I. Office Hours: If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings, please call my office. When you call, please leave me a number of where to reach you.

II. Course Description EDUC 5352 (3 semester hours)
Planning, Teaching, and Learning Processes
This course examines the knowledge, skills, and dispositions of effective teachers. Course topics include characteristics of effective teachers; knowing your diverse students; instructional planning; differentiating instruction; teacher-centered and student-centered instructional strategies; strategies to promote student understanding, thinking, and engagement; managing lesson delivery; classroom management and discipline; assessing and reporting student performance; and working with colleagues and parents. Course activities include the use of a video analysis tool, readings from the textbook, and discussion forums so that you can interact with each other, and written assignments and other forms of learning and interaction. This course will also have a two-hour session once a week in WebEx. The goal of the course is to enable students to become excellent teachers in the State of Texas.

Rationale
Planning, Teaching, and Learning Processes is a graduate level course that provides the you with information and practice in the dimensions and complexities of teaching. This course also provides the you with a foundational knowledge of teaching strategies, and the role of a teacher. What outstanding teachers do in the classroom will be the overarching theme of this course.

Course Format
This class will be on-line and will last 5 weeks. A new unit will be presented each week during our WebEx class meeting, so it is important that you keep up with the work as it is assigned. If any you have trouble using on-line classes a student tutorial is available on the Island Online website http://iol.tamucc.edu and the island helpdesk phone number is 361-825-2825.

III. Required, Supplemental and Optional Course Materials
Textbook and Video Analysis Tool - required
The course text and Video Analysis Tool are available from Pearson.

Required text:

IV. EC6 Standards, Chapter 149 Standards
§149.1001. Teacher Standards.

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.
Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955.

V. Pedagogy and Professional Responsibilities Domains and Competencies

Domain I-Designing Instruction and Assessment to Promote Student Learning

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

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

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
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.

VI. TExES Competencies
The beginning teacher will:
• incorporate instructional strategies through providing opportunities for students to participate actively and successfully by:
  o varying activities
  o interacting with students in different formats, when appropriate
  o soliciting participation
  o extending student responses
  o providing appropriate wait time
  o implementing the lesson at an appropriate level of difficulty
  o using higher level questioning

(TExES I.001, I.004, II.008; Proficiencies I.1, II.3, II.4, II.5, IV.2)
• evaluate and provide feedback on student progress during instruction through:
  • communicating learning expectations
  • monitoring students’ performances as they engage in learning
  • reinforcing correct responses/performances
  • providing corrective feedback or clarifying
  • re-teaching using a different strategy, as appropriate

(TExES I.001, I.002, I.003, I.004, II.010; Proficiency II.3)
• maximize the amount of time available for instruction by:
  • beginning promptly/avoiding wasted time at the end of the instructional period
  • implementing appropriate sequence of activities
  • maintaining appropriate pace
  • maintaining focus
  • keeping students engaged

(TExES I.003, I.004, III.008; Proficiency II.3)
• managing student behavior by:
  • specifying expectations for class behavior
• applying rules consistently and fairly

(TExES II.005, II.006; Proficiency II.1)
• present subject matter to teach for cognitive, affective, and/or psychomotor learning by:
  • beginning instruction/activity with an appropriate introduction
  • presenting information in an appropriate sequence
  • relating content to prior or future learning
  • providing for definitions of concepts and description of skills and/or attitudes and interests
  • providing elaboration of critical attributes of concepts, skills, and/or attitudes and interests
  • stressing the generalization, the principle, the rules as a relationship between or among concepts, skills, or attitudes/interests
  • providing opportunities for application of knowledge learned
  • closing instruction through assessing students’ knowledge of the objective

(TExES I.001, I.002, I.003, I.004; Proficiencies I.1, I.2, II.4, II.5)
• use effective communication skills by:
  • making no significant errors in content
  • explaining content and/or learning tasks clearly
  • using correct grammar
  • using accurate language
  • demonstrating skill in written communication
  • using appropriate vocal delivery

(TExES III.007; Proficiencies I.1, IV.2)
• create a learning environment by using strategies to motivate students to learn through:
  • relating content to student interests/experiences
  • challenging students by using higher level thinking/problem solving skills

(TExES I.001, I.002, I.004; Proficiencies I.2, II.3, II.5, III.1)
• maintaining a supportive environment by:
  • avoiding sarcasm and negative criticism
  • establishing a climate of courtesy and respect
  • encouraging slow and reluctant students
  • establishing and maintaining a positive rapport with students

(TExES I.001, I.002, II.005; Proficiencies I.2, II.2, III.1, IV.3)
• demonstrate enthusiasm for teaching by:
  • employing varied expressions
  • demonstrating varied voice intonation

(TExES III.007; Proficiency II.5)
• exhibit improvement in instructional techniques during each observation

(TExES IV.012; Proficiency IV.4)
• apply learning principles in the classroom

(TExES III.008; Proficiency I.1)
• analyze and reflect upon teaching performance
VII: Technology Applications Standards

Standard I. All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II. All teachers collaborate and communicate both locally and globally to reinforce and promote learning

Standard III. All teachers acquire, analyze, and manage content from digital resources.

Standard IV. All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V. All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

VIII: Student Learning Objectives

Course objectives:
A. Develop a well-informed perspective of teaching as a profession
B. Understand how to use the Texas TEKS in the classroom.
C. Increase understanding of the teaching/learning process
D. Demonstrate instructional planning skills
E. Gain experience in promoting a positive student learning environment
F. Increase knowledge of instructional evaluation and student assessment

IX. Instructional Methods and Activities

This course will be delivered on-line course and will meet weekly via WebEx. It will involve readings from the required text book and online sources; you are expected to read the entire 358-page textbook, although selected chapters will be assigned. These readings will inform the course activities, discussions, quizzes, and reflections. You will utilize the online Video Analysis Tool to gain experience reflecting on teaching aligned to the course topics. This course is reading intensive, and therefore it is critical that the assigned chapters are read carefully in order participate in discussion forums, complete activities, write reflections, analyze teaching, and complete quizzes.

X. Assignments and Calendar

These are the topics that will be covered during each week. You must read the corresponding text BEFORE each week. In other words, on the first day of class, be prepared to address “Foundations of Teaching Methods”

Your assignment due dates are posted in the Bb calendar, and you are expected to subscribe to the calendar and refer to is if you have questions about any due date.

A specific class agenda will be posted on Bb.

<table>
<thead>
<tr>
<th>Summer 1</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Part 1: Foundations of Teaching Methods</td>
</tr>
<tr>
<td></td>
<td>• Effective Teaching</td>
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<tr>
<td></td>
<td>• Pedagogy &amp; Professional Responsibilities (PPR)</td>
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<tr>
<td></td>
<td>• Teacher as a Reflective Decision Maker</td>
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<td></td>
<td>• Increasing Student Diversity</td>
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<tr>
<td>Week 2</td>
<td>Part 2: Planning for Instruction</td>
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<td></td>
<td>• Implications for Diverse Classrooms</td>
</tr>
<tr>
<td></td>
<td>• Sources of Student Diversity</td>
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<tr>
<td>Week 3</td>
<td>Part 3: Selecting Instructional Strategies</td>
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<tr>
<td></td>
<td>• A Continuum of Instructional Approaches</td>
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<td></td>
<td>• The Direct Instruction Model</td>
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<tr>
<td></td>
<td>• Instructional Approaches for Direct Instruction</td>
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<tr>
<td></td>
<td>• Selecting Student-Centered Instructional Strategies</td>
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<tr>
<td></td>
<td>• Inquiry Approaches</td>
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<tr>
<td></td>
<td>• Social Approaches</td>
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<tr>
<td></td>
<td>• Independent Approaches</td>
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<tr>
<td></td>
<td>• Strategies That Promote Understanding, Thinking, and Engagement</td>
</tr>
<tr>
<td></td>
<td>• Helping Students Become Better Thinkers</td>
</tr>
<tr>
<td></td>
<td>• Strategies That Promote Engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Part 4: Managing Instruction and the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Issues Affecting Lesson Delivery</td>
</tr>
<tr>
<td></td>
<td>• Managing Parts of the Lesson</td>
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<tr>
<td></td>
<td>• Managing Student Work</td>
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<td></td>
<td>• Managing Whole Group Instruction</td>
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<tr>
<td></td>
<td>Part 5: Assessing and Reporting Student Performance</td>
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<tr>
<td></td>
<td>• Classroom Assessment</td>
</tr>
<tr>
<td></td>
<td>• Establishing a Framework for Assessment</td>
</tr>
<tr>
<td></td>
<td>• Performance-Based Assessment</td>
</tr>
<tr>
<td></td>
<td>• Purpose of Grading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Part 6: Working with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Working with Colleagues</td>
</tr>
<tr>
<td></td>
<td>• Working with Families</td>
</tr>
<tr>
<td></td>
<td>• Contacting and Communicating with Families</td>
</tr>
</tbody>
</table>

The course schedule is also located in the “Calendar” and “Course Content” sections of Bb.

**IX. Evaluation and Grading Scale**

All work will be submitted online via Bb, the Video Analysis Tool (VAT), or the GoogleDrive. It is important that you read each assignment carefully to be sure that you submit it correctly, completely, and on time. Due to the condensed timeline for this course, it is imperative that you turn in all assignments when they are due. Late work will not be accepted unless your experience extenuating circumstances, and if so, you must contact Dr. Reinhardt immediately to make alternative arrangements.
As a teacher, you will be judged by parents, other teachers, your administration and the public in your actions, your speech, and your writing. It is vital to strive for excellent in communication in all areas.

In this course, you will always be graded on the quality of your writing. You are a model for our profession and your expertise in written communication is paramount. Seek assistance from the Center for Academic Student Achievement to improve your skills.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Graded value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>Attendance course meetings via WebEx</td>
<td>10 points each, 5</td>
</tr>
<tr>
<td></td>
<td>meetings</td>
</tr>
<tr>
<td>Active Participation</td>
<td></td>
</tr>
<tr>
<td>Weekly Discussion Board</td>
<td>30 points each, 5</td>
</tr>
<tr>
<td></td>
<td>initial posts/ 5</td>
</tr>
<tr>
<td></td>
<td>replies</td>
</tr>
<tr>
<td>Video Analysis Tool</td>
<td>100 points each, 5</td>
</tr>
<tr>
<td></td>
<td>lessons</td>
</tr>
<tr>
<td>Quizzes</td>
<td></td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>30 points</td>
</tr>
<tr>
<td>Online Chapter Quizzes</td>
<td>50 points each, 3</td>
</tr>
<tr>
<td></td>
<td>quizzes</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td></td>
</tr>
<tr>
<td>TEKS &amp; Objectives</td>
<td>40 points each, 4</td>
</tr>
<tr>
<td></td>
<td>objectives</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>150 points, 2</td>
</tr>
<tr>
<td></td>
<td>lessons</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>20 points, 2</td>
</tr>
<tr>
<td></td>
<td>assessments</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>20 points, 1</td>
</tr>
<tr>
<td></td>
<td>assessment</td>
</tr>
<tr>
<td></td>
<td>Total points possible</td>
</tr>
</tbody>
</table>

Grading scale:

<table>
<thead>
<tr>
<th>QUALITY OF WORK</th>
<th>LETTER GRADE</th>
<th>PERCENT RANGE</th>
<th>POINT RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>A</td>
<td>93% -100%</td>
<td>1300-1400</td>
</tr>
<tr>
<td>On-Degree Level Work</td>
<td>B</td>
<td>85% -92%</td>
<td>1200-1299</td>
</tr>
<tr>
<td>Minimal/ Needs Improvement</td>
<td>C</td>
<td>75% -84%</td>
<td>1050-1199</td>
</tr>
<tr>
<td>Poor/ Attempted And Submitted</td>
<td>D</td>
<td>65% -74%</td>
<td>900-1049</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>64% or below</td>
<td>0-899</td>
</tr>
</tbody>
</table>

X. Course Requirements
As a graduate level course, your leaning is based on the assumptions that:
- You will read all assigned reading materials and watch all videos.
• You will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course via Discussion Forum and VAT.
• Your participation will reflect prior completion of reading assignments.

1. Attendance
We will **meet as a class weekly on Tuesdays** to collaborate and discuss relevant course topics. You will be expected to participate synchronous activities with your peers in order to foster your understanding of planning, teaching, and learning processes.

2. Active Participation
   - **Discussion Forums – Initial Post Due Sundays / Response to Classmate Due Tuesday**
     You are expected to participate and share the initiation of intellectual dialogue and to guide yourself and your classmates, in the dissemination, analysis, and creation of course relevant information. In particular, you must maintain communicative visibility when engaged in an online discussion forum. You must not rely on others to carry online dialogue. Everyone must proactively contribute to these discussions.
   - **Video Analysis Tool (VAT) – Due Thursdays**
     You will watch and respond to videos of high quality teaching aligned with the course topics. You can locate the link to the VAT in Bb.

3. Quizzes – **Due Wednesdays**
   - Syllabus Quiz
     Based on your understanding of the course syllabus, which is located in Bb.
   - Online Chapter Quizzes
     After each class meeting, you will complete a quiz related to course readings located on Bb. Your quizzes are located under “Assignments & Assessment” in Bb.

4. Lesson Planning
Please review the resources in the “Lesson Plan Resources” section of Bb.
   - TEKS & Objectives
   - Lesson Plans
   - Assessments (Formative & Summative)

**XII: University Policies and Procedures**
You must review and acknowledge each of the course policies located in the “Welcome & Course Polices” section of Bb.

a. **Academic Integrity/Plagiarism**
   University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website [http://judicialaffairs.tamucc.edu/](http://judicialaffairs.tamucc.edu/).

b. **Disability Statement**
   The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

c. 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.

d. 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/

e. 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.

f. 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.

g. 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.

h. SACS statement
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 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:

i. Clear central idea carefully and coherently developed with intended emphasis
ii. Correct grammar; no persistent mechanical errors
iii. Neat appearance with evidence of having been carefully proofread
iv. Academic integrity and honesty
v. Full documentation of research work
vi. 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.

i. 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.

j. 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

i. The instructor’s ability to conduct the class,

ii. The inability of other students to profit from the instructional program, or

iii. 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.

k. 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
XIII. Bibliography
The knowledge bases that support course content and procedures include:
Evertson, Carolyn, and Harris, Alene H. (1994). Classroom organization and management
program. Nashville, TN: Vanderbilt University.
Publications.
Texas Education Agency. (n.d.). Texas essential knowledge and skills (TEKS). Retrieved April

XIV. Appendices
Any Appendices related to this course are located on BlackBoard