# EDCI 515.01W
# Effective Teaching in a Diverse Environment
# Online Course Syllabus: Spring 2018

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## COURSE INFORMATION

### Optional Textbooks. Your choice of text depends on the level you will teach.

### For EC-6 Certification:

Nath, J. L. & Cohen, M. D. (2003). Becoming an EC-6 Teacher in Texas. (2nd ed.). Wadsworth CENGAGE Learning. (selected chapters)

### For Middle / High School Certification

Nath, J. L. & Cohen, M. D. (2003). Becoming a Middle or High School Teacher in Texas. (2nd ed.). Thomson & Wadsworth. (selected chapters)

Evidence-Based Teaching
This capstone course requires students to apply and expand their knowledge through a number of project-based and research initiatives. Students will synthesize or integrate the knowledge they have developed throughout the prerequisite courses in an internship/clinical teaching experience. The course focuses on understanding diagnostic teaching practices and aligning the needs of a diverse population of students. Course requirements will include designing and implementing responsive instruction and assessment, creating a community of learners, and exhibiting an understanding of the legal and professional responsibilities outlined on the Pedagogy and Professional Responsibility TExES test. Students will plan, organize, deliver and evaluate their instruction that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum. Prerequisites: EDCI 514. Corequisite: Enrollment is limited to teacher candidates fully admitted into the Post-Baccalaureate Teacher Certification Program and completing an internship/clinical teaching.

# COURSE REQUIREMENTS

This course is designed to be taught as an on-line course using the module format. This will allow the continuous flow of information without weekly interruptions. Students are expected to interact with one another by participating in activities and through online discussions. In addition students will be able to have access to online resources as needed, such as videos and relevant website links.

By the end of the course, students will be able to:

1. Design instruction that is appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
3. Promote 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.
4. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.
5. Use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.
6. Identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.
7. Use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
8. Communicate information in different formats and for diverse audiences.
9. Plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Students will be expected to apply and demonstrate the following Teacher Standards, TEA Domain and Technology Standards during their internship/clinical teaching. Students will document fulfillment of the standards where applicable in the classroom during their internship/clinical teaching. Documentation will be accomplished in the form of documents, videos (intern/student teacher only), reflections and interactions with other interns/student teachers and/or colleagues in an ePortfolio website created by the student.

Interns/Student Teachers will analyze and organize all documentation in an ePortfolio website (PowerPoint and Blogs will not be accepted). The ePortfolio website will be used as a summative evaluation of interns'/student teachers' experience in the Post-Baccalaureate Teacher Certification Program. The course will measure the attainment of curricular outcomes in their chosen certification area.

**Teacher Standards**

**Standard 1--Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**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.

**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.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

**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.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and 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.

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

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

**TEA Standards I-IV. Domains I-IV. Technology Standards I-V.**
**Primary competencies dealing with classroom and professional application.**

***Standard I. Domain I. Competencies 001-004. Domain III. Competencies 007-010.***
***Application: What Teachers Can Do***
***The beginning teacher is able to:***

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.
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.
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 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 instruction goals and objectives that reflect students' age, develop-mental level, prior skills and

knowledge, background, and interests.
1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
1.16s use various types of materials and other resources to aid in preparing and implementing instruction.
1.17s use technological tools to promote learning and expand instructional options.
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 grouping 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.
1.23s provide students with opportunities to explore content from many perspectives.

***Standard II. Domain II. Competencies 005-006.***
***Application: What Teachers Can Do***
***The beginning teacher is able to:***
*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.
2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.
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.
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.
2.11s coordinate the performance of noninstructional duties with instructional activities.
2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures.
2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.

*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.
2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.
2.18s organize the physical environment to facilitate learning.
2.19s create a safe and inclusive classroom environment.
2.20s use effective strategies for creating and maintaining a positive classroom environment.
2.21s respect students ' rights and dignity.

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.

***Standard III. Domain III. Competencies 007-010.***
***Application: What Teachers Can Do***
***The beginning teacher is able to:***

*Communication*

3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing.
3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students.
3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds.

*Demonstrating Flexibility and Responsiveness*

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

***Standard IV. Domain IV. Competencies 011-013.***
***Teacher Knowledge: What Teachers Know***
***The beginning teacher knows and understands***

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

*Interacting with Other Educators and Contributing to the School and District*

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

*Continuing Professional Development*

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

*Legal and Ethical Requirements and the Structure of Education in Texas*

4.13k legal requirements for educators (e.g. those related to special education, students' and families' rights, student discipline, equity, child abuse).
4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community.
4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification.
4.16k Procedures and requirements for maintaining accurate student records.
4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments.

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

***Standard IV. Domain IV. Competencies 011-013.***
***Application: What Teachers Can Do***
***The beginning teacher is able to:***
*Interacting and Communicating with Families*
4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs.
4.2s apply procedures for conducting effective parent-teacher conferences.
4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns.
4.4s engage families in their children's education and in various aspects of the instructional program.

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

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

*Legal and Ethical Requirements and the Structure of Education in Texas*
4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations.
4.17s serve as an advocate for students and the profession.
4.18s maintain accurate records.
4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

***For Technology Standards***
***What All Teachers Know***
***Application: What All Teachers Can Do***
Goto:
http://tea.texas.gov/index2.aspx?id=6230

**Instructional / Methods / Activities Assessments of Learning Outcomes**

*This course is designed as a capstone course that is a summative evaluation of your experience in the Post-Baccalaureate Teacher Certification Program. The course will measure the attainment of curricular outcomes in your chosen certification area.*

*"The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established by their educational institution and major department. The course should be designed to assess cognitive, affective and psychomotor learning and to do so in a student-centered and student-directed manner which require the command, analysis and synthesis of knowledge and skills"*

*Users.etown.edu/m/moorerc/ch21capstonecourse91704.htm*

*You will be expected to analyze and apply the accumulated learning from prerequisite courses and display creative products and solutions to requirements presented by the Teacher Standards, Pedagogy and Professional Responsibilities Standards and Technology Applications Standards. A project-based approach will be the course instructional design culminating with an ePortfolio.*

## You are expected to:

**Participate** in all online individual projects and group discussions. This is a capstone course, therefore you will be working alone to create your ePortfolio. However, there may be opportunities to work with a partner or in a group of 3-4 students. Working with a partner or in a group requires you to follow the CCC: collaboration, cooperation, and completion. This means, as an adult learner, you will **collaborate** with another student or students in a **cooperative** manner to **complete** a quality product. Two minds are better than one so partnerships or groups are encouraged. However, your instructor WILL NOT mediate should an issue arise pertaining to CCC; you are expected to find a resolution. Therefore, you are expected to show a level of professionalism and stay actively engaged with your partner or the group through communication and contributions to complete the project.

**Discussions** will consist of your postings and responses. *Your discussion should be* full of thought, insight, and analysis. For others to get something from your discussion it should be *rich* in content with new ideas. You may use details and connections to make a point. A discussion is two people exchanging ideas, so you need to comment on **two** other classmates' postings, if everyone has thought of your original idea, you may post responses to **three** other people's postings. They should add to the original discussion. Try to "think outside the box" when developing your responses. Just simply saying I (dis)agree will not be enough. The instructor will grade discussions.

V**iew** required videos; **search and locate** required articles or websites. **Use** of the optional textbook can provide additional resources along with your initiative to research original sources. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly; as an online capstone course you are expected to research/read/reflect for meaning.

**Reflections:** throughout the course, the student will be asked to consider the outcomes of his/her ideas presented in projects. Some of the reflections may be assigned and submitted to the instructor, others may be for personal reflection and kept by the student for the ePortfolio. These will typically be in the form of journal entries.

**Written tasks:** Completion of all written tasks and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship.** All written material, ePortfolio website, reflections, discussions should be typed and carefully edited.

Assignments/projects are to be completed and turned in according to the schedule posted in eCollege. Domains open the first day of class. **Extra credit is not an option**. There will be **no reminders** for the close of Domains. Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with late due date determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

**Grading Procedures:** The final grade for this course will be calculated by determining percentage of total possible points you have obtained. Rubrics will be reflect percentage of total points for each assignment/project.

A = 90-100% of total points
B = 80-89% of total points
C = 70-79% of total points
D = 60-69% of total points
F = <60% of total points

## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

*The following technology is required to be successful in this course.*

- *Internet connection – high speed recommended (dial-up often does not work well)*
- *Word Processor (Microsoft Office Word – 2003 or 2007)*
- *Access to University Library site*
- *Access to an Email*

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

Students are encouraged to check with different browsers, security levels; and, if settings on home computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. It is a good idea to allow plenty of time for eleventh-hour adversities. TAMU- C strongly recommends that you perform the "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'my Courses' tab, and then select the "BrowserTest" link under Support Services.

## ACCESS AND NAVIGATION

### Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamucommerce.edu

## COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** No longer accessible in eCollege
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support
- Representative.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege
- (i.e. How to submit to dropbox, How to post to discussions etc…).

## COURSE AND UNIVERSITY PROCEDURES and POLICIES

## Specific EDCI 515 Course Policies and Procedures

1. **Participate in all classes and activities during all Domain assignments. These class activities are designed to increase understanding of course content pertaining to trends and issues in pedagogy and professional responsibilities of educators as you complete your internship/student teaching.**

2. Complete all required readings **and assignments/projects** to the best of your abilities.

## University Specific Procedures:

### 1. Withdrawal Policy

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.

If you choose to stop attending class, you may be dropped from the course due to excessive absences.
If you are not satisfied with your grade in the course and wish to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

### 2. Student Conduct

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (the same rules apply for online discussions). If a student continues to act in the same unacceptable manner during future classes, the instructor reserves the right to drop the student from the course. (See *Code of Student Conduct from Student Guide Handbook).*

### 3. Academic Integrity

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook.
Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University. Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that

violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:
http://www.mydistancecourses.org/owl/course/view.php?id=29
http://www.plagiarism.org/ http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

### 4. Appeal of Final Grade

Any student who is not satisfied with their final grade and believes they can justify why the final grade should be different is welcome to participate in the process of appeals. The policy for appealing a semester grade is available through the office of the Department of Curriculum and Instruction, Texas A&M University-Commerce. Generally, the student must first make an appointment with his or her professor and present in writing the reasons why he or she believes a higher grade was earned. The professor is obliged to hear and read the case and provide an answer to that appeal with a reasonable time. If the student continues to be dissatisfied with the decision of the professor, the student may contact the head of the Department of Curriculum and Instruction and continue the appeal at that level.

### 5. Requests for Special Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

ADA Statement

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 all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
**Texas A&M University-Commerce**
**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

## COURSE OUTLINE / CALENDAR

The following is a tentative Course Outline for EDCI 515. The schedule is listed in the order you will complete the Domains. It is subject to change and may be revised as the needs of the class demand, or as unforeseen events occur. Students will be using their Teacher Knowledge gained from previous program courses and classroom application to create an ePortfolio website documenting what they are able to do in their internship or clinical teaching experience and as a beginning teacher. Students pursuing a master's degree with teacher certification (PBTC) may also use information from those courses in their ePortfolio website.

**Domain II - Creating a Positive, Productive Classroom Environment**

Teacher Standards

- The standards are focused on the Texas Essential Knowledge and Skills. The purpose is to inform your lesson planning, instructional, and assessments decisions to provide the best opportunity for students to learn the content.

Standard Assessed - PPR II

- The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Technology Standard I

- All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

**Course ePortfolio Website Application:**

- Document in your website your procedures for motivating your students that are responsive to their developmental characteristics and needs.
- Document in your website your classroom management.
- Document in your website how you use technology related to data input skills appropriate to the task, appropriate use of hardware components, software programs, and laws regarding the use of technology.

**Domain I– Designing Instruction and Assessment to Promote Student Learning**

Teacher Standards

- The standards are focused on the Texas Essential Knowledge and Skills. The purpose is to inform your lesson planning, instructional, and assessments decisions to provide the best opportunity for students to learn the content.

Standard Assessed – PPR I

- The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment

Technology Standard V

- All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications TEKS into the curriculum

**Course ePortfolio Website Application**:

- Document in your website the classroom profile in your internship or student teaching.
- Document in your website your curriculum.
- Document in your website your instructional plan and appropriate assessments.
- Document in your website the use of technology in your instructional plan and assessments.

**Domain III – Implementing Effective, Responsive Instruction and Assessment**

Teacher Standards

- The standards are focused on the Texas Essential Knowledge and Skills. The purpose is to inform your lesson planning, instructional, and assessments decisions to provide the best opportunity for students to learn the content.

Standards Assessed – PPR 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.

Technology Standard II

- All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Standard III

- All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

**Course ePortfolio Website Application:**

- Document in your website the communication with your students as appropriate, engaging, and clear with both verbal and nonverbal.
- Document in your website various instructional techniques to promote intellectual involvement and active student engagement.
- Document in your website the use of technology in the classroom to evaluate students' technologically produced products and projects.
- Document in your website various assessment methods and strategies that are congruent with instructional goals, use of appropriate language to provide effective feedback and how you promote students' ability to use feedback and self-assessment to enhance their learning.

## Domain IV - Fulfilling Professional Roles and Responsibilities

Teacher Standards

- The standards are focused on the Texas Essential Knowledge and Skills. The purpose is to inform your lesson planning, instructional, and assessments decisions to provide the best opportunity for students to learn the content.

Standard Assessed – PPR IV

- The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Standard IV

- All teachers communicate information in different formats and for diverse audiences.

**Course ePortfolio Website Application:**

- Document in your website effective communication with parents and families.
- Document in your website interactions with colleagues and other professionals.
- Document in your website the use of appraisal results to improve teaching.

## ACP Capstone Portfolio

Peer Review (2-3 students per group)
Capstone Portfolio website assessed with rubric

## Practice PPR

The Pedagogy and Professional Responsibilities practice opportunities will be assigned when the course opens. Discussion Threads will be opened for students to share analysis of their correct responses, problem-solve strategies for incorrect responses and test-taking strategies. The instructor will participate in the discussions for direction and clarification.