

EDCI 4398: INTEGRATED INTERSHIP II: SEMINAR

THE UNIVERSITY OF TEXAS - PAN AMERICAN

GENERAL INFORMATION

PROFESSOR	Veronica L. Estrada PhD
OFFICE	EDCC 2.630
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OFFICE HOURS	T/R 10:35 a.m.-11:35 a.m. and 1-3 p.m. I am also accessible by email and Blackboard. I also prefer to visit with my students by appointment if they prefer a F2F meeting.

COURSE INFORMATION

SEMESTER & YEAR	Fall 2009
COURSE DAY & TIME	Section 01R: Mondays 4:30 – 7:00 PM
LOCATION	EDCC 2.102C
COURSE DESCRIPTION FROM THE CATALOG	A seminar format facilitates the intern's integration of the supervised internship experience and the program's professional curriculum for (EC-6) certification. Emphasis is placed on linking classroom learning with practice in the field and integrating theory with professional practice. Internship situations and experiences will be used for discussion and analysis. This course must be taken concurrently with EDCI 4399.

REQUIRED READING

TEXTBOOK	The Teachers Guide to Success, Ellen L. Kronowitz, Pearson/Allyn & Bacon. 2008.
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DEPARTMENTAL INFORMATION AND POLICIES

ADMISSION TO THE COLLEGE OF EDUCATION	Enrollment in this course requires that official admission to the College of Education. If you have not been formally admitted to the College of Education Teacher Preparation Program, you can be dropped from this course at any time during the semester without notice.
ACADEMIC HONESTY & INTEGRITY	Academic honesty and integrity is expected of all students. This course demands a high level of scholarly behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or in part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty may result in receiving a zero on the particular assignment in question, receiving an "F" in the course, and/or possible suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education.
STUDENTS WITH DISABILITIES	If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilia Ramirez in Schunior Hall, room 100 immediately. Appropriate arrangements/accommodations can be arranged.
FITNESS TO TEACH	This policy has recently been approved and became effective Fall 2008. It is your responsibility to become acquainted with the policy. It can be accessed through my faculty webpage at estrada_v.html .
DEPARTMENTAL MISSION AND GOALS	Our mission is to create pathways and opportunities for students who want to become effective and visionary educators; to facilitate and support our students' mission; and, to educate the next generation of leaders with the similar vitality and enthusiasm for lifelong learning. Additionally, we recognize the value of educational research and support the research efforts of faculty and students in an

effort to create a stimulating environment for learning and advancing new knowledge.

Our goals:

1. To provide students with a world-class programs that enable them to become knowledgeable, effective, creative, and innovative leaders , educators, and advocates for their students;
2. To facilitate our students in successfully completing their degree and certification requirements in a timely manner;
3. To build partnerships with schools that enable productive relationships between and amongst teachers, students, and university faculty in order to advance new knowledge and understandings through collaboration and research; and
4. To engage in educational research that is poised to make a contribution in the corresponding academic fields or disciplines.

COURSE POLICIES

BLOCK IV REGISTRATION	EDCI 4398 must be taken with EDCI 4399.
EMAIL ACCOUNT AND BLACKBOARD.	This is a web-augmented course. Students are required to obtain university email accounts at the Academic Services Building (ASB 2.102). You will use Blackboard for online instruction
ATTENDANCE	<p>Attending class and being there on time is expected. It includes being on time for classroom activities and in the public school. Absences will be monitored using the following system: Absences: 1 absence (no action, no warning), 2 absences, no action, no warning), 3 absences (final course grade will be dropped a letter grade), 4 absences (dropped from the course with a DP or DF with no warning).</p> <p>Students must take care of all personal needs prior to or after class—not during. In rare circumstances when students absolutely need to step out of class, the appropriate thing to do is to ask the professor to be excused.</p>

LATE WORK

Completing the course activities on schedule is expected for everyone. Since this course has reduced seating, many assignments will be turned in via Blackboard.

ELECTRONICS

Making or taking phone calls and texting during class is **strictly prohibited**. Laptop computers **may not be used** during class unless authorized by the instructor.

STUDENT LEARNING OUTCOMES

As per Texas Educator Standards for educators of children in grades EC-6:

At the end of this course students will be able to:

- Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- 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.
- Fulfill professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

COURSE ASSIGNMENTS

CLASS WORK AND
HOMEWORK (50%)

Various class and homework assignments such as discussion board activities and class activities based on the readings are required.

ACTION RESEARCH PROJECT
(25%)

Developing an action research project is required in the class. Action research is a common sense approach to personal and professional development that teachers to systematically investigate what they are doing, individually and collectively, in order to make sure that their work is as they want it to be. Teachers should do action research to improve practices and to generate new theory (how we understand what we do). By conducting action research, teachers become reflective and responsible individuals. More details will be provided.

PERFORMANCE (25%)

All students will engage in leading a class led discussion covering the reading material. These discussions will be online or F2F. The instructor will model a discussion online and F2F prior to student discussions.

**TENTATIVE SCHEDULE OF ACTIVITIES
Fall 2009**

Week	Date Thursday Evenings	Topics and Activities	Readings/ Homework due at or before class meets	Assignments are due by end of class time on the due date during online weeks; beginning of class time on F2F weeks.	Standards, TEXES Competency And TEC 228 Alignments
1	8/31 F2F	<p>Introduction and overview of the course Ice Breaker Activity KDP Orientation-flyers Mini-Lecture and Classroom Activities Dr. Estrada</p> <p>Professor will model an online discussion to be held during class time. The discussion will be via Blackboard</p> <p>How does teaching differ from student teaching? What does research say about the induction year? What are some challenges for the reflective teacher? How can I plan ahead for my first day?</p>	Unit 1: Your induction into teaching Chapters 1-4	<p>Students must log into discussion a minimum of three times—first to the prompt by the professor, then at least two other times with peers.</p> <p>Due beginning of class time on the 14th!</p>	<p>Standard IV, Domain IV, Comp. 11, 12, 13</p> <p>TEC #2, 4,6,7,8,9,11,12,13,14,15</p>

2	9/7 Online (OFF Labor Day)				
3	9/14 F2F	<p>Professor will model a F2F discussion for the class.</p> <p>What can help me through my first day? How do I arrange and assign seats? What should I wear and what should I say? How do I learn my students' names and how do they learn each other's names? How do I establish rules and discipline the first day?</p> <p>Introduce the Action Research Project Provide Guidelines and Samples</p>	Unit 2: The First Day Chapters 5-9	Students must log into discussion a minimum of three times—first to the prompt by the professor, then at least two other times with peers	Standard II Competencies 5 &6 TEC # 4,11
4	9/21 Online	<p>Class Led Discussion Group A</p> <p>How do I accessorize the classroom with bulletin boards and extras? How do I establish and maintain routines for entrances/exits, beginning and ending the day? How do I move materials and students around the room? What instructional routines will I need? How can I engage in operating the classroom? How do I manage technology in my classroom?</p>	Unit 3: Classroom Organization and Management Chapters 10-15	Provide your action research question and statement of the problem and upload to the link titled: Question and Statement of the Problem on Blackboard.	Standard II Competencies 5 & 6 TEC # 11, 14

5	9/28 F2F	<p>Class Led Discussion Group B</p> <p>What are the main views of changing behavior? What are some causes of misbehavior? How can I prevent discipline problems before they start? What teacher behaviors lead to a positive classroom climate? What are some nonverbal strategies to maintain order and some responses to avoid?</p>	Unit 4: Positive Discipline Chapters 16-20	Students will participate in the discussion and activities provided by the group.	Standard II Competencies 5 & 6 TEC # 11
6	10/5 Online	<p>Class Led Discussion Group C</p> <p>How do I align standards and fit everything in? How do I write unit, weekly, daily, and lesson plans? How do I gather materials and resources to support my instruction? How do I plan for classroom aides and substitutes?</p>	Unit 5: Planning and Organizing Subject Matter Chapters 21-24	<p>Students must log into discussion a minimum of three times—first to a prompt by the group or an individual in the group, then at least two other times with peers.</p> <p>Provide your annotated bibliography by uploading to the link titled Annotated Bibliography/Literature Review in Blackboard.</p>	Standard I , III, Competencies 1-4, 7-8 TEC #6,7,8,9,11
7	10/12 F2F	<p>Class Led Discussion Group D</p> <p>How do I communicate positive expectations to my students? What research based strategies should I consider? How do I combine research-based strategies with cooperative learning groups?</p>	Unit 6 Engaging All Learners Chapters 25-29	Students will participate in the discussion and activities provided by the group.	Standard I, II, III Competencies 1-8 TEC #5, 12, 15, 16

		How do I differentiate instruction to meet the needs of all learners? What are effective strategies for English Language Learners?			
8	10/19 Online	Class Led Discussion Group E How can I assess student performance? How can I assess student interests and attitudes? What are some paperwork and grading shortcuts? How can I prepare my students for taking standardized tests? How can I enlist support from and communicate with parents and guardians?	Unit 7 Assessing and Communicating Student Progress Chapters 30-34	Students must log into discussion a minimum of three times—first to a prompt by the group or an individual in the group, then at least two other times with peers. Data Collection Methods Statement Due. Upload to the prompt titled Data Collection Methods in Blackboard.	Standard I, II, III Competencies 1-8 TEC #5, 12, 15, 16
9	10/26 F2F	Class Led Discussion Group F What is reflective practice and how do I engage in it? How do I establish relationships with administrators and colleagues? How can I manage my time and balance my life? What professional opportunities are open to me?	Unit 8 A Professional Life in Balance Chapters 35-38	Students will participate in the discussion and activities provided by the group. Mini-lecture and min-conferences with students about Data Methods Begin data collection this week!	Standard IV, Domain IV, Competencies 11-13
10	11/2 Online	Professor Led Discussion The Last Days of School Now it's time to teach!	Unit 9 Chapters 39-40	Finish Data Collection	Standards I-V Domain 1-4 Competencies 1-13. Technology Standards 1-IV
11	11/9 F2F	Mini-conferences—Optional—Work on Data Analysis and Conclusions!	Mini-conferences—Optional—Work on Data Analysis and	Mini-conferences—Optional—Work on Data Analysis and Conclusions!	Standards I-V Domain 1-4 Competencies 1-13.

			Conclusions!		Technology Standards 1-IV
12	11/16 Online	UPLOAD Action Research Projects!		Action Research Projects are Due! Upload to prompt titled Action Research Project in Blackboard	Standards I-V Domain 1-4 Competencies 1-13. Technology Standards 1-IV
13	11/23 OFF Thanksgiving	Happy Thanksgiving!	Happy Thanksgiving!	Happy Thanksgiving!	
14	11/30 Online	UPLOAD Action Research Project to Electronic Portfolio and send Dr. Estrada the link via Email Professor Led Discussion on Blackboard about ARPs!	Electronic Portfolio Professor Led Discussion on Blackboard about ARPs!	Action Research Project due in Electronic Portfolio Professor Led Discussion on Blackboard about ARPs!	Standards I-V Domain 1-4 Competencies 1-13. Technology Standards 1-IV

15	<p>12/7 F2F</p> <p>Course Evaluation Last 20 minutes</p>	<p>Last Class of the Semester</p> <p>Professor will reserve lab for course evaluations.</p>	<p>Last Class of the Semester</p> <p>Professor will reserve lab for course evaluations.</p>	<p>Last Class of the Semester</p> <p>Professor will reserve lab for course evaluations.</p>	<p>Standards I-V Domain 1-4 Competencies 1-13. Technology Standards 1-IV</p>
16	<p>12/14-12-17 Finals Week</p>	<p>Off! Enjoy your commencement!</p>			