EDUC 4605/06/07/08 – Planning, Teaching, Assessment and Technology
Course Syllabus – Spring 2016

Course Instructor: Dr. Kimberly S. Reinhardt
Office Location: Faculty Center 236; FBISD, Early Childhood Center, Room 8
Office Hours: W @ TAMUCC: 10:00 am - 2:00 pm
T/Th @FBISD: 3:00 pm – 4:00 pm
Office Phone: 361-825-2674
Email: kimberly.reinhardt@tamucc.edu

Partner School for Field-Based Experiences
Flour Bluff Independent School District
(Class will take place at the Early Childhood Center, Rm. 8)
2505 Waldron Road
Corpus Christi, TX 78418
Tuesdays & Thursdays, 7:45 am – 4:00 pm

Site Hours:
- Early Childhood Center, 7:45 a.m. - 2:45 p.m.
- Primary School, 7:45 a.m. - 2:55 p.m.
- Elementary School, 7:45 a.m. - 2:55 p.m.
- Intermediate School, 7:55 a.m. - 3:55 p.m.
- Junior High School, 8:15 a.m. - 3:55 p.m.
- High School, 8:30 a.m. - 3:58 p.m.

Class Meeting:
- Early Childhood Center, Rm. 8, 12:30 p.m. - 3:00 p.m.

I. Course Description
The EDUC 4605/0607/08 course involves planning, teaching, assessment and technology as they relate to teaching in an urban middle school setting. This 6-hour field-based course is designed to provide the prospective teacher with the pedagogical knowledge and skills necessary for the integrated teaching of math, science, social studies, language arts, kinesiology, art, and music. 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. The integration of technology into instruction will include applications ranging from utilization of the Elmo to the use of multi-media, such as PowerPoint, Prezi, Teacher Tube, and other modalities for developing presentations and learning activities to be used in classrooms. Pre-service teachers (PSTs) will also use videotape and photography to enhance their teaching. Observation and collaboration with professional teachers in the field, as well as journal writing/reflective practices, will be integral parts of the course. You will be expected to have your computer every day in class, check your email and Blackboard regularly, and, if possible, have a device available for in class use of technology. Two full days per week are required at a partner school site. Class meetings and field experiences will take place at Early Childhood Center and at the various sites on the Flour Bluff Independent School District campus on Tuesdays and Thursdays from 7:45 am to 4:00 pm.
II. Course rationale
Pre-service teachers are immersed in the day-to-day operation on the Flour Bluff campus. This school-university partnership aims to lay a foundation of professional knowledge, skills, attitudes, behaviors and dispositions necessary for the teaching profession. In addition, the field-based instruction facilitates rich classroom experiences for PSTs that include actual lesson planning and teaching at all grade levels. The student will become knowledgeable of the Texas State Adopted Proficiencies for Educators and the thirteen competencies of an effective teacher based on the Pedagogy and Professional Responsibilities TExES Exam as described in the section below. This 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
1. 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.
2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.
3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.
4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.
5. 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. Student Learning Outcomes plus alignment with competencies and proficiencies
Student learning outcomes: The pre-service teacher (PST) will . . .
A-2. Develop familiarity with the various administrative, faculty and support staff roles at FBISD.
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-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 clinical teacher’s (CTs) classroom.
D-2. Deliver a PowerPoint (PPT) presentation promoting the teaching profession.
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 4605/06/07/08 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 first classroom teaching experience.

G-1. Develop an introductory PPT presentation that promotes college attendance/teaching
G-2. Utilize instructional technology in all classroom teaching assignments.
G-3. Develop a PDAS-based 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 PPR competencies (Through the TExES PPR literacy circles).
I-2. Complete and review the “Diagnostic TExES PPR” and the “Practice TExES PPR,”
I-3. Complete TExES PPR-related teacher observation forms for interdisciplinary observations at BMS.

Alignment of EDUC 4605/06/07/08 Course Goals and Assignments with State Learner Proficiencies and TExES 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 Quizzes In-class teaching stints TExES PPR-related observations Classroom teaching and analysis Exams PowerPoint presentation PDAS e-portfolio Multiple intelligences seminar Instructional website paper</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. 007</td>
<td>D. Demonstrate instructional planning skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>008</td>
<td>G. Utilize technology to support and enhance instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>009</td>
<td>H. Increase knowledge of instructional evaluation and student assessment</td>
<td></td>
<td></td>
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<tr>
<td>012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner-Centered Instruction</td>
<td>001</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices</td>
<td>Classroom teaching and analysis Reading Responses Quizzes</td>
</tr>
<tr>
<td>003</td>
<td></td>
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</tbody>
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**Spring 2016**  
**EDUC 4605/06/07/08**  
**Dr. Reinhardt**

| To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources. | 004  
005 | E. Develop instructional planning skills to meet the needs of diverse students  
006  
008 | F. Gain experience in delivering instruction in the classroom setting  
009  
010 | G. Utilize technology to support and enhance instruction  
011 | H. Increase knowledge of instructional evaluation and student assessment  
013 | I. Prepare for the TExES PPR  
014 | TExES PPR-related observations  
015 | PowerPoint presentation  
016 | Multiple intelligences seminar  
017 | Instructional website paper  
018 | TExES PPR-related observations  
019 | Reading Responses  
020 | Exams  
021 | Classroom teaching and analysis  
022 | Philosophy of teaching  
023 | Professional organization membership  
024 | Classroom teaching and analysis  
025 | PowerPoint presentation  
026 | TExES PPR inquiry projects  
027 | Diagnostic and Pre-TExES PPR  
028 | TExES-related observations  
029 | PDAS e-portfolio  
030 | School Improvement project  
031 | Current events in U.S. education |

| Equity in Excellence for All Learners | 002  
005 | C. Increase understanding of culturally relevant and responsive teaching practices  
006  
010 | D. Gain experience in promoting a positive student learning environment  
011 | TExES PPR-related observations  
013 | Reading Responses  
014 | Exams  
015 | Classroom teaching and analysis |

| Learner-Centered Communication | 007  
009 | B. Improve understanding of teaching as a profession and overall professional competence  
011  
013 | D. Gain experience in promoting a positive student learning environment  
014 | Philosophy of teaching  
015 | Professional organization membership  
016 | Classroom teaching and analysis  
017 | PowerPoint presentation |

| Learner-Centered Professional Development | 009  
012 | A. Gain awareness of the complexities involved in the daily operation of an urban school  
013 | B. Improve understanding of teaching as a profession and overall professional competence  
014 | I. Prepare for the TExES PPR  
015 | Orientation  
016 | Philosophy of teaching  
017 | Professional org. membership  
018 | Reflection journal  
019 | TExES PPR inquiry projects  
020 | Diagnostic and Pre-TExES PPR  
021 | TExES-related observations  
022 | PDAS e-portfolio  
023 | School Improvement project  
024 | Current events in U.S. education |
V. 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

01 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

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

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.

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

VI. Course Objectives

This course is designed so that the student will be able to:

A. Gain awareness of the complexities involved in the daily operation of an urban 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
VI. Course Topics
- Foundations of Instructional Design
- Learning Theories
- Creating a Positive Environment for Effective Teaching/Learning
- How Students Learn
- Instructional Planning & Design for Effective Teaching/Learning
- Instructional Strategies for Effective Teaching/Learning
- Classroom Assessment/Assessment Strategies for Effective Teaching/Learning
- Instructional Technology to Facilitate Effective Teaching/Learning
- Teaching Diverse Learners
- Classroom Management
- Motivating Students to Learn
- TEKS Organization, Structure & Skills/TEKS in the Content Areas
- State Assessment of Students
- Professional Roles and Responsibilities
- PPR/Content Certification Test Preparation

VIII. Instructional Methods and Activities
This course utilizes a variety of instructional methods and activities, as well as field-based experiences:
- Traditional Experiences (lecture/discussion; demonstration; modeling; guest speaker; on-line deliveries, video, etc.)
- Field Experiences (field-based teaching; simulations, cooperative groups; student demonstrations or presentations; guided discovery; inquiry-based learning; role play; lab exercises/investigations; field trips; community resource use, community service, etc.)

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 all assignments prior to turning them in to be graded. All assignments need to be typed, double-spaced, 12-pt font. All due dates for your assignments are located in your Bb calendar, and you are responsible to know when your assignments are due and submit them via Bb before the deadline.

A. Class Attendance & Participation (See Absence Policy in your handbook)
Attendance/Punctuality – Class attendance and punctuality (TAMU-CC/FBISD) are reflections of a pre-service teacher’s commitment to his/her preparation for teaching.
1. Attendance:
   Students are expected to attend all class meetings. You must sign in at the office by your site’s designated start time and sign out no earlier than 4:15 to be considered on time (unless prior approval/special arrangement is granted by Dr. Reinhardt). Also, consider staying after 4:15 to help out your CT. **NOTE: If you neglect to ‘sign in’ or ‘sign out’ on the Front Desk attendance log, you will either receive a ‘tardy’ or ‘absence’ depending on whether or not you missed signing in for part of the day or entire day. Time missed in your clinical teachers’ classrooms must be made up (no
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 8:00 am on the date of the absence. The following criteria will be used for determining your attendance grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Perfect attendance, punctual (no absence; no tardies)</td>
</tr>
<tr>
<td>94</td>
<td>One absence, or 1-2 tardies or early departures</td>
</tr>
<tr>
<td>90</td>
<td>One absence with 1-2 tardies or early departures</td>
</tr>
<tr>
<td>B</td>
<td>3-4 tardies or early departures</td>
</tr>
<tr>
<td>84</td>
<td>One absence w/ 3-4 tardies/early departures or 5-6 tardies/early departures</td>
</tr>
<tr>
<td>80</td>
<td>Two absences, or one absence with 5-6 tardies/early depart. or 7-8 tardies e.d.</td>
</tr>
<tr>
<td>C</td>
<td>Two absences w/ 7-8 tardies /early depart. or Three absences or 9-10 tardies/ early departures</td>
</tr>
<tr>
<td>70</td>
<td>Four or more class absences or more than 10 tardies/early departures</td>
</tr>
</tbody>
</table>

**Individuals receiving an ‘F’ on this criterion will need to repeat EDUC 4605/06/07/08, regardless of performance on all other criterion.**

2. **Active Participation Log**
   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 participate in professional development activities (10 hours) beyond the normal school day on Tuesday/Thursday. FBISD has a robust calendar of events that you can find activities that are of interest to you. A few sample activities include, but are not limited to, the following:
   - Teacher nights
   - Fieldtrips on MWF (Prior permission required)
   - Faculty Meetings (TBA); Professional Learning Community (PLC) Meetings
   - Attending the Clinical Teacher’s classroom on a MWF
   - Board meetings (District level)
   - Professional Development Meetings (Prior permission required)
   - PTO meetings
   - After-school sports practices (for Kinesiology students)

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 PST must participate in five to seven (5-7) different activities. In addition, the activity must be documented, dated and signed by the Site Professor, Clinical Teacher or an administrator in attendance. Active Participation Log forms located in the “assignments” folder on Bb and will be submitted via Blackboard (Bb) one week prior to the conclusion of of the semester.

B. **Teaching and Observing**
   1. **Reflections (E-journal) – 60 pts. possible. Teacher as a reflective practitioner.** Students will keep a daily reflective journal and write three (3) summary journal entries of observations of your CT’s instructional methods, classroom management, and assessment utilizing the
observation reflection prompts provided in Blackboard. **Post your observation reflections to Blackboard.**

2. *Interdisciplinary observations* – Observe two teachers’ classrooms outside of your content area(s) as indicated in the course schedule for one class period each. An easy way to do this is to trade places with another PST in a different class and/or grade level. A TEExES PPR-related classroom observation format will be provided for you to use to complete a written summary of your observations.

3. *Classroom teaching and analysis* – A total of **five lessons** will be taught in classrooms of your assigned CTs. **Lesson plans must be submitted to your CT AND Dr. Reinhardt PRIOR to teaching your lesson (at least 72 hours in advance).** After your CT approves your lesson plan, it must be made available to Dr. Reinhardt via the Google Drive in the correct folder. Passing grades will not be assigned to lessons taught without prior submission of lesson plans. You must schedule, via Starfish, appointments for Dr. Reinhardt to observe your second and final lesson. Final submissions are due 72 hours after you teach your lesson and will include: *Lesson Plan + Reflection + CT/SP/Peer Evaluation* in ONE document.

**Teaching Lessons (5): You must score at least 80%** on each of the lessons. If the student does not meet the minimum 80% on any of the three lessons, it may be necessary for some students to teach more lessons. (Follow these guidelines for every lesson). A lesson plan rubric is available on Bb and will be used for grading.

1. Each lesson should be inquiry-based and engaging for the students.
2. All lessons should use effective technology.
3. All lesson plans must follow the format discussed in class.
4. All lesson plans must be discussed with your clinical teacher prior to the lesson(s) being taught, then uploaded to the Google Drive. **This will take some pre-planning on your part.**
5. The CT must approve the final lesson plan and provide feedback at least 72 hours before you teach it. It must be uploaded to the Google Drive at least 72 hours in advance. **This will take some pre-planning on your part.**
6. Give a “hard copy” of your lesson plan to your CT before you teach each lesson.
7. Give a “hard copy” of the evaluation form to your CT before you teach each lesson. The evaluation covers all five Domains, and it is five pages long. Incomplete evaluations will result in a failing grade.
8. Conference with your CT at a convenient time for the CT after each lesson is taught. You must also schedule a meeting via Starfish with Dr. Reinhardt to debrief after your lessons.
9. **Write the reflection.**
   - Students must write a reflection after each lesson is taught. This is an important step in becoming a reflective practitioner, and it is an excellent way to improve your skills.
   - The reflection needs to be written in narrative form, have headings, be descriptive and specific, and be at least two pages long to be truly reflective.
   - Explain and describe your reactions to the questions provided in the guidelines.
   - Self-evaluations/reflection should include positive remarks as well as suggestions for improvement. Address and incorporate the feedback from your CT.
   - Thoroughly and thoughtfully apply the concepts from this course in your reflection.
   - Video lesson(s): Be specific in commenting upon your video.
Lesson One (Video + CT)
1. Your CT will observe and evaluate this lesson using the Clinical Teacher Evaluation Form.
2. You will videotape this lesson.
3. The lesson must be taught by third week (______) of the semester, and paperwork must be submitted to Bb within **72 hours** of teaching your lesson.
4. Plan/arrange with your clinical teacher to present a lesson to be videotaped.
5. Develop a lesson plan using the format specified in our course.
   a) The final lesson plan must be approved by your CT then uploaded to Google Drive at least 72 hours prior to the date the lesson is taught.
   b) Make sure the parental consent forms have been signed (video).
   c) Arrange for the video equipment. You and your videotaping partner should practice using the equipment prior to the lesson.
5. Following the completion of your lesson, review the videotape/lesson with your CT.

Lesson Two (SP + CT)
1. Using Starfish schedule your lesson with Dr. Reinhardt on the day designated for your school site. Your Dr. Reinhardt and CT will observe and evaluate this lesson using the Clinical Teacher Evaluation Form.
2. The lesson must be taught by fifth week (______) of the semester, and paperwork must be submitted to Bb within **72 hours** of teaching your lesson.

Lesson Three (CT1)
1. Your CT will observe and evaluate lesson three using the Clinical Teacher Evaluation Form.
2. The lesson must be taught by seventh week (______) of the semester, and paperwork must be submitted to Bb within **72 hours** of teaching your lesson.
3. You will teach Lesson 3 to two different class periods on the same day (if possible based on your placement). Your reflection paper should address the lesson modifications and strategies utilized from period to period to enhance and/or improve this lesson from teach 1 to teach 2.

Lesson Four (Peer + CT)
1. Your CT will observe and evaluate Lesson 4 using the Clinical Teacher Evaluation Form.
2. An informal peer observation will be conducted by one of your peers while you present your Lesson 4.
3. Your peer will observe you in the lesson, complete the CT Evaluation Form, and then will discuss areas of strengths and areas of recommendations.
4. The lesson must be taught by ninth week (______) of the semester, and paperwork must be submitted to Bb within **72 hours** of teaching your lesson.

Lesson Five (SP + CT2)
1. Dr. Reinhardt and your CT will observe and evaluate this lesson using the Clinical Teacher Evaluation Form.
2. The lesson must be taught by eleventh week (______) of the semester, and paperwork must be submitted to Bb within **72 hours** of teaching your lesson.

C. Professional Activities
1. **Inspirational Quote** – Find an inspirational quote and cite the author. Interpret the quote and explain what it means to you. Make connections to education. Include an image and/or clip art that visually represents the quote the quote. Although you will submit this assignment on Bb for grading, please print a copy to share with the class. You may also use this as an
artifact for your portfolio.

2. **Clinical Teacher Interview** – The PST will interview the CT about his/her classroom and teaching practices utilizing the provided template located under assignments in Bb.

3. **Reading responses/Article Reviews** - You will be a part of a Professional Learning Community (PLC) by responding to various questions and posts on the *Discussion Forum* via Blackboard (Bb). Four reading responses from selected articles and other resources will be assigned to stimulate student input, promote interaction among classmates, and enhance class discussions. The promptness and initiative of participating in threaded discussions done in a timely fashion will demonstrate self-motivation. The delivery of your posts will address your attention to detail in terms of being grammatically correct with rare misspellings. You will make posts that are relevant to the original discussion by staying on topic. By contributing to the professional learning community, you will demonstrate an effort to further the development of a collaborative learning experience. You will write a **one-paragraph reflection** that addresses a given prompt. Then you will review two other students’ postings and post one response/comment to each student’s post (total of two replies). Your replies to other students’ posts only need to be about 1-2 sentences. You can feel free to provide/post responses to more than two classmates’ postings to enhance a discussion; however, you will only receive credit for replying to two classmates' posts. Remember to be courteous and respectful to all peers and in your responses to postings. Professionalism is expected at ALL times.

4. **TEXES PPR Inquiry Project** – In collaboration with one another, your team will develop materials, activities and assessment for your peers related to a selected competency as preparation for the PPR. Each team will provide a variety of materials for to extend beyond what is available in the book. These materials will be easy to understand, well-organized and will include:
   - additional articles and examples.
   - handouts that synthesize information.
   - games, role-play activities, or other activities that address multiple learning styles and intelligences.
   - classroom examples that demonstrate high impact practices either through case study or video or both.
   - internet resources that address sample questions and study guides or other sources useful to prepare for the exam.

5. **Professional Association Membership** – Proof of membership in any of the following professional associations is suggested:
   - Association of Texas Professional Educators (ATPE),
   - Texas Classroom Teachers Association (TCTA),
   - Texas Federation of Teachers (TFT)
   - Texas State Teachers Association (TSTA).
   - Professional membership in a content-specific (science, math, etc.) organization is negotiable – prior permission from Dr. Reinhardt is required.
6. Pre- and Post-course Philosophy of Teaching papers – The pre-course philosophy of teaching response paper is due the first Friday of the course. The end-of-course philosophy of teaching paper will involve writing on three topics. The post-course philosophy of teaching papers will be due on last day of class.

7. Introductory Autobiography PPT – The pre-service teacher will develop an “Introductory Autobiography” PowerPoint presentation (4 slides max.) to introduce herself or himself to the class. You will share your background, two well-remembered events from your educational history, and your vision of yourself as a teacher. The autobiography PPT will be due on the second class meeting.

8. Portfolio – Using the five Learner-Centered Proficiencies as your topics, collect at least four (4) pieces of evidence for EACH category that will demonstrate your ability in each area. These may be lessons that you have taught, journal entries, lessons from other courses, professional development & workshops you have attended, after school activities, community activities, etc. At the beginning of each proficiency section, write a description (rationale) explaining how each piece of evidence demonstrates the proficiency. Your portfolio will be due in two parts; dates are located in your Bb calendar.

9. Professional Attributes Assessment – PSTs will complete the Professional Attributes Assessment as a means of self-evaluation. The self-assessments will be shared with Dr. Reinhardt.

D. Exams

1. Pre-test and Post-test Needs Assessment. The pretest will be completed before our first class meeting and the posttest will be completed before the last class of the semester.

2. TExES PPR Quizzes

   PPR Domain Exams will be given after each Domain
   • 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)
   • Domain IV: Professional Roles & Responsibilities (Competencies 11-13)

3. Practice TExES PPR Exams – You will submit documentation that you completed the “Practice” Pedagogy and Professional Responsibilities (PPR) TExES exam to Dr. Reinhardt and Ms. Rose Zuniga (required, no points). You will need to access this PPR Pretest Website: https://pact.tarleton.edu/TCERT/index.cfm. Once you have accessed the website, look on the right hand side and right under the username and password blanks, click on “register here” to create a user account and create your username and password. The website offers six hour tutorials to prepare for the TExES #160 all levels PPR and the required Pretest Quiz. There are also tutorials for these content areas:
   • Generalist EC-6 TExES 191
   • Special Education TExES 161
   • Science 4-8 TExES 116
4. Mid-term Exam – The mid-term exam will be a combination of objective and short essay items.

5. Final Exam - The in-class presentation of your portfolio will take place on last day of the course.
IX. **Evaluation and Grade Assignment and Overview of Course Requirements**

Grading scale to be used for determining course grade. You can view your assignments, including due dates and points possible in Bb.

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>Points possible</th>
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<tbody>
<tr>
<td><strong>A. Class participation</strong></td>
<td></td>
</tr>
<tr>
<td>1. Attendance (TAMU-CC/FBISD)</td>
<td>100</td>
</tr>
<tr>
<td>2. Participation</td>
<td>100</td>
</tr>
<tr>
<td>3. Weekly log in to Bb/ Discussion extension</td>
<td>15</td>
</tr>
<tr>
<td><strong>B. Teaching and observing</strong></td>
<td></td>
</tr>
<tr>
<td>1. Reflection e-journal</td>
<td>60</td>
</tr>
<tr>
<td>2. Interdisciplinary observations</td>
<td>40</td>
</tr>
<tr>
<td>3. Classroom teaching and analysis</td>
<td>1000</td>
</tr>
<tr>
<td><strong>C. Professional activities</strong></td>
<td></td>
</tr>
<tr>
<td>1. Reading responses</td>
<td>60</td>
</tr>
<tr>
<td>2. TExES PPR literacy circles</td>
<td>80</td>
</tr>
<tr>
<td>3. Inspirational Quote</td>
<td>15</td>
</tr>
<tr>
<td>4. Clinical Teacher Interview</td>
<td>25</td>
</tr>
<tr>
<td>5. Professional association membership</td>
<td>25</td>
</tr>
<tr>
<td>6. Pre/post-course philosophy of teaching papers</td>
<td>50</td>
</tr>
<tr>
<td>7. Autobiography</td>
<td>30</td>
</tr>
<tr>
<td>8. Portfolio Presentation + Summative Evaluations</td>
<td>300</td>
</tr>
<tr>
<td>9. Professional Attributes self-assessment</td>
<td>* Required, no points</td>
</tr>
<tr>
<td><strong>D. Exams</strong></td>
<td></td>
</tr>
<tr>
<td>1. Needs Assessment: pre-test, post-test</td>
<td>* Required, no points</td>
</tr>
<tr>
<td>2. TExES PPR Quizzes</td>
<td>400</td>
</tr>
<tr>
<td>3. Practice TExES PPR</td>
<td>* Required, no points</td>
</tr>
<tr>
<td>4. Mid-term</td>
<td>100</td>
</tr>
<tr>
<td>5. Final (Portfolio Presentation)</td>
<td>See above</td>
</tr>
<tr>
<td></td>
<td>2400</td>
</tr>
</tbody>
</table>

Grading Scale:
- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = below 60%

- Assignments – Type all assignments unless you are provided with a form. 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
- You will not be recommended for Student Teaching without having developed and taught ALL required five (5) lesson plans.
- No final grade will be given until all teaching lessons are completed and taught.
X. Field-Based Policies and Schedule

Due to the variability and unforeseen changes in FBISD’s schedule, this agenda must remain flexible. In addition to content of the primary course text, *Teaching Strategies, A Guide to Effective Instruction (10th edition)*, class sessions will involve TExES PPR preparation and review, experiences with clinical teachers (CTs) and students, guest speakers from the faculty and administration, study and discussion of relevant materials from other sources, and an overview of the State of Texas Professional Development and Appraisal System for teachers.

- **Sign-in:** You will be expected to sign in and out each day that you are on campus. This will document the time you have completed. Our time will be from 7:45 am - 4:00 pm - no exceptions. Depending on the needs of your clinical teacher, or if you desire, you may be in classrooms before and/or after that time. 3:30-4:00 will always be spent with your clinical teacher.
- **FBISD ID:** You will be expected to wear your ID badge at all times. You must go to the central office to get this badge.
- **Remember, we are guests at this school!** Follow the rules/standards of FBISD. Ask before using any machines. Be quiet in the halls.
- **At no time are you to leave campus without informing a TAMUCC professor or site designee.** Leaving the campus or not being in class during assigned times is reason for dismissal from the program.
- Lunch will be with, at the same time as, your clinical teacher each Tuesday/Thursday unless the field-base class eats together or is dismissed as a whole group. You may wait and eat lunch in our Field Base class if you wish. **No one leaves campus for lunch.**
Weekly Outline of Course Topics – A specific agenda for each class day will be posted on Bb.

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Course Topics</th>
</tr>
</thead>
</table>
| Week 1    | Welcome, Introductions, EPP, Field Basing @ Flour Bluff  
The Teaching Profession - Overview of Teaching in Texas Needs Assessment |
| Week 2    | Course Syllabus & Calendar  
Educator Preparation Program (EPP) Handbook & 5-E lesson plan  
• “Frames of Reference for Teaching” |
• ‘The Big Picture in Your Classroom”  
• “Teaching Diverse Learners in Inclusive Classrooms” |
|           | **Lesson 1 due** |
| Week 4    | “Part 2: Fundamental Tools for Instructional Planning” p. 74-175  
• “Objectives, Taxonomies, and Standards for Instruction” |
| Week 5    | “Part 2: Fundamental Tools for Instructional Planning” p. 74-175  
• “Mastering Instructional Planning”  
• “Sequencing and Organizing Instruction” |
|           | **Lesson 2 due – schedule with Dr. Reinhardt via Starfish** |
| Week 6    | “Part 3: Instruction as a Dynamic Process in the Classroom” p. 175 - 339  
• “Classroom Assessment” |
| Week 7    | “Part 3: Instruction as a Dynamic Process in the Classroom” p. 175 – 339  
• “The Process of Classroom Questioning”  
• “Small-Group Discussions and Cooperative Learning” |
|           | **Lesson 3 due** |
| Week 8    | “Part 3: Instruction as a Dynamic Process in the Classroom” p. 175 – 339  
• “Inquiry Teaching and Higher-Level Thinking”  
Mid Term exam |
| Week 9    | Technology in the Classroom  
Domain I  
Domain II  
**Lesson 4 due** |
| Week 10   | Working with Texas Families: Home/School Relationships  
Interacting and Communicating with Other Educators  
Domain III  
Domain IV |
| Week 11   | Laws, Ethics, and Education in Texas  
**Lesson 5 due – schedule with Dr. Reinhardt via Starfish** |
| Week 12   | Mandatory PPR Online Exam |
| Week 13   | Individual class appointments |
| Week 14   | Portfolio Presentation  
**Last Days of Class** |

X. Required Textbooks
XII. 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/.

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 method for citations within papers. You can find a style guide for APA at https://owl.english.purdue.edu/owl/resource/560/01/.

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.

Cell Phone Usage During Class
Cell phone usage is prohibited during class unless special prior permission has been granted by Dr. Reinhardt. This includes text messaging, talking, vibrating phones, checking email, responding to email,
and/or all other uses to which such devices may be employed. EDUC 4605/06/07/08 is a professional development course in the Department of Teacher Education at TAMU-CC. Pre-service teachers at FBISD are expected to demonstrate a level of professionalism beyond the typical behaviors their personal lives.

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.

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 Rule13.02.99.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://www.tamucc.edu/provost/university_rules/index.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.