EDUC 4605/06/07/08 – Planning, Teaching, Assessment and Technology
Course Syllabus – Spring 2018

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Partner School for Field-Based Experiences
Flour Bluff Independent School District
2505 Waldron Road
Corpus Christi, TX 78418
Tuesdays & Thursdays, 7:45 am – 4:15 pm
Site Hours:
Junior High School, 8:15 a.m. - 3:55 p.m.
High School, 8:30 a.m. - 3:58 p.m.
Class Meeting:
FBJH, 8:00 a.m.- 10:00 a.m.

I. Course Description
A study of planning, teaching, assessment and technology as they relate to teaching in grades EC-6, 4-8, or 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. Technology will cover media and techniques from transparencies to computer technology, and will incorporate the skills and knowledge for using the microcomputer to plan and develop presentations, instructional materials, and learning activities in the public school curriculum. Teacher candidates (TCs) 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 the various sites on the Flour Bluff Independent School District campus on Tuesdays and Thursdays from 7:45 am to 4:15 pm. A student may enroll in this course for a maximum of 2 times only; and it must be completed during the Fall or Spring semesters in order to successfully complete all requirements. Prerequisites: Admission to teacher education. Successful completion of SMTE 1350 and READ 3320. Successful completion of SMTE 3315 or SMTE 3316. Successful completion of thirty-nine (39) hours of general education requirements. This course will provide at least 6 hrs. of TExES preparation.

II. Course rationale
The teacher candidates 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 teacher candidates 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 Standards for Teachers

19 TAC Chapter 149. Commissioner's Rules Concerning Educator Standards

§149.1001. Teacher Standards.
(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
(b) 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.
(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(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.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(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.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
(i) Teachers organize curriculum to facilitate student understanding of the subject matter.
(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
(i) Teachers teach both the key content knowledge and the key skills of the discipline.
(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
(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.
(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
(iii) Teachers cultivate student ownership in developing classroom culture and norms.
(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
(ii) Teachers maximize instructional time, including managing transitions.
(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
(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.
(A) Teachers implement both formal and informal methods of measuring student progress.
(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
(C) Teachers regularly collect, review, and analyze data to monitor student progress.
(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments 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.
(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

IV. TExES Content Competencies (not applicable)

V. TExES PPR Domains and Competencies

PPR Domains

Domain I. Designing Instruction and Assessment to Promote Student Learning
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.

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.

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

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**

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.

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**

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The teacher provides appropriate instruction that actively engages students in the learning process.

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

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**

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

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.

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

**PPR Competencies**

**Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.** (Domain I. Competencies 001-004 Domain III. Competencies 007-010)

**Teacher Knowledge: What Teachers Know**

Students
1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
1.2k the implications of students’ developmental characteristics for planning appropriate instruction;
1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;
1.6k appropriate strategies for instructing English language learners;

**Content and Pedagogy**
the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
the significance of the vertical alignment of content, including prerequisite knowledge and skills;
how lesson content and skills connect with other disciplines and within the discipline; and
current research on best pedagogical practices.

Selection of Instructional Goals and Objectives
the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
the importance of developing instructional goals and objectives that can be assessed; TS1Aii Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
the importance of aligning instructional goals with campus and district goals.

Resources
the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
the importance of knowing when to integrate technology into instruction and assessment; and
the use of resources beyond the campus to help students meet academic and nonacademic needs.

Designing Coherent Instruction
the importance of designing instruction that reflects the TEKS;
features of instruction that maximize students’ thinking skills;
the importance of planning lessons and structuring units so that activities progress in a logical sequence;
how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
the benefits of designing instruction that integrates content across disciplines;
the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

Assessment of Student Learning
the role of assessment in guiding instructional planning;
the importance of creating assessments that are congruent with instructional goals and objectives;
the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
the role of technology in assessing student learning;
the benefits of and strategies for promoting student self-assessment;
the connection between the Texas statewide assessment program, the TEKS, and instruction;

Application: What Teachers Can Do

Students
plan lessons that reflect an understanding of students’ developmental characteristics and needs;
adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
use effective approaches to address varied student learning needs and preferences;
plan instruction that motivates students to want to learn and achieve; and
acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

Content and Pedagogy
use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; TS3Bi Teachers organize curriculum to facilitate student understanding of the subject matter.
show appropriate knowledge of a subject to promote student learning;
demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
1.9s plan instruction that reflects an understanding of important prerequisites relationships; 1.10s plan instruction that makes connections within the discipline and across other disciplines;
1.11s use a variety of pedagogical techniques to convey information and teach skills

**Selection of Instructional Goals and Objectives**
1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13s develop instructional goals and objectives that are able to be assessed;
1.14s develop instructional goals and objectives that reflect students’ age, development level, prior skills and knowledge, background, and interests;
1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
1.16s use various types of materials and other resources to aid in preparing and implementing instruction; and
1.17s use technological tools to promote learning and expand instructional options; and
1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students’ learning opportunities

**Designing Coherent Instruction**
1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;
1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning; 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
1.23s provide students with opportunities to explore content from many perspectives.

**Assessment of Student Learning**
1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;
1.25s communicate assessment criteria and standards to students;
1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;
1.27s promote students’ use of self-monitoring and self-assessment;
1.28s analyze assessment results to aid in determining students’ strengths and needs;
1.29s use assessment results to help plan instruction for groups of students or individuals;

**Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.** (Domain II. Competencies 005-006)

**Teacher Knowledge: What Teachers Know**

**Creating an Environment of Respect and Rapport**
2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development;
2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students;

**Establishing an Environment for Learning and Excellence**
2.4k the importance of communicating enthusiasm for learning; and
2.5k the necessity of communicating teacher expectations for student learning

**Managing Classroom Procedures**
2.6k how classroom routines and procedures affect student learning and achievement;
2.7k how to organize student groups to facilitate cooperation and productivity;
2.8k the importance of time management for effective classroom functioning;
2.9k procedures for managing transitions;
2.10k routines and procedures for managing and using materials, supplies, and technology;

**Managing Student Behavior**
2.13k theories and techniques relating to managing and monitoring student behavior;
appropriate behavior standards and expectations for students at various developmental levels;
the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;
the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
the value of encouraging students to work in an ethical manner and monitor their own behavior; and
appropriate responses to a variety of student behaviors and misbehaviors.

Maintaining a Physical and Emotional Environment that is Safe and Productive
features and characteristics of physical spaces that are safe and productive for learning;
the benefits and limitations of various arrangements of furniture in the classroom;
procedures for ensuring safety in the classroom;
physical accessibility as a potential issue in student learning; and
students' emotional needs and ways to address needs.

Application: What Teachers Can Do
Creating an Environment of Respect and Rapport
interact with students in ways that reflect support and show respect for all students;
use strategies to ensure that interactions among students are polite, respectful, and cooperative;
use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning;
Establishing an Environment for Learning and Excellence
communicate to all students the importance of instructional content and the expectation of high-quality work;
ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement;
Managing Classroom Procedures
establish classroom rules and procedures to promote an organized and productive learning environment;
organize and manage groups to ensure that students work together cooperatively and productively;
schedule activities and manage class time in ways that maximize student learning;
manage transitions to maximize instructional time;
implement routines and procedures for the effective management of materials, supplies, and technology;
Managing Student Behavior
communicate high and realistic expectations for students’ behavior and ensure that students understand behavior expectations and consequences for misbehavior;
consistently enforce standards and expectations for student behavior and ethical work habits;
encourage students to maintain ethical work standards and monitor their own behavior; and
use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

Maintaining a Physical and Emotional Environment that is Safe and Productive
organize the physical environment to facilitate learning;
create a safe and inclusive classroom environment;
use effective strategies for creating and maintaining a positive classroom environment;
respect students’ rights and dignity.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III. Competency 007-010)

Teacher Knowledge: What Teachers Know
Communication
the importance of clear, accurate communication in the teaching and learning process;
principles and strategies for communicating effectively in varied teaching and learning contexts;
spoken and written language that is appropriate to students’ age, interests, and background; and
skills and strategies for engaging in skilled questioning and leading effective student discussions
Engaging Students in Learning
3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
3.6k how to present content to students in relevant and meaningful ways
3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.8k the importance of promoting students’ intellectual involvement with content and their active development of understanding;
3.9k strategies and techniques for using instructional groupings to promote student learning;
3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and
3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.

Providing Feedback to Students
3.12k characteristics of effective feedback for students;
3.13k the role of timely feedback in the learning process; and
3.14k how to use constructive feedback to guide each student’s learning.

Demonstrating Flexibility and Responsiveness
3.15k the significance of teacher flexibility and responsiveness in the teaching/learning process; and
3.16k situations in which teacher flexibility can enhance student learning.

Application: What Teachers Can Do
Communication
3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher’s commitment to students;
3.3s use spoken and written language that is appropriate to students’ ages, interests, and backgrounds;
3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge;

Engaging Students in Learning
3.7s create lessons with a clearly defined structure around which activities are organized;
3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
3.10s represent content effectively and in ways that link with students’ prior knowledge and experience;
3.11s use flexible grouping to promote productive student interactions and enhance learning;
3.12s pace lessons appropriately and flexibly in response to student needs;
3.13s engage students intellectually by teaching meaningful content in ways that promote all students’ active and invested participation in the learning process; and
3.14s encourage students’ self-motivation and active engagement in learning;

Providing Feedback to Students
3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
3.16s promote students’ ability to use feedback to guide and enhance their learning; and
3.17s base feedback on high expectations for student learning.

Demonstrating Flexibility and Responsiveness
3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;
3.19s adjust instruction based on ongoing assessment of student understanding;
3.20s use alternative instructional approaches to ensure that all students learn and succeed.

**Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)**

**Teacher Knowledge: What Teachers Know**

**Interacting and Communicating with Families**
4.1k the importance of families’ involvement in their children’s education; and
4.2k appropriate ways for working and communicating effectively with families in varied contexts.

**Interacting with Other Educators and Contributing to the School and District**
4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions
4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional);
4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
4.7k the various ways in which teachers may contribute to their school and district; and
4.8k the value of participating in school activities.

**Continuing Professional Development**
4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
4.10k the importance of documenting self-assessments;
4.11k characteristics, goals, and procedures associated with teacher appraisal; and
4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness;

**Legal and Ethical Requirements and the Structure of Education in Texas**
4.13k legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse);
4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

**Application: What Teachers Can Do**

**Interacting and Communicating with Families**
4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
4.5s maintain supportive and cooperative relationships with colleagues;
4.6s engage in collaborative decision making and problem solving with other educators to support students’ learning and well-being;
4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;
4.8s communicate effectively and appropriately with other educators in varied contexts;
4.9s collaborate professionally with other members of the school community to achieve school and district educational goals;
4.10s participate in decision making, problem solving, and sharing ideas and expertise; and
4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects);

**Continuing Professional Development**
4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);
4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; TS6Aii Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students’ needs.
4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

**Legal and Ethical Requirements and the Structure of Education in Texas**
4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
4.17s serve as an advocate for students and the profession;
4.18s maintain accurate records;

**Other State Requirements**
Code of Ethics

**VI. Technology Applications Standards**

**Standard I.** All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
1.1k how to use innovative technology and electronic communication to create new knowledge;

**Standard II.** All teachers collaborate and communicate both locally and globally to reinforce and promote learning
2.2k how to deliver a product electronically in a variety of media;
2.4k how to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication, and instruction.
2.1s use technical writing strategies to create products such as a technical instruction guide;
2.2s participate in electronic communities as a learner, initiator, and contributor;
2.5s use technology in self-directed activities to create products for and share products with defined audiences;
2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences;

**Standard III.** All teachers acquire, analyze, and manage content from digital resources.
3.3k how to access and use online help.
3.1s use strategies to locate and acquire desired information from collaborative software and online resources;
3.3s use online help and other documentation;

**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.
5.3k how to practice and explain safe and appropriate online behavior, personal security guidelines, digital etiquette, and acceptable use of technology.
5.1s understand copyright laws, fair use guidelines, digital safety rules, creative commons, free and open source, public domain, violations, and issues including but not limited to computer hacking, computer piracy, intentional virus setting, and invasion of privacy;
5.2s model ethical acquisition and use of digital information, including using established methods to cite sources;
5.3s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, a lab, or on the Internet or an intranet;
5.4s model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;
5.6s understand and practice safe and responsible online behavior, personal security guidelines, digital etiquette, and acceptable use of technology.
VII. Course Objectives/Learning Outcomes
This course is designed to enable students 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
F. Gain experience in delivering instruction in the classroom setting
G. Utilize technology to support and enhance instruction
H. Increase knowledge of instructional evaluation and student assessment
I. Prepare for the TExES PPR

Alignment of EDUC 4605/06/07/08 Course Objectives
with State Standards, TExES PPR Competencies, and Technology Standards

<table>
<thead>
<tr>
<th>State Standards (ch 149, PPR, and Technology)</th>
<th>TExES PPR Competencies</th>
<th>EDUC 4605/06/07/08 Course Objectives</th>
<th>EDUC 4605/06/07/08 Assignments and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</td>
<td>Domain I 001 002 003 Domain III 007 008 009 010</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices D. Demonstrate instructional planning skills G. Utilize technology to support and enhance instruction H. Increase knowledge of instructional evaluation and student assessment I. Prepare for the TExES PPR</td>
<td>PPR Assessments In-class teaching stints TExES PPR-related observations Classroom teaching and analysis Reflections *Competency-Based Final Portfolio of Artifacts Effective Use of Technology Log Collaborative use of Google Special Populations Inquiry Project</td>
</tr>
<tr>
<td>Tech. Standard III: All teachers acquire, analyze, and manage content from digital resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.</td>
<td>Domain II 005 006</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices E. Develop instructional planning skills to meet the needs of diverse students</td>
<td>Classroom teaching and analysis TExES PPR-related observations Reflections PPR Assessments Effective Use of Technology Log Collaborative use of Google Special Populations Inquiry Project</td>
</tr>
</tbody>
</table>
| Tech. Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. | F. Gain experience in delivering instruction in the classroom setting  
H. Increase knowledge of instructional evaluation and student assessment  
G. Utilize technology to support and enhance instruction  
I. Prepare for the TExES PPR | *Competency-Based Final Portfolio of Artifacts |
| --- | --- | --- |
| **State Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. | Domain III  
007  
008  
009  
010 | C. Increase understanding of culturally relevant and responsive teaching practices  
D. Gain experience in promoting a positive student learning environment  
I. Prepare for the TExES PPR | TEES PPR-related observations  
Effective Use of Technology Log  
Collaborative use of Google Special Populations Inquiry Project  
Classroom teaching and analysis  
Reflections  
*Competency-Based Final Portfolio of Artifacts |
| **Tech. Standard II:** All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning. | Domain IV  
011  
012  
013 | 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  
D. Gain experience in promoting a positive student learning environment  
I. Prepare for the TExES PPR | Orientation  
Philosophy of teaching  
Professional organization membership  
Classroom teaching and analysis  
Effective Use of Technology Log  
*Competency-Based Final Portfolio of Artifacts |
| **State Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. | | |
| **Tech. Standard V:** All teachers practice safe, responsible, legal, and ethical behavior while using technology tools and resources. | | |

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VIII. 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

IX. 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.
- Coaching sessions: Throughout the semester you will participate in FIVE coaching sessions. Each coaching session will have a pre-session to discuss the lesson you will teach. After you teach, you will schedule a post-session to reflect upon your teaching and set goals for your next lesson. These sessions will be recorded and made available to you as a tool to reflect upon your growth and develop your final reflection.

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 cooperating teachers' classrooms must be made up (no exceptions). A doctor’s excuse may be required for any and all absences, but will not excuse the absence from having to be made up. Approved Absence means notification and/or approval of absence prior to 8:00 am on the date of the absence. The following criteria will be used for determining your attendance grade:

A 100  Perfect attendance, punctual (no absence; no tardies)
94  One absence, or 1-2 tardies or early departures
90  One absence with 1-2 tardies or early departures

B 84  3-4 tardies or early departures
80  One absence w/ 3-4 tardies/early departures or 5-6 tardies/early departures

C 74  Two absences, or one absence with 5-6 tardies/early depart. or 7-8 tardies e.d.
70  Two absences w/ 7-8 tardies /early depart. or Three absences or 9-10 tardies/ early departures

F 60  Five or more class absences or more than 10 tardies/early departures

**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 (5 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 Cooperating 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 teacher candidate will receive **20 points per hour of attendance.** The teacher candidate must participate in **three different activities.** In addition, the activity must be documented, dated and signed by the Site Professor, Cooperating 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 the semester.

B. **Teaching and Observing**

1. **Interdisciplinary observations** – Observe two teachers’ classrooms **outside of your content area(s) and at different grade level** for one class period each. An easy way to do this is to trade places with another teacher candidate in a different class and/or grade level either in FBISD or CCISD. A TExES PPR-related classroom observation format will be provided for you to use to complete a written summary of your observations.

2. **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.
Coaching sessions: Throughout the semester you will participate in FIVE coaching sessions. Each coaching session will have a pre-session to discuss the lesson you will teach. After you teach, you will schedule a post-session to reflect upon your teaching and set goals for your next lesson. These sessions will be recorded and made available to you as a tool to reflect upon your growth and develop your final reflection. Passing grades will not be assigned to lessons taught without prior submission of lesson plans. You must schedule, via Outlook or Google Calendar, and CONFIRM 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 + coaching protocol 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 lessons, it may be necessary 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 cooperating 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. Failure to provide your lesson plan in advance will result in you not being allowed to teach your lesson. No exceptions.
6. Give a “hard copy” of your lesson plan to your CT before you teach each lesson, unless your CT indicates in your Cooperating Teacher Interview that she or he prefers a digital copy.
7. Give a “hard copy” of the evaluation form to your CT before you teach each lesson unless your CT indicates in your Cooperating Teacher Interview that she or he prefers a digital copy. The evaluation covers all five Domains, and it is five pages long. Incomplete evaluations will result in a failing grade.

Coaching sessions: After you teach, you will schedule a coaching session to reflect upon your teaching and set goals for your next lesson. These sessions will be recorded and made available to you as a tool to reflect upon your growth and develop your final reflection. You must schedule these coaching sessions via by sending an invitation to Dr. Reinhardt via an appropriate calendar application (Outlook, Mail, Google Calendar).

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 – 100 points)
1. Your CT will observe and conference with you regarding the lesson.
2. You will videotape this lesson.
3. 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. **Failure to provide your lesson plan in advance will result in you not being allowed to teach your lesson. No exceptions.**

4. Plan/arrange with your CT 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. Do not expect your CT to record your lesson for you.

6. Following the completion of your lesson, review the videotape/lesson with your CT.

7. Schedule your Post-Coaching session by sending a calendar request to Dr. Reinhardt.

**Lesson Two (SP + CT – 300 points)**

1. Schedule your lesson with Dr. Reinhardt by sending a calendar request. Dr. Reinhardt and CT will observe and evaluate this lesson using the Evaluation Form.

2. Schedule your Pre-Coaching session by sending a calendar request to Dr. Reinhardt.

3. 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. **Failure to provide your lesson plan in advance will result in you not being allowed to teach your lesson. No exceptions.**

4. Schedule your Post-Coaching session by sending a calendar request to Dr. Reinhardt.

**Lesson Three (CT – 200 points)**

1. Schedule your Pre-Coaching session by sending a calendar request to Dr. Reinhardt.

2. Your CT will observe and evaluate Lesson 3 using the Clinical Teacher Evaluation Form.

3. 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. **Failure to provide your lesson plan in advance will result in you not being allowed to teach your lesson. No exceptions.**

4. 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.

5. Schedule your Post-Coaching session by sending a calendar request to Dr. Reinhardt.

**Lesson Four (Peer + CT – 200 points)**

1. Schedule your Pre-Coaching session by sending a calendar request to Dr. Reinhardt.

2. Your CT will observe and evaluate Lesson 4 using the Evaluation Form.

3. An informal peer observation will be conducted by one of your peers while you present your Lesson 4. This is not an evaluation of your teaching by a peer.

4. Your peer will observe you in the lesson, complete the Peer Observation Form, and then will discuss areas of strengths and areas of recommendations.

5. 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. **Failure to provide your lesson plan in advance will result in you not being allowed to teach your lesson. No exceptions.**

6. Schedule your Post-Coaching session by sending a calendar request to Dr. Reinhardt.
Lesson Five (SP + CT2 – 300 points)

1. Schedule your lesson with Dr. Reinhardt by sending a calendar request. Your Dr. Reinhardt and CT will observe and evaluate this lesson using the Evaluation Form.

2. Schedule your Pre-Coaching session by sending a calendar request to Dr. Reinhardt.

3. The lesson must be taught by thirteenth week (_____ ) of the semester, and paperwork must be submitted to Bb within 72 hours of teaching your lesson. **Failure to provide your lesson plan in advance will result in you not being allowed to teach your lesson. No exceptions.**

4. Schedule your Post-Coaching session by sending a calendar request to Dr. Reinhardt.

C. Professional Activities

1. **All about you!** – Using Google Slides, you will add three slides to the existing presentation in our class folder; be sure your slides are NOT text heavy. Each should be visually appealing. First, you will share your background, a well-remembered events from your educational history, and your vision of yourself as a teacher. Second, research the school you are placed in and describe how you “fit” into this school. The last slide should include 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 your slides on Bb for grading. You may also use this as an artifact for your portfolio.

2. **Pre-Course Philosophy of Teaching paper** – The pre-course philosophy of teaching response paper is due the first Friday of the course. This paper should be a simple revision of the paper you wrote for EDUC3311.

3. **Cooperating Teacher Interview** – You will interview your CT about his/her classroom and teaching practices utilizing the provided template located under assignments in Bb. This interview is critical to your success in this course. It is important to establish clear communication with your CT and set up the dates you plan to teach your lessons.

4. **Special Populations Inquiry Project** - Based on a cycle of inquiry, you will pose a question related to working with a student who may need additional supports (e.g., an English learner, a student with a section 504 plan, a student with an IEP) including accommodations and/or modifications. Throughout the first weeks of the semester, you will collect data on your selected student in order to develop a supplement to lesson plan 3, 4, and 5 that applies the principles of Universal Design for Learning (UDL). You will be responsible for developing a narrative description of your UDL prior to teaching, and then as part of the coaching cycle, you will reflect on the impact of the delivery of this instruction.

Through a systematic inquiry of one a student in your class, you will identify their strengths and needs, then decide what supports through the UDL framework you can incorporate into your lesson plan to provide appropriate scaffolds for your student. After each lesson, as part of your coaching cycle, you will reflect upon the delivery of instruction to meet your student’s needs, and refine your teaching strategies for the next lesson. Using the data collected throughout the semester, your final exam will consist of a reflection on your inquiry, what you learned, and what challenged you. You will support your findings with relevant research.

5. **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 Teaching Texas 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.

6. **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).

D. **Exams**

1. **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. You will need to access this PPR Pretest Website: [https://pact.tarleton.edu/TCERT/index.cfm](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 Pre-test Quiz. There are also tutorials for these content areas:
   - Special Education TExES 161
   - Science 4-8 TExES 116
   - Science 8-12 TExES 136 or Science 7-12 TExES 236
   - Math 4-8 TExES 115
   - Math 8-12 TExES 135
   - 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.

2. **Mid-term Exam** – Using your course texts and drawing from your experience in your field-based classroom, you will write a reflective essay that is approximately 750 words.

3. **Final Exam** - The in-class presentation of your portfolio will take place on final exam day of the course.

4. **Competency Based Portfolio** – Using the PPR Competencies as your topics, collect at least four (2) 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. For each artifact, write a description (rationale) explaining how each piece of evidence demonstrates the proficiency. Your portfolio will be due in two parts; dates are in your Bb calendar.

X. **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>
</tr>
</thead>
<tbody>
<tr>
<td>A. Class participation (300 points)</td>
<td></td>
</tr>
<tr>
<td>Field-based attendance (TAMU-CC/FBISD)</td>
<td>100</td>
</tr>
</tbody>
</table>
TEA Block 2 Folder *Required, no points

Active Participation 100

Effective use of technology (GDrive, calendar, Bb etc.) 100

B. Classroom teaching, observation and analysis (1300 points)

Interdisciplinary observations 100

Peer observation (Lesson 4) 100

Classroom teaching and analysis 1100

C. Professional activities (400 points)

All about you! presentation 75

Pre-course philosophy of teaching paper 25

Cooperating Teacher Interview 100

TExES PPR inquiry project & presentation 100

Special Populations Inquiry Project 200

Professional association membership *Required, no points

Post-course philosophy of teaching paper 100

D. Exams (500 points)

Passing of Content Exam * Required, no points

Practice TExES PPR 100

Mid-term (steps 1-4 of SPIP) 100

Final (Competency-Based Portfolio Presentation) 390

- Each artifact is worth 5 pts. each = 130 pts. total
- Each rationale is worth 10 pts. each = 260 pts. total

<table>
<thead>
<tr>
<th>Quality of Work</th>
<th>Letter Grade</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>A</td>
<td>93%-100%</td>
</tr>
<tr>
<td>On-degree level work</td>
<td>B</td>
<td>85%-92%</td>
</tr>
</tbody>
</table>
### Minimal/ Needs improvement
- **C**
  - 75% - 84%

### Poor / Attempted and submitted
- **D**
  - 70% - 83%

### Failure
- **F**
  - 69% or lower

- 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 and passed your Content Exam.
- No final grade will be given until all teaching lessons are completed and taught.

### 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 cooperating 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 **7:45am - 4:00pm - no exceptions.** Depending on the needs of your cooperating 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 cooperating 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 at the same time as, your cooperating teacher each Tuesday/Thursday unless the field-based class eats together or is dismissed as a whole group. You may wait and eat lunch in our Field Based class if you wish. **No one leaves campus for lunch.**

### XI. Required Textbook


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

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

XII. Bibliography
The knowledge bases that support course content and procedures include:


XIII. Syllabus

Weekly Outline of Course Topics – Refer to the Bb calendar for specific assignments and schedule changes.

<table>
<thead>
<tr>
<th>Spring 2018</th>
<th>Course Topics</th>
</tr>
</thead>
</table>
| Week 1     | Orientation: Welcome, Introductions, EPP, Field Based Course @ Flour Bluff  
Course Syllabus, Calendar, Technology |
| Week 2     | Educator Preparation Program (EPP) Handbook & lesson plan template  
• “Frames of Reference for Teaching” |
• ‘The Big Picture in Your Classroom”  
• “Teaching Diverse Learners in Inclusive Classrooms” |
| 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 1 due** |
| 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 2 due – schedule with Dr. Reinhardt via calendar appointment** |
| 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 3 due** |
| Week 10 | Working with Texas Families: Home/School Relationships  
|         | Interacting and Communicating with Other Educators  
|         | Domain III  
|         | Domain IV |
| Week 11 | Full days with CT  
|         | Laws, Ethics, and Education in Texas  
|         | Portfolio meetings  
|         | **Lesson 4 due** |
| Week 12 | Full days with CT  
|         | Mandatory PPR Online Exam  
|         | Portfolio meetings |
| Week 13 | Full days with CT  
|         | Individual class appointments  
|         | **Lesson 5 due – schedule with Dr. Reinhardt** |
XII. Course Policies

Research on Teacher Education: In an effort to enhance TAMUCC’s Educator Preparation Program and contribute to the knowledge base and field of education specifically teacher education, research is necessary to find new strategies and best practices for student learning and student achievement. As educators and lifelong learners, our mission is to continuously look for ways to enrich our content knowledge, skills, and dispositions in the education profession. Hence, during your field base and/or student teaching semesters, you may be asked to voluntarily participate in a research study. Your choice to participate or decline participation in any research effort will in no way impact your progress or grade in the course.

Attendance

You will be expected to sign in and out each day that you are on campus. This will document the time you have completed. You are expected to be on campus from 7:45am - 4:00pm - no exceptions. Depending on the needs of your cooperating 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 cooperating teacher.

You are at no time permitted 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 at the same time as, your cooperating teacher each Tuesday/Thursday unless the field-based class eats together or is dismissed as a whole group. You may wait and eat lunch in our Field Based class if you wish. No one leaves campus for lunch.

Late Work

It is imperative that you turn in all assignments when they are due. Late work will be accepted within one week of the due date, and only if you contact Dr. Reinhardt immediately to make arrangements. You must request all extensions in writing, via email, and your assignments will be accepted for a maximum of 75% credit

Extra Credit

Your success as a teacher depends on your commitment to excellence in education. Your coursework should reflect this commitment, and be of the highest quality. You will not receive extra credit for your work as an educator; therefore, it is not available in this course.

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. Teacher Candidates at FBISD are expected to demonstrate a level of professionalism beyond the typical behaviors their personal lives.
**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/).

**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](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/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Classroom/professional behavior**

Texas A&M University- Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the professor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to the disciplinary sanction outlined on article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forms, including classrooms, electronic classrooms, labs, discussion groups field trips, etc.

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](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 or racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.

These documents are accessible through the University Rules Web site at http://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.

**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.**

**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:

a. Clear central idea carefully and coherently developed with intended emphasis
b. Correct grammar; no persistent mechanical errors
c. Neat appearance with evidence of having been carefully proofread
d. Academic integrity and honesty
e. Full documentation of research work
f. 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.

**Classroom Participation**

In accordance with US Department of Education guidance regarding class participation, The Texas A&M System requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of class. The first calendar day of class is the official start date of the course as posted on your academic page.

**Assignments submitted prior to the official start date will not count toward your participation.**

**Financial aid may be negatively affected if class participation as defined above is not met.**

If you have any questions about your assignments, or you are unable to complete your assignments, please contact your faculty member right away.

**Nonacademic Misconduct**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either

- The instructor’s ability to conduct the class,
- The inability of other students to profit from the instructional program, or
- Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action.

Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct**

Sexual harassment of students and employers at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.