Instructor: Vonda Oliver, M. Ed.
Office Phone: (936) 261-3413
Email: v doliver@pvamu.edu
Office Hours: 9:00 a.m. – 2:00 p.m. M/W
9:00 a.m. – 9:20 a.m. T/ TR
(May also be scheduled in advance)
Office: Wilhelmina Fitzgerald Delco, 318

Course Location: Wilhelmina Fitzgerald Delco, Building, 327

Class Meeting Days & Times: T/ TR 11:00 a.m. – 12:20 p.m.

Course Overview: (3 credit hours). A study of instructional strategies for teaching content methodology, setting goals/objectives, evaluation, and creating a conducive learning environment. Emphasis will be placed on alternative instructional strategies and procedures

Access to Learning Resources: PVAMU Library:
phone: (936) 261-1500;
web: http://www.tamu.edu/pvamu/library/
University Bookstore:
phone: (936) 261-1990;
web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Required Texts and Other Instructional Materials:


2. Texas Essential Knowledge and Skills:
   - Texas Essential Knowledge and Skills for Kindergarten
   http://www.tea.state.tx.us/index2.aspx?id=6148
   - Texas Essential Knowledge and Skills for Grade 1
   http://www.tea.state.tx.us/index2.aspx?id=6148
   - Texas Essential Knowledge and Skills for Grade 2
   http://www.tea.state.tx.us/index2.aspx?id=6148
• Certify Teacher

• State Board for Educator Certification)
  http://www.sbec.state.tx.us. This website will allow you to access and download the Pedagogy and Professional Responsibilities EC-12 Test Preparation Manual. Other test support materials are also available at this site, including: Test Tips Guide; Reducing Test Anxiety Guide

3. Recommended Journals

  Young Children
  Language Arts
  Day Care and Early Education
  Children Today
  First Teacher
  Early Years
  Journal of Research in Childhood
  Texas Child Care Quarterly
  Pre-K Today
  Reading Teachers
  Childhood Education
  Theory into Practice
Educator as Facilitator of Learning for Diverse Populations
(E-FOLD-P)

The conceptual framework model, the Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P), supports the major goals of the Teacher Education Unit.

E-FOLD-P guides the design and implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to develop and prepare candidates as:

- problem solvers, critical thinkers, and decision makers;
- reflective and continual learners who utilize effective teaching practices;
- facilitators of student growth and development, by precept and example; and
- educators with understanding and appreciation of human diversity and global awareness.
Course Objectives:

Upon completion of this course, the candidate will:

1. Demonstrate knowledge of and adhere to the code of ethical conduct adopted by NAEYC and the state of Texas when acting in a professional capacity;
2. Create detailed lesson plans using the School of Education lesson plan format, that are developmentally appropriate addressing the different needs, interests, and developmental levels of individual children;
3. Create interdisciplinary lesson plans that illustrate interrelationships among the content areas thereby enhancing children’s thinking and their ability to understand the world;
4. Create interdisciplinary units that are relevant and meaningful which incorporate the skills and concepts which students need most;
5. Establish and evaluate goals for student learning by describing and explaining the components of a unit plan that includes selection of instructional models and appropriate assessments to enhance critical thinking, creativity, and problem solving;
6. Incorporate current technology in classroom instruction to support the achievement of planned learner outcomes;
7. Demonstrate knowledge of learner-centered principles when planning and delivering instruction;
8. Demonstrate knowledge of the need to be a reflective practitioner and demonstrate an understanding of how to utilize reflective practice in creating lesson plans and curriculum planning to meet the needs of all learners.

The standards covered in this class are as follows:

TExES Domains:
This course covers the following TExES PPR Domains:
Domain I – Designing instruction and planning to promote student learning;
Domain II – Creating a positive, productive classroom environment;
Domain III – Implementing effective, responsive instruction and assessment.

NCATE Standards for Initial Licensure:
Standard I – Candidate Knowledge Skills and Professional Dispositions
1a. Content Knowledge for Teacher Candidates
1b. Pedagogical Content Knowledge for Teacher Candidates
1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
1d. Student Learning for Teacher Candidates

Educator Preparation Standards Addressed: Great care has been taken to assure students that the subject matter of this course is authoritative and consonant with the State Board for Educator Certification. The content of this course is specified in the form of standards that subsume objectives calling for knowledge, application, and dispositions. You should become familiar with these statements, which should guide you in your quest for learning. These objectives have been selected to equip you to teach the Texas Essential Knowledge and Skills (TEKS) curriculum. TEKS can be downloaded from http://www.tea.state.tx.us/index2.aspx?id=6148, the Texas Education Agency website.

The full text of these competencies can be found on the SBEC web site http://www.sbec.state.tx.us
NAEYC Standards Addressed:

1. Promoting Child Development and Learning
   1a: Knowing and understanding young children’s characteristics and needs.
   1b: Knowing and understanding the multiple influences on development and learning.
   1c: Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments.

2. Building Family and Community Relationships
   2a: Knowing about and understanding family and community characteristics.
   2b: Supporting and empowering families and communities through respectful, reciprocal relationships.
   2c: Involving families and communities in their children’s development and learning.

3. Observing, Documenting, and Assessing to Support Young Children and Families
   3a: Understanding the goals, benefits, and uses of assessment.
   3b: Knowing about and using observation, documentation, and other appropriate assessment tools.
   3c: Understanding and practicing responsible assessment.

4. Teaching and Learning
   4a: Knowing, understanding and using positive relationships and supportive interactions
   4b: Knowing, understanding and using effective approaches, strategies, and tools for early education.

5. Becoming a Professional
   5a: Identifying and involving oneself with the early childhood field
   5b: Knowing about and upholding ethical standards and other professional guidelines.

Classroom Management Policies

Classroom Rules
Be punctual.
Be prepared.
Complete all assignments.
Respect all classmates, administrators, faculty, and staff members.

Attendance:
Attendance and punctuality are required. Candidates are expected to notify the instructor if they are unable to attend class, will arrive late, or depart early. Please note that only absences defined by the university as excused will be considered excused absences. Students arriving to class one minute after the scheduled class beginning time will be considered a late arrival. Leaving class before dismissal by the instructor is considered an early departure. Students will be given a DOT at the beginning of each class period. Failure to report to class on time will result in an automatic zero.

An attendance roster will be available at the beginning of each class. Any candidate who does not sign the roster will be considered absent. Candidates arriving to class late are required to see the instructor after class to sign the roster. Please note that it is the sole responsibility of the candidate to sign the roster. There will be no exceptions made. Please note that attendance is defined as present and participating in class discussions and activities. Candidates will receive a Final letter grade deduction for excessive tardies, early departures, and/ or absences. Food and drinks are prohibited in class.
Class Participation Policy

- Students are expected to come to class prepared, having read required reading assignments.
- Students will be expected to participate and contribute to the overall success of group activities, discussions, and/or class presentations both online and in class.
- Consistency and quality in small-whole group activities as well as consistency and quality of interactions with your peers, mentor teachers, and the course instructor will be considered in determining student’s professionalism.
- The effort you make and the quality of the preparation you make is also part of professionalism.
- Students will be required to sign a professionalism statement and a statement verifying that the course syllabus was read and understood.
- All concepts and assignments will be explained as thoroughly as possible in class. Written directions and rubrics will be provided for all assignments. However, it is possible that even with class instruction, written directions, and evaluative rubrics, questions may still arise or expectations may be unclear. If students do not understand assignment directions or any other aspect of the course, it is expected that students will personally and individually contact the course instructor immediately and get clarification of expectations. This may mean setting up an appointment to meet with the course instructor outside of the class period of clarification is unable to be achieved via email or telephone conversation. Discussing assignments with classmates may not provide students with accurate information.
- If the course instructor requests that a student make an appointment with her to discuss classroom issues, this is a requirement. Failure to discuss issues at the course instructor’s request will be considered to be unprofessional. The student will not earn professionalism points for any future classes until the conversation has occurred.

McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

Professional Conduct and Dress Code:
To ensure that each candidate is abreast of professionalism in its entirety, “Professional days” will be implemented into this course and calculated as a major grade. A description of what is required will be described and requested by the course instructor. Female candidates please note that all pants, skirts, or dresses must be no shorter than knee length. Male candidates must wear long trousers, shoes that enclose the entire foot, and dress socks. A long or short-sleeved collared shirt must be worn with a tie. Do not wear shorts, jeans, athletic wear, t-shirts with any writing, cargo pants, halter-tops, or tank tops. Midriffs must not be exposed. Undergarments must be concealed at all times. Shoes should be comfortable, but
flip-flops and athletic shoes are prohibited. Earrings and other jewelry should be kept at a minimum. All
tattoos, body art, and/or body piercing(s) must be covered. If the instructor at any time deems a
candidate’s attire inappropriate the candidate will be sent home and marked absent.

Late Work Policy
All assignments, including assignments submitted electronically, are due on the date indicated in the
course calendar at the beginning of class. Late assignments will not be accepted. Please note that
incomplete work will under no circumstance be accepted and that such work will automatically
receive a failing grade.

Submitting Assignments using Web CT

Unless otherwise noted all assignments are to be submitted using the "Assignment Tool" within Web CT,
candidates must also provide a hard copy of the assignment to the instructor. If a candidate does not
provide hard copy of the assignment ten points will be deducted. Assignments not submitted through
any other medium will not be graded (do not e-mail your work to my university account). The
assignment tool can be accessed using the "Assignments" link on the Course Menu.

Please refer to the course calendar for assignment due dates. Candidates must upload and submit
assignments before the due date and time in order to receive a grade.

Your document(s) must be formatted as follows:

B. Double Spaced
C. Left Justified Only
D. All margins are to be one inch
E. Assignments must include a header with the candidate's name and assignment name and page number on
each page of the document. Most word processing programs allow you to insert headers and page
numbers.

Any written assignment that does not adhere to any of the aforementioned criteria will receive a ten
point reduction in the assignment final grade. Documents that are single spaced will not be graded and
will automatically receive a failing grade.

Written Assignments must be submitted as a Microsoft Word document. This is the only format the
instructor can access. Assignments submitted in any other format will not be graded. Please note, it is
the sole responsibility of the candidate to ensure the Microsoft Word document has been attached to his/her
submission. The instructor will not assume the responsibility of checking to ensure candidates have attached
documents to their submissions before the assignment due date. If a candidate neglects to attach the
proper document when submitting the written assignment said candidate will receive a zero for that
assignment. Late attachments will not be accepted.

Please plan accordingly to allow sufficient time to submit your work as acts of nature, power outages,
computer viruses, computer malfunctions, and etc. will not be considered acceptable excuses for work
being submitted late. Late assignments will not be graded.
Electronic Communications

If you wish to ask a question that will take more than two minutes for the instructor to formulate an answer, e-mail is not the appropriate form of communication. You will be advised to schedule an appointment during office hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

E-mail communications are electronic forms of letters. Being such, your communications must have a greeting and a closing. E-mail communications without these components may not be answered.

Standing in Class

If at any time you are desire to know where you stand in terms of a grade please reference your graded work and the evaluation weighting section of the course syllabus. If you need additional assistance make an appointment to see the instructor during office hours and bring your grade calculations with you. Please note: the instructor is not required to inform you if you are in danger of failing the course and/or advising you to withdraw from the course. This is the sole responsibility of the candidate.

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams
Title: Equal Opportunity Compliance Officer/Title IX Coordinator
Institution: Prairie View A&M University
Office of Student Affairs & Institutional Relations
Address: P.O. Box 519: MS 1107
A.I. Thomas Building, St 013
Prairie View, Texas 77446
Telephone: 936-261-2123
Fax: 936-261-2138
Email: rrwilliams@pvamu.edu
Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman
Title: Administrator for Diagnostic Testing and Disability Services
Institution: Prairie View A&M University
Email: kfnorman@pvamu.edu

**Academic misconduct (See Student Handbook):**
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

**Nonacademic misconduct (See Student Handbook):**
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Student Academic Appeals Process**
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to
appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282.

Electronic devices: (Courtesy and respect)
- Devices, including cell phones and laptops, which produce noise or are otherwise distracting, are not to be operated during classes. This means NO TEXTING during class. Cell phones and pagers should be turned off or silent mode and put away. They should not be visible to the course instructor during class.

Instructional Activities & Assessments:
Brief Description of Assignment & Distribution of Points:

<table>
<thead>
<tr>
<th>Professionalism: In order to earn points for <strong>professionalism</strong> for the class meeting students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. The students will be required to report to class in “professional dress attire”. Guest speakers - automatically requires “Professional dress day” attire (which may not be on the syllabus).</th>
<th>100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation:</strong> In order to earn points for <strong>participation</strong> for the class meeting students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. If you are not here you are not here. The participation activities will be a variety of small tasks to be completed in class and/or some may require some out-of-class time preparation.</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Tests:</strong> Covering assigned textbook, outside reading, and TExES Domains and Competencies Generalist EC- 6.</td>
<td>200 points each</td>
</tr>
<tr>
<td><strong>Certify Teacher:</strong> Will be submitted electronically each Wednesday. The first exam will be combined with participation and the actual grade. The remaining exams will be solely based on test scores. <strong>Students are also required to spend 5 hours weekly on Certify</strong></td>
<td>100 points each</td>
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</tbody>
</table>
Teacher. The instructor will conduct random evaluations for verification. Exams assigned and study hours are a requirement and will be calculated in the mid and final semester grade.

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<thead>
<tr>
<th><strong>Thematic Interdisciplinary/ IREAD Presentation:</strong></th>
<th>300 points each</th>
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<tbody>
<tr>
<td>Create a 15-minute, visual presentation of the thematic unit plan for presentation to the class using a tri-fold or in PowerPoint Slide format. Include Written &amp; Illustrated Project, examples of materials used in lesson plans, etc. Bulletin board illustrations will be posted on the assigned wall in the Whitlowe R. Green College of Education Building (each group will be assigned to complete a bulletin board activity as a class project). <strong>This project must include a bulletin board based upon the TEKS/ TExES competency (assigned), a semester IREAD.</strong></td>
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<tr>
<th><strong>Professional Portfolio:</strong></th>
<th>200 points each</th>
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</thead>
<tbody>
<tr>
<td>Each student will be required to maintain a portable professional filing system of the TExES Generalist EC - 6 Domains and Competencies. A sample will be modeled by the instructor. <strong>This portfolio will also include the TExES term specified in Domains and Competencies discussed in this course.</strong></td>
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<tr>
<th><strong>Diversity Project: TBA during class.</strong></th>
<th>200 points</th>
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</thead>
</table>

| **DOTS:** Daily Oral TExES reviews will be given, reviewed, and submitted each class (exceptions: class presentations, test, and days included by the instructor). | 100 points |

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<tr>
<th><strong>Requested Documentation:</strong></th>
<th>100 points each</th>
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<tr>
<td>Each student will be required to download and print copies of requested documentation by the instructor (TEKS objectives, STARR information, and etc.).</td>
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</table>

<table>
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<tr>
<th><strong>TExES Independent Study:</strong></th>
<th>200 points</th>
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</thead>
<tbody>
<tr>
<td>Each student will be required to spend 5 hours per week on <a href="http://www.certifyteacher.com">www.certifyteacher.com</a>. Each student will be required to submit documentation to their instructor every Tuesday. Study hours are a requirement and will be calculated in the mid and final semester grade.</td>
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</table>
Grading Scale:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-90%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>50-59%</td>
</tr>
</tbody>
</table>

Drop/Add/Withdraw: It is the student’s responsibility to make sure you are officially enrolled in this course. If at any point, you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop the course will be given an “F” as the semester grade.

Syllabus subject to change: While every effort has been made to make the syllabus and attachments as complete as possible, the professor reserves the right to make changes in any assignments, assessments, due dates, content, and/or test dates, or any other element of the course. Events beyond the control of the professor could occur resulting in changes or modifications to any aspect of the course or materials. If any such changes are made, students will be informed as soon as possible. It is the student’s responsibility to keep up with any changes to the calendar if there is the need for such changes.

Guests: Guests, children, and pets are prohibited.
## Course Calendar
### ECED 4113: Instructional Strategies

**Class Time:** T/ TR 11:00 a.m. – 12:20 p.m.  
**Room:** Delco 327  
**Instructor:** Vonda Oliver, M.Ed., M.A.  
**Office:** Delco 318

This course calendar is subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments Due</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1.15   | Welcome  
Review Course Syllabus  
Certify Teacher  
TExES/ Course Requirements  
Dispositions | TExES Domains/  
Competencies  
Portfolio Documentation  
Chapter Review  
Class Activity and Discussion  
Lesson Plan Structure | Course Syllabus Contract  
Class Activity PD |
| 1.17   | Review Course Syllabus  
Certify Teacher  
TExES/ Course Requirements  
Dispositions | TExES Domains/  
Competencies  
Portfolio Documentation  
Chapter Review  
Class Activity  
PD |
| 1.22   | A Child’s World  
Certify Teacher  
TExES/ Course Requirements  
DOTS | TExES Domains/  
Competencies  
Chapter Review  
Portfolio Documentation  
Class Activity | TEKS/ TExES  
ALL STUDENTS MUST ATTEND THE STUDENTASSEMBLY IN PD ATTIRE – ATTENDANCE WILL BE TAKEN FOR A GRADE  
Certify Teacher Exam 1 due Jan. 23 (8:00 p.m.) |
| 1.24   | **General Assembly** | General Assembly | Attendance |
| 1.29   | Pre - Test | Pre - Test | Pre - Test |
| 1.31   | A Child’s World  
Certify Teacher  
TExES/ Course Requirements  
DOTS | TExES Domains/  
Competencies  
Chapter Review  
Portfolio Documentation  
Class Activity | Professional Portfolio 1 |
| 2. 5   | TExES/ Course Requirements  
DOTS  
Nurturing Child Development/ Environments That Promote Learning | Chapter Two  
Class Activity | Certify Teacher Exam 2 due Feb. 6 (8:00 p.m.) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7</td>
<td>TExES/ Course Requirements DOTS Nurturing Child Development/ Environments That Promote Learning</td>
<td>Chapter Two Class Activity</td>
<td></td>
</tr>
<tr>
<td>2.12</td>
<td>Nutrition and Environmental Health Practice DOTS Video</td>
<td>Chapter Review Portfolio Documentation Class Activity</td>
<td>PD Certify Teacher Exam 3 due Feb. 13 (8:00 p.m.)</td>
</tr>
<tr>
<td>2.14</td>
<td>The Process of Problem Solving For Children Certify Teacher TExES/ Course Requirements</td>
<td>Chapter Three DOTS Portfolio Documentation Class Activity Lesson Plan Review</td>
<td>Review (Portable Portfolio must be completed) – All Domains and competencies for PPR PD</td>
</tr>
<tr>
<td>2.19</td>
<td>Measurement – A Way to capture Observations in Mathematics and Science DOTS</td>
<td>Chapter Four Portfolio Documentation Class Activity</td>
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<tr>
<td>2.21</td>
<td>Organizing Data in Science and Mathematics</td>
<td>Chapter Five Class Activity Portfolio Documentation</td>
<td>PD</td>
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<tr>
<td>2.26</td>
<td>Diversity Project Presentations</td>
<td>Diversity Project Presentations</td>
<td>PD Certify Teacher Exam 4 due Feb. 27 (8:00 p.m.) Diversity Project Presentations</td>
</tr>
<tr>
<td>2.28</td>
<td>Diversity Project Presentations</td>
<td>Diversity Project Presentations</td>
<td>PD Diversity Project Presentations</td>
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<td>3.5</td>
<td>Diversity Project Presentations</td>
<td>Diversity Project Presentations</td>
<td>Diversity Project Presentations</td>
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<tr>
<td>3.7</td>
<td>Test</td>
<td>Test</td>
<td>Test</td>
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<tr>
<td>3.12</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
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<tr>
<td>3.14</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>3.19</td>
<td>Criteria for Developing Concept Explorations DOTS</td>
<td>Chapter Six Portfolio Documentation</td>
<td>Certify Teacher Exam 6 due Mar. 20 (8:00 p.m.)</td>
</tr>
<tr>
<td>3.21</td>
<td>Criteria for Developing Concept Explorations DOTS</td>
<td>Chapter Six Portfolio Documentation</td>
<td></td>
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<tr>
<td>3.26</td>
<td>Job Fair</td>
<td>Job Fair</td>
<td>Attendance</td>
</tr>
<tr>
<td>3.28</td>
<td>TExES Review</td>
<td>TExES Review</td>
<td>TExES Review</td>
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</tbody>
</table>
| 4.2 | Toys and Tools  
Birds and Seeds  
TExES Review  
TExES Domains/ Competencies  
DOTS | Chapter Review  
TExES Review  
TExES Domains/ Competencies  
Portfolio Documentation |
| 4.4 | Toys and Tools  
Birds and Seeds  
TExES Review  
TExES Domains/ Competencies  
DOTS | Chapter Review  
TExES Review  
TExES Domains/ Competencies  
Portfolio Documentation |
| 4.9 | **Post - Test** | **Post - Test** | **Post - Test** |
| 4.11 | Thematic Interdisciplinary Unit Presentations | Thematic Interdisciplinary Unit Presentations | Thematic Interdisciplinary Unit Presentations |
| 4.16 | Thematic Interdisciplinary Unit Presentations | Thematic Interdisciplinary Unit Presentations | Thematic Interdisciplinary Unit Presentations |
| 4.18 | Thematic Interdisciplinary Unit Presentations | Thematic Interdisciplinary Unit Presentations | Thematic Interdisciplinary Unit Presentations |
| 4.23 | Thematic Interdisciplinary Unit Presentations | Thematic Interdisciplinary Unit Presentations | PD |
| 4.30 | Thematic Interdisciplinary Unit Presentations | Thematic Interdisciplinary Unit Presentations | Thematic Interdisciplinary Unit Presentations |
| 5.2 | **Final Professional Portfolio** | **Final Professional Portfolio Review** | Professional Portfolio  
3Final Review (Portable Portfolio must be completed) – All Domains and competencies for PPR |