EDUC 4605/06/07/08
Planning, Teaching, Assessment and Technology
Course Syllabus – spring 2020

Course Instructor: Dr. Robin D Johnson
Office Location: ECDC 223; Oak Park Elementary Office, West Oso Elementary Rm 14
Office Hours: W @ TAMU-CC: 11:00 a.m. - 1:00 p.m.
T/Th @ Oak Park: 11:00 a.m. – 1:00 p.m.
Cell Phone: 972-978-6617
Email: robin.johnson@tamucc.edu

Partner School for Field-Based Experience
Oak Park Elementary (Corpus Christi ISD)
3801 Leopard
Corpus Christi, TX 78408

Tuesdays & Thursdays, 7:45 am – 3:45 pm

Class Meetings (See Course Calendar on Bb):
Oak Park, T/Th 11:00 am - 1:00 pm

I. Course Description
A study of planning, teaching, assessment and technology as they relate to teaching in grades EC-6, 4-8, or EC-12. Planning will include general curriculum issues, the lesson cycle, multiple intelligences, learning styles and resources. Teaching will include methods and strategies for delivery of instruction and classroom environment. Assessment will focus on traditional and authentic alternative assessment. Technology will cover media and techniques from transparencies to computer technology and will incorporate the skills and knowledge for using the microcomputer to plan and develop presentations, instructional materials, and learning activities in the public school curriculum. Teacher candidates (TCs) will also use videotape and photography to enhance their teaching. Observation and collaboration with professional teachers in the field, as well as journal writing/reflective practices, will be integral parts of the course. You will be expected to have your computer every day in class, check your email and Blackboard regularly, and, if possible, have a device available for in class use of technology. Two full days per week are required at a
partner school site. Class meetings and field experiences will take place on Tuesdays and Thursdays from 7:45 am to 3:45 pm. A student may enroll in this course for a maximum of 2 times only.

Prerequisites: Admission to teacher education. Successful completion of SMTE 1350 and READ 3320. Successful completion of SMTE 3315 or SMTE 3316. Successful completion of thirty-nine (39) hours of general education requirements. This course will provide at least 6 hrs. of TExES preparation.

II. Course rationale

The teacher candidates are immersed in the day-to-day operation on the partnership campus. This school-university partnership aims to lay a foundation of professional knowledge, skills, attitudes, behaviors and dispositions necessary for the teaching profession. In addition, the field-based instruction facilitates rich classroom experiences for teacher candidates that include actual lesson planning and teaching at all grade levels. The student will become knowledgeable of the Texas State Adopted Proficiencies for Educators and the thirteen competencies of an effective teacher based on the Pedagogy and Professional Responsibilities TExES Exam as described in the section below. This pre-clinical 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

IV. TExES Content Competencies (not applicable)

V. TExES PPR Domains and Competencies

VI. Technology Applications Standards

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 D. Demonstrate instructional planning skills G. Utilize technology to support and enhance instruction H. Increase knowledge of instructional evaluation and student assessment I. Prepare for the TExES PPR</td>
<td>PPR Assessments In-class teaching stints TExES PPR-related observations Classroom teaching and analysis Reflections *Competency-Based Final Portfolio of Artifacts Collaborative use of Google Inquiry Project</td>
</tr>
<tr>
<td><strong>Tech. Standard III:</strong> All teachers acquire, analyze, and manage content from digital resources.</td>
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<tr>
<td><strong>Tech. Standard I:</strong> All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.</td>
<td>Domain II 005 006</td>
<td>C. Increase understanding of culturally relevant and responsive teaching practices E. Develop instructional planning skills to meet the needs of diverse students F. Gain experience in delivering instruction in the classroom setting H. Increase knowledge of instructional evaluation and student assessment</td>
<td>Classroom teaching and analysis TExES PPR-related observations Reflections PPR Assessments Collaborative use of Google Inquiry Project *Competency-Based Final Portfolio of Artifacts</td>
</tr>
</tbody>
</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.

<table>
<thead>
<tr>
<th>Domain III</th>
<th>C. Increase understanding of culturally relevant and responsive teaching practices</th>
<th>TExES PPR-related observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>007</td>
<td></td>
<td>Collaborative use of Google</td>
</tr>
<tr>
<td>008</td>
<td></td>
<td>Inquiry Project</td>
</tr>
<tr>
<td>009</td>
<td></td>
<td>Classroom teaching and analysis</td>
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<tr>
<td>010</td>
<td>I. Prepare for the TExES PPR</td>
<td>Reflections</td>
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</tbody>
</table>

<table>
<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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<tbody>
<tr>
<td>011</td>
<td>B. Improve understanding of teaching as a profession and overall professional competence</td>
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<tr>
<td>012</td>
<td>D. Gain experience in promoting a positive student learning environment</td>
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<tr>
<td>013</td>
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</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Domain IV</th>
<th>Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>011</td>
<td>Philosophy of teaching</td>
</tr>
<tr>
<td>012</td>
<td>Professional organization membership</td>
</tr>
<tr>
<td>013</td>
<td>Classroom teaching and analysis</td>
</tr>
</tbody>
</table>

*Competency-Based Final Portfolio of Artifacts

### VIII. Course Topics

- Foundations of Instructional Design
- Learning Theories
- Creating a Positive Environment for Effective Teaching/Learning
- How Students Learn
- Instructional Planning & Design for Effective Teaching/Learning
- Instructional Strategies for Effective Teaching/Learning
- Classroom Assessment/Assessment Strategies for Effective Teaching/Learning
- Instructional Technology to Facilitate Effective Teaching/Learning
- Teaching Diverse Learners
- Classroom Management
- Motivating Students to Learn
- TEKS Organization, Structure & Skills/TEKS in the Content Areas
- State Assessment of Students
- Professional Roles and Responsibilities
- PPR/Content Certification Test Preparation

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**The Island University**
IX. Instructional Methods and Activities

This course utilizes a variety of instructional methods and activities, as well as field-based experiences:

- **Traditional Experiences:** lecture/discussion; demonstration; modeling; guest speaker; online 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 a minimum of three 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 may be recorded and made available to you as a tool to reflect upon your growth and develop your final reflection.

**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, 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.

**Class Attendance & Participation (See Absence Policy in your EPP handbook)**

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

**Field-Based Experience Attendance:**

Individuals with three or more class absences or six or more tardies/early departures will need to repeat EDUC 4605/06/07/08, regardless of performance on all other criteria. Two tardies/early departures equal an absence.

Students are expected to attend all class meetings. You must sign in at the office by your assigned time and sign out no earlier than your assigned time to be considered on time (unless prior approval/special arrangement is granted by your site professor). Also, consider staying afterward 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 the entire day. **Time missed in your cooperating teachers’ classrooms must be made up (no exceptions).** Your absence may be considered “excused” if you provide a doctor’s note, a university excuse, or bereavement. You will not be excused from having to be made up. Approved Absence means notification and/or approval of absence prior to 8:00 am on the date of the absence.

**Active Participation Log**
You will be evaluated on your professionalism in this field-based experience. This semester you will have many opportunities to develop professional skills and work habits. As part of your professional development, you are expected to participate in professional development activities (5 hours) beyond the normal school day. CCISD/WOISD has a robust calendar of events where you can find activities that are of interest to you. A few sample activities include, but are not limited to, the following:

- Teacher nights
- Field trips on MWF (Prior permission required)
- Faculty Meetings (TBA);
- Professional Learning Community (PLC) Meetings
- Attending the Cooperating Teacher’s classroom on a MWF
- Board meetings (District level)
- Professional Development Meetings (Prior permission required)
- PTO meetings
- After-school club meetings or sports practices
- Spring Semester: Science Fair and SUPCE

The teacher candidate must participate in three different activities. In addition, the activity must be documented, dated, and signed by the Site Professor, Cooperating Teacher, or an administrator in attendance.

**Common Key Assessments to be Completed by the End of the FBE Semester**

- **3 Lessons (Planned and Taught) with Evaluations and Reflections**
  - 1 lesson with a self-evaluation and reflection
  - 1 lesson evaluated by the Cooperating Teacher (CT) with reflection
  - 1 lesson evaluated by the Site Professor (SP) with reflection
- **Pedagogy and Professional Responsibilities (PPR) Competency-based Portfolio**
- **Professional Practices and Responsibilities Rubric**
- **Inquiry and Assessment Project**

**Teaching and Reflecting**

**Classroom teaching and analysis** – A total of three 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 in the correct folder. These lessons may be recorded.

**Coaching sessions:** Throughout the semester you will participate in a minimum of three 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 may be recorded and made available to you as a tool to reflect upon your growth and develop your final reflection.

Passing grades will not be assigned to lessons taught without prior submission of lesson plans. **You must schedule, via Starfish, and CONFIRM appointments for Dr. Johnson to observe your**
lessons. Final submissions are due 72 hours after you teach your lesson and will include: Lesson Plan + Reflection + CT/SP coaching protocol on Blackboard.

Teaching Lessons: You must score at least 80% on each of the lessons. If the student does not meet the minimum 80% on any of the lessons, it may be necessary to teach more lessons. (Follow these guidelines for every lesson). These lessons may be recorded. 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 (located on Blackboard).

4. All lesson plans must be discussed with your cooperating teacher prior to the lesson(s) being taught, then uploaded to Blackboard. 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 Blackboard at least 72 hours in advance. Failure to provide your lesson plan in advance will result in you not being allowed to teach your lesson. No exceptions.

6. Give a “hard copy” of your lesson plan to your CT before you teach each lesson, unless your CT indicates in your Cooperating Teacher Interview that she or he prefers a digital copy.

7. Give a “hard copy” of the Teacher Candidate Evaluation form to your CT before you teach each lesson unless your CT indicates in your Cooperating Teacher Interview that she or he prefers a digital copy. The evaluation covers all five Domains, and it is multiple pages. Incomplete evaluations will result in a failing grade.

Coaching sessions: After you teach, you will schedule a coaching session to reflect upon your teaching and set goals for your next lesson. These sessions may be recorded and made available to you as a tool to reflect upon your growth and develop your final reflection.

Write the lesson reflection.

- Students must write a reflection after each lesson is taught. This is an important step in becoming a reflective practitioner, and it is an excellent way to improve your skills.
- The reflection needs to be written in narrative form, have headings, be descriptive and specific, and be at least two pages long to be truly reflective.
- Explain and describe your reactions to the questions provided in the guidelines on Blackboard.
- Self-evaluations/reflectio should include positive remarks as well as suggestions for improvement. Address and incorporate the feedback from your CT.
- Thoroughly and thoughtfully apply the concepts from this course in your reflection.
- Video lesson(s): Be specific in commenting upon your video.

Professional Activities

All about you! – Using the Discussion Board on Blackboard, you will create slides for a presentation to the class; be sure your slides are NOT text heavy. Each should be visually appealing. Please follow the guidelines. Make connections to education and the school you are placed in that
shows how you “fit” into this school. You may also use this “autobiography” as an artifact for your portfolio.

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

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

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

**TExES PPR Presentation** – In collaboration with one another, your team will develop materials, activities and assessment for your peers related to a selected competency as preparation for the PPR. Each team will provide a variety of materials to extend beyond what is available in the *Teaching Texas* book. These materials will be easy to understand, well-organized and will include:

- additional articles and examples.
- handouts that synthesize information.
- games, role-play activities, or other activities that address multiple learning styles and intelligences.
- classroom examples that demonstrate high impact practices either through case study or video or both.
- Internet resources that address sample questions and study guides or other sources useful to prepare for the exam.

**Professional Association Membership** – **Liability Insurance is REQUIRED.** 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 highly recommended as well.

**Child Protection Training** – This online training provided by TAMU-CC is REQUIRED.

**Final Reflection** - You will write a final cumulative reflection over your entire semester experience.

**Competency Based Portfolio** – Using the PPR Competencies as your topics, collect at least two (2) pieces of evidence for EACH category that will demonstrate your ability in each area. These may be lessons that you have taught, journal entries, lessons from other courses, professional development & workshops you have attended, after school activities, community activities, etc. For each artifact, write a description (rationale) explaining how each piece of evidence demonstrates the proficiency. The in-class presentation of your portfolio will take place on the final day of the course.

**X. Evaluation and Grade Assignment and Overview Of Course Requirements**

Grading scale to be used for determining course grade. You can view your assignments, including due dates and points possible on the Bb calendar.

<table>
<thead>
<tr>
<th>Professional Activities</th>
<th>Professional Association Membership</th>
<th>Required</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Activities</td>
<td>Professional Association Membership</td>
<td>Required</td>
<td>1/27</td>
</tr>
<tr>
<td>Professional Activities</td>
<td>Child Protection Training</td>
<td>Required</td>
<td>1/27</td>
</tr>
<tr>
<td>Professional Activities</td>
<td>All about you! Discussion Letter to Cooperating Teacher &amp; Getting Acquainted</td>
<td>50</td>
<td>2/3</td>
</tr>
<tr>
<td>Professional Activities</td>
<td>Professional Attributes Reflections</td>
<td>50</td>
<td>2/3</td>
</tr>
<tr>
<td>Professional Activities</td>
<td>Weekly Journal Entries/Targeted Reflections on Teaching</td>
<td>Required</td>
<td>Weekly</td>
</tr>
<tr>
<td>Professional Activities</td>
<td>TExES PPR Presentation and Handout</td>
<td>100</td>
<td>Weekly</td>
</tr>
<tr>
<td>Planning, Teaching, Coaching, &amp; Reflection</td>
<td>Lesson One (Co-Taught and/or Video)</td>
<td>100</td>
<td>3/1</td>
</tr>
<tr>
<td>Planning, Teaching, Coaching, &amp; Reflection</td>
<td>Lesson Two - SP Evaluated</td>
<td>200</td>
<td>3/22</td>
</tr>
<tr>
<td>Planning, Teaching, Coaching, &amp; Reflection</td>
<td>Lesson Three - CT Evaluated and Video</td>
<td>200</td>
<td>4/12</td>
</tr>
<tr>
<td>Planning, Teaching, Coaching, &amp; Reflection</td>
<td>Lesson Three -</td>
<td>300</td>
<td>5/3</td>
</tr>
<tr>
<td>Assignment</td>
<td>Description</td>
<td>SP Evaluated</td>
<td>Grade</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>Inquiry &amp; Assessment Project (UDL/Data)</td>
<td>Oral and Written Presentation</td>
<td>300</td>
<td>5/5</td>
</tr>
<tr>
<td>Professional Activities</td>
<td>School/Community Activity Log</td>
<td>100</td>
<td>5/5</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>Competency Based Portfolio</td>
<td>300</td>
<td>5/5</td>
</tr>
<tr>
<td>Final Exam/End of Semester Conference</td>
<td>Final Reflective Response</td>
<td>100</td>
<td>5/12</td>
</tr>
</tbody>
</table>

- 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 is not accepted
- You will not be recommended for Clinical Teaching without having developed and taught **ALL** required lesson plans.
- A grade of “F” will be given unless all teaching lessons are completed and submitted.

**Grading Scale**

- **A** = 90% - 100%
- **B** = 80% - 89%
- **C** = 70% - 79%
- **F** = below 70%

**Field-Based Experience Policies and Schedule**

Due to the variability and unforeseen changes in partnership site’s schedule, this agenda must remain flexible. 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.

**Individuals with three or more class absences or six or more tardies/early departures will need to repeat EDUC 4605/06/07/08, regardless of performance on all other criteria. Two tardies/early departures equal an absence.**

- **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 your assigned time.**
- **TAMU-CC 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 CCISD/WOISD.** Ask before using any machines. Be quiet in the halls.
- **At no time are you to leave campus without informing a TAMU-CC professor or site designee.** Leaving the campus or not being in class during assigned times is reason for dismissal from the program.
- Lunch will be at the same time as your cooperating teacher each Tuesday/Thursday unless the Field-Based Experience class eats together or is dismissed as a whole group. You may wait and eat lunch in our FBE class if you wish. **No one leaves campus for lunch.**
XI. Required Textbook

Please note: Much of the work in this course is collaborative, but does rely on the textbook.


Other resources:


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

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

XII. Bibliography

The knowledge bases that support course content and procedures include:


XIII. Syllabus

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

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation: Course Syllabus, Calendar, Technology Becoming a Teacher In a Field-Based Setting</td>
</tr>
</tbody>
</table>
| Week 2 | Understanding Your Students  
Classroom Learning Theory |
|--------|-----------------------------|
| Week 3 | Teaching All Students  
Universal Design for Learning  
The Inquiry Cycle |
| Week 4 | Lesson Planning  
Instructional Choices |
| Week 5 | Assessment  
Classroom Questioning |
| Week 6 | UDL & Inquiry  
Co-TEACH LESSON 1 |
| Week 7 | UDL & Inquiry |
| Week 8 | UDL in Lesson Planning  
TEACH LESSON 2 |
| Week 9 | Technology in the Classroom  
Lesson 2 due |
| Week 10 | UDL in Lesson Planning  
TEACH LESSON 3 |
| Week 11 | Full days with CT  
Portfolio meetings  
Lesson 3 due |
| Week 12 | Full days with CT  
Portfolio meetings  
TEACH LESSON 4 if needed |
| Week 13 | Full days with CT  
Individual class appointments  
Lesson 4 due – schedule Final Conference for Week 14 with Dr. Johnson |
XII. Course Policies

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

Attendance

You will be expected to sign in and out each day that you are on campus. This will document the time you have completed. Depending on the needs of your cooperating teacher, or if you desire, you may be in classrooms before and/or after that time. You are at no time permitted to leave campus without informing a TAMU-CC professor or site designee. Leaving the campus or not being in class during assigned times is reason for dismissal from the program.

Lunch will be at the same time as your cooperating teacher each Tuesday/Thursday unless the Field-Based Experience class eats together or is dismissed as a whole group. You may wait and eat lunch in our FBE classroom if you wish. No one leaves campus for lunch.

Late Work

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

Extra Credit

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

Cell Phone Usage During Class

Cell phone usage is prohibited during your time at CCISD/WOISD/FBISD unless special prior permission has been granted by Dr. Johnson. This includes text messaging, talking, vibrating phones, checking email, responding to email, and/or all other uses to which such devices may be employed. EDUC 4605/06/07/08 is a professional development course in the Department of Curriculum, Instruction, and Learning Sciences at TAMU-CC. Teacher Candidates at CCISD/WOISD/FBISD are expected to demonstrate a level of professionalism beyond the typical behaviors their personal lives.

Academic Integrity/Plagiarism

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

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations

Publication Manual of the American Psychological Association, Sixth Edition is the method for citations within papers. You can find a style guide for APA at https://owl.english.purdue.edu/owl/resource/560/01/

Classroom/professional behavior

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

All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofcof.html.

Statement of Civility

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

Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student
with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

SACS statement

Also See the Guidelines and Policies area for University policies on grading, academic honesty, and accessibility. Also see the Guidelines and Policies area for more detailed information about faculty and student guidelines for online courses, including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete.

Classroom access is strongly recommended for students enrolled in this teacher education degree program. Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results. Students without classroom access will not be given alternative assignments.

Writing Across the Curriculum

Texas A&M University – Corpus Christi is committed to high academic literacy standards. To develop these skills in candidates, this course has a strong emphasis on written assignments. All assignments are expected to meet the following standards:

a. Clear central idea carefully and coherently developed with intended emphasis

b. Correct grammar; no persistent mechanical errors
c. Neat appearance with evidence of having been carefully proofread

d. Academic integrity and honesty

e. Full documentation of research work

f. References cited using APA style (except in Discussion postings in online classrooms). A 

*Pocket Guide to APA Style* is one of the recommended text that should be purchased to help with 
success in writing. You may also visit the following website for more information on APA 
style: [http://www.apastyle.org/](http://www.apastyle.org/)

Please note that although academic standards are expected in all submitted assignments and formal 
discussions, candidates will not be graded on other written contributions to the course, such as 
informal questions, comments, and additional discussions that candidates may choose to begin.

**Classroom Participation**

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

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

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

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

**Nonacademic Misconduct**

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

- The instructor's ability to conduct the class,

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

- Campus behavior that interferes with the rights of others will not be tolerated. An individual 
engaging in such disruptive behavior may be subject to disciplinary action.

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

**Sexual misconduct**

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