Contact Information for Field Experience 1

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Corpus Christi, Texas 78403
Office: (361) 886-9002

Miller High School
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Corpus Christi, Texas 78408
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Driscoll Middle School
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Corpus Christi, Texas 78408
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Martin Middle School
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Corpus Christi, Texas 78416
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Oak Park Elementary School
3102 Highland
Corpus Christi, Texas 78405
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Flour Bluff Independent School District
2505 Waldron Road
Corpus Christi, Texas 78418-4798
Office: (361) 694-9202

Flour Bluff Primary
Office: (361) 694-9400

Flour Bluff Elementary
Office: (361) 694-9000

Flour Bluff Junior High School
Office: (361) 694-9300

Flour Bluff High School
Office: (361) 694-9000

West Oso Independent School District
5050 Rockford drive
Corpus Christi, Texas 78416
Office: (361) 806-5900

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1102 Villareal Drive
Corpus Christi, Texas 78416
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COMING TO TERMS WITH TERMS

The EDUCATOR PREPARATION PROGRAM field experience course is based on the work of a prominent educator and scholar, John Goodlad. His work proposes that the improvement of schools and the education of educators can only occur when the two agencies—public schools and colleges of education—undertake simultaneous renewal efforts in partnership. The terminology utilized in such a program is a critical common language that helps to define and shape the intent and scope of a program along with a shared vision. These terms are reflective of the terminology utilized by the Texas Education Agency (TEA).

Teacher Educator Preparation Advisory Committee (HUDDLE) – A group of individuals who meet a minimum of two times a year to discuss program goals and efforts and make recommendations to the TAMU-CC Teacher Education Program. Members represent the Colleges of TAMU-CC that help to prepare teachers, the Community Colleges, the Education Service Center, local districts who host TAMU-CC students, private agencies, e.g., KEDT, the Chair of Teacher Education, and the Dean of the College of Education and Human Development or their appointed representative(s).

Cooperating Teachers (CT) – Master teachers in Partner Schools who mentor TAMU-CC students.

Faculty Advisory Council (FAC) – Consists of the site professors who work with TAMU-CC students in the Partner Schools, the Coordinator of School-University Partnerships, and the Chair of the Department of Teacher Education. The members address the specific elements of program implementation, e.g., course content, program delivery, professional expectations, etc.

Partner School (PS) – A school that has agreed to collaborate with TAMU-CC in the school-university partnership.

Teacher Candidate (TC) – TAMU-CC students enrolled in EDUC 4608 (EC-6), EDUC 4607 (4-8), or EDUC 4606 (8-12) or EDUC 4605 (EC-12) will spend two days a week in Partner Schools. The TAMU-CC faculty and cooperating teachers teach pedagogical content knowledge during a portion of this time and TCs spend the rest of the time in classrooms working with students and implementing ideas/strategies learned in the course. TCs are expected to not only observe, but work with the students in their assigned classroom, and with the entire school community.

Clinical Teacher (formerly known as Student Teacher)—TAMU-CC students enrolled in the clinical teaching block who spend five days a week for 15 weeks in Partner Schools following their cooperating teachers’ schedules. Clinical Teachers are expected to not only work with the students in their assigned classroom, but work in a collegial fashion with the school community as a whole.

University Site Professor (SP) – TAMU-CC faculty who teach pedagogy in either EDUC 4608, EDUC 4607, EDUC 4606 or EDCU 4605 and observe/mentor TCs. They also provide leadership in the Partner Schools related to inquiry, professional development, and curriculum and instruction.
PROGRAM OVERVIEW

Mission and Objectives

The Educator Preparation Program field-based course at Texas A&M University-Corpus Christi is committed to:

- Preparing future teachers in a field based program where they can benefit from the expertise of cooperating teachers through direct observation and working with students;
- Facilitating the professional development of practitioners using formal and informal strategies;
- Conducting inquiry jointly with the school community; and
- Assisting with the renewal of curriculum and instruction.

The objectives of the Educator Preparation Program field-based course at Texas A&M University-Corpus Christi are to create a community of learners of educational best practices whereby the clinical teacher:

- Develops a rich knowledge base of content, pedagogy, and technology so that learning is relevant and meaningful for all students;
- Collaboratively identifies the needs of the students and plans, implements, and assesses instruction using technology and other resources;
- Addresses issues of equity in order to design instruction appropriate to diverse groups of learners;
- Demonstrates effective professional and interpersonal communication skills;
- Develops into a reflective practitioner continuing to learn the knowledge and practices dedicated to the success of all students; and
- Maintains professional ethics and personal integrity.

Philosophical Overview

Numerous reports dating back to 1983 criticizing public schools and teacher preparation programs resulted in several reform efforts. Among the most notable efforts was that of John Goodlad, a prominent educator and researcher, who proposed the simultaneous renewal of public schools and the education of educators. His premise is that public schools need well-prepared educators who have the knowledge, skills, and dispositions to effectively prepare the diverse population of students in today’s schools to be productive citizens in a socially and politically democratic society. Concomitantly, teacher preparation programs need public schools in which their clinical teachers can observe and apply theory and strategies learned in university
coursework. Neither traditional institution can renew itself without a mutually beneficial partnership between public schools and higher education.

Thus, the TAMU-CC Educator Preparation Program field-based course is committed to the notion of simultaneous renewal evidenced by its four-fold mission:

1. To prepare future teachers in a field based program where they can benefit from the expertise of clinical teachers and direct observation of and work with students;
2. To facilitate the professional development of practitioners using formal and informal strategies;
3. To conduct inquiry, jointly with the school community; and
4. To assist with the renewal of curriculum and instruction.

The simultaneous renewal premise of the program is very much in concert with the new State standards for certification adopted by the State Board for Educator Certification (SBEC) in 2000. Thus, all of the curricular, instructional, and assessment components of the program reflect Texas’ vision for the preparation of teachers.

Field Experience Overview

TAMU-CC students become Teacher Candidates (TCs) after they successfully complete EDUC 3311 and meet admission requirements for the Educator Preparation Program. TCs then enroll in either EDUC 4605 (EC-12), EDUC 4608 (EC-6), EDUC 4607 (grades 4-8), or EDUC 4606 (grades 8-12) the semester prior to the 12-hour clinical teaching block.

They spend two days in Partner Schools learning pedagogy from TAMU-CC faculty and then spend more than 50% of the time observing and working in the school community. During Stage I, TCs learn and experience many of the responsibilities professionals have in schools. It is recommended that Stage I TCs enroll in the three-credit hour Classroom Management course (EC-6 – EDUC 4314; 4-8 – EDUC 4313; 8-12 – EDUC 4312; EC-12 – EDUC 4311).

Teacher Candidates/Clinical Teachers in their final semester enroll in a nine-hour block that requires them to be in Level I or II Partner Schools five days a week following the teacher’s schedule for 13 weeks. They also enroll in a three-credit hour Instructional Design for Special Populations course (EC-6 – EDUC 4324; 4-8 – EDUC 4323; 8-12 – EDUC 4322; EC-12 - EDUC 4321). Assignments in these two courses are intended to support the TCs as they learn the knowledge, skills and dispositions while becoming reflective practitioners.

As teacher candidates (TCs) move through the two stages of the program, they gradually assume teaching responsibilities utilizing the co-teaching model between TCs and cooperating
teachers (CTs). Steps to assuming teaching responsibilities may include:

1. The TC observes a teacher who is teaching a type of lesson, which the TC will later co-teach.
2. The TC and CT co-teach previously observed lessons or similar lessons, using plans prepared by the CT.
3. The TC and CT co-teach lessons, using plans prepared in university classes.
4. The TC and CT co-teach lessons, using plans the teacher and the teacher candidate have collaboratively developed.
5. The TC and CT co-teach lessons, using plans the teacher candidate has developed.
6. The TC plans and teaches along with coaching and other support as needed from the CT.

Cooperating teachers makes teaching easier initially by:

- talking through a lesson in detail before (and after) it occurs;
- co-teaching with the TC;
- assigning well behaved students to the TC;
- assigning small groups to the TC;
- helping the TC to establish authority;
- assisting the TC without taking away his/her authority
- using the TC's strengths with regard to content and interests;
- not undermining the TC in front of the students;
- minimizing the amount of interruptions while the TC is teaching.

Teacher candidates will be REQUIRED to teach a minimum of five lessons following the TAMU-CC lesson plan template found here: [https://docs.google.com/document/d/1sgeddl0QavV90cTrDx0f_EvSONZztl5iaM1g3JQH-1c/edit?usp=sharing](https://docs.google.com/document/d/1sgeddl0QavV90cTrDx0f_EvSONZztl5iaM1g3JQH-1c/edit?usp=sharing)

Teacher Candidates are formally evaluated by the cooperating teacher twice and by the university site professor twice throughout the semester. Evaluation forms can be found here: [https://docs.google.com/document/d/1szF431X3ZXoF16OJQXZ6x8LNMHUtVrlN1v5iET6o3tl/edit?usp=sharing](https://docs.google.com/document/d/1szF431X3ZXoF16OJQXZ6x8LNMHUtVrlN1v5iET6o3tl/edit?usp=sharing)

**Co-Teaching Model**

Co-teaching is a significant feature of the program. Not only does this benefit TCs, CTs, and university professors, but more importantly it benefits students in the PK-12 classrooms.
Unlike traditional teacher education programs where PK-12 students are taught by a novice student teacher who takes over the classroom for a period of six to nine weeks, co-teaching in partner schools precludes any potential negative effect that can reoccur semester after semester, year after year. **Co-teaching** allows the experienced CT to remain in the classroom, providing a continued positive impact on students' learning while adding another adult resource (the TC) to the classroom. This **results in a lowered pupil-teacher ratio** enabling students to receive more learning support.

<table>
<thead>
<tr>
<th>Co-Teaching Formats</th>
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| **One Person Teaches, One Observes**  
One person has instructional responsibility while the other collects information on students in the class. Either person may take either role or switch roles at any time. |
| **One Person Teaches, One Provides Guided Practice**  
One person provides individual help and guidance to students while the other provides instruction to the group. |
| **Simultaneous/Parallel Teaching**  
The content is divided and each person provides instruction to half the students at a time. Students then switch places and the instructor provides the same content to the second half of the class. |
| **Remedial Teaching**  
One person instructs students who have learned the material while the other one takes students who have not learned the material and either re-teaches or adapts the material in some way so those students are able to learn it. |
| **Tag Team Teaching**  
Presenters take turns, one on, one off. The person who is not presenting at the moment may fill a variety of roles (from data collection to individual assistance) or may even leave the room. |
| **Speak and Add Teaching**  
Both presenters are 'on stage' at the same time. One leads, the other supports. The lead person is in charge of the content and makes process decisions. The support person adds examples, humor, or other perspectives. |
| **Speak and Chart Teaching**  
This format extends "speak and add" in that the support role consists of recording ideas on an |
easel, overhead projector or chalkboard. Thus the session has a neutral documenter.

**Duet Teaching**

This format represents the epitome of co-teaching and is only possible with skilled professionals who have done extensive collaborative planning. Both presenters talk. They alternate or start/finish sentences for one another. They use physical proximity as a tool. They choreograph the physical space. They avoid blocking the speaker and subtly cue each other with looks, proximity, hand gestures, voice tempo, and intonation. They stay focused all the time, each attentive to the other and to the audience.


**The Coaching Model**

Expert coaching by CTs and SPs is another feature of the program. Before each teaching episode the TC will meet with their SP to discuss goals for the upcoming lesson. After teaching, the TC schedules another coaching session to discuss the lesson, how they met their goal, and what they would like to work on for the next lesson.

During the initial coaching session, specifics about the lesson are discussed and both parties decide on the goals for the lesson. During the next coaching session, TCs are asked to reflect on their teaching and the students’ learning and to specifically address the goals they set for the lesson.

TCs are also expected to assist each other through videotaping and peer coaching. The presence of the TCs also frees CTs to coach each other. Coaching enables professionals to reflect and gain invaluable insights into their own teaching while assisting colleagues with their own special needs.

**Coaching and Recommendations for Use of the Coaching Form**

Observing a lesson with constructive feedback or coaching is a vital component of the teacher candidate’s experience. TCs are responsible for ensuring they receive sufficient coaching feedback. A suggested plan for coaching in EDUC 4608/4607/4606/4605 can include observation and coaching from the following:

- cooperating teachers,
- site professors,
- other teachers,
- other TCs, and/or
- school administrators.

Another successful strategy is for the TC to videotape a lesson and complete the coaching form. However, the video must be destroyed after the observation as permission from parents is a prerequisite to others viewing the videotape.

The coaching process includes the following steps:

1. **Lesson Preparation**: The TC shares his/her lesson plans with the cooperating teacher and the site professor which may result in revisions of the plans.
2. **Goal Specific Feedback**: Each lesson should incorporate the Goal Specific Feedback from the previous lesson as part of the planning process.
3. **Coaching Preparation**: The TC completes the Coaching Form after teaching the lesson. Each of the four quadrants must be completed before meeting with their Site Professor.
4. **Coaching Session**: The coaching session is focused on the four parts of the Coaching Form. First, the goals for the lesson are reviewed. Then, the TC reflects on how s/he used the goals to guide the lesson planning. Based on this preparation, the TC then reflects on what went well and what areas need improvement. The TC and the SP set goals for the next lesson while reviewing the SP’s notes from the lesson observation.
5. **Incorporation of Goal Specific Feedback**: Based on the outcome of the coaching session, the TC begins Lesson Preparation in coordination with her or his Cooperating Teacher.

The coaching form can be found here: (https://drive.google.com/open?id=0B4yj6VUAMT02LWFUQnICQmh2N00)

Professional Guidelines for Teacher Candidates

Timeline. Teacher Candidates are in the assigned Partner Schools (PSs) two days a week, Tuesdays and Thursdays, for 15 weeks between 8:00 a.m.-4:00 p.m., or some variation therein, as determined by the needs of the campus. TCs spend a portion of those two days learning pedagogy from TAMU-CC faculty including curriculum development/organization, instructional delivery, assessment, and a variety of topics essential to providing a successful learning experience for students. The curriculum includes the thirteen competencies of the EC-12 PPR TExES Exam and the State Standards for Teachers listed in 19 TAC Chapter 149. Commissioner’s Rules Concerning Educator Standards. TCs are encouraged to be as visible as possible and to attend as many meetings and activities that afford them a variety of opportunities to experience the school community.

Course Requirements. Most TCs are completing course requirements in their chosen field(s) during Stage 1 of the field experience. While there are recommendations NOT to exceed the 15-18 credit hour course load, TCs should keep the following time commitments in mind:

   a. The Tuesday/Thursday time commitment extends beyond those two days as there are numerous course requirements including lessons to prepare that will be taught in the classrooms.
   b. Coursework will consume class time as well as study time. TCs should factor into this time allocation their study habits, their abilities/proficiencies, and the difficulty of the course. A minimum of 2-3 hours is required OUTSIDE of class for EVERY HOUR spent in class.
   c. Work demands will consume time and energy from time available for course preparation.
   d. Familial demands, particularly for those with spouses and/or children and/or parental care-taking responsibilities, will also consume time and energy from time available for course preparation.

TCs should give CAREFUL consideration to the amount of time available in a day and their obligations/responsibilities when determining their course load. While the financial considerations can weigh heavily on these decisions, TCs should also remember that job recommendations will come from their field experiences. TCs need to demonstrate the knowledge, skills, and proficiencies necessary for effective teaching and student learning and this requires dedicated time, commitment, effort, and attitude.

Teacher Candidates in field placements are representatives of TAMU-CC and are expected to be professional in dress and demeanor. You never know when you will make a good impression that will someday help you get a clinical teaching placement, or a job!

Dress and Demeanor: Teacher Candidates need to look like teachers, not like students. Following are recommended suggestions to follow during field experience:
1. Do not wear blue jeans, tennis shoes, t-shirts, caps or hats unless athletic wear is required to do duties.
2. Cover tattoos and remove visible piercings except for earrings.
3. Don’t smell of smoke. This means don’t smoke in your car or ride to school with someone who is smoking. Never smoke on school grounds. On some school campuses it is illegal to possess tobacco products include vapor cigs.
4. Be conservative in your dress. Your clothing should allow you to bend over or squat down to talk with your students without embarrassing yourself.
5. Wear comfortable shoes.

Follow the guidelines for professional dress that your district, campus, and site professor provide.

You are visiting the classroom to observe, assist the teacher, and tutor students. Turn off your cell phone and keep it out of sight during class. Do NOT text or check texts during class.

Do NOT eat, sleep, read a magazine, use your laptop or exhibit any other unprofessional behavior.

Change your cell phone answer message to sound professional.

Remove from Facebook or websites all questionable photos or anything else that would be embarrassing if your students, their parents, or administrators saw it.

Respect the privacy of your students. It is the law. Teachers must follow the confidentiality guidelines of their host schools. Do not talk about your students with anyone except your cooperating teacher.

Be smart when interacting with students, and never put yourself in a compromising situation. You are their teacher, not their friend.

1. Never communicate with your students on Facebook.
2. Do not allow a student to get into your car.
3. Avoid private conversations with students. Any time you are alone with a student it is your word against his/hers. If you must talk to a student, make sure another teacher is present.

IMPORTANT: Wear an identification name tag (lanyard) during all times at school sites and observational visits. Most schools will not allow Teacher Candidates to enter their buildings without proper identification.

Relationship with your cooperating teacher and site school:
You only get one chance to make a good first impression with your cooperating teacher and site school administration. From the minute you arrive in the school parking lot, you are under observation.

● Be sure to contact your cooperating teacher within one week after receiving your placement to communicate your plans. If you wait longer than one week your placement cannot be guaranteed.
Please be respectful in all email communications with your cooperating teacher. “Hey” is not a proper salutation. You should begin the email with “Dear Mr. Smith or Ms. Jones.” In your first phone conversation or email with the school or cooperating teacher your attitude should be one of gratitude. You need to say, and mean things like the following:

“Thank you so much for giving me this opportunity.”

You need to observe, learn the classroom routines, and follow the lead of your cooperating teacher. **Listen and learn.** You can ask questions of the cooperating teacher but never correct the cooperating teacher in front of students.

Give your cooperating teacher advance notice when you must request that he/she fill out an evaluation of your field experience. If you hand your cooperating teacher the evaluation form in the middle of class and say you need it at the end of class—you probably won’t get a very favorable evaluation.

Respect your host school. **You are an invited guest** in the field experience classroom. They are doing you a favor by allowing you to observe. If you do not act appropriately, they have every right to ask you to leave and not come back. You don’t want that to happen.

**Be grateful** to your host school principal and cooperating teacher. Thank them for giving you this opportunity.

**Teacher Candidate Experiences**

During the initial phases of the Field-based Experience, and prior to their intense involvement with students, TCs have numerous opportunities to get to know the school community. They should also have opportunities *throughout* their field experience to participate in numerous activities. The Teacher Candidate Experiences Form provided can serve a variety of purposes:

1. as a guide to increase TCs awareness of the school community;
2. as a form of documentation for the TCs experiences during EDUC 4605/4606/4607/4608 if needed;
3. as a discussion document during the class; and/or
4. as a discussion document during the mid-term and final interviews.

The Teacher Candidate Experiences Form can be found here: [https://drive.google.com/drive/folders/0B4yj6VUAMT02NmMyRWsySzRkM0k?usp=sharing](https://drive.google.com/drive/folders/0B4yj6VUAMT02NmMyRWsySzRkM0k?usp=sharing)
**Assessment of Professional Attributes**

This assessment focuses on professional attributes and asks the site professor and clinical teacher to rate the TC on evidence of the attribute on a scale of 1-4. Many of the attributes are life-long skills that many educators dedicate a career to developing. It is unlikely that TCs experiencing their initial work in schools will rate a 4 in all categories. Cooperating teachers should be candid and sincere in their ratings and provide input in writing and verbally to the TC that supports their rating.

Each Site Professor may use these instruments as best fits their program. The TC may also complete a self-evaluation and discuss their ratings with their site professor and/or their clinical teacher.

The Assessment of Professional Attributes form can be found here: [https://drive.google.com/drive/folders/0B4yj6VUAMT02NmMyRWsySzRkM0k?usp=sharing](https://drive.google.com/drive/folders/0B4yj6VUAMT02NmMyRWsySzRkM0k?usp=sharing)

**Teacher Candidate Roles and Responsibilities**

TCs complete a semester long field-experience block at a designated Partner School prior to their clinical teaching experience. They carry out their responsibilities with the guidance and assistance of Cooperating Teachers, Site Professors, and the Partner School’s Site Facilitator. Each TC:

1. Completes school field placement requirements and activities in a timely, professional, and ethical manner, both in and out of classrooms.

2. Clearly communicates the nature and timeline of requirements from concurrent university courses to cooperating teachers and others who need to know.

3. Maintains teachers' hours and observes school field placement attendance and dress policies, including prompt arrival and complying with deadlines for all assigned work and duties.

4. Takes initiative in working alongside Cooperating Teachers in all their responsibilities and duties unless requested to do otherwise.

5. Participates actively and positively in providing feedback and in shaping the quality of the school field placement experience.

6. Takes initiative in participating in partner school functions, including professional development opportunities, inquiry/research and opportunities to engage in renewal of curriculum and instruction.

7. Non-completion of assigned work and/or failure to comply with recommended changes in undesirable behavior may result in termination from the program.
PARTNER SCHOOLS

Roles and Responsibilities of Partner School Participants

Partner Schools in the Educator Preparation Program field experience course at Texas A&M University-Corpus Christi have agreed to collaborate with the College of Education and Human Development in a school-university partnership. The roles and responsibilities of those in the Partner School are shaped by the four functions of a partner school: 1) teacher preparation, 2) professional development, 3) inquiry/research and 4) renewal of curriculum and instruction. These functions are engaged in collaboratively by public school and College of Education faculty and are important only as they positively support student learning and well-being.

Descriptions of the general roles and responsibilities of significant stakeholders in the partnership are shared below. Modifications may be made by the University Site Professors and Principals as necessary to more aptly accommodate the needs, resources, and circumstances at the specific site.

Principals

The principal provides strong leadership to ensure the institutionalization of the partner school concept. More specifically, the principal:

1. Ensures a breadth of experiences is available for the teacher candidates.

2. Ensures that partner school goals and initiatives are progressing and problems are addressed/solved with the Site Professor.

3. Meets with teacher candidates to provide them with a larger view of the school, its mission, and the community, and to assist them in identifying legacy projects that would benefit the school.

4. Supports scheduling and the allocation of sufficient time and space for partner school functions.

5. Works toward establishing a faculty that is uniformly supportive of the functions of a partner school.

6. Frames a school improvement plan that addresses partner school functions and goals.
7. Communicates regularly with the site professor and the community about partner school initiatives/issues.

8. In conjunction with other Partner School principals, advocates for utilizing partner schools as a district resource, and works for district contribution to partner school functions.

University Site Professors

Site Professors spend two days per week in the partner schools and work to support partner school efforts in quality teacher preparation, professional development, addressing difficult problems of practice through inquiry and research, and renewal of curriculum and instruction. They have the specific responsibility to ensure the learning and well-being of teacher candidates during their field experience. Each Site Professor:

1. Provides six hours of instruction on-site during the designated field experience days.

2. Provides instruction that prepares the teacher candidates for the TExES EC-12 Pedagogy and Professional Responsibilities exam (# 160).

3. Provides effective models of supervision/coaching for teacher candidates and articulates the models and the underlying philosophy for cooperating teachers.

4. Assists cooperating teachers in developing supervision/coaching skills as needed.

5. Engages in regular observations and conferences with teacher candidates and/or with cooperating teachers and documents conferences.

6. Completes formal evaluations of teacher candidates' progress

7. Maintains communication with the principal to ensure that all four Partner School functions are implemented.

8. Serves as an informational liaison between the campus and university faculty/administrators who govern or advise the program.

9. Provides models, information, and leadership related to partner school functions (teacher preparation, professional development, renewal of curriculum and instruction, research/inquiry).
10. May recommend termination from the field experience program based on unresolved performance issues

Cooperating Teachers
Faculty who choose to be cooperating teachers will be selected on the basis of criteria that include the quality of their teaching, their potential or performance in working with teacher candidates, and their commitment to being involved in partner school functions and governance. Additional criteria and specific processes may be developed by the principal.

Each cooperating teacher:

1. Provides effective models of instruction for students and articulates the models and the underlying philosophy for teacher candidates.

1. Coaches teacher candidates, formally and informally, orally and in writing using the coaching model and participates in supervision/coaching workshops as needed.

1. Schedules regular and frequent conferences with the teacher candidate.

1. Provides school time and resources for the teacher candidate to complete school-based requirements for the school field placement and for concurrent university courses.

1. Co-teaches with the teacher candidate as a means to encourage and facilitate student learning and the renewal of curriculum and instruction within the classroom.

1. Completes formal evaluations of teacher candidates’ progress in EDUC 4605/4606/4607/4608.

1. Participates actively and positively in partner school functions. Takes a leadership role in at least one function at the school level and works with the principal.

1. Provides direct and continuing supervision of the field experience program at the assigned site.

1. May recommend termination from the field experience program based on unresolved performance issues.
PROBLEM-SOLVING PROTOCOLS

This document is intended to provide a set of protocols to assist TCs, university site professors, cooperating teachers, and others in solving problems that are inevitable when adults work closely together. The intent is that the information contained herein will also foster and nurture working relationships that ultimately provide the country’s future, our students, with a learning climate that yields productive and successful participants in a social and political democracy.

The principles underlying these protocols are:

1. Something is not a problem unless you perceive it that way. Your standards or norms may be different from the other person, resulting in your perception of a problem.

2. Most problems are best solved by those in the situation, not outside of it. If at all possible, talk to the person that you perceive to be a part of the problem, not others.

3. Most problems are best solved when they are addressed as soon as possible. Problems that fester are harder to solve.

4. Most people act and talk with good, not bad intentions. Try to understand what the other person’s intentions might have been. Assume that they may have been positive even if you didn't perceive them that way.

5. When problems are defined well, resolutions often follow more easily. The following steps are helpful in problem definition:

   - Define the problem for yourself as clearly as you can at the point where you recognize that something is bothering you.

   - Consider who/what is contributing to the problem. How are you contributing to the problem?

   - What is within your control and others' control regarding the problem? If the problem is outside of yours and others' control, perhaps you need to figure out how to live with it.

   - Put yourself in the other person's shoes. What do you suppose the other person’s perception of the problem is?

   - Now restate the problem. Are you ready to present the problem to those involved in a more objective frame of mind?

6. In approaching another person about a problem, it is usually helpful to allow for the sharing of perceptions first prior to suggesting several possible resolutions. Don’t be surprised if your first idea is not the most satisfying to all parties.
There are a few other things to keep in mind when solving problems in partner schools:

1. Consider when to meet with the person with whom you are having the problem. It is best to meet in private during a previously agreed upon time. Don't address the problem in front of others or bring it up at an inopportune time. Always ask, “When could I meet with you?” or at least ask, “Is this a good time to talk with you about a problem?”

2. We all have a tendency to assume that the other person involved in problem solving with us has not listened when they do not agree with us. When you feel that you haven't been listened to, ask the other person to summarize what they have heard you say, i.e., “How would you define the problem?” You may find that the person has listened but simply doesn't agree with you.

3. When problems remain unresolved in spite of positive efforts, refer to the appropriate protocol below.

Specific Protocols for TCs

*If you are a TC who has a problem with a Cooperating Teacher (CT):*

1. Define the problem for yourself. (See previous information.) With the help of the SP or Site Facilitator (SF), consider whether the problem is "real", i.e., is this a matter of not yet understanding the school culture or norms?

2. If the problem is "real" meet with the cooperating teacher to:
   a. present the problem
   b. listen to the perceptions of the cooperating teacher
   c. present possible resolutions for the problem
   d. negotiate as necessary
   e. generate an action plan, including locus of responsibilities and timeline.

3. If the problem was resolved, acknowledge that to the cooperating teacher. If the problem continues, repeat previous steps.

4. If a resolution is not possible, request help from the SP, and/or the SF.

Specific Protocols for Cooperating Teachers

*If you are a Cooperating Teacher who has a problem with a TC in your Partner School:*

1. Define the problem for yourself. (See previous information in TC section.)

2. If you view the problem as minor, continue with the remaining steps on your own. If you view the problem as major, talk with the Site Professor. Determine whether to meet with the teacher candidate alone or with others.
3. As decided in #2, meet with the teacher candidate to:
   1. present the problem
   2. listen to the perceptions of the teacher candidate
   3. present possible resolutions for the problem
   4. negotiate as necessary
   5. Generate an action plan, including locus of responsibilities and timeline.

4. If the problem was resolved, acknowledge that to the teacher candidate. If the problem continues, repeat previous steps.

5. If necessary, counsel the teacher candidate out of the program with the assistance of the Site Professor.

*If you are a Cooperating Teacher who has a problem with a Site Professor who works in the Partner School:*

1. Define the problem for yourself. (See previous information.)

2. Meet with the Site Professor to:
   a. present the problem
   b. listen to the perceptions of the SP
   c. present possible resolutions for the problem
   d. negotiate as necessary
   e. generate an action plan, including locus of responsibilities and timeline.

3. If the problem is resolved, acknowledge that to the Site Professor. If it continues, repeat previous steps.

4. If a resolution is not possible, inform the Principal and/or the Chair of Teacher Education of the problem and seek a resolution with his/her/their assistance.
POLICIES AND LEGAL ISSUES

Liability

Student Liability Coverage. Neither the State of Texas nor the University provides liability coverage for TAMU - CC students working in Partner Schools. TCs are REQUIRED to have their own liability coverage and provide proof of that coverage no later than the third week of the beginning of the course. Consider contacting one of the following four organizations for coverage:

1. Texas Classroom Teachers’ Association (TCTA)
2. Texas State Teachers Association (NEA)
3. Texas Federation of Teachers (AFT)
4. Association of Texas Professional Educators (ATPE)

Transportation Liability Coverage: TCs are responsible for providing their own transportation to and from the field site. Automobile liability coverage follows the vehicle. TCs driving their own cars are financially responsible for property damage or injury to others that may be caused by negligent driving. The individual’s personal insurance is the primary coverage. TCs should NOT transport school children at any time.

Absences

Attendance and punctuality are requirements for TCs enrolled in the field-based experience program. Both are strong indications of professional behavior and commitment. The number of absences, the reasons for them, and the manner in which absences are handled affect recommendations written by clinical teachers and university professors. A TC who must be absent or late is responsible for calling the cooperating teacher and the university professor prior to the day of the absence. Providing both with as much advance warning as possible is preferred.

Failure to comply with the expectations for notification and making up absences will result in a lowered grade at the discretion of the SP. Make-up work and time for absences and tardiness will also be at the discretion of the SP.

Absences from work in classrooms/with students

TCs will be in their assigned school on the days and times scheduled and at a minimum must observe the hours established for teachers in the building. Any absence from work with students MUST be made-up prior to the end of the semester as specified by the SP. These make-up times MUST not interfere with any other coursework. TCs will remain on site on Tuesdays and Thursdays and may not depart without the prior approval of the SP.

Following an absence, the TC is responsible for completing a written agreement form describing how and when the absence will be made up.
Attendance and Absence Make-Up Forms can be found here: https://drive.google.com/open?id=1ivzHGFG4mfCVmPEsJKhj3RCzjcxM9QeZvVJK8nbE6vo

TCs will seek approval for pre-planned absences. In such cases, prior to the absence, the TC is responsible for getting a written agreement from the university professor and clinical teacher (in that order) describing how and when the absence will be made up.

If the total number of absences exceeds five days, the TC will be required to repeat the course. Incompletes will only be given in cases where the number of absences was due to a medical problem or a major event seriously affecting the TC's life.

NOTE: TCs absent due to University sanctioned events will not be penalized; however, they will still be held accountable for the work, time commitment and expectations of the course.

Contact Time

While there are set hours for the course printed in the schedule, TCs should maximize their contact time with the cooperating teacher, students, and the school community whenever possible. Occasionally this may require coming to school earlier, staying later, or coming on additional days to attend school events. Although there is no requirement to exceed the published course hours, it is in the best interest of the TC to exercise good judgment in making these decisions. Additional time spent during this period will be viewed as commitment, initiative, and interest, all professional attributes in the field of education.

Withdrawals

TCs who withdraw from any assignment will not automatically receive another assignment. The outcome will be the joint decision of the university site professor and/or the Teacher Education department chair.

A TC may be asked to withdraw from the program or may receive a grade of “F” for excessive absences, continued poor performance despite appropriate intervention, being asked by the Partner School administration to leave the Partner School, lack of professionalism, etc. The TC will be counseled on an individual basis by College of Education and Human Development administrators as deemed necessary. Counseling may result in asking the TC to withdraw from the program or result in the TC receiving a grade of “F”.

Incompletes

If a TC is making satisfactory progress and extenuating circumstances have precluded completion of the course, an I (Incomplete) will be issued on the grade report. This implies that extenuating circumstances were involved and the TC may be given an opportunity for
another assignment at a later date. These decisions (the grade in the course and the make-up opportunities) will be made jointly by the university professor and the clinical teacher. In keeping with the university’s policy on removing the grade of incomplete, [The] work must be completed by the last class day of the next regular (fall or spring) semester, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the qualitative grade provided by the instructor on the incomplete notation application will replace the “I”. An incomplete notation cannot remain on the student’s permanent record and must be replaced by a qualitative grade (A-F) at the conclusion the of the next regular semester, or the grade will automatically become an “F”.

Substituting

Under no circumstances will TCs be excused from their obligations in the Partner Schools or university coursework in order to work as a substitute for a school district. TCs may not:

- be used as substitutes to release cooperating teachers to take over another teacher’s class;
- be used as substitutes in lieu of the cooperating teacher on a regularly scheduled Partner School day.

TCs may be used to facilitate Partner School related professional development activities for the Cooperating Teachers held in the school on regularly scheduled Partner School days.

The decision to utilize a TC to release a CT for professional development in the school will be a joint decision between the university professor and the cooperating teacher.

Texas Education Agency Policy - (TAC) §228.35(g) and (h)

All Site Professors in the Field-based Experience Program have been trained in the Field Supervisor Observation Training. This training was developed to meet the requirements of recently adopted Texas Administrative Code (TAC) §228.35(g) and (h). This section of TAC requires that “supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training.”

A teacher affects eternity; he can never tell where his influence stops. Henry Adams
**In order to continue in the Educator Preparation Program (EPP), a student must do as follows:**

- Continue to meet admission standards.
- Remain in good standing with their Site/Course Professor, University Supervisor, Cooperating Teacher, and school placement Principal.
- Make satisfactory progress toward teacher certification.

**Reasons for dismissal from the Educator Preparation Program may include, but are not limited to the following:**

- Failure to meet course requirements
- Lack of progress or success on a continuation plan
- Violation of the Code of Ethics and Standard Practices for Texas Educators (RULE §247.2)
- Non-adherence to the EPP Handbook Contract
- Lack of progress demonstrating the Teacher Standards (RULE §149.1001) and TExES PPR Domains and Competencies
- Violation of school district and/or campus rules and regulations
- Excessive tardiness, absences, or failure to complete or make-up days missed
- Failure to respond to feedback from the Site/Course Professor, University Supervisor, Cooperating Teacher, and/or school placement Principal.

**Procedures for removing a student from the Educator Preparation Program:**

- If dismissal is due to a violation of established admission or continuation criteria, the Office of the Director of Field Experiences will notify the student in writing of the grounds for dismissal.
- If dismissal is resulting from a school placement principal recommendation, a request to terminate the placement will be generated by the principal. The principal will send a letter to the Office of the Director of Field Experiences. This letter will convey that it is in the best interest of K-12 learners or the teacher candidate/clinical teacher/intern that the field experience be terminated. After this occurs, the Office of the Director of Field Experiences will schedule a meeting to inform the student of the decision to terminate the placement and dismiss the student.
- A formal letter of dismissal from the Educator Preparation Program will be sent from the Office of the Director of Field Experiences.

**DUE PROCESS RIGHTS IN THE EDUCATOR PREPARATION PROGRAM**

Students who wish to appeal admission or retention criteria may schedule a meeting with the Office of the Director of Field Experiences to ask that an individual exception be made. The student must follow the TAMU-CC College of Education and Human Development Due Process and Complaint Resolution Policy Procedures found on [http://education.tamucc.edu/index.html](http://education.tamucc.edu/index.html)
**Educator Preparation Program Continuation Plan (Part A)**

To: __________________ 
From: __________________ 
Date: ________________

All TAMU-CC candidates seeking educator certification are informed that the Educator Preparation Program Handbooks sets forth requirements and expectations for prospective educators. **The purpose of this continuation plan is to inform you that the following professional dispositions are not being met or are deficient as indicated:**

<table>
<thead>
<tr>
<th><strong>In the TAMU-CC Classroom:</strong></th>
<th><strong>At the School Site:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Poor Punctuality</td>
<td>__ Lack of integrity in professional performance</td>
</tr>
<tr>
<td>__ Poor Work Quality</td>
<td>__ Poor punctuality</td>
</tr>
<tr>
<td>__ Dominates class discussion/group activities</td>
<td>__ Poor attendance in classes and field place</td>
</tr>
<tr>
<td>__ Volatile/ overly emotional</td>
<td>__ Inconsistent daily preparation to teach</td>
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<tr>
<td>__ Lack of participation in class activity</td>
<td>__ Unacceptable language with children/ youth</td>
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<tr>
<td>__ Assignments not returned in a timely manner</td>
<td>__ Requires excessive guidance</td>
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<tr>
<td>__ Inappropriate behavior that distracts or disrupts the class</td>
<td>__ Displays hostilities toward teachers</td>
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<tr>
<td>__ Poor attendance</td>
<td>__ Evidence of cheating</td>
</tr>
<tr>
<td>__ Negative attitude</td>
<td>__ Inappropriate social interaction with pupils/teachers</td>
</tr>
<tr>
<td>__ Inappropriate comments</td>
<td>__ Inappropriate physical contact with pupils/teachers</td>
</tr>
<tr>
<td>__ Missing assignments</td>
<td>__ Failure to be open to new ideas</td>
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<tr>
<td>__ Inattentiveness (sleeping, texting, etc…)</td>
<td>__ Displays hostilities toward teachers</td>
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<tr>
<td>__ Hostility to instructor</td>
<td>__ Failure to interact with all learners</td>
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<tr>
<td>__ Lack of interest</td>
<td>__ Lack of interest in teaching</td>
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<tr>
<td>__ Failure to meet class requirements</td>
<td>__ Lack of empathy, interest, or care for students</td>
</tr>
<tr>
<td>__ Hygiene issues</td>
<td>__ Lack of self-control in the classroom setting</td>
</tr>
<tr>
<td>__ Unable to accept criticism</td>
<td>__ Volatile/ overly emotional reactions under stress</td>
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<tr>
<td>__ Unacceptable language</td>
<td>__ Deficient in instructional skills</td>
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<tr>
<td>__ Cheating/Plagiarism</td>
<td>__ Lack of knowledge of content</td>
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<td>__ Lack of empathy/ interest in teaching</td>
<td>__ Does not participate in public school campus activities</td>
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<tr>
<td>__ Other:</td>
<td>__ Refusal to accept constructive suggestions</td>
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<td></td>
<td>__ Does not work well with others</td>
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<td></td>
<td>__ Displays negative attitudes</td>
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<td>__ Does not take initiative in group projects/ work</td>
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<td></td>
<td>__ Dominates group discussions/ activities</td>
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<td>__ Does not complete individual assignments/work for group project</td>
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<td></td>
<td>__ Unable to interact effectively with children/youth collaboration</td>
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<td></td>
<td>__ Ineffective use of written/ oral language</td>
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<td>__ Hygiene issues</td>
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<td>__ Does not willingly help other candidates</td>
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<td>__ Failure to implement constructive suggestions</td>
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<td>__ Other:</td>
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</table>
## Educator Preparation Program Continuation Plan (Part B)

<table>
<thead>
<tr>
<th>Goals to be addressed</th>
<th>Activities to facilitate improvement</th>
<th>Evidence to determine improvement</th>
<th>Timeline</th>
<th>Follow-up notes</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

- Candidate Demonstrated Satisfactory Improvement
- Satisfactory Improvement by Candidate was not demonstrated;

-Refereed to The Office of the Director of Field Experiences.

Candidate Signature: ___________________________________________
Code of Ethics and Standards for Candidates in the Texas A&M University-Corpus Christi Teacher Education: Educator Preparation Program

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.
   (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
   (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
   (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
   (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
   (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
   (N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.
   (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
   (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
   (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
   (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
   (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
   (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
   (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC.
(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242.
EDUC 4605/06/07/08 – Planning, Teaching, Assessment and Technology
Sample Course Syllabus

Course Number and Section: EDUC 4605/06/07/08 Name of Instructor: Site Professor
Class meeting time and location: Site School Office: TAMU-CC and Site School
Semester, Date: TBD Office Hours: TBD
Phone: Site Professor E-Mail: Site Professor

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 3365 or SMTE 3366.
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 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. This pre-student teaching semester provides an effective stepping stone towards the culminating student teaching semester of the TAMU-CC Teacher Education program.

III. State Standards for Teachers

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

§149.1001. Teacher Standards.
(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
(b) Standards.

(1) Standard 1—Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
   (i) Teachers develop lessons that build coherently toward objectives based on course content,
       curriculum scope and sequence, and expected student outcomes.
   (ii) Teachers effectively communicate goals, expectations, and objectives to help all students
       reach high levels of achievement.
   (iii) Teachers connect students' prior understanding and real-world experiences to new content
       and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based
    best practices.
   (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and
       motivates students to learn.
   (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make
       subject matter accessible to all students.
   (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials
       to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
   (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs,
       including acceleration, remediation, and implementation of individual education plans.
   (ii) Teachers plan student groupings, including pairings and individualized and small-group
       instruction, to facilitate student learning.
   (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to
       teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages
    students' persistence and best efforts.
   (i) Teachers ensure that the learning environment features a high degree of student engagement
       by facilitating discussion and student-centered activities as well as leading direct instruction.
   (ii) Teachers validate each student's comments and questions, utilizing them to advance learning
       for all students.
   (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of
       challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that
    provide opportunities for deeper learning.
   (i) Teachers set high expectations and create challenging learning experiences for students,
       encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
   (ii) Teachers provide opportunities for students to engage in individual and collaborative critical
       thinking and problem solving.
   (iii) Teachers incorporate technology that allows students to interact with the curriculum in more
       significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson
    adjustments as necessary.
   (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
   (ii) Teachers provide immediate feedback to students in order to reinforce their learning and
       ensure that they understand key concepts.
   (iii) Teachers adjust content delivery in response to student progress through the use of
       developmentally appropriate strategies that maximize student engagement.

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

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
   (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
   (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
   (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
   (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
   (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
   (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
   (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
   (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
   (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

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

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
   (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
   (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
   (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
   (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
   (i) Teachers teach both the key content knowledge and the key skills of the discipline.
   (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

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

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
   (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
   (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
   (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
   (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
   (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
   (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
   (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
   (iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
   (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
   (ii) Teachers maximize instructional time, including managing transitions.
   (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(5) **Standard 5--Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
(A) Teachers implement both formal and informal methods of measuring student progress.
   (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills
       by providing assessments aligned to instructional objectives and outcomes that are accurate
       measures of student learning.
   (ii) Teachers vary methods of assessing learning to accommodate students' learning needs,
        linguistic differences, and/or varying levels of background knowledge.
(B) Teachers set individual and group learning goals for students by using preliminary data and
    communicate these goals with students and families to ensure mutual understanding of expectations.
   (i) Teachers develop learning plans and set academic as well as social-emotional learning goals
       for each student in response to previous outcomes from formal and informal assessments.
   (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
(C) Teachers regularly collect, review, and analyze data to monitor student progress.
   (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner,
       both individually and with colleagues, to monitor student learning.
   (ii) Teachers combine results from different measures to develop a holistic picture of students'
        strengths and learning needs.
(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust
    short- and long-term plans accordingly.
   (i) Teachers design instruction, change strategies, and differentiate their teaching practices to
       improve student learning based on assessment outcomes.
   (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure
        they are on track and make adjustments as needed.

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

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in
    continuous professional learning to gain knowledge and skills and refine professional judgment.
   (i) Teachers reflect on their own strengths and professional learning needs, using this
       information to develop action plans for improvement.
   (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional
        effectiveness and better meet students' needs.
   (iii) Teachers engage in relevant, targeted professional learning opportunities that align with
         their professional growth goals and their students' academic and social-emotional needs.
(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are
    open to constructive feedback from peers and administrators.
   (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of
       opportunities for job-embedded professional development.
   (ii) Teachers actively participate in professional learning communities organized to improve
        instructional practices and student learning.
(C) Teachers seek out opportunities to lead students, other educators, and community members within and
    beyond their classrooms.
   (ii) Teachers seek to lead other adults on campus through professional learning communities,
        grade- or subject-level team leadership, committee membership, or other opportunities.
(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
(iii) Teachers serve as advocates for their students, focusing attention on students' needs & concerns, maintaining thorough & 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
001 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.
Teacher Knowledge: What Teachers Know Students
1.1 k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
1.2 k 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;
1.4 k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
1.5 k cultural and socioeconomic differences and the significance of these differences for instructional planning;
1.6 k appropriate strategies for instructing English language learners;

Content and Pedagogy
1.7 k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
1.8 k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
1.9 k 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
1.11 k current research on best pedagogical practices

Selection of Instructional Goals and Objectives
1.12 k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13 k the importance of developing instructional goals and objectives that can be assessed;
TS1Aii Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
1.14 k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
1.15 k the importance of aligning instructional goals with campus and district goals. Resources
1.16 k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
1.17 k the importance of knowing when to integrate technology into instruction and assessment; and
1.18k 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;
1.21 k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
1.22 k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
1.23 k the benefits of designing instruction that integrates content across disciplines;
1.24 k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

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

**Application: What Teachers Can Do**

**Students**
- 1.1s 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, developmental 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;
1.27 s promote students’ use of self-monitoring and self-assessment;
1.28 s analyze assessment results to aid in determining students’ strengths and needs; 1.29s use assessment results to help plan instruction for groups of students or individuals;

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**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**

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**Creating an Environment of Respect and Rapport**

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

**Establishing an Environment for Learning and Excellence**

2.4 k the importance of communicating enthusiasm for learning; and
2.5 k the necessity of communicating teacher expectations for student learning

**Managing Classroom Procedures**

2.6 k how classroom routines and procedures affect student learning and achievement;
2.7k 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**

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

**Maintaining a Physical and Emotional Environment that is Safe and Productive**

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

**Application: What Teachers Can Do**

**Creating an Environment of Respect and Rapport**

2.1s interact with students in ways that reflect support and show respect for all students;
2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning;
Establishing an Environment for Learning and Excellence
2.4s communicate to all students the importance of instructional content and the expectation of high-quality work;
2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement;

Managing Classroom Procedures
2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
2.7s organize and manage groups to ensure that students work together cooperatively and productively;
2.8s schedule activities and manage class time in ways that maximize student learning;
2.9s manage transitions to maximize instructional time;
2.10s implement routines and procedures for the effective management of materials, supplies, and technology;

Managing Student Behavior
2.14s communicate high and realistic expectations for students’ behavior and ensure that students understand behavior expectations and consequences for misbehavior;
2.15s consistently enforce standards and expectations for student behavior and ethical work habits;
2.16s encourage students to maintain ethical work standards and monitor their own behavior; and
2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

Maintaining a Physical and Emotional Environment that is Safe and Productive
2.18s organize the physical environment to facilitate learning;
2.19s create a safe and inclusive classroom environment;
2.20s use effective strategies for creating and maintaining a positive classroom environment; and
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**
3.12 k characteristics of effective feedback for students;  
3.13 k the role of timely feedback in the learning process; and  
3.14 k how to use constructive feedback to guide each student’s learning.

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

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

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

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

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

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**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**

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

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

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

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

**Application: What Teachers Can Do Interacting and Communicating with Families**
4.1 s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

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

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

**Legal and Ethical Requirements and the Structure of Education in Texas**
4.16 s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
4.17s 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.

1.1k how to use innovative technology and electronic communication to create new knowledge;

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

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

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

3.3k how to access and use online help.
3.1s use strategies to locate and acquire desired information from collaborative software and online resources;
3.3s use online help and other documentation;

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

5.3k how to practice and explain safe and appropriate online behavior, personal security guidelines, digital etiquette, and acceptable use of technology.
5.1s understand copyright laws, fair use guidelines, digital safety rules, creative commons, free and open source, public domain, violations, and issues including but not limited to computer hacking, computer piracy, intentional virus setting, and invasion of privacy;
5.2s model ethical acquisition and use of digital information, including using established methods to cite sources;
5.3 s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, a lab, or on the Internet or an intranet;
5.4s model respect for intellectual property when manipulating, morphing, and editing graphics, video,
text, and sound;
5.6s understand and practice safe and responsible online behavior, personal security guidelines, digital etiquette, and acceptable use of technology.

VII. Course Objectives/Learning Outcomes

This course is designed to enable students to:
A. Gain awareness of the complexities involved in the daily operation of an urban school
B. Improve understanding of teaching as a profession and overall professional competence
C. Increase understanding of culturally relevant and responsive teaching practices
D. Gain experience in promoting a positive student learning environment
E. Develop instructional planning skills to meet the needs of diverse students
F. Gain experience in delivering instruction in the classroom setting
G. Utilize technology to support and enhance instruction
H. Increase knowledge of instructional evaluation and student assessment
I. Prepare for the TExES PPR

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

<table>
<thead>
<tr>
<th>State Standards (ch 149, PPR, and Technology)</th>
<th>TExES PPR Competencies</th>
<th>EDUC 4605/06/07/08 Course Objectives</th>
<th>EDUC 4605/06/07/08 Assignments and Activities</th>
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<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</td>
<td>Reading Responses Quizzes In-class teaching stints TExES PPR-related observations Classroom teaching and analysis Exams PowerPoint presentation Reflections *Competency-Based Portfolio</td>
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<td><strong>Tech. Standard III:</strong> All teachers acquire, analyze, and manage content from digital resources.</td>
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<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><strong>Domain II 005 006</strong></td>
<td><strong>C. Increase understanding of culturally relevant and responsive teaching practices</strong></td>
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<td></td>
<td><strong>PPR-related observations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Exams PowerPoint presentation Reflections</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Competency-Based Portfolio</strong></td>
<td></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. | **Domain III 007 008 009 010** | **C. Increase understanding of culturally relevant and responsive teaching practices** |
| | | **D. Gain experience in promoting a positive student learning environment** |
| | | **I. Prepare for the TExES PPR** |
| **Tech. Standard II:** All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning. | **TExES PPR-related observations Reading Responses Exams Classroom teaching and analysis Reflections** |
| | | **Competency-Based Portfolio** |
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</th>
<th>A. Gain awareness of the complexities involved in the daily operation of an urban school</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV 011</td>
<td>B. Improve understanding of teaching as a profession and overall professional competence</td>
</tr>
<tr>
<td>012</td>
<td>D. Gain experience in promoting a positive student learning environment</td>
</tr>
<tr>
<td>013</td>
<td>I. Prepare for the TExES PPR</td>
</tr>
</tbody>
</table>

Orientation
Philosophy of teaching
Professional organization membership
Classroom teaching and analysis
PowerPoint presentation
Diagnostic and Pre-TExES PPR
*Competency-Based Portfolio

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.)
Writing Policy: The Educator Preparation Program has high expectations for teacher candidates. Written communication of standard English is an important professional attribute. Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format and English usage. You should expect that course instructors will evaluate all assignments based on these writing skills, in addition to any other expectations of a particular assignment. All due dates for your assignments are located in your Bb calendar, and you are responsible to know when your assignments are due and submit them via Bb before the deadline.

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

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

1. Attendance:

   Students are expected to attend all class meetings. You must sign in at the office, and be in your CTs classroom BY 7:45am and sign out no earlier than 3:45pm to be considered on time (unless prior approval/special arrangement is granted by Dr. Johnson). Also, consider staying after 3:45 to help out your CT. **NOTE: If you neglect to ‘sign in’ or ‘sign out’ on the Front Desk attendance log, you will either receive a ‘tardy’ or ‘absence’ depending on whether or not you missed signing in for part of the day or entire day. Time missed in your cooperating teachers’ classrooms must be made up (no exceptions). A doctor’s excuse may be required for any and all absences, but will not excuse the absence from having to be made up. Approved Absence means notification and/or approval of absence prior to 7:45 am on the date of the absence. The following criteria will be used for determining your attendance grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 Perfect attendance, punctual (no absence; no tardies)</td>
</tr>
<tr>
<td></td>
<td>94 One absence, or 1-2 tardies or early departures</td>
</tr>
<tr>
<td></td>
<td>90 One absence with 1-2 tardies or early departures</td>
</tr>
<tr>
<td></td>
<td>84 3-4 tardies or early departures</td>
</tr>
<tr>
<td></td>
<td>80 One absence w/ 3-4 tardies/early departures or 5-6 tardies/early departures</td>
</tr>
<tr>
<td>C</td>
<td>74 Two absences, or one absence with 5-6 tardies/early depart. or 7-8 tardies/early departures</td>
</tr>
<tr>
<td></td>
<td>70 Two absences w/ 7-8 tardies /early depart. or Three absences or 9-10 tardies/ early departures</td>
</tr>
<tr>
<td>F</td>
<td>60 Four or more class absences or more than 10 tardies/early departures</td>
</tr>
</tbody>
</table>

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

2. Active Participation Log

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

   - Teacher nights
   - Fieldtrips on MWF (Prior permission required)
   - Faculty Meetings (TBA); Professional Learning Community (PLC) Meetings
· Attending the Cooperating Teacher’s classroom on a MWF
· Board meetings (District level)
· Professional Development Meetings (Prior permission required)
· PTO meetings
· Science Fair *Feb. 23-24
· Campus Literacy Events
· SUPCE *April 28

For any of the above-mentioned activities, or other pre-arranged activities with the site professor, the TEACHER CANDIDATE will receive **20 points per hour of attendance**. The TEACHER CANDIDATE must participate in **at least 2 different activities**. In addition, the activity must be documented, dated and signed by the Site Professor, Cooperating Teacher or an administrator in attendance. **Active Participation Log** forms are located in the “assignments” folder on Bb and will be submitted via Blackboard (Bb) one week prior to the conclusion of the semester.

B. **Teaching and Observing**

1. **Multi-level Observations** – Observe a cooperating teacher’s lesson in a different grade level and/or on a different campus. A classroom observation format will be provided for you to use to complete a written summary of your observations.

2. **Classroom teaching and analysis** – A total of **five lessons** will be taught in classrooms of your assigned CTs. **Lesson plans must be submitted to your CT AND Dr. Johnson PRIOR to teaching your lesson (at least 72 hours in advance).** After your CT approves your lesson plan, it must be made available to Dr. Johnson via Blackboard. Passing grades will not be assigned to lessons taught without prior submission of lesson plans. You must schedule, via Starfish, appointments for Dr. Johnson to observe two lessons. Final submissions are due after you teach your lesson (before your coaching session with Dr. Johnson) and will include: Plus/Delta Reflection + CT/SP/Peer Evaluation in ONE document.

**Teaching Lessons and Coaching Sessions (5): You must score at least 80% on each of the lessons.** If the student does not meet the minimum 80% on any of the three lessons, it may be necessary for some students to teach more lessons. (Follow these guidelines for every lesson). A lesson plan rubric is available on Bb and will be used for grading.

1. Each lesson should be inquiry-based and engaging for the students.
2. All lessons should use effective technology.
3. All lesson plans must follow the format discussed in class.
4. All lesson plans must be discussed with your cooperating teacher prior to the lesson(s) being taught, then uploaded to the Google Drive. **This will take some pre-planning on your part.**
5. The CT must approve the final lesson plan and provide feedback at least 72 hours before you teach it. It must be uploaded to Bb by the Sunday night PRIOR to the week you are teaching the lesson. **Failure to provide your lesson plan in advance will result in you not being allowed to teach your lesson. No exceptions.**

6. Give a “hard copy” of your lesson plan to your CT before you teach each lesson.
7. Give a “hard copy” of the evaluation form to your CT before you teach each lesson. The evaluation covers all five Domains. Incomplete evaluations will result in a failing grade.
8. Conference with your CT at a convenient time for the CT after each lesson is taught. You must also schedule a meeting via Starfish with Dr. Johnson to debrief after your lessons.
9. **Write the reflection.**
Students must write a reflection after each lesson is taught. This is an important step in becoming a reflective practitioner, and it is an excellent way to improve your skills.

- The reflection needs to be written using the Plus/Delta form in Bb.
- Self-evaluations/reflection should include positive remarks as well as suggestions for improvement. Address and incorporate the feedback from your CT.
- Thoroughly and thoughtfully apply the concepts from this course in your reflection.
- Video lesson(s): Be specific in commenting upon your video.

10. Schedule a coaching session with Dr. Johnson on Starfish.
- A coaching session must be scheduled before you may teach your next lesson.
- Bring your reflection and your evaluation to each coaching session.
- Goals and your next lesson will also be discussed at your coaching session.

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

Lesson One (Video + Self-Reflection)
1. You will videotape this lesson.
2. Plan/arrange with your cooperating teacher to present a lesson to be videotaped.
3. Develop a lesson plan using the format specified in our course.

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

a) Make sure the parental consent forms have been signed (video).

b) Arrange for the video equipment. You and your videotaping partner should practice using the equipment prior to the lesson.

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

Lesson Two and Three (CT1/SP1)
1. Using Starfish schedule your lesson with Dr. Johnson on the day designated for your school site if this is a J1 lesson. Dr. Johnson and/or CT will observe and evaluate this lesson using the Cooperating teacher Evaluation Form.
2. The lesson must be taught by the week assigned on the timeline, and paperwork must be submitted to Bb in advance of teaching your lesson. Failure to provide your lesson plan in advance will result in you not being allowed to teach your lesson. No exceptions.
3. Following the completion of your lesson, review the lesson, complete the reflection, and schedule a coaching session with Dr. Johnson.

Lesson Four and Five (CT2/SP2)
1. Using Starfish schedule your lesson with Dr. Johnson on the day designated for your school site if this is a J1 lesson. Dr. Johnson and/or CT will observe and evaluate this lesson using the Cooperating teacher Evaluation Form.
2. The lesson must be taught by the week assigned on the timeline, and paperwork must be submitted to Bb in advance of teaching your lesson. Failure to provide your lesson plan in advance will result in you not being allowed to teach your lesson. No exceptions.
3. Following the completion of your lesson, review the lesson, complete the reflection, and schedule a coaching session with your Site Professor.
C. **Professional Activities**

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

2. *TExES PPR Competency Presentation* – The Teacher Candidate will develop materials, activities, and assessment for their peers related to a selected competency as preparation for the PPR test through learning of the Texas Standards. Each Teacher Candidate will provide a variety of materials, including the use of technology, to extend beyond what is available in the class text(s). These materials will be easy to understand, well-organized, and will include at a minimum:
   - additional articles and examples.
   - handouts that synthesize information.
   - games, role-play activities, or other activities that address multiple learning styles and intelligences.
   - classroom examples that demonstrate high impact practices either through case study or video or both.
   - internet resources that address sample questions and study guides or other sources useful to prepare for the exam.

3. *Professional Association Membership* – **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 negotiable – prior permission from your Site Professor is required.

4. *Try Teach Experience* – The Teacher Candidate will meet with their EDUC 3311 Try Teach partner to plan an observation time and a co-teach lesson. The TC will write a reflection on their experiences.

5. *Introductory Autobiography PPT* – The Teacher Candidate will develop an “Introductory Autobiography” PowerPoint presentation to introduce herself or himself to the class. You will share your background, two well-remembered events from your educational history, and your vision of yourself as a teacher.

6. *Competency-Based Portfolio* – Using the 13 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. At the beginning of each proficiency section, write a description (rationale) explaining how each piece of evidence demonstrates the proficiency. Dates are located in your Bb calendar.

7. *Professional Attributes Reflection and Assessment* – CTs will complete the Professional Attributes Assessment as a means of evaluation. The assessments will be shared with your Site Professor. Teacher candidates will complete a reflection with two of the professional attributes they feel are strengths and two they feel they will need to improve on.
D. Exams

1. *Practice Content/TExES PPR Tests* – It is required that you pass the content exam before you can clinical teach. The table below provides the steps for each test that you must pass to become a teacher in Texas. The dates are important to follow! You will submit documentation that you completed the “Practice” Pedagogy and Professional Responsibilities (PPR) TExES 4.5 hour training and practice exams with a score of at least 85% to your Site Professor for the Block 2 Folder. You will need to contact Ms. Carol Pike or Ms. Rose Zuniga for all information on study materials, pre-assessments, and registration for exams.

<table>
<thead>
<tr>
<th>Step One:</th>
<th>Content Test</th>
<th>Pedagogy and Professional Responsibilities (PPR) Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact the Certification Office (<a href="mailto:rose.zuniga@tamucc.edu">rose.zuniga@tamucc.edu</a> or <a href="mailto:carol.pike@tamucc.edu">carol.pike@tamucc.edu</a>) to gain access to the prerequisite study materials for the “Pre-Assessment Exam” for the Content Test. Schedule your &quot;Pre-Assessment Exam&quot; with Carol Pike.</td>
<td>Complete the T-Cert (4.5 hour module and practice test) preparation required for your Field-Based Experience. Proof of a score of 85% or above for this practice test must be provided as part of your TEA Block 2 folder along with the certificate of module hours.</td>
<td></td>
</tr>
</tbody>
</table>
| **Deadline:** Fall, September 15  
  Spring, February 15 | | |
| A score of 85% or greater must be achieved in order to gain access to exam registration. | |

<table>
<thead>
<tr>
<th>Step Two:</th>
<th>Proof of registration for the Content Exam must be shared with your Field-Based Site professor.</th>
<th>Proof of a passing score for this exam must be provided as part of your TEA Block 2 folder. It is also required in order to begin clinical teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contact the Certification Office (<a href="mailto:rose.zuniga@tamucc.edu">rose.zuniga@tamucc.edu</a> or <a href="mailto:carol.pike@tamucc.edu">carol.pike@tamucc.edu</a>) to gain access to the prerequisite study materials for the “Pre-Assessment Exam” for the PPR Test. Schedule your PPR &quot;Pre-Assessment Exam&quot; with Carol Pike.</td>
<td>Register for the PPR Test.</td>
</tr>
</tbody>
</table>
| **Deadlines:** Fall, October 15  
  Spring, March 15 | | |
| | A score of 85% or greater must be achieved on the “Pre-Assessment Exam” for the PPR Test in order to gain access to exam registration. | |

2. *Final Exam* - The in-class presentation of your final portfolio will take place on the last day of the
X. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

A.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Participation</strong></td>
<td></td>
</tr>
<tr>
<td>1. Attendance Log (TAMU-CC/CCISD)</td>
<td>100</td>
</tr>
<tr>
<td>2. Activity Participation Log (5 hours)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Teaching and Observing</strong></td>
<td></td>
</tr>
<tr>
<td>1. Multilevel Observations (3)</td>
<td>150</td>
</tr>
<tr>
<td>2. Special Populations Inquiry Research Project</td>
<td>200</td>
</tr>
<tr>
<td>3. Classroom teaching and analysis (Lesson Plans, Reflections, Evaluations, and Coaching)</td>
<td></td>
</tr>
<tr>
<td>· Video Lesson 1</td>
<td>100</td>
</tr>
<tr>
<td>· CT Lesson 1</td>
<td>200</td>
</tr>
<tr>
<td>· CT Lesson 2</td>
<td>200</td>
</tr>
<tr>
<td>· SP Lesson 1</td>
<td>300</td>
</tr>
<tr>
<td>· SP Lesson 2</td>
<td>300</td>
</tr>
<tr>
<td><strong>Professional Activities</strong></td>
<td></td>
</tr>
<tr>
<td>1. TExES PPR Competency Presentation</td>
<td>125</td>
</tr>
<tr>
<td>2. Getting Acquainted</td>
<td>50</td>
</tr>
<tr>
<td>3. Try Teach</td>
<td>50</td>
</tr>
<tr>
<td>4. Introduction Letter</td>
<td>25</td>
</tr>
<tr>
<td>5. Autobiography Presentation</td>
<td>25</td>
</tr>
<tr>
<td>6. Child Protection Training</td>
<td>25</td>
</tr>
</tbody>
</table>
Block 2 Documents Needed (Folder)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional Association Membership – Liability Ins.</td>
</tr>
<tr>
<td>2</td>
<td>Classroom Management Philosophy (from CM course)</td>
</tr>
<tr>
<td>3</td>
<td>Preparation/Proof of Content Exam Registration &amp; Scores</td>
</tr>
<tr>
<td>4</td>
<td>Professional Attributes – Reflection and Final Evaluation</td>
</tr>
<tr>
<td>5</td>
<td>Handbook Consent Forms</td>
</tr>
</tbody>
</table>

End of Course Competency-Based Portfolio

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Artifacts and Rationales for the PPR Competencies (2 each)</td>
</tr>
</tbody>
</table>

Exams

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Final: Practice TExES PPR/T-Cert Hours</td>
</tr>
</tbody>
</table>

Total Points 2600

B. Grading Scale

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

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

Assignments – Type all assignments unless you are provided with a form. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.

· Late work – Assignments submitted within one week of the due date will be accepted for a maximum of 75% credit
· You will not be recommended for Student Teaching without having developed and taught ALL required five (5) lesson plans.

No final grade will be given until all teaching lessons are completed and taught.

XI. Textbook(s)

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


Recommended but not required supplementary textbook(s) is/are:

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

TAMU-CC TExES website: http://texas.tamucc.edu/
XIII. **Course Outline:** For the course outline, please see Blackboard.

XIV. **Course Policies**

**Field-Based Policies and Schedule**

Due to the variability and unforeseen changes in CCISD’s schedule, this agenda must remain flexible. In addition to content of the primary course text, class sessions will involve TExES PPR preparation and review, experiences with cooperating teachers (CTs) and students, guest speakers from the faculty and administration, study and discussion of relevant materials from other sources, and an overview of the State of Texas Professional Development and Appraisal System for teachers.

- **Sign-in:** You will be expected to sign in and out each day that you are on campus. This will document the time you have completed. Our time will be from 7:45am – 3:30pm - no exceptions. Depending on the needs of your cooperating teacher, or if you desire, you may be in classrooms before and/or after that time.
- **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.** Ask before using any machines. Be quiet in the halls.
- **At no time are you to leave campus without informing a TAMUCC professor or site designee.** Leaving the campus or not being in class during assigned times is reason for dismissal from the program.
- **Lunch will be with, at the same time as, your cooperating teacher each Tuesday/Thursday unless the field-base class eats together or is dismissed as a whole group. You may wait and eat lunch in our Field Base class if you wish. No one leaves campus for lunch.**

**Research on Teacher Education:** In an effort to enhance TAMUCC’s Educator Preparation Program and contribute to the knowledge base and field of education specifically teacher education, research is necessary to find new strategies and best practices for student learning and student achievement. As educators and lifelong learners, our mission is to continuously look for ways to enrich our content knowledge, skills, and dispositions in the education profession. Hence, during your field base and/or clinical 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.

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

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

**Attendance:**

Students are expected to attend all class meetings. You must sign in at the office, and be in your CTs classroom BY 7:45am and sign out **no earlier than** 3:30pm to be considered on time (unless prior approval/special arrangement is granted by Dr. Johnson). Also, consider staying after 3:30 to help out your CT. **NOTE:** If you neglect to ‘sign in’ or ‘sign out’ on the Front Desk attendance log, you will either receive a ‘tardy’ or ‘absence’ depending on whether or not you missed signing in for part of the day or entire day. Time missed in your cooperating teachers’ classrooms must be made up (no exceptions). A
doctor’s excuse may be required for any and all absences, but will not excuse the absence from having to be made up. Approved Absence means notification and/or approval of absence prior to 7:45 am on the date of the absence. The following criteria will be used for determining your attendance grade:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Perfect attendance, punctual (no absence; no tardies)</td>
</tr>
<tr>
<td>94</td>
<td>One absence, or 1-2 tardies or early departures</td>
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<td>3-4 tardies or early departures</td>
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<td>One absence w/ 3-4 tardies/early departures or 5-6 tardies/early departures</td>
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<tr>
<td>74</td>
<td>Two absences, or one absence with 5-6 tardies/early departures or 7-8 tardies/early departures</td>
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<td>70</td>
<td>Two absences w/ 7-8 tardies /early depart. or Three absences or 9-10 tardies/ early departures</td>
</tr>
<tr>
<td>60</td>
<td>Four or more class absences or more than 10 tardies/early departures</td>
</tr>
</tbody>
</table>

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

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

**Extra Credit Policy** (NA)

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

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

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best
course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop a class with an automatic grade of “W” this term will be on the TAMUCC Academic Calendar.

Preferred Methods of Scholarly Citations: APA, 6th edition

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

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

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

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

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

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

*Required by SACS or HB250