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 PSTs that include actual lesson planning and teaching at all grade levels. The student will become knowledgeable of the Texas State Adopted Proficiencies for Educators and the thirteen competencies of an effective teacher based on the Pedagogy and Professional Responsibilities TExES Exam. 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.
  (i) 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

01 The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

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

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

004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. Creating a Positive, Productive Classroom Environment

005 The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

006 The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing Effective, Responsive Instruction and Assessment

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

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

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

010 The teacher monitors student performance and achievement: provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling Professional Roles and Responsibilities

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

012 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

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

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
1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
1.10k how lesson content and skills connect with other disciplines and within the discipline; and
1.11k current research on best pedagogical practices.

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

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

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

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

Application: What Teachers Can Do

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

Content and Pedagogy
1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; TS3Bi Teachers organize curriculum to facilitate student understanding of the subject matter.
1.7s exhibit appropriate knowledge of a subject to promote student learning;
1.8s 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, develop-mental 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;
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;
2.14k appropriate behavior standards and expectations for students at various developmental levels;
2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;
2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.17k 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
3.5k 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
3.16 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;

Interacting with Other Educators and Contributing to the School and District

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 Standards

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

1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics;
1.4s apply prior knowledge to develop new ideas, products, and processes;

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

2.2k how to deliver a product electronically in a variety of media;
2.3s employ technological collaboration such as sharing information through online communications to complete tasks;
2.4s use groupware, collaborative software, and productivity tools to create products;
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;
2.8s use a variety of media, formats, devices, and virtual environments to select, store, and deliver products;
2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics 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;
3.2s apply appropriate electronic search strategies in the acquisition of information to guide inquiry, including keyword and Boolean search strategies;
3.7s process data and communicate results.

**Standard V: All teachers practice safe, responsible, legal, and ethical behavior while using technology tools and resources.**
5.1k laws and issues regarding the use of technology in society;
5.3k how to practice and explain safe and appropriate online behavior, personal security guidelines, digital etiquette, and acceptable use of technology.

**Application: What Teachers Can Do**
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;
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><strong>State Standard I</strong>: 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</td>
<td>Reading Responses Quizzes In-class teaching stints TExES PPR-related observations Classroom teaching and analysis Exams PowerPoint presentation Reflections *Competency-Based Final Portfolio of Artifacts</td>
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<tr>
<td><strong>Tech. Standard III</strong>: All teachers acquire, analyze, and manage content from digital resources.</td>
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<td>D. Demonstrate instructional planning skills</td>
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<tr>
<td><strong>State Standard II</strong>: 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>E. Develop instructional planning skills to meet the needs of diverse students F. Gain experience in</td>
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</tr>
<tr>
<td><strong>Tech. Standard I</strong>: All</td>
<td></td>
<td>G. Utilize technology to support and enhance instruction H. Increase knowledge of instructional evaluation and student assessment I. Prepare for the TExES PPR</td>
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</table>
teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

<table>
<thead>
<tr>
<th>Domain III</th>
<th>C. Increase understanding of culturally relevant and responsive teaching practices</th>
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<tr>
<td>007 008 009 010</td>
<td>D. Gain experience in promoting a positive student learning environment</td>
</tr>
<tr>
<td></td>
<td>I. Prepare for the TExES PPR</td>
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</table>

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.

Tech. Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

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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<thead>
<tr>
<th>Domain IV</th>
<th>A. Gain awareness of the complexities involved in the daily operation of an urban school</th>
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<td>011 012 013</td>
<td>B. Improve understanding of teaching as a profession and overall professional competence</td>
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<td>D. Gain experience in promoting a positive student learning environment</td>
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<tr>
<td></td>
<td>I. Prepare for the TExES PPR</td>
</tr>
</tbody>
</table>

| | TExES PPR-related observations |
| | Reading Responses |
| | Exams |
| | Classroom teaching and analysis |
| | Reflections |

*Competency-Based Final Portfolio of Artifacts

Orientation
Philosophy of teaching
Professional organization membership
Classroom teaching and analysis
PowerPoint presentation
Diagnostic and Pre-TExES PPR
*Competency-Based Final Portfolio of Artifacts
VIII. Course Topics

The major topics to be considered are:

- 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.)

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.
X. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

<table>
<thead>
<tr>
<th>Points</th>
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<tr>
<td>Exams</td>
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<tr>
<td>Teaching Lessons/ Reflections</td>
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<tr>
<td>Lesson 1</td>
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<td>Lesson 2</td>
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<td>Lesson 3</td>
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<td>Lesson 4</td>
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<td>Professionalism</td>
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<td>Attendance</td>
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<tr>
<td>*Practice TExES Exam (See note page 7)</td>
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<tr>
<td>TExES Circles—presentations</td>
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<tr>
<td>Artifact Assignment</td>
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<tr>
<td>Portfolio Assignment</td>
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<tr>
<td>Participation (Activity Log)</td>
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</table>

2650 Total Points

Grades:

2385-2650—A
2120-2384—B
1855-2119—C
1590-1854—D
< 1590—F

*No final grade will be given until all (5 or 6) teaching lessons are completed and all forms turned in.
*You will not be recommended for student teaching without having developed and taught all lesson plans.

Assignments

All assignments will be critically evaluated for correct spelling and grammar. As a professional educator, you must model clear and correct writing at all times. Proofread, and may I suggest have someone else proofread, all assignments prior to turning them in to be graded.
All assignments need to be typed, double-spaced, 12-pt font
(Unless otherwise specified)

1. (4) TExES PPR Quizzes (400 points)
PPR Exams will be given after Domain I: Designing Instruction (Competencies 1-4); Domain II: Creating a Positive, Productive Classroom Environment (Competencies 5-6); Domain III: Implementing Effective, Responsive Instruction & Assessment (Competencies 7-10); and Domain IV: Professional Roles & Responsibilities (Competencies 11-13).

2. Teaching Lessons (1,100 points)

   Lesson 1           100 pts. (Videotape)
   Lessons 2 and 3—200 pts.
   Lessons 4 and 5—300 pts.

You will be expected to teach at least five lessons in your assigned classroom this semester. All lesson plans must be discussed with Dr. Hughes and your clinical teacher prior to the day the lesson(s) is taught. Below is a description of the lessons and how they will be evaluated:

- The first lesson that you teach will be videotaped. Due by Thursday, __________ (Date could change). You will personally critique the video tape of the lesson and turn in the lesson plan along with a reflection analysis of your lesson all at one time, stapled together on the Tuesday or Thursday after you taught the lesson. (You will be provided the guidelines, “Video Tape Self-Evaluation”) Lesson and Reflection-100 pts.

- An informal observation will be conducted by a peer of your choice on your second lesson. The peer will personally observe you teaching a lesson and then will discuss areas of strengths and areas of recommendations. Due by Thursday, ___. You will turn in the lesson plan, a written reflection of the lesson from your perspective, along with the peer’s analysis all at one time, stapled together on the Tuesday or Thursday after you taught the lesson. (You will be provided the guidelines for the reflection, and the Informal Observation form to be given to the peer, along with your lesson plan, when he/she comes to observe. Lesson, reflection, and observation-100pts.

- Two lessons will be observed and critiqued by your clinical teacher. Your first lesson evaluation is due Thursday, ___________ (Date could change). Your second lesson evaluation is due Thursday, ___________ (Date could change). Please turn in your lesson plan, the critique completed by the clinical teacher, and your reflection all at one time, stapled together on the Tuesday or Thursday after you taught the lesson. (You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the observation form). You will present your evaluation form and lesson plan to your clinical teacher just before the observation. (200 pts. each)

- Two lessons will be observed and evaluated by Dr. Hughes. Your first lesson observation is due Thursday, ___________ (Date could change). Your second lesson observation is due Thursday, ___________ (Date could change). Again, turn in your lesson plan and reflection all at one time, stapled together on the Tuesday or Thursday after you taught the lesson. Dr. Hughes will schedule a time to discuss the lessons after receiving the lesson plan and reflection. (You will be provided the guidelines, “Lesson Self-Evaluation/Reflection” and the observation form). You will present your evaluation form and lesson plan to Dr. Hughes just before the observation. (300 pts)
All lesson plans will follow the format discussed in class (template will be provided). **Students must write a self-evaluation after each lesson taught.** It is important you learn to be a reflective practitioner. Examining the effectiveness of the lesson is an excellent way to improve your skills. Self-evaluations should include positive remarks as well as suggestions for improvement. **The Self-Evaluation needs to be written in narrative form and at least 1 page plus three lines long to be truly reflective. The paper should have two paragraphs. The first indented paragraph should talk about what happened during the lesson. The second indented paragraph should talk about how to improve the lesson if you were to teach it again.**

You must score at least 35/50 points on each of the four evaluated lessons. It may be necessary for some students to teach more lessons. If the student does not meet the minimum 35 point criteria on four lessons, the student will not be recommended for student teaching.

**After pre-conferencing with Dr. Hughes on each lesson plan, should Dr. Hughes ask for any revisions of the plan, the revised lesson plan must be submitted to Dr. Hughes the evening before the lesson is taught the next day. Failure to email the revised lesson plan to Dr. Hughes will result in a 50 pt. reduction in your assignment. For the first lesson that is a 50% reduction in grade. For lessons two and three, that is a 25% reduction in grade, and for lessons four and five, that is a 17% reduction in grade.**

- **Professionalism (Summative Assessment of Professional Attributes-Handbook) (100 pts)**
  You will be evaluated on your professionalism in his 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:
  
  - Plan an active role in campus events such as teacher conferences and team planning.
  - Interact effectively with university faculty, public school students, and mentor teachers.
  - Participate in pre-conferences, post-conferences, and exit interviews.
  - Join a professional organization of your choice.
  - Gain an understanding of school policies and resources.
  - Complete school field placement requirements and activities in a timely, professional, and ethical manner.
  - Maintains teachers' hours and observes school field placement attendance and dress policies.
  - Take initiative in working alongside Clinical Teachers in all their responsibilities and duties unless requested to do otherwise.
  - Take initiative in participating in partner school functions.
  - The average of the scores obtained from the formative evaluation by the Clinical Teacher and the Site Professor will be reflected by the following grades: (no rounding will occur).
4. Attendance (60 pts) (see Absence Policy in your handbook)

Attendance:

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

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

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

Participation (100 pts.)

PSTs are expected to participate in activities (10 hours) beyond the normal school day on Tuesday/Thursday. These activities include, but are not limited to, the following:

PTA meetings
Tutoring (3:05-4:00 pm)
Fieldtrips on MWF not during our class time; but you may go during clinical class time.
Faculty Meetings (3:05-4:00, Monday)
Attending the Clinical Teacher’s classroom on a MWF
ARD Meetings; 504 Meetings; RTI Meetings usually arranged by the counselor
Other to be pre-approved by Dr. Hughes

For any of the above mentioned activities, or other pre-arranged activities with the site professor, the PST will receive 10 points per hour of attendance. The activity must be documented and signed by either the Clinical Teacher or an administrator in attendance. Forms will be provided. Turn the form into the site professor at the conclusion of the five hours or no later than ______________________.
5. **PPR & Content Exam Practice Tests (PPR Practice Exam 100 pts.)**
   A. Each PST will be required to take a Content and PPR Practice Exam at the TAMU-CC Practice Lab (location will be designated in cubicle area by Dean’s area). The Practice Exams are required in order to obtain permission to register for the actual exam.
   B. The record keeping of these exams will be kept by Rose Zuniga and Carol Pike.
   C. The protocol for practice exams requirements will be distributed to students to follow.

6. **TExES Reading / Discussion Circles & Peer Evaluations (100 pts):**
   Assignments and forms will be provided throughout the class for presentations on the competencies. Reading Circles will be formed into groups of four or less.

7. **Artifact Assignment (250 pts)**
   Using the five Learner-Centered Proficiencies as your topics, collect at least four pieces of evidence for EACH category that will demonstrate your ability in each area. These may be lessons that you have taught, journal entries, etc. At the beginning of each proficiency section, write a description explaining how each piece of evidence demonstrates the proficiency. Due ______________________.

8. **Professional Portfolio (250).** You will create a professional portfolio that may be taken with you when you interview. This is a culminating activity that reflects what you have completed throughout your journey as an educational major.

9. **Special Populations Inquiry Project—200 pts.** To be discussed.

10. **TEA’s “Student Observation” Requirement**
    Students have to observe in all three areas (Elem., Middle School & High School) for at least 45 minutes. Plan to accomplish this during professional development days. The professor will coordinate with school administrators ahead of time.

**Additional Activities required by TEA**

1. High School Observation
2. Middle School Observation
3. Peer to Peer Observation
4. Liability Insurance as required by the Teacher Education Agency

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

   A. None
XII. Bibliography

The knowledge bases that support course content and procedures include:


XIII. Syllabus

Course Outline

XIV. 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/tardiness Policy (See Absence Policy in your EPP handbook)

Late work and Make-up Exams Policy

With an excused absence exams may be made up.

Extra Credit Policy
No extra credit is given in this course.

**Cell Phone/Electronic Device Usage Policy**

Cell phones are to be turned off and out of sight during class. Additionally, cell phones are to be turned off and out of sight when in your PST class.

**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:**

**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
couraged 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
Active Participation Log  
EDCI.4605: Planning, Teaching, and Assessing-Elementary

Name of PST__________________________  Clinical Teacher’s Name_________________________

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

PTA/PTO meetings
### Active Participation Log
EDCI.4605: Planning, Teaching, and Assessing-Elementary

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<tr>
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*These activities include, but are not limited to, the following:*

*PTA/PTO meetings*
**Tutoring (3:05-4:00 pm)**

*Fieldtrips on MWF*

*Faculty Meetings (3:05-4:00, Monday)*

*attending the Clinical Teacher’s classroom on a MWF—(Four hours)*

*ARD meetings—counts as two activities*

*District-wide Science Fair—counts as two activities*

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For any of the above mentioned activities, or others pre-arranged activities with the site professor, the PST will receive 20 points per activity. The activity must be documented and signed by either the Clinical Teacher or an administrator in attendance. Turn the form into the site professor at the conclusion of the five hours. These hours cannot be counted as make-up time required for tardies or absences.

---

**Dropping a Course**

Just a note:

1. Do not drop this course without filling out official paperwork.

2. If you take an incomplete you must complete paperwork and have one semester to complete the made up work. You do not re-register or pay again.

3. If you take a W in the course you don’t retake the course.

4. If you stop coming to class (sometimes this occurs close to the end of the course), it will cost you the full price of the course to take it again ($1,000?).

So, moral of the story…don’t waste a $1,000. See me first. Don’t be embarrassed about dropping a course. I dropped a couple in college as well.