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CATALOG YEAR 2007-2008
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COLLEGE/SCHOOL/SECTION: College of Education
Current Catalog Page(s) Affected: pp.

Course: Add: X Delete: _____ Change: Number _____ Title _____
(check all that apply) SCH _____ Description _____ Prerequisite _____

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification.

EDCI 3110: Theory & Practice for Public School Teaching -II

Course Description: This is a field experience course based on the foundations of EDCI 3210 that focuses on effective pedagogy and technology. Feedback will be given to participants by faculty, mentors, and field supervisors. Twenty (20) clock hours of field experiences in an assigned public school are required. A grade of "C" or better must be earned to successfully complete the course. **Prerequisite:** EDCI 3210.

Course fee: \$12.50

Justification: New model for teacher preparation for the Title V-Hispanic Student Success Initiative: Preparing Tomorrow's Teachers Today program

Program: Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor.
If in current catalog, provide change and attach page with changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry.
If in current catalog, provide change and attach page with changes in red.

College Introductory Pages: Add information: _____ Change information: _____
Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Other: Add information: _____ Change information: _____
Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:

Signature

Date

Chair
Department Curriculum Committee

Chair
Department

Chair
College Curriculum Committee

Dean

Texas A&M International University
College of Education
EDCI 3110/ Theory & Practice for Public School Teaching-II

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Prerequisite: Title V participant, & EDCI 3210.

I. Major Course Objectives (Continuation of EDCI 3210)

1. To demonstrate knowledge of the human developmental processes by planning instruction and conducting ongoing assessment that is appropriate to the public school students’ stages of development (PPR EC-12, Domain I, Competencies #s 001, 004; Domain III, Competency # 009, & 010).
2. To demonstrate knowledge of strategies for students with varied backgrounds, skills, interests and learning needs including the needs of English Language Learners and students with disabilities (PPR EC-12, Domain I, Competency # 002; Domain II, Competencies #’s 005, 006; Domain III, Competency #007,& 008) .
3. To develop awareness of the Texas Essential Knowledge & Skills (TEKS) and demonstrate the ability to implement instruction based on the targeted knowledge and/or skills (PPR EC-12, Domain I, Competency # 003).
4. To demonstrate use of technology for instruction and assessment (PPR EC-12, Domain III, Competency #009 & 010).
5. To demonstrate knowledge of the legal and ethical requirements for educators in The State of Texas, by following a given set of requirements to conduct activities in public school settings (PPR EC-12 Domain IV, Competency 013).

Learner Outcomes

- a. The student will demonstrate knowledge of lesson plan writing, using the TEKS as a resource, and skills in designing lessons to meet the stages of development of their respective public school students through the use of a template.
- b. The student will be able to demonstrate skills in questioning techniques, student discussions, including using questioning and discussion to

engage all students in inquiry based learning.

- c. The student will demonstrate the ability to coordinate with the classroom mentor in conducting authentic assessments to assess student knowledge and skills.
- d. The student will demonstrate skills in effective oral and written communication with students, public school personnel and students' parents.
- e. The student will be able to use technology to design an e-portfolio

II. Textbook and Materials

Text: Moore, K.D. (2005). Effective instructional strategies: From theory to Practice (7th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Materials: USB with a minimum of 55-60 Mega Bytes (MB), and a journal.

III. Instructional Activities

1. Lesson plans (20%)
2. Writing project (10%)
3. Storytelling (20%)
4. Mid-term & Final Exams (30%)
5. Field Experiences (10%)
6. Attendance & Participation (10%)

IV. Dress Code

Professional dress is required during field work. Short dresses, shorts, tight jeans are not allowed. If unsure, check with the assigned school campus policies for school attire guidelines. Exceptions for fitness and sports majors include wearing shorts, however, they must also follow the school's policies for attire pertaining to the discipline.

Intern's dress and grooming shall not disrupt, interfere, or distract from the students' learning or create a health or safety hazard. The following items are considered inappropriate: long nails, large dangling earrings, muscle shirts, short skirts, and mid-riff baring shirts or pants. Tattoos and body piercing must be appropriately covered at all times. The College of Education reserves the right to modify the dress code as needed. A violation as determined by the administration or the university supervisor will result in removal from the field. Any subsequent violation may result in dismissal from the program.

V. Learning Activity Center and Writing Center

Students providing proof of attendance at the LAC and writing center are able

to submit lesson plans and the philosophy of teaching for full credit. Additional assistance with the development of the e-portfolio is available at the LAC with appointments.

VI. Field Requirements

Students are responsible for completing two hours per week of instructional field time, for a total of twenty field hours per semester. A journal containing entries of the observations, or activities conducted in the field needs to be maintained throughout the semester and submitted for a grade at the end of the semester. Each reflective journal entry must be a minimum of a half page.

Upon entry into the assigned campus, the intern must log in. Logging in must be completed on the day of arrival. Logging in ahead the day before or after is not acceptable. Falsifying information on log in charts serve as grounds for dismissal. This includes falsifying a mentor's signature. The grade of an "F" will be assigned and the field experiences will need to be retaken.

Each student is responsible for keeping a Block I log documenting the weekly hour requirement. It is the responsibility of the student to keep accurate and timely records of field hours. Failure to complete the required hours will automatically result in an "F" in the course regardless of the overall grade maintained in class. In addition, students must make sure to obtain their respective mentor's signature at sign out time. White-out (liquid paper) in the signature log is not allowed.

Missed field hours is the responsibility of the students and the mentor's and/or instructor's permission is needed to complete the field work. Absences must be reported to the university field supervisor on the day of occurrence and before 8:00am. The office number indicated by the professor on record is available to all students.

VII. Description of Grading Criteria

A=90-100	Excellent
B=80-89	Good
C=70-79	Average
D=60-69	Unacceptable
F=Below 60	Failure

VII. Policy on Plagiarism

"The university reserves the right, through due process, to (1) issue a warning, (2) suspend, (3) dismiss, or (4) place on administrative probation, any student for reasons such as the following: dishonesty, knowingly furnishing false information to the university, cheating, or committing plagiarism. Plagiarism is defined as:

Failing to credit sources used in a work product in an attempt to pass off the work as one's own. This includes citations from the Internet.

Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

Should a faculty member discover that a student has committed plagiarism the student will receive a grade of "F" in the course and the matter will be referred to the Executive Director of Student Life for possible disciplinary action."

Copyright

"The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000 and imprisonment."

BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES WITH A MAJOR IN EARLY CHILDHOOD EDUCATION/ BILINGUAL SPECIALIZATION

Proposed Four Year Plan

Following is **one** suggested four-year degree plan. Students are encouraged to see their advisor each semester for help with program decisions and enrollment. Students are responsible for reviewing the [Program of Study Requirements](#).

*See the University Core Curriculum Requirements in [Appendix A](#) for approved list of course options.

FALL			HOURS	SPRING			HOURS
FRESHMAN YEAR				FRESHMAN YEAR			
ENGL	1301	English Composition I	3	ENGL	1302	English Composition II	3
EDEC	1304	Play & Play Environments	3	EDEC	1308	Parenting Skills	3
HIST	1301	The U.S to 1877	3	HIST	1302	The U.S Since 1877	3
MATH	1314	College Algebra	3	COMM		Communication ¹	3
PHYS	1370	Survey Phys Science	3	EDFS	1152	Health and Wellness	1
PHYS	1170	Survey Phys Science	1			Visual/Performing Arts *	3
EDCI	3210	Theory & Prac for Pub Sch Tchg. I	2	EDCI	3110	Theory & Prac for Pub Sch Tchg. II	1
Total			18				17
SOPHOMORE YEAR				SOPHOMORE YEAR			
ENGL		Survey of Literature *	3			Soc/Behavioral Science *	3
PSCI	2305	American National Govt	3	PSCI	2306	American State Govt	3
BIOL	1370	Survey Life Science	3	EPSC	1370	Survey Earth Science	3
BIOL	1170	Survey Life Science Lab	1	EPSC	1170	Survey Earth Science Lab	1
DANC	3100	Dance/Theatre&Children	1	EDCI	3120	Language Acquisition & Development II	1
EDCI	3220	Language Acquisition & Development I	2	SPAN	2327	Intro. To Lit. & Spanish	3
SPAN	2320	SPAN Grammar & COMP	3	Art	3100	Art & Children	1
				MUSI	3100	Music & Children	1
Total			16				16

Summer: [EDFS 2316 Health & Movement](#) 3
Total 3

JUNIOR YEAR

EDBE 3322 [Dual Lang Assmt & Dev](#) 3
 EDBE 3325 [Thry 2nd Lng Lrng. EC-4](#) 3
 MATH 1350 [Fundamentals of Math I](#) 3
 EDBE 4310 [Foundations Bil Ed](#) 3
 ENGL 3323 [Children's Literature](#) 3
 EDBE 4336 [Language Arts & Span.](#) 3

Total 18

SENIOR YEAR

SPAN 4313 [Prob Tchng Span ECE-8²](#) 3
 EDDP 4324 [Teaching Diverse Stu Pop](#) 3
 EDCI 3304 [Methods, Mgt&Discipline](#) 3
 NSCI 3301 [Current Topics in Science](#) 3
 EDRD 4317 [Tch. Eng. Literacy](#) 3
 SOST 4391 [Topics in Soc. Studies](#) 3

Total 18

TOTAL SEMESTER CREDIT HOURS: 136

Summer: [EDEC 2324 The Young Child](#) 3
Total 3

JUNIOR YEAR

EDRD 4305 [Rdg. Mtls. For Indv. Instr.](#) 3
 EDBE 4334 [Tch Cont Areas Dual Lang](#) 3
 EDRD 3309 [Teaching Rdg in Schools](#) 3
 MATH 1351 [Fundamentals of Math II](#) 3
 SPAN 4310 [Adv Spanish Grammar²](#) 3
 EDSE 3305 [Intro to Special Ed](#) 3

Total 18

SENIOR YEAR

EDCI 4993 [Teaching Internship](#) 9

Total 9

¹Communication, select 3 SCH from ENGL [2311](#), HUM [2301](#) or SPCH [1311](#).

²Prerequisites must be met through additional coursework.

Actual degree plans may vary depending on availability of courses in a given semester.

Some courses may require prerequisites not listed.

Lesson Plan Checklist

55 Points

(Note: 10 point penalty if on an objective not allowed for your certification area)

(Note: up to 5 points off for grammar, word choice and punctuation)

8	7	6	5	4	3	2	1	0	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Descriptive Information (5)
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Objective (4)
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Materials (3)
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Introduction (4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instruction (8)
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guided Practice (6)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Practice (7)
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Closure (2)
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enrichment (2)
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reteach (4)
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment (5)
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rubric (5)

Descriptive Information (5)

- Name
- Date
- Grade Level
- Content Area
- LP History

Objective (4)

- A mixture of your own words with those from the TEKS.
- Uses active, measurable verbs (two lines maximum length).
- Uses TEKS number (chapter, section, letter), no more than two.
- Is analysis, synthesis, or evaluation level of Bloom's Taxonomy.

Materials (3)

- Lists sufficient materials to accomplish the objective.
- Includes at least one technology material (other than overhead projector, music CD, EIKI, calculators).
- Tells location or source of all materials.

Introduction (4)

- Supports the objective.
- Is creative in getting an emotional response (awe, surprise, curiosity).
- Takes 3 to 5 minutes to complete (write out the time length).
- Is detailed enough for the reader to do (50-100 words).

Instruction (8)

- Is focused on the objective.
- States the main points of the concept or skill being taught.
- Uses constructivist methods (more than lecture or showing a video).
- Explains how students are involved in instruction (comprehension checks, student provided examples, other interactions with the teacher).
- Models the task to be done later in independent practice.
- Uses technology (video clip, PowerPoint, website, etc.)
- Takes 10-20 minutes (lower number for kindergarten, higher number for high school on a block schedule).
- Is detailed enough for the reader to follow and do (200-400 words).

Guided Practice (6)

- States that students are in groups of 2-6.
- States how all students are active (not passive) and focused on one product between them.
- Describes an activity that matches and reinforces the objective.
- States that teacher is circulating to groups to observe the product.
- States specific evidence of learning or non-learning teacher is looking for.
- Is detailed (100-200 words)

Independent Practice (7)

- States that students are in groups of 2-6.
- States that all students are active (not passive) and focused on one product between them.
- Uses a student activity that is constructivist activity that matches the objective.
- Uses a student activity that is analysis, synthesis, or evaluation as a dominant behavior.
- States the expected product of the activity that will be graded by the rubric
- States how teacher is circulating and available to students and groups as a resource.
- Is detailed (120-200 words)

Closure (2)

- States how teacher invites groups or random students to present their products from independent practice to the rest of the class.
- States how presentations relate to the lesson objective.

Enrichment (2)

- States how teacher recommends an activity related to the objective that they can do at home with their parents (or with technology if in middle or high school).
- States how teacher gives guidance on how students and parents can accomplish the activity with materials in the home or community.

Reteach (4)

- States the part of the lesson that will likely be difficult.
- States how teacher pulls aside individual students or a group.
- States how teacher presents difficult material in a different manner that is more concrete.
- States specifically how the teacher has students respond in a way that shows evidence of learning.

Assessment (5)

- Observation tells how teacher did comprehension check in instruction.
- Observation restates that teacher was circulating in guided practice.
- Observation restates the specific learning expected in guided practice.
- Product/Performance states that a rubric was used to measure performance/product
- Product/Performance states criteria to differentiate high, medium, and low achievement by the rubric.

Rubric (5)

- Rubric measures the stated objective for the lesson.
- Rubric has at least three performance categories related to the objective.
- Rubric has at least one performance category related to group work.
- Rubric has descriptions for at least three levels of performance for each performance category.
- Rubric is modified as needed to better fit the actual product/performance in the lesson.

**Texas A & M International University
College of Education
Lesson Planning
Dr. Anderson Block I**

Name:

Date:

Grade Level:

Content Area:

LP History

LP1:

LP2:

LP3:

Objective

Materials

Introduction (Motivation, Set Induction)

Instruction

Guided Practice (groups)

Independent Practice (groups)

Closure

Enrichment

Reteach

Assessment of Student Achievement

Observation

Describe:

Product/Performance	Describe:

Rubric Paste Area