I. Course Description

A study of planning, teaching assessment, and technology as they relate to teaching in Grades EC-12. Planning will include general curriculum issues, the lesson cycle, multiple intelligences, learning styles, and resources. Teaching will include methods and strategies for delivery of instruction and classroom environment. Assessment will focus on traditional and authentic alternative assessment. 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.

II. Rationale

This block of study, which combines field-based instruction with intensive experience in actual elementary classrooms, aims to lay a foundation of professional knowledge, skills, attitudes, and behaviors necessary for the teaching profession. In addition, 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.

Course goals:

Students will be provided the opportunity to:
A. Gain awareness of the complexities involved in operating schools;
B. Develop instructional planning and delivery skills
C. Demonstrate sound pedagogical content knowledge
D. Develop an understanding of student learning, performance, and assessment
E. Understand and appreciate key elements in a positive learning environment
F. Gain Knowledge of services and technology to support and enhance instruction

### III. State Proficiencies & TExES Competencies

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<tr>
<th>State Proficiencies</th>
<th>TExES Competencies (PPR)</th>
<th>Course Assignments</th>
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<td>Learner-Centered Knowledge</td>
<td>001 007 008 009 012</td>
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<td>• Situation Spelling</td>
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<td>Learner-Centered Instruction</td>
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<td>Equity in Excellence for All Learners</td>
<td>002 005 006 010</td>
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<td>• Lesson Development, Presentation, and Analysis</td>
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<td>Learner-Centered Communication</td>
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<td>• TExES Review</td>
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<td>• Literature circles</td>
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See Attachment 1 for an explanation of the Texas Learner-Centered Proficiencies.  
See Attachment 2 for an explanation of the TExES Competencies.
IV. Student Learning Outcomes

The student will:

1. Observe and participate in teaching within a variety of subject areas and 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.

4. Demonstrate the ability to organize and write an interdisciplinary unit centered on a science or social studies theme.

5. Evaluate his/her own 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)

6. Select and use a variety of content resources. (TExES Competencies: 001, 002, 003) (State Proficiencies: 1,2,3)

7. Apply and encourage higher-order thinking, questioning, and problem-solving skills (TExES Competencies: 001, 003, 004, 008) (State Proficiencies: 1,2).

8. 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)

9. Apply a variety of methods, materials, and strategies to teach lesson plans. (TExES Competencies: 001, 002, 003, 004, 008) (State Proficiencies: 1,2,3)

10. 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).

11. Utilize technology to enhance teaching and learning.

12. Demonstrate familiarity with recent developments and issues in education (TExES Competencies: 001, 012, 013) (State Proficiencies: 1,2,5).

13. Identify appropriate Texas Essential Knowledge and Skills (TEKS) and TExES objectives (if applicable) for each lesson plan.

14. 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)

15. Interact professionally with university faculty, public school students, and mentor teachers. (TExES Competencies: 005, 011, 012, 013) (State Proficiencies: 2,4,5)

16. Participate in conferences and exit interviews with Clinical Teacher and Site Professor. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1,4,5)

17. Join a professional organization of choice. (TExES Competencies: 012, 013) (State Proficiencies: 1,5)

18. Gain an understanding of school policies and resources. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1,4,5)

19. Complete school field placement requirements and activities in a timely professional, and ethical manner. (TExES Competencies: 012, 013) (State Proficiencies: 1,4,5)

20. Maintain teachers’ hours and observe school field placement attendance and dress policies. TExES Competencies: 012, 013) (State Proficiencies: 1,4,5)

21. Take initiative in working with Clinical Teachers in all their responsibilities and duties unless requested to do otherwise. (TExES Competencies: 012, 013) (State Proficiencies: 1,4,5)

22. Take initiative in participating in partner school functions. (TExES Competencies: 011, 012, 013) (State Proficiencies: 1,4,5)
V. Instructional Methods and Activities

EDUC 4605/06/07/08 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences.

A. Traditional Experiences (lecture/discussions, demonstrations, modeling, guest speakers, video)
B. Field Experiences (field teaching, cooperative groups, student demonstration/presentations, field trips, lab exercises)
C. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)

VI. Course Topics:

Major Topics to be considered:

1) Creating a Positive Environment for Effective Teaching/Learning
2) Effective Classroom Management Techniques and Strategies
3) How Learners Learn
4) Instructional Planning for Effective Teaching/Learning
5) Instructional Strategies for Effective Teaching/Learning
6) Assessment Strategies for Effective Teaching/Learning
7) Technology to facilitate Effective Teaching/Learning
8) Building Appropriate Relationships with Students
9) Building Relationships with Educational Professionals

VII. Evaluation/Grade Assignment

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<tr>
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<th>Points</th>
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<tbody>
<tr>
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<tr>
<td>Teaching Lessons/ Reflections</td>
<td>1,000</td>
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<td>Professionalism</td>
<td>100</td>
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<tr>
<td>Attendance</td>
<td>60</td>
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<td>*Practice TExES Exam (See note page 7)</td>
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<tr>
<td>TExES Circles—presentations</td>
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<td>Portfolio</td>
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<td>Participation (Activity Log)</td>
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<th>Points</th>
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<tr>
<td>2060-1800 = A</td>
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<td>1799-1600 = B</td>
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<td>1599-1500 = C</td>
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<td>1499-1400 = D</td>
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<td>≤ 1400 = F</td>
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*No final grade will be given until all teaching lessons are completed.

*You will not be recommended for student teaching without having developed and taught all lesson plans.
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. (4) TExES PPR 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).

2. Teaching Lessons (1,000 points) (lesson plan and reflection -100 pts; formal evaluation-100 pts.)
   You will be expected to teach at least five lessons in your assigned classroom this semester. All lesson plans must be discussed with Dr. Hughes and/or your clinical teacher prior to the day the lesson(s) is taught. Below is a description of the lessons and how they will be evaluated:

   - The first lesson that you teach will be videotaped. Due by Thursday, __________ (Date could change). You will personally critique the video tape of the lesson and turn in the lesson plan along with a reflection analysis 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”) Lesson and Reflection-100 pts.

   - An informal observation will be conducted by a peer of your choice on your second lesson. The peer will personally observe you teaching a lesson and then will discuss areas of strengths and areas of recommendations. Due by Thursday, ____. You will turn in the lesson plan, a written reflection of the lesson from your perspective, along with the peer’s analysis all at one time, stapled together on the Tuesday or Thursday after you taught the lesson. (You will be provided the guidelines for the reflection, and the Informal Observation form to be given to the peer, along with your lesson plan, when he/she comes to observe. Lesson, reflection, and observation-200pts.

   - Two lessons will be observed and critiqued by your clinical teacher. Your first lesson evaluation is due Thursday, __________ (Date could change). Your second lesson evaluation is due Thursday, __________ (Date could change). 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. (You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the observation form). You will present your evaluation form and lesson plan to your clinical teacher just before the observation.

   - Two lessons will be observed and evaluated by Dr. Hughes. Your first lesson observation is due Thursday, __________ (Date could change). Your second lesson observation is due Thursday, __________ (Date could change). Again, turn in your lesson plan and reflection all at one time, stapled together on the Tuesday or Thursday after you taught the lesson. Dr. Hughes will schedule a time to discuss the lessons after receiving the lesson plan and reflection. (You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the observation form). You will present your evaluation form and lesson plan to Dr. Hughes just before the observation.

   All lesson plans will follow the format discussed in class (template will be provided). Students must write a self-evaluation after each lesson taught. It is important you learn to be a reflective practitioner. Examining the effectiveness of the lesson is an excellent way to improve your skills. Self-evaluations should include positive remarks as well as suggestions for improvement. The Self-Evaluation needs to be written in narrative form and at least 1 page plus three lines long to be truly reflective. The paper should have two paragraphs. The first
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 (Summative Assessment of Professional Attributes-Handbook) (100 pts)

You will be evaluated on your professionalism in this field experience. This semester you will have many opportunities to develop professional skills and work habits. As part of your professional development, you are expected to:

- Play an active role in campus events such as teacher conferences and team planning.
- Interact effectively with university faculty, public school students, and mentor teachers.
- Participate in pre-conferences, post-conferences, and exit interviews.
- Join a professional organization of your choice.
- Gain an understanding of school policies and resources.
- Complete school field placement requirements and activities in a timely, professional, and ethical manner.
- Maintains teachers’ hours and observes school field placement attendance and dress policies.
- Take initiative in working alongside Clinical Teachers in all their responsibilities and duties unless requested to do otherwise.
- Take initiative in participating in partner school functions.
- The average of the scores obtained from the formative evaluation by the Clinical Teacher and the Site Professor will be reflected by the following grades: (no rounding will occur)

I will give you your professionalism points based on the above criteria. I will deduct points for events which affected your classroom and/or school performance. 100 total pts.

4. Attendance (60 pts) (see Absence Policy in your handbook)

Attendance:

Class attendance and punctuality (TAMU-CC/Kostoryz) are reflections of a pre-student teacher’s commitment to his/her preparation for teaching. Twenty-five points deducted for each full-day absence; 15 points deducted for each half-day. TAMU-CC class absence and 10 points deducted for each half-day Kostoryz class absence. Five points deducted for each of the first three tardies, 10 point deduction for each tardy thereafter. Made up half-day Kostoryz class absences will add back 10 points. Six full-day absences results in failure of the course (TAMU-CC policy). Three absences equals a letter reduction in grade. Sixty points possible.

**NOTE:** Individuals receiving a F on this criterion will need to repeat EDCI 4605, irrespective of performance on all other criterion. Students may not leave campus without permission from Dr. Hughes. Remember Dr. Hughes gives you your grade, not the classroom teacher you work with. You do not have permission to leave campus for any reason including lunch, even if a teacher asks you to go get lunch for him/her or a group of teachers. If you need to leave campus for any reason, contact Dr. Hughes for permission. Students found to leave campus without permission will receive an automatic F in the course.

All absences in your clinical teacher’s classroom will be made up before final credit will be given. I will need proof in the form of a note from the attendance clerk in the office you made up an absence and the make-up form signed by your clinical teacher.

Participation (100 pts.)

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:

a) PTO meetings  
b) Tutoring (3:05-4:00 pm)
c) Fieldtrips on MWF not during our class time; but you may go during clinical class time.
d) Faculty Meetings (3:05-4:00, Monday)
e) Attending the Clinical Teacher’s classroom on a MWF
f) Other to be pre-approved by Dr. Hughes

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 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 ________________________.

5. **Practice-TExES EXAM (100 points)**

The Pedagogy and Professional Responsibilities (PPR) Practice TExES exam may be taken by going to the following website: [https://pact.tarleton.edu/TCERT/index.cfm](https://pact.tarleton.edu/TCERT/index.cfm)

*Note: Information regarding taking the PPR Practice exam:*

Here is the PPR Pretest Website that needs to be typed in directly: [https://pact.tarleton.edu/TCERT/index.cfm](https://pact.tarleton.edu/TCERT/index.cfm)

Once the students have accessed the website they will look on the right hand side and right under the username and password blanks they need to click on “register here” to create a user account and create their own username and password. The website offers six hour tutorials to prepare for the TExES #160 all levels PPR and the required Pre-test Quiz. There are also tutorials for these content areas:

1. Generalist EC-6 TExES 191
2. Special Education TExES 161
3. Science 4-8 TExES 116
4. Science 8-12 TExES 136 or Science 7-12 TExES 236
5. Math 4-8 TExES 115
6. Math 8-12 TExES 135
7. Math 7-12 TExES 235

All tutorials are six hours long, have preparation quizzes at the end and provide an explanation of wrong answers for testing preparation purposes.

Any other practice PPR exams taken from any other website will not count or be accepted by the College of Education.

6. **TExES Reading / Discussion Circles & Peer Evaluations (100 pts):**

Assignments and forms will be provided throughout the class for required readings from the text. In order to make the best of our time with the amount of material that must be covered, we will share the responsibility for the reading and share the information that is gained through reading. Reading Circles will be formed into groups of four or less.

7. **Portfolio (100 pts)--Artifacts**

Using the five Learner-Centered Proficiencies as your topics, collect at least four pieces of evidence for EACH category that will demonstrate your ability in each area. These may be lessons that you have taught, journal entries, etc. At the beginning of each proficiency section, write a description explaining how each piece of evidence demonstrates the proficiency. **Due ______________.**

8. **Professional Portfolio (100).** You will create a professional portfolio that may be taken with you when you interview. This is a culminating activity that reflects what you have completed throughout your journey as an educational major.
IX. Course Policies

See Handbook for attendance and dress policies.

- **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 **7:45-3:00-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. **3:00-3:30 will always be spent with your clinical teacher.**

- **Name tags** You will be expected to wear your name tags at **all** times.

- **Late work** Assignments turned in after the due date will have **50% of the points deducted**.

- **Absences** Should you need to be absent, you need to call and personally speak to a site professor prior to the absence if at all possible. Otherwise, you will need to call Kostoryz Elementary (361)-878-2540 and leave a message for your clinical teacher, and speak to the site professor if at all possible.

- **Remember, we are guests at this school! Follow the rules/standards of Kostoryz.** Ask before using any machines. Be quiet in the halls. If you eat/drink snacks of the clinical teachers…then resupply! They are not your breakfast/lunch resources.

- **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.**

- **You are absolutely NEVER to do any homework in your Field Base class such as working on lesson plans, typing up reflections, etc.**

X. Textbooks (required)


XI. References


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes 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 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 Appeals 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.

XIII. Disabilities Accommodations

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue 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 contact the Disability Services Office at (361) 825-5816 or visit the office in Corpus Christi Hall, Room 116.”  http://disabilityservices.tamucc.edu

The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

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 825-5816.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

Classroom Conduct

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 Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rights_n_responsibilities.htm

Dropping a Class

I hope 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 in 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

Make the most of your work this semester. Make it something you will want to keep, because it is a part of you, whether or not that something is physical. That means being true to yourself, and giving your personal best. That means having an open mind, and trying to learn from the opportunities presented to you. Just remember when you leave this semester and this university, you will leave these assignments and your teachers behind as you become THE teacher. The most important thing you will carry with you is what you have learned. It is my hope what you learn here will serve you well for many years to come. Good luck, and remember I am here to support your success as you sprint for home plate and become THE teacher.

TExES Exam Review Dates

Check with Rose Zuniga in Faculty Center for information regarding tests.

For TExES Study Guides: http://www.sbec.state.tx.us

High Impact Educational Practices

High Impact Educational Practices through EDUC 4605 include:

A. Collaborative Assignments and Projects and Internships;
B. Internships;
C. Service Learning, Community-Based Learning; and
D. Learning Communities
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.

Attachment 1

Learner-Centered Schools for Texas:
State Adopted Proficiencies for Teachers
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.
TEExES 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.

EDCI.4605. Dr. Mark Hughes
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.
Active Participation Log  
EDCI.4605: Planning, Teaching, and Assessing-Elementary

Name of PST_________________________________ Clinical Teacher’s Name_________________________________

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

a) PTA/PTO meetings
b) Tutoring (3:05-4:00 pm)
c) Fieldtrips on MWF
d) Faculty Meetings (3:05-4:00, Monday)
e) attending the Clinical Teacher’s classroom on a MWF—(Four hours)
f) ARD meetings—counts as two activities
g) District-wide Science Fair—counts as two activities

*For any of the above mentioned activities, or others pre-arranged activities with the site professor, the PST will receive 20 points per activity. 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 conclusion of the five hours. These hours cannot be counted as make-up time required for tardies or absences.*