EDCI 515
Evidence-Based Teaching
Online Course Syllabus: Semester-Fall
2015

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COURSE INFORMATION

Required text – 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.) ISBN-13: 978-0495601654 ISBN-10: 0495601659 Edition: 2nd . 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. ***ISBN-13: 978-0534638016 ISBN-10: 0534638015 Edition: 2nd***. 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 a clinical/internship 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 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. Co-requisite: Enrollment is limited to teacher candidates fully admitted into the alternative Certification Program and completing a clinical teaching or internship.

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, such as PowerPoint presentations, class notes and/or handouts, and relevant website links.

COURSE REQUIREMENTS

Course Objectives
Upon successful completion of this course, the student 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. Demonstrate an understanding of current issues of education by examining the structure of education in Texas, its professional ethics, requirements, responsibilities, and advantages.
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 TEA Domain and Technology Standards during their internship. Students will document fulfillment of the standards where applicable in the classroom during their internship. Documentation will be accomplished in the form of documents, videos (intern only), reflections and interactions with other interns and/or colleagues.

Interns will analyze and organize all documentation in an ePortfolio website (PowerPoint will not be accepted).. The ePortfolio will be used as a summative evaluation of interns' experience in the Alternative Certification Program. The course will measure the attainment of curricular outcomes in their chosen certification area.

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 Alternative 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 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. You will always have the choice to opt out of the partnership or group and work as an individual. 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 four 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.

Read required textbook, **view** required videos; **look up** required articles or websites. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly; as an online course you are expected to 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.

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, reflections and 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 <u>not</u> an option**. There will be **no reminders** for the close of Domains. Late work **<u>will not</u>** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with late due date determined by the rubric. 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 – 2003-2007)*
- *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

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COMMUNICATION AND SUPPORT

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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:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **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…).

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COURSE AND UNIVERSITY PROCEDURES and POLICIES

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Specific EDCI 515 Course Policies and Procedures

1. **Participate in all classes and activities every week. 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.**

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.

6. Discrimination Statement

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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

The following is a tentative Course Outline /Calendar for EDCI 515/415. 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 AM TRAC courses and classroom application to create an ePortfolio documenting what they are able to do in their internship and as a beginning teacher.

Domain I– Designing Instruction and Assessment to Promote Student Learning

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

Classroom Application:
- Create a digital presentation of your classroom profile.
- Create a digital presentation of your curriculum.
- Create a digital presentation of your instructional plan and appropriate assessments.
- Create a digital presentation of the use of technology in your instructional plan and assessments.

Domain II - Creating a Positive, Productive Classroom Environment

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.

Classroom Application:
- Create a digital presentation of your procedures for motivating your students that are responsive to their developmental characteristics and needs.
- Create a digital presentation of your classroom management.
- Create a digital presentation 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 III – Implementing Effective, Responsive Instruction and Assessment

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.

Classroom Application:
- Create a digital presentation that documents communication with your students as appropriate, engaging, and clear with both verbal and nonverbal.

- Create a digital presentation that documents various instructional techniques to promote intellectual involvement and active student engagement.
- Create a digital presentation that illustrates the use of technology in the classroom to evaluate students' technologically produced products and projects.
- Create a digital presentation that analyzes and documents 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

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.

Classroom Application:
- Create a digital presentation that documents effective communication with parents and families.
- Create a digital presentation the documents interactions with colleagues and other professionals.
- Create a digital presentation that documents the use of appraisal results to improve teaching.

ACP Capstone Portfolio

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

Practice PPR

The Pedagogy and Professional Responsibilities practice exam will open the first day of class. Students will be able to take the exam as many times as they choose. 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. Some discussions may be Live Chat with the instructor.