

Module 1
Introduction to EDTC 3000

Date	Day	Lesson Title	Assignments and Completions	Learning Objectives
11.10.07	Saturday	EDTC 2000 PPR and Generalist- Diagnostics		♦ Analyze TExES components and determine support needed
11.17.07	Saturday	EDTC 2000 Generalist- Training in Language		♦ Language Competency Support
12.04.07	Tuesday 0.1	♦ Orientation	<ul style="list-style-type: none"> ✓ December 15th- registration deadline for PPR 3000 ✓ Sign Policy and Procedures ✓ Sign Participant Release ✓ Sign Financial Responsibilities and Tuition Payments 	<ul style="list-style-type: none"> ♦ Introduce staff ♦ Interview cohort partner ♦ Complete program requirements ♦ Identify 3000 course expectations ♦ Answer student generated questions
12.11.07	Tuesday 0.2	♦ Employment Seminar Guest speakers Mamie Robinson –Professional HR Coordinator, Austin ISD Cathy Jones- Director Human Resources, Manor ISD	<ul style="list-style-type: none"> ✓ Bring Cohort Handbook ✓ Establish Yahoo email ✓ Purchase textbooks (see PPR 3000 Overview) ✓ EC-4 Pages xvii-xxx ✓ Intermediate xiii-xxiv 	♦ Determine and analyze components for effective job searching
01.08	Tuesday 1	♦ PPR 3000, Overview and Inventories	<ul style="list-style-type: none"> ✓ Professional resume ✓ Educational philosophy ✓ Send email from Yahoo address ✓ Research district application processes ✓ Learning style , personality, and communicative inventories 	<ul style="list-style-type: none"> ♦ Review course materials ♦ Determine professional and campus resources for PPR class and for public school educators ♦ Determine and analyze learning, personality, and communicative styles and their authentic applications
01.10	Thursday 2	♦ Campus Resources and Site Based Observations	<ul style="list-style-type: none"> ✓ Website construction ✓ Professional resume ✓ Educational philosophy 	<ul style="list-style-type: none"> ♦ Identify district resources ♦ Identify the Principles of Learning and determine their authentic applications. ♦ Determine requirements for site based observations ♦ Determine critical components of an effective observation ♦ Identify educational evaluations and appraisal systems

Notes

01.15	Tuesday 3	♦ Technology Website Gloria Gonzales-Dholakia	✓ Website construction 1. RESUME 2. PHILOSOPHY	
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Module 2 Domain II

Creating a Positive and Productive Classroom Environment

Date Domain	Day	Lesson Title	Assignments	Learning Objectives
01.17 D2	Thursday 4	<ul style="list-style-type: none"> ◆ Professional Enthusiasm and High Expectations ◆ <i>Student IDs and photos for website</i> 	<ul style="list-style-type: none"> ✓ EC-4 Pages 136-148 ✓ Intermediate 173-200 ✓ Terms to know ✓ Practice question, answer, and discussion ✓ Website construction 	<ul style="list-style-type: none"> ◆ Determine and interpret components of domain 2 ◆ Establish components of a positive, productive environment ◆ Determine components needed to establish a classroom environment that supports collaboration, supportive interaction, respect for individuality, and engagements for all students. ◆ Analyze teacher-student interactions impact learning environment ◆ Communicate enthusiasm for learning ◆ Identifies a variety of ways to convey high expectations for all students ◆ Construct physical space design ◆ Identify environmental and cultural factors that impact learning ◆ Create environment that addresses emotional needs
01.22 D2	Tuesday 5	<ul style="list-style-type: none"> ◆ Developing and Maintaining Safe and Productive Physical and Emotional Environments <p>Technology Support- Gloria Gonzales-Dholakia</p>	<ul style="list-style-type: none"> ✓ EC-4 Pages 150-174 ✓ Intermediate 203-211 ✓ Terms to know ✓ Practice questions, answer, and Discussion ✓ Website construction <p>3. SBO 1 EVALUATION POL 1-4</p>	
01.24 D2	Thursday 6	<ul style="list-style-type: none"> ◆ Developing and Maintaining Safe and Productive Physical and Emotional Environments 	<p>4. WEBSITE SETUP</p>	

01.26 | **Saturday School** Open support for resumes, philosophies, website setup, and site based observation narratives

JANUARY 28-31 SITE BASED OBSERVATION 2 Principles of Learning Domains 5-8

01.29 D2	Tuesday 7	<ul style="list-style-type: none"> ◆ Classroom Routines <p>Technology Support- Gloria Gonzales-Dholakia</p>	<ul style="list-style-type: none"> ✓ EC-4 Pages 177-189 ✓ Intermediate 211-216 ✓ Terms to know ✓ Practice questions, answers, and discussion ✓ Classroom design board 	<ul style="list-style-type: none"> ◆ Establish components of a positive, productive environment ◆ Determine components needed to establish a classroom environment that supports collaboration, supportive interaction, respect for individuality, and engagements for all students. ◆ Analyze teacher-student interactions impact learning environment ◆ Communicate enthusiasm for learning ◆ Identifies a variety of ways to convey high expectations for all students ◆ Construct physical space design ◆ Identify environmental and cultural factors that impact learning ◆ Create environment that addresses emotional needs
01.31 D2	Thursday 8	<ul style="list-style-type: none"> ◆ Introduction to Student Behavior Management <p>Guest Speaker- Laura Netherland AISD</p>	<ul style="list-style-type: none"> ✓ EC-4 Pages 194-207 ✓ Intermediate 216-226 ✓ Terms to know ✓ Practice questions, answers, and discussion <p>5. CLASSROOM DESIGN BOARD 6. SBO 2 EVALUATION POL 5-8</p>	
02.05 D2	Tuesday 9	<ul style="list-style-type: none"> ◆ Behavior Management –A Learner Centered Approach <p>Technology Support- Gloria Gonzales-Dholakia</p>	<ul style="list-style-type: none"> ✓ Behavioral plan draft 	

02.07 D2	Thursday 10	<ul style="list-style-type: none"> ◆ Classroom Management 	<p>7. BEHAVIOR PLAN</p>	<p>Continued</p> <ul style="list-style-type: none"> ◆ Establish components of a positive, productive environment ◆ Determine components needed to establish a classroom environment that supports collaboration, supportive interaction, respect for individuality, and engagements for all students. ◆ Analyze teacher-student interactions impact learning environment ◆ Communicate enthusiasm for learning ◆ Identifies a variety of ways to convey high expectations for all students ◆ Construct physical space design ◆ Identify environmental and cultural factors that impact learning ◆ Create environment that addresses emotional needs

Module 3 Domain I

Designing Instruction and Assessment to Promote Student Learning

Date Domain	Day	Lesson Title	Assignments	Learning Objectives
02.12 D1	Tuesday 11	<ul style="list-style-type: none"> ◆ Understanding Human Development 	<ul style="list-style-type: none"> ✓ EC-4 Pages 4-17 ✓ Intermediate 4-23 ✓ Terms to know ✓ Practice questions, answers, and discussions ✓ Collaborative Lesson Plan 1 	<ul style="list-style-type: none"> ◆ Determine and interpret components of domain I, competency 1 ◆ Identify the impact of early life experiences and how they impact learning ◆ Identify and interpret the stages of cognitive, social, physical, and emotional development ◆ Identify range of developmental differences and the implications on developmental variations for instructional planning ◆ Recognize growth and health factors that impact learning ◆ Recognize social and emotional factors that impact learning ◆ Identify cognitive changes in children ◆ Recognize importance of goal setting and organization skills ◆ Identify the importance of facilitating meaningful, integrated, and active learning ◆ Recognize developmental delays and impairments
02.14 D1	Thursday 12	<ul style="list-style-type: none"> ◆ Appreciating Human Diversity 	<ul style="list-style-type: none"> ✓ EC-4 Pages 24-37 ✓ Intermediate 33-59 ✓ Terms to know ✓ Practice questions, answers, and discussions <p style="text-align: center;">8. COLLABORATIVE LESSON PL 1</p>	<ul style="list-style-type: none"> ◆ Determine and interpret components of domain I, competency 2 ◆ Identify diverse personal and social characteristics and the impact on teaching, learning, and assessment ◆ Identify components of respect for diverse student populations ◆ Determine lesson adaptations to address varied backgrounds, skills, interests, needs, including needs of ELL and students with disabilities ◆ Identify cultural and socioeconomic differences and how to plan responsive instruction
02.16	Saturday School- Scheduled Student Support and Open support for resumes, philosophies, website setup, site based observation narratives, classroom design boards, and behavior plans			

FEBRUARY 18-21 SITE BASED OBSERVATION 3 Action Research Data Collection

02.19 D1	Tuesday 13	<ul style="list-style-type: none"> ◆ Designing Effective Instruction 	<ul style="list-style-type: none"> ✓ EC-4 Pages 45-69 ✓ Intermediate 73-116 ✓ Terms to know ✓ Practice questions, answers, and discussions ✓ Collaborative lesson plan 2 	<ul style="list-style-type: none"> ◆ Determine and interpret components of domain 1, competency 3 ◆ Identifies importance of the TEKS in determining instructional goals and objectives ◆ Applies appropriate assessments criteria to evaluate learning goals
02.21 D1	Thursday 14	<ul style="list-style-type: none"> ◆ Instructional Differentiation ◆ Instructional Modification and Accommodation 	<ul style="list-style-type: none"> ✓ EC-4 Pages 75-93 ✓ Intermediate 73-116 cont. ✓ Action research topic <p>9. COLLABORATIVE LESSON PL 2 10. SBO 3 EVALUATION Action Research Data Collection</p>	<ul style="list-style-type: none"> ◆ Applies effective assessments to analyze students' strengths ◆ Connects TEKS data to instructional development ◆ Determine enhancement of student learning using various resources ◆ Plans lessons that progress in a logical, sequential, and supportive way ◆ Determines learning experiences that provide exploration of content material ◆ Allocates time appropriately for students engagement
02.26 D1	Tuesday 15	<ul style="list-style-type: none"> ◆ Learning Theories ◆ Learning Processes 	<ul style="list-style-type: none"> ✓ EC-4 Pages 100-110 ✓ Intermediate 129-140 ✓ Terms to know ✓ Practice questions, answers, and discussions ✓ Action research continue 	<ul style="list-style-type: none"> ◆ Determine and interpret components of domain 1, competency 4 ◆ Applies learning theory to classroom settings ◆ Applies concrete, motor and sensory input, and direct experiences for lesson planning ◆ Application of stimulation and motivation to critical thinking skills ◆ Analyze teacher behaviors and it's impact on student learning
02.28 D1	Thursday 16	<ul style="list-style-type: none"> ◆ Factors Impacting the Learning Process 	<ul style="list-style-type: none"> ✓ EC-4 Pages 116-129 ✓ Intermediate 140-160 ✓ Terms to know ✓ Practice questions, answers, and discussions ✓ Action research rough 	<ul style="list-style-type: none"> ◆ Analyze external environmental factors and their impact on learning ◆ Identifies the importance of self directed learning ◆ Incorporate different approaches for effective learning
<p>◆ Saturday March 1st Bob Bullock Museum Professional Development</p>				

Module 4 Domain 3
Implementing Effective, Responsive Instruction and Assessment

Date Domain	Day	Lesson Title	Assignments	Learning Objectives
03.04 D3	Tuesday 17	<ul style="list-style-type: none"> ◆ Communicating Effectively 	<ul style="list-style-type: none"> ✓ EC-4 Pages 216-228 ✓ Intermediate 237-251 ✓ Terms to know ✓ Practice questions, answers, and discussions <p>11. ACTION RESEARCH</p>	<ul style="list-style-type: none"> ◆ Determine and interpret components of domain III, competency 7 ◆ Demonstrates clear, accurate communication during the teaching learning process ◆ Engage in skilled questioning that leads to discussion, exploration, extension of materials, and fosters motivation ◆ Communicates clearly, uses strategies adjusting communication to enable student learning ◆ Practice effective communicative and interpersonal skills for meeting specific goals and various contexts
03.06 D3	Thursday 18	<ul style="list-style-type: none"> ◆ Engaging Children in Learning 	<ul style="list-style-type: none"> ✓ EC-4 Pages 234-255 ✓ Intermediate 258-286 ✓ Terms to know ✓ Practice questions, answers, and discussions ✓ Sight based observation (SBO)2 <p>12. MID-TERM</p>	<ul style="list-style-type: none"> ◆ Determine and interpret components of domain III, competency 8 ◆ Provide instruction that promotes intellectual involvement and active student engagement in the learning process ◆ Applies various teaching learning strategies/flexibilities to promote student engagement and learning ◆ Interpret instructional strategies that are relevant and meaningful ◆ Engage in continuous monitoring of instruction effectiveness ◆ Identify and apply different motivational strategies

Spring Break March 10-14

03.18 D3	Tuesday 19	<ul style="list-style-type: none"> ◆ Motivating Learners 	<ul style="list-style-type: none"> ✓ EC-4 Pages 262-274 ✓ Intermediate 286-299 ✓ Terms to know ✓ Practice questions, answers, and discussions 	<ul style="list-style-type: none"> ◆ Determine and interpret components of domain III, competency 8 ◆ Provide instruction that promotes intellectual involvement and active student engagement in the learning process ◆ Applies various teaching learning strategies/flexibilities to promote student engagement and learning ◆ Interpret instructional strategies that are relevant and meaningful ◆ Engage in continuous monitoring of instruction effectiveness ◆ Identify and apply different motivational strategies
03.20 D3	Thursday 20	<ul style="list-style-type: none"> ◆ Technology in the Classroom Guest Speaker- Vanessa Jones and Susan Monahan Technology AISD 	<ul style="list-style-type: none"> ✓ EC-4 Pages 281-300 ✓ Intermediate 311-341 ✓ Terms to know ✓ Practice questions, answers, and discussions ✓ Independent lesson plan <p>13. COLLABORATIVE TEACH</p>	<ul style="list-style-type: none"> ◆ Determine and interpret components of domain 3 competency 9 ◆ Identifies basic terms and concepts of current technology ◆ Identifies issues related to appropriate use of technology in society and follows legal and ethical use of digital formats ◆ Applies procedures for acquiring, analyzing, and evaluating electronic information ◆ Identifies appropriated tools and procedures to gain knowledge through word processing documents, spreadsheets, documents, databases, graphic tools, electronic communities, and sharing information ◆ Applies productivity tools to communicate information in various formats-slide shows, publishing, video, internet ◆ Incorporates technology applications in problem-solving and decision making processes, collaboration and teamwork, instructional practices, and the integration of TEKS into the curriculum ◆ Evaluates technology based students' products and projects

03.25 D3	Tuesday 21	<ul style="list-style-type: none"> ◆ Assessment Techniques to Provide Feedback and Monitor Student Progress 	<ul style="list-style-type: none"> ✓ EC-4 Pages 309-327 ✓ Intermediate 354-376 ✓ Terms to know ✓ Practice questions, answers, and discussions <p>14. INDEPENDENT LESSON PLAN COLLABORATIVE TEACH cont.</p>	<ul style="list-style-type: none"> ◆ Determine and interpret components of domain 3 competency 10 ◆ Application of various assessment methods and strategies ◆ Creation of assessments that are in line with instructional goals and objectives and communicates a high expectation for learning ◆ Facilitate appropriate language and formats to provide effective feedback that is accurate and constructive ◆ Identify methods of promoting the students' ability to use feedback and self assessments to guide their own learning ◆ Responds flexibly to various situations and adjust instructional approaches based on ongoing assessments of student performance
03.27 D3	Thursday 22	<ul style="list-style-type: none"> ◆ Flexibility, Responsive, and Effective Feedback 	<ul style="list-style-type: none"> ✓ EC-4 Pages 334-343 <p>COLLABORATIVE TEACH cont</p>	

03.29	Saturday School	WEBSITE REVIEW
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04.01 D3	Tuesday 23	<ul style="list-style-type: none"> ◆ Reading First- National Institute for Literacy Peggy Semingson, Marty Hougen, Jessi Morales 	<ul style="list-style-type: none"> ✓ Spreadsheet <p>COLLABORATIVE TEACH cont.</p>	<ul style="list-style-type: none"> ◆ Identify and analyze language requirements- reading, writing, speaking
04.03 D3	Thursday 24	<ul style="list-style-type: none"> ◆ Math/Science/Technology Kyrstie Schultz-Science UT Vanessa Jones-Technology AISD Susan Monahan-Technology AISD 	<p>15. SPREADSHEET</p>	<ul style="list-style-type: none"> ◆ Identify the learning objectives of math and science as addressed in the TEKS and assessed by the TAKS ◆ Develop TEKS based instruction and assessment
04.08 D3	Tuesday 25	<ul style="list-style-type: none"> ◆ Social Studies American Indian Education Project Krystal Colhoff- Sp. Ed. AISD National Museum Collaborative Lynn Bell- UT Johnson Library ACCESS National Faculty/Smithsonian Sharon Ciccarelli, MA, CCC/SLP 		<ul style="list-style-type: none"> ◆ Identify the learning objectives of social studies as addressed in the TEKS and assessed by the TAKS ◆ Develop TEKS based instruction and assessment
04.10 D3	Thursday 26	<ul style="list-style-type: none"> ◆ Art, Music, Physical Education Sammy Gray- Art, AISD Joyce Handcock- Music, AISD Fred Leider- Physical Education, UT, AISD 	<ul style="list-style-type: none"> ✓ PowerPoint/Screenshot 	<ul style="list-style-type: none"> ◆ Identify the learning objectives of art, music, and PE as addressed in the TEKS and assessed by the TAKS ◆ Develop TEKS based instruction and assessment

Module 5 Domain 4

Fulfilling Professional Roles and Responsibilities

Date Domain	Day	Lesson Title	Assignments	Learning Objectives
04.15 D4	Tuesday 27	◆ Family Involvement in Children's Education	<ul style="list-style-type: none"> ✓ EC-4 Pages 350-363 ✓ Intermediate 387-402 ✓ Terms to know ✓ Practice questions, answers, and discussions <p>16. PowerPoint 17. SCREEN SHOT 18. INDEPENDENT TEACH</p>	<ul style="list-style-type: none"> • Applies knowledge of ways to work with families in various situations • Engages various partners in the educational program • Interacts appropriately with all members of the learning community • Communicates effectively with families • Conducts effective conferences • Effectively uses support resources to enhance family involvement in student learning
04.17 D4	Thursday 28	◆ Effective Interaction with Professional Community	<ul style="list-style-type: none"> ✓ EC-4 Pages 371-389 ✓ Intermediate 412-433 ✓ Terms to know ✓ Practice questions, answers, and discussions ✓ Communicative Effectiveness <p>WEBSITE REVIEW INDEPENDENT TEACH cont.</p>	<ul style="list-style-type: none"> • Effective interaction with other professionals in the school community • Supports students' learning through relationships with professional colleagues to support campus and district's goals • Identifies roles and relationships of other professionals and specialists on the campus • Value school activities • Identifies and uses resources and support systems • Recognizes goals and procedures associated with teacher appraisals and using results to improve teaching skills • Work productively with supervisors, mentors, and other colleagues • Uses professional development resources • Engages In reflection an self-assessment to identify strengths, challenges, and potential problems, improve teaching performance, and achieve professional goals
04.22 D4	Tuesday 29	◆ Legal and Ethical Requirements of the Public School Educator	<ul style="list-style-type: none"> ✓ EC-4 Pages 398-410 ✓ Intermediate 444-458 ✓ Terms to know ✓ Practice questions, answers, and discussion <p>WEBSITE REVIEW cont. INDEPENDENT TEACH cont.</p>	<ul style="list-style-type: none"> • Identifies legal guidelines in education-related situations • Identifies legal guidelines regarding the use of educational resources and technologies • Applies policies and procedures described in the <i>Code of Ethics and Standard practices for Texas Education</i> • Maintains accurate student records • Understands the importance of administering state and district mandated assessments • Advocates for students and for the profession in various situations
04.24	Thursday			

D4	30	◆ Special Education	✓ Professional Responsibilities WEBSITE REVIEW cont. INDEPENDENT TEACH cont. CONFERENCES	
04.26		Saturday School		
04.29 D4	Tuesday 31	◆ The Special Needs Learner	✓ Professional Responsibilities CONFERENCES cont.	◆ Identify learning differences associated with public education ◆ Identify differing learning needs, identifications, and qualifications used in public education
05.01	Thursday 32	◆ Second Language Learners	CONFERENCES cont.	◆ Identify the legal components for teaching second language learners ◆ Identify the historical, political, and legal implications for 2 nd language learners ◆ Recognize the importance of content and assessment ◆ Apply an understanding of second language learning to teaching meaningful instruction
05.06 D4	Tuesday 33	◆ Preparing for Success ◆ Preview of Summer Institute ◆ Final Review	19. Summaries, Application Statements, Assessments CONFERENCES cont.	◆ Apply strategies for professional interviews ◆ Introduction to Summer Institute focus and learning components ◆ Review for end of course assessment
05.08 D4	Thursday 34		20. FINAL	
05.13	Tuesday 35	◆ Final Exam Debrief ◆ Final Grade Conference		◆ Debrief and conference

Wrapping It Up: Course Completion and Preparing for the Summer