachers

Preservice teachers in field placements are representatives Columbia College and are expected to be professional in dress and demeanor. You never know when you will make a good impression that will someday help you get a student teaching placement, or a job!

- **Dress professionally:** CC preservice teachers need to look like teachers, not like students. Following are recommended suggestions to following during field experience:

  1. Do not wear blue jeans, tennis shoes, t-shirts, caps or hats.
  2. Cover tattoos and remove visible piercings except for earrings.
  3. Don’t smell of smoke. This means don’t smoke in your car or ride to school with someone who is smoking. Never smoke on school grounds.
  4. Be conservative in your dress. Your clothing should allow you to bend over or squat down to talk with your students without embarrassing yourself.
  5. Wear comfortable shoes.

- You are visiting the classroom to observe, assist the teacher, and tutor students. **Turn off your cell phone** and keep it out of sight during class. Do NOT text or check texts during class.

- Do NOT eat, sleep, read a magazine, use your laptop or exhibit any other unprofessional behavior.

- Change your **cell phone** answer message to sound professional.

- Remove from Facebook or websites all questionable photos or anything else that would be embarrassing if your students, their parents, or administrators saw it.
Respect the privacy of your students. Teachers must follow the confidentiality guidelines of their host schools. Do not talk about your students with anyone except your cooperating teacher.

Be smart when interacting with students, and never put yourself in a compromising situation. You are their teacher, not their friend.

1. Never communicate with your students on Facebook.
2. Do not allow a student to get into your car.
3. Avoid private conversations with students. Any time you are alone with a student it is your word against his/hers. If you must talk to a student, make sure another teacher is present.

IMPORTANT: Wear a CC identification name tag (lanyard) during all observational visits. Most schools will not allow preservice teachers to enter their buildings without proper identification. (Lanyards are available at the Education office STC 233).

Do not disrupt the class when you enter a host school classroom; be very discrete.

Relationship with your cooperating teacher and host school:
You only get one chance to make a good first impression with your cooperating teacher and host school administration. From the minute you arrive in the school parking lot, you are under observation.

Be sure to contact your cooperating teacher within one week after receiving your placement to communicate your plans. If you wait longer than one week your placement cannot be guaranteed.

Please be respectful in all email communications with your cooperating teacher. “Hey” is not a proper salutation. You should begin the email with “Dear Mr. Smith or Ms. Jones.” In your first phone conversation or email with the school or cooperating teacher your attitude should be one of gratitude. You need to say, and mean things like the following:

“Thank you so much for giving me this opportunity.”

You need to observe, learn the classroom routines, and follow the lead of your cooperating teacher. Listen and learn. You can ask questions of the cooperating teacher but never correct the cooperating teacher in front of students.

Give your cooperating teacher advance notice when you must request that he/she fill out an evaluation of your field experience. If you hand your cooperating teacher the evaluation form in the middle of class and say you need it at the end of class—you probably won’t get a very favorable evaluation.

Respect your host school. You are an invited guest in the field experience classroom. They are doing you a favor by allowing you to observe. If you do not act appropriately, they have every right to ask you to leave and not come back. You don’t want that to happen.

Be grateful to your host school principal and cooperating teacher. Thank them for giving you this opportunity.

Please understand that these suggestions are intended to help you have a great field experience. Texas A&M University - CC wants your host school and cooperating teacher to be impressed with your professionalism and your teaching skills. Many other colleges place preservice teachers in these same schools, and we expect our TAMU-CC preservice teachers to stand out as the best of the best.

During your field experience if you have any questions or concerns, please contact me. I want you to have a quality placement and will do everything I can to help make that happen for you. I’m here to help you.
The average of the scores obtained from professional research and formative evaluation by the Clinical Teacher and the Site Professor will be reflected by the following grades: (no rounding will occur)

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<th>Grade</th>
<th>Score</th>
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<tr>
<td>4.0</td>
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<tr>
<td>3.9</td>
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<tr>
<td>3.4</td>
<td>350</td>
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<tr>
<td>&lt;3.4</td>
<td>325</td>
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4. **Community Service Component** (200 points possible)

- TAMU-CC’s “Big Event” (Spring only/tentative)
- Coastal Bend Community Foundation, & Texas A&M University Corpus Christi Regional Science Fair (100) See Appendix A (Spring only)
- Family Night @ Montlcair Elementary (100) See Below

**Family Night (Date: SEE CALENDAR): 100 points**

1. With the assistance of your clinical teacher (CT) and cohort members, you will select and plan a developmentally appropriate activity for family night. The following are a must:

   (a) Activities should engage both the child and his/her caregiver (prepare 60-70 take home sets for kiddos); (b) be a hands-on activity; c) teach parents/caregivers how they can promote the theme of family night at home (either mathematics or science); (d) students are responsible for creating flyers, posters, and making weekly announcements over the intercom the days prior to the event in order to solicit maximum student and teacher participation; d) colorful posters should also be created to hang around the school building as well as at perspective tables the night of the event; and (e) contact PTA president and/or Principal and coordinate food and drinks; (f) coordinate with Newsletter writer to ensure Family Math Night is being highlighted & (g) provide students with stickers day of Family Night

   (b) PSTs will nominate or self nominate a Family Night Chair and Co-Chair to help ensure success and follow through of all of the above (a)). This event takes place in the evening, after school hours. *If you have an evening class that conflicts with this event, you must immediately (beginning of the semester) notify your site professor to help you obtain a request to be excused from that class. This is a requirement of the field base course. This can NOT be used in 5 Hour Activity Log.

   (c) NOTE: Every member of the Science or Math Night groups should contribute to the planning and development of their Science or Math Night activity EQUALLY. Not one person should pull the weight of another. GRADE WILL BE LOWERED FOR THOSE NOT PLANNING AND DEVELOPING THE ACTIVITY APPROPRIATELY. STUDENTS WILL BE ASKED TO EVALUATE ONE ANOTHER ON PARTICIPATION AND PROFESSIONALISM USING A PARTICIPATION SURVEY.
5. Attendance (50) & Participation (50) (see Absence Policy in your handbook) 100 pts. total

Attendance:

***Each student will sign in electronically at Montclair’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>
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<td></td>
<td>45</td>
<td>One absence with 1-2 tardies or early departures</td>
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<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 or Three absences or 9-10 tardies/early departures</td>
</tr>
<tr>
<td>F</td>
<td>30</td>
<td>Any student exceeding 5 class absences or More than 10 tardies will require to repeat the course irrespective of the average grade he/she may currently hold in the course. See EPP Handbook for policy.</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 on Tuesday/Thursday. These activities include, but are not limited to, the following (See Appendix B)

a) PTO meetings
b) Tutoring (3:30-4:00 pm)
c) Fieldtrips on MWF
d) Faculty Meetings (3:30 on)
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 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 Montclair 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)

- Plan and coordinate Mid-term Breakfast and end of semester luncheon. Students should volunteer or elect a Chair and Co-Chair for both events to help plan, coordinate and notify CTs of Breakfast and Luncheon.
- Plan and coordinate Family Math Night (see below for more specific details). Students should volunteer or elect a Chair and Co-Chair for both events to help plan, coordinate and advertise (make posters & include information in Montclair’s Newsletter) for Math Night.
- Play an active role in campus events such as family nights, parent-teacher conferences, team planning.
- Interact effectively with university faculty, public school students, administrators 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.
- Active in participating and initiating partner school activities.
- Active in participating and volunteering in partner school functions.
- Initiate and conduct self-evaluation and develop personal growth plan (i.e. Character building, EI, Social Change)
- 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.
6. Practice-TExES EXAM (100 points)

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

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

**Competency Presentations (Due: See Calendar):**
Collaborative groups (or individual students) will be assigned the first week of class. Each group or student will design and present two (2) Generalist and PPR competency lessons (Professor will assign competencies).

One interactive lesson that emphasizes the specific Generalist competency and a one interactive lesson that emphasizes the specific PPR competency will be taught 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. Professional Portfolio:

Field Based Professional Portfolio (300 pts) (3 Sections)

Section I, Credit - Texas Education Agency Requirement: Block 2 Documents (See Block 2 form in Blackboard)

Section II, 100 pts: College to Classroom Professional Binder (Dr. Hughes)

Section III, 100 pts: Content Based Education (CBE) Learner Centered State Proficiencies and TExES PPR Competencies (Artifacts)

Section I, Credit: Texas Education Agency Requirement. Block 2 Documents (See Block 2 form in Blackboard)

Section II, 200 pts: College to Classroom Professional Binder (Dr. Hughes)
Note: Remember, Section II is the ONLY section the students are taking to the interview; therefore, some things, artifacts, etc. will be in ALL 3 sections or in at least two sections 😊

Check off when complete

1. Notebook ___ pts. ___________

2. Title page:
   A. Professional picture scanned in ___ pts. ___________
   B. Categories typed in ___ pts. ___________
   C. Personal Contact Information typed in ___ pts. ___________

3. Resume ___ pts. ___________

4. Vita ___ pts. ___________

5. Philosophy of Education - Updated ___ pts. _______ 001, 002

6. Classroom Management Philosophy ___ pts. ___________

7. Teaching Philosophy ___ pts. ___________

8. Lesson Plans ___ pts. ___________

9. Technology—part of lesson plan ___ pts. ___________

10. Evaluations (From classroom teacher, Professor, or former or current bosses) ___ pts. ___________

11. Activities (pictures of Pre-Service Teacher With students) ___ pts. ___________

12. Sub-Division Pages (if used) ___ pts. ___________

13. Neatness ___ pts. ___________ _____

14. Certifications ___ pts. ___________

15. Awards/Recognitions ___ pts. ___________

16. 4-5 Bulletin Board ideas with captions ___ pts. ___________

17. College Transcript ___ pts. ___________

18. Professional Development ___ pts. ___________

Additional Categories you may select (Professor approval required) (If applicable)

1. _____________________________ ___ pts. ___________

2. _____________________________ ___ pts. ___________

3. _____________________________ ___ pts. ___________

_______ pts. must be completed by first due date. Any points less than _______ completed by first due date will be deducted from the final grade even though all ______ points are required by the time of the final due date. ______ pts. must be completed by second due date.

For teacher to complete:

Total number of points completed by first due date: _____________________

Final grade _____________________ out of _______ pts.
Section III, 200 pts: Content Based Education (CBE) Learner Centered State Proficiencies and TExES PPR Competencies (Artifacts):

Using the Five Learner-Centered State Proficiencies (syllabus, p. 26) as your 5 Main Topics, select 3 TExES PPR competencies under each Learner-Centered State Proficiency. For each competency, provide ONE artifact to support the competency. Finally, you will write a RATIONALE (4-5 sentences) for each artifact selected explaining (rationalizing) why that particular artifact supports the competency you have connected it to! Use verbiage from the competency as well as your own words to formulate the rationale.

The artifacts you select 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.

Example of Section III format:

I: Learner-Centered Knowledge

1. PPR 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.

   Artifact: TD Lesson two:

   Rationale: I chose TD lesson two to demonstrate my ability to understand human developmental processes and applied this competency particularly in the guided practice section of my lesson. The guided practice ...etc. *(use the verbiage from the competency itself as well as your own words)*

2. PPR Competency 007: ...

   Artifact: ...

   Rationale:

3. PPR Competency 009: ...

   Artifact: ...

   Rationale
II: Learner Centered Instruction

1. PPR Competency 005: ....

Etc. (follow the pattern all the way up to: V: Learner Centered Professional Development)

9. Mid-term Breakfast and Luncheon (200pts.)
   • We will plan a mid-term Breakfast and Luncheon for CTs, administrators and secretaries. The
     breakfast should be a time to discuss the checklist and be sure that students are on track with
     completing everything in the checklist. The luncheon will be a time gather one last time with our
     CTs and express our gratitude and thanks for their mentorship and leadership. Students may prepare
     short speeches if they wish to do so. Both the breakfast and the luncheon will be pot luck provided
     by the students and professor 😊
   • Students should elect a Chair and Co-Chair for both events to help plan, coordinate and notify
     CTs of Breakfast and Luncheon. REMEMBER TO REMIND YOUR CTs OF THE
     LUNCHEON ON THE DAYS LEADING UP TO IT. PRINCIPAL, AP, OFFICE STAFF,
     LIBRARIAN, WORK ROOM STAFF SHOULD ALSO BE INVITED BY CHAIR/CO-
     CHAIR.

10. PPR REVIEW AND PRACTICE EXAM: 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.

Evaluation Procedures and Grading Scale

<table>
<thead>
<tr>
<th>Quality of Work</th>
<th>Letter Grade</th>
<th>Points</th>
<th>PercentRange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>A</td>
<td>2250-2500</td>
<td>92%-100%</td>
</tr>
<tr>
<td>On-degree level work</td>
<td>B</td>
<td>1650-2200</td>
<td>68.75%-89.5%</td>
</tr>
<tr>
<td>Minimal (needs improvement)</td>
<td>C</td>
<td>1051-1649</td>
<td>43.75%-62.5%</td>
</tr>
<tr>
<td>Poor (attempted and submitted)</td>
<td>F</td>
<td>Less than 1050</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/

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. 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/.

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/

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

<table>
<thead>
<tr>
<th>Learner Centered State Proficiencies</th>
<th>TExES Competencies (PPR)</th>
<th>Course Assignments/Artifact Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
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<td>• Lesson Planning</td>
</tr>
<tr>
<td></td>
<td>007</td>
<td>• Lesson Presentations and Analysis</td>
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<tr>
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<td>008</td>
<td>• Observations</td>
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<td>009</td>
<td>• Reflections</td>
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<td>012</td>
<td>• Portfolio</td>
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<td>• Reading Responses</td>
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<td>• TExES Review</td>
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<td>• Literature circles</td>
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<tr>
<td>Learner-Centered Instruction</td>
<td>001</td>
<td>• Interdisciplinary Unit</td>
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<td>003</td>
<td>• Lesson Presentations and Analysis</td>
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<td>• Observations</td>
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<td></td>
<td>009</td>
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<td>• TExES Review</td>
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<td>• Literature circles</td>
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<td>Equity in Excellence for All Learners</td>
<td>002</td>
<td>• Lesson Development, Presentation, and Analysis</td>
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<td>• Attendance and Participation</td>
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<td>• TExES Review</td>
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<td>• Literature circles</td>
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<tr>
<td></td>
<td></td>
<td>• Tutoring</td>
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</table>
| Learner-Centered Communication | 007 009 011 013 | • Field experience  
• Professionalism  
• Portfolio  
• TExES Review  
• Literature circles |
|-------------------------------|----------------|--------------------------------------------------|
| Learner-Centered Professional Development | 009 012 013 | • Attendance  
• Join Professional Organization  
• Exit Interview with Site Professor  
• Summative Assessment  
• Presentations  
• TExES Review  
• Literature circles |
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.
Active Participation Log

APPENDIX A

as required in

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

Name of PST__________________________

Semester__________________________

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

a) PTO meetings
b) Fieldtrips on MWF
c) Faculty Meetings (3:30-4:00, Monday)
d) attending the Clinical Teacher’s classroom on a MWF
e) Board Meetings (District level)
f) 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 NOT COUNT toward the Active Participation Log Hours ☹.

PPR Review and Practice Instructions
APPENDIX B
See Blackboard for PPR/Generalist Information

Please contact Rose Zuniga with questions and or concerns about exams

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