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. Observation and collaboration with professional teachers in the field, as well as journal writing, will be integral parts of the course. Two full days per week are required at a partner school site. 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. Rationale
Teacher candidates are immersed in the day-to-day operation on the elementary 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 TCs 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. 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
(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.
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.

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

1 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.
2 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

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

4 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**

5 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.

6 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**

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

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

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

10 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**

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

12 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.

13 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**

1.1 the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;

1.2 the implications of students’ developmental characteristics for planning appropriate instruction;

1.3 characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;

1.4 different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;

1.5 cultural and socioeconomic differences and the significance of these differences for instructional planning;

1.6 appropriate strategies for instructing English language learners;

**Content and Pedagogy**

1.7 the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8 relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.9 the significance of the vertical alignment of content, including prerequisite knowledge and skills;

1.10 how lesson content and skills connect with other disciplines and within the discipline; and

1.11 current research on best pedagogical practices.
Selection of Instructional Goals and Objectives
1.12 k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13 k 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.
1.14 k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
1.15 k the importance of aligning instructional goals with campus and district goals.

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

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

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

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

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

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

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

**Assessment of Student Learning**
1.24 s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;
1.25 s communicate assessment criteria and standards to students;
1.26 s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;
1.27 s promote students’ use of self-monitoring and self-assessment;
1.28 s analyze assessment results to aid in determining students’ strengths and needs;
1.29 s 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**
2.1 k the importance of creating a learning environment in which diversity and individual differences are respected;
2.2 k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development;
2.3 k ways to establish a positive classroom climate that fosters active engagement in learning among students;

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

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

**Managing Student Behavior**
2.13 k theories and techniques relating to managing and monitoring student behavior;
2.14 k appropriate behavior standards and expectations for students at various developmental levels;
2.15 k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;
2.16 k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.17 k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
2.18k appropriate responses to a variety of student behaviors and misbehaviors.

Maintaining a Physical and Emotional Environment that is Safe and Productive
2.19k features and characteristics of physical spaces that are safe and productive for learning;
2.20k the benefits and limitations of various arrangements of furniture in the classroom;
2.21k procedures for ensuring safety in the classroom;
2.22k physical accessibility as a potential issue in student learning; and
2.23k students’ emotional needs and ways to address needs.

Application: What Teachers Can Do

Creating an Environment of Respect and Rapport
2.1s interact with students in ways that reflect support and show respect for all students;
2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
2.3s 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
2.4s communicate to all students the importance of instructional content and the expectation of high-quality work;
2.5s 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
2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
2.7s organize and manage groups to ensure that students work together cooperatively and productively;
2.8s schedule activities and manage class time in ways that maximize student learning;
2.9s manage transitions to maximize instructional time;
2.10s implement routines and procedures for the effective management of materials, supplies, and technology;

Managing Student Behavior
2.14s communicate high and realistic expectations for students’ behavior and ensure that students understand behavior expectations and consequences for misbehavior;
2.15s consistently enforce standards and expectations for student behavior and ethical work habits;
2.16s encourage students to maintain ethical work standards and monitor their own behavior; and
2.17s 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
2.18s organize the physical environment to facilitate learning;
2.19s create a safe and inclusive classroom environment;
2.20s use effective strategies for creating and maintaining a positive classroom environment; 2.21s 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
3.1k the importance of clear, accurate communication in the teaching and learning process;
3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
3.3k spoken and written language that is appropriate to students’ age, interests, and background; and
3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
Engaging Students in Learning
3.5 criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
3.6 how to present content to students in relevant and meaningful ways;
3.7 the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.8 the importance of promoting students’ intellectual involvement with content and their active development of understanding;
3.9 strategies and techniques for using instructional groupings to promote student learning;
3.10 different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and
3.11 techniques for structuring and pacing lessons in ways that promote student engagement and learning.

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

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

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

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

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

Demonstrating Flexibility and Responsiveness
3.18 s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;
3.19 s adjust instruction based on ongoing assessment of student understanding;
3.20 s 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
4.1 k the importance of families’ involvement in their children’s education; and
4.2 k appropriate ways for working and communicating effectively with families in varied contexts.

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

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

Legal and Ethical Requirements and the Structure of Education in Texas
4.13 k legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse);
4.14 k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
4.15 k 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
4.1 s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

Interacting with Other Educators and Contributing to the School and District
4.5 s maintain supportive and cooperative relationships with colleagues;
4.6 s engage in collaborative decision making and problem solving with other educators to support students’ learning and well-being;
4.7 s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;
4.8 s communicate effectively and appropriately with other educators in varied contexts;
4.9 s collaborate professionally with other members of the school community to achieve school and district educational goals;
4.10 s participate in decision making, problem solving, and sharing ideas and expertise; and
4.11 s 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
4.12 s participate in various types of professional development opportunities (e.g., conferences,
workshops, work with mentors and other support systems);
4.13 s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
4.14 s 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.
4.15 s 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**
4.16 s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
4.17 s serve as an advocate for students and the profession;
4.18 s maintain accurate records;

**Other State Requirements**

**Code of Ethics**

**VI. Technology Standards**

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

**Standard II:** All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
2.2 k how to deliver a product electronically in a variety of media;
2.4 k how to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication, and instruction.
2.1 s use technical writing strategies to create products such as a technical instruction guide;
2.2 s participate in electronic communities as a learner, initiator, and contributor;
2.5 s use technology in self-directed activities to create products for and share products with defined audiences;
2.7 s 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.
3.3 k how to access and use online help.
3.1 s use strategies to locate and acquire desired information from collaborative software and online resources;
3.3 s use online help and other documentation;

**Standard V:** All teachers practice safe, responsible, legal, and ethical behavior while using technology tools and resources.
5.3 k how to practice and explain safe and appropriate online behavior, personal security guidelines, digital etiquette, and acceptable use of technology.
5.1 s 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;
5.2 s model ethical acquisition and use of digital information, including using established methods to cite sources;
5.3 s 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>TEExES 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>Reading Responses Quizzes In-class teaching stints TExES PPR-related observations Classroom teaching and analysis Exams PowerPoint presentation Reflections</td>
</tr>
<tr>
<td>Tech. Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.</td>
<td>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</td>
<td>*Competency-Based Final Portfolio of Artifacts</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Domain III 007 008 009 010</td>
<td>Tech. Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.</td>
<td></td>
</tr>
<tr>
<td>Tech. Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.</td>
<td>Domain IV 011 012 013</td>
<td>State Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession</td>
<td></td>
</tr>
<tr>
<td>State Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession</td>
<td>Domain IV 011 012 013</td>
<td>Tech. Standard V: All teachers practice safe, responsible, legal, and ethical behavior while using technology tools and resources.</td>
<td></td>
</tr>
<tr>
<td>Tech. Standard V: All teachers practice safe, responsible, legal, and ethical behavior while using technology tools and resources.</td>
<td>Domain IV 011 012 013</td>
<td>VIII. Course Topics The major topics to be considered are:</td>
<td></td>
</tr>
<tr>
<td>VIII. Course Topics The major topics to be considered are:</td>
<td></td>
<td>Orientation Philosophy of teaching Professional organization membership Classroom teaching and analysis PowerPoint presentation Diagnostic and Pre-TExES PPR *Competency-Based Final Portfolio of Artifacts</td>
<td></td>
</tr>
</tbody>
</table>
• 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
Methods and activities for instruction include:
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.)

Writing Policy: The Educator Preparation Program has high expectations for teacher candidates. Written communication of standard English is an important professional attribute. Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format and English usage. You should expect that course instructors will evaluate all assignments based on these writing skills, in addition to any other expectations of a particular assignment. 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 EPP handbook)
Attendance/Punctuality – Class attendance and punctuality (TAMU-CC/TMISD) 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, and be in your CT’s classroom BY the assigned times to be considered on time (unless prior approval/special arrangement is granted by Dr. Johnson). Also, consider staying after 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 the start of the day on the date of the absence. The following criteria will be used for determining your attendance grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100</td>
<td>Perfect attendance, punctual (no absence; no tardies)</td>
</tr>
<tr>
<td>90</td>
<td>One absence, or 1 tardy or early departure</td>
</tr>
<tr>
<td>B 84</td>
<td>2 tardies or early departures</td>
</tr>
<tr>
<td>80</td>
<td>One absence w/ 2 tardies/early departures or 3 tardies/early departures</td>
</tr>
<tr>
<td>C 74</td>
<td>Two absences, or one absence with 3 tardies/early depart.</td>
</tr>
<tr>
<td>70</td>
<td>Two absences w/ 4 tardies/early depart. or 5 tardies/early departures</td>
</tr>
<tr>
<td>F 60</td>
<td>Three or more class absences or more than 5 tardies/early departures</td>
</tr>
</tbody>
</table>

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

2. **Active Participation Log**
   You will be evaluated on your professionalism in this field experience. This semester you will have many opportunities to develop professional skills and work habits. As part of your professional development, you are expected to participate in professional development activities (3 hours) beyond the normal school day. A few sample activities include, but are not limited to, the following:
   - Teacher nights
   - Fieldtrips
   - Faculty Meetings (TBA); Professional Learning Community (PLC) Meetings
   - Attending the Cooperating Teacher’s classroom after hours
   - Board meetings (District level)
   - Professional Development Meetings (Prior permission required)
   - PTO meetings

**Summer Camp (ASCENT)**
Find some summer activity in your community and consult with me for approval

For any of the above mentioned activities, or other pre-arranged activities with the site professor, the TC will receive 100 points for a complete activity log. The activity must be documented, dated and signed by the Site Professor, Cooperating Teacher or an administrator in attendance. Active Participation Log forms are 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. *Classroom teaching and analysis* – A total of **two lessons** will be taught in classrooms of your assigned CTs. **Lesson plans must be submitted to your CT AND Dr. Johnson**
**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. Johnson via Blackboard. Passing grades will not be assigned to lessons taught without prior submission of lesson plans. You must schedule, via Starfish, appointments for Dr. Johnson to observe one lesson. Final submissions are due after you teach your lesson (before your coaching session with Dr. Johnson) and will include: *Plus/Delta Reflection + CT/SP/Peer Evaluation* in ONE document.

**Teaching Lessons and Coaching Sessions (2): You must score at least 80% on each of the lessons.** If the student does not meet the minimum 80% on any of the two lessons, it may be necessary for some students to teach more lessons. (Follow these guidelines for every lesson). A lesson plan rubric is available on Bb and will be used for grading.

1. Each lesson should be inquiry-based and engaging for the students.
2. All lessons should use effective technology.
3. All lesson plans must follow the format discussed in class.
4. All lesson plans must be discussed with your Cooperating teacher **prior** to the lesson(s) being taught, then uploaded to Bb. **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 Bb by the Sunday night **PRIOR** to the week you are teaching the lesson. **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.
7. Give a “hard copy” of the evaluation form to your SP **before** you teach each lesson. The evaluation covers all five Domains. Incomplete evaluations will result in a failing grade.
8. Conference with your CT at a convenient time for the CT after each lesson is taught. You must also schedule a meeting via Starfish with Dr. Johnson to debrief after your lessons.
9. **Write the reflection.**
   - Students must write a reflection after each lesson is taught. This is an important step in becoming a reflective practitioner, and it is an excellent way to improve your skills.
   - The reflection needs to be written using the Plus/Delta form in Bb.
   - 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.
10. **Schedule a coaching session with Dr. Johnson on Starfish.**
    - A coaching session must be scheduled before you may teach your next lesson.
    - Bring your reflection and your evaluation to each coaching session.
    - Goals and your next lesson will also be discussed at your coaching session.

**Coaching sessions:** Throughout the semester you will participate in two 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.
Lessons

1. Using Starfish schedule your lesson with Dr. Johnson on the day designated for your school site. Dr. Johnson will observe and evaluate this lesson using the Cooperating Teacher Evaluation Form.

2. The lesson must be taught by the week assigned on the timeline, and paperwork must be submitted to Bb in advance 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.**

3. Following the completion of your lesson, review the lesson, complete the reflection, and schedule a coaching session with Dr. Johnson.

C. Professional Activities

1. *Getting Acquainted* – The TC will interview the CT about his/her classroom and teaching practices utilizing the provided template located under assignments in Bb.

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

3. *Professional Association Membership* – Proof of membership in any of the following professional associations is suggested:
   - Association of Texas Professional Educators (ATPE),
   - Texas Classroom Teachers Association (TCTA),
   - Texas Federation of Teachers (TFT)
   - Texas State Teachers Association (TSTA).
   - Professional membership in a content-specific (science, math, etc.) organization is negotiable – prior permission from Dr. Johnson is required.

4. *Portfolio* – Using the 13 PPR competencies as your topics, collect at least one pieces of evidence for EACH category that will demonstrate your ability in each area. These may be lessons that you have taught, journal entries, lessons from other courses, professional development & workshops you have attended, after school activities, community activities, etc. At the beginning of each proficiency section, write a description (rationale) explaining how each piece of evidence demonstrates the proficiency. Dates are located in your Bb calendar.

5. *Professional Attributes Assessment* – TCs will complete the Professional Attributes Assessment as a means of self-evaluation. The self-assessments will be shared with Dr. Johnson.
D. Exams

1. **Practice Content/TEEs PPR Exams** – It is **required** that you pass the content exam before you can student teach. The flow chart below provides the steps for each test that you must pass to become a teacher in Texas. The **dates** are important to follow! You will submit documentation that you completed the “Practice” Pedagogy and Professional Responsibilities (PPR) TExES exam to Dr. Johnson and Ms. Rose Zuniga. You will need to access this PPR Pretest Website: https://pact.tarleton.edu/TCERT/index.cfm. Once you have accessed the website, look on the right hand side and right under the username and password blanks, click on “register here” to create a user account and create your username and password. The website offers six hour tutorials to prepare for the TExES #160 all levels PPR and the required Pre-test Quiz. All tutorials are six hours long, have preparation quizzes at the end and provide an explanation of wrong answers for testing preparation purposes.

<table>
<thead>
<tr>
<th>Step One:</th>
<th>Content Exam</th>
<th>Pedagogy and Professional Responsibilities (PPR) Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact the the Certification Office (<a href="mailto:rose.zuniga@tamucc.edu">rose.zuniga@tamucc.edu</a> or <a href="mailto:julie.campbell@tamucc.edu">julie.campbell@tamucc.edu</a>) to schedule a “Pre-Assessment Exam” Deadline: <strong>Fall, September 1, Spring, February 1.</strong> A score of 80% or greater must be achieved in order to gain access to exam registration</td>
<td>Complete the T-Cert (4.5 hours test) preparation required for your Field- Based Internship</td>
<td></td>
</tr>
</tbody>
</table>

| Step Two: | Proof of registration for the Content Exam deadlines: **Fall, October 1; Spring, March 1.** | Contact the the Certification Office (rose.zuniga@tamucc.edu or julie.campbell@tamucc.edu) to schedule two, 100-question practice exams |

| Step Three: | Proof of a passing score for this exam must be provided as part of your TEA Block 2 folder. It is also required in order to begin student teaching. | Register for the PPR |

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

X. **Evaluation and Grade Assignment**

The methods of evaluation and the criteria for grade assignment are:

A. **Course Requirements**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Participation</strong></td>
<td></td>
</tr>
<tr>
<td>1. Attendance (TAMU-CC/TMISD)</td>
<td>100</td>
</tr>
<tr>
<td>2. Activity Log (3 hours)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Teaching and Observing</strong></td>
<td></td>
</tr>
<tr>
<td>1. Peer/Campus Observations</td>
<td>200</td>
</tr>
<tr>
<td>3. Classroom teaching and analysis (Lesson Plans, Reflections, and Evaluations)</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1 200
Lesson 2 300

Professional Activities
1. TExES PPR Competency/Chapter Presentation 100
2. Getting Acquainted 50
5. Introduction Letter 25

Block 2 Documents Needed (Folder)
1. Professional Association Membership 25
2. Classroom Management Philosophy (from CM course) NG
3. Proof of Content Exam Registration and Scores NG
4. Professional Attributes 100
5. Handbook Consent Forms NG

End of Course Competency-Based Portfolio
1. Artifacts and Rationales for the PPR Competencies (1 each) 500

Exams
2. Final: Practice TExES PPR/T-Cert Hours 100

Total Points 1800

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

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

Assignments – Type all assignments unless you are provided with a form. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.
- Late work – Assignments submitted within one week of the due date will be accepted for a maximum of 75% credit
- You will not be recommended for Clinical Teaching without having developed and taught ALL required two (2) lesson plans.
No final grade will be given until all teaching lessons are completed and taught.

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


Provided Online on Bb For You: College of Education, Department of Education – Educator
Recommended but not required supplementary textbook(s) is/are:

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

TAMU-CC TExES website: [http://texes.tamucc.edu/](http://texes.tamucc.edu/)

XII. Bibliography

The knowledge bases that support course content and procedures include: (NA)

XIII. Syllabus

Course Outline

For the course outline, please see Blackboard.

XIV. Course Policies

Field-Based Policies and Schedule

Due to the variability and unforeseen changes in TMISD’s schedule, this agenda must remain flexible. In addition to content of the primary course text, 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. Depending on the needs of your Cooperating teacher, or if you desire, you may be in classrooms before and/or after that time.
- **ID:** You will be expected to wear your ID badge at all times.
- **Remember, we are guests at this school!** Follow the rules/standards of TMISD. Ask before using any machines. Be quiet in the halls.
- **At no time are you to leave campus without informing a TAMUCC professor or site designee.** Leaving the campus or not being in class during assigned times is reason for dismissal from the program.
- Lunch will be with, at the same time as, your Cooperating teacher unless the field-base class eats together or is dismissed as a whole group. You may wait and eat lunch in our Field Base class if you wish. No one leaves campus for lunch.

**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/tardiness Policy (See Absence Policy in your EPP handbook)**

**Attendance/Punctuality** – Class attendance and punctuality (TAMU-CC/TMISD) are reflections of a pre-service teacher’s commitment to his/her preparation for teaching.

**Attendance:**

Students are expected to attend all class meetings. You must sign in at the office, and be in your CTs classroom **BY** 7:45am and sign out **no earlier than** 3:45pm to be considered on time (unless prior
approval/special arrangement is granted by Dr. Johnson). Also, consider staying after 3:45 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 7:45 am on the date of the absence. The following criteria will be used for determining your attendance grade:

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<tr>
<td></td>
<td>90</td>
</tr>
<tr>
<td>C</td>
<td>2 tardies or early departures</td>
</tr>
<tr>
<td></td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>One absence w/ 2 tardies/early departures or 3 tardies/early departures</td>
</tr>
<tr>
<td></td>
<td>80</td>
</tr>
<tr>
<td>D</td>
<td>Two absences, or one absence with 3 tardies/early depart.</td>
</tr>
<tr>
<td></td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Two absences w/ 4 tardies /early depart. or 5 tardies/early departures</td>
</tr>
<tr>
<td></td>
<td>70</td>
</tr>
<tr>
<td>F</td>
<td>Three or more class absences or more than 5 tardies/early departures</td>
</tr>
<tr>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

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

Late work and Make-up Exams Policy
Assignments submitted within one week of the due date will be accepted for a maximum of 75% credit.

Extra Credit Policy (NA)

Cell Phone/Electronic Device Usage Policy
Please keep your cell phone on vibrate, and if you have an emergency, please step out of the room. We will at times use electronic devices for lessons during class, and you will have the opportunity to sign up for wifi access at Schanen.

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 an F on that assignment.

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. The last day to drop a class with an automatic grade of “W” this term will be on the TAMUCC Academic Calendar.

Preferred Methods of Scholarly Citations: APA, 6th edition

Classroom/professional Behavior Policy
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 instructor’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 disciplinary sanction outlined in 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 forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility/Classroom and Professional Behavior**

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 sex, ethnic/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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116.

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, such as a major hurricane 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.

*Required by SACS or HB2504