Prairie View A&M University

Whitlowe R. Green College of Education

Department of Curriculum and Instruction

ECED 4003 Communication and Language Development

Graduate Certified
TExES Tough

Instructor: Vonda Oliver, M. Ed.

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Office Hours: 9:00 am – 9:25 a.m. & 12:50 p.m. – 3:30 p.m. T/THR

11:00 a.m. – 2:00 p.m. MWF

Office: Wilhelmina Fitzgerald Delco, 318

Course Location: Wilhelmina Fitzgerald Delco, Building, 308
Class Meeting Days & Times: MWF 9:00 a.m. – 9:50 a.m.

Course Overview: (3 credit hours). The purpose of this course is to introduce students to theories related to language development and communication usage to demonstrate diverse patterns of verbal and nonverbal communication in the development of the young child. Our class will be conducted through lectures, video, small and whole group discussions, guest speakers, web based, group and individual presentations, DOTS, and TEKS/ TExES correlated assignments and exams Class meetings will be face to face.

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:

   1.Text: Trawick-Smith, J. (2010). Early Childhood Development: A Multicultural Perspective (5th Ed.) Merril, Upper Saddle River, NJ. ISBN-13: 978-0-13-501646-6

   Johnson S. (2009). Peaks and Valleys. Atria Books Publishers. ISBN 13: 978 – 4391 - 0325 – 8

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 www.certifyteacher.com. Access this site for EC - 6 Generalist questions.**

- **The Iris Center at Vanderbilt University**   www.iris.peabody.vanderbilt.edu. At this website you will be able to access the following Required Case Study Module Downloads:

  - Effective Room Arrangements

  - Norms and Expectations

  - Encouraging Appropriate Behavior

  - Fostering Student Accountability for Classroom Work

  - Measuring Behavior

- **State Board for Educator Certification) (SBEC)**   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
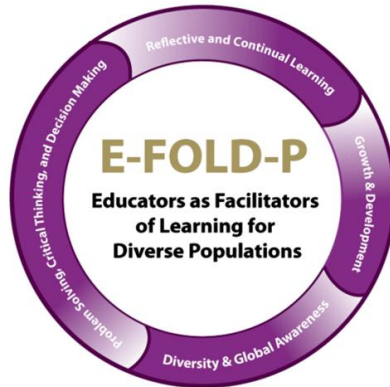
   Texas Child Care Quarterly

   Pre-K Today

   Reading Teachers

   Childhood Education

<u>**Professional Education Unit**</u>

<u>**Conceptual Framework**</u>

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

**Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University**

Dana/Thomas-Smith/Closing the Loop Six Question Model/
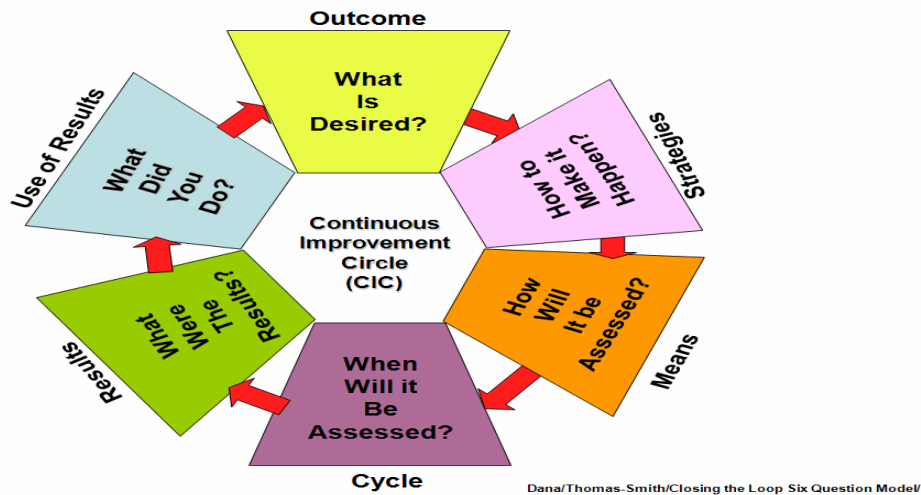
Course Objectives:

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. Demonstrate an understanding of basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur
3. Acknowledge students' current oral language skills and build on these skills to increase students' oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information
4. Demonstrate the use of effective informal and formal assessments to evaluate students' oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention
5. Demonstrate the use of instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions
6. Demonstrate an understanding that literacy acquisition develops in an often predictable pattern from pre-reading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition
7. Demonstrate an understanding that the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print
8. Demonstrate an understanding that literacy development occurs in multiple contexts through reading, writing, and the use of oral language

9. Demonstrate an understanding of the predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur
10. Demonstrate an understanding of appropriate instructional strategies and sequences for developing students' writing skills
11. Demonstrate an understanding of the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language.

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;

This course covers the following EC-6 Generalist Domains:

Domain I – English Language Arts and Reading;

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard VIII*. Development of Written Communication:* Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX*. Writing Conventions:* Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X*. Assessment and Instruction of Developing Literacy:* Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

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

NAEYC Standards for Initial Licensure:

Standard I – Promoting Child Development and Learning

Standard II – Building Family and Community Relationships

Standard III – Observing, Documenting, and Assessing to Support Young Children and Families

Standard IV – Teaching and Learning

Standard V- Becoming a Professional

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 are expected to bring their required notebook materials to each class (TEKS, TExES and etc.)
- 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:

A. Font - 12 pt. Times New Roman.

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. <u>Late attachments will not be accepted.</u>**

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.

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:

Professionalism: In order to earn points for *professionalism* 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).	100 points
Participation: In order to earn points for *participation* 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.	100 points
Tests: Covering assigned textbook, outside reading, and TExES Domains and Competencies Generalist EC – 6.	200 points each
Certify Teacher: Will be submitted electronically each Wednesday. The first exam will be combining with participation and the actual grade. The last four exams will be solely based on test scores.	200 points
Thematic Interdisciplinary Unit: Create a thematic interdisciplinary unit for an early childhood classroom; grade level to be assigned in class. Include lesson plans, list of materials, bibliography of children's books, concept map webbing of unit (the unit must cover standards specified in the Domains specified in the course syllabus). An illustration must be provided (bulletin board and etc.).	200 points each

Presentation; 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 & 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).	200 points
Reflection Presentation: A power point summarization of how you will implement the strategies described in the IREAD into your personal and professional life (10 slide minimum). The course terminology must be utilized in the presentation.	200 points
Professional Portfolio: Each student will be required to maintain a binder using all of the terms and strategies discussed in Domain I (Generalist EC – 6). A sample will be modeled by the e instructor.	200 points each
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
Requested Documentation: Each student will be required to download and print copies of requested documentation by the instructor (TEKS objectives, STARR information, and etc.)	100 points each

Grading Scale:

A	**90-100% of total points**
B	**80-90% of total points**
C	**75-79% of total points**
D	**70-74% of total points**
F	**50-69% of total points**

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 4003Communication and Language Development

Class Time: MWF 9:00 a.m. – 9:50 a.m.   **Room:** Delco 308

Instructor: Vonda Oliver, M. Ed.   **Office:** Delco 318

Phone: (936) 261 – 3403

This course calendar is subject to change.

Date	Topic	Reading Assignments Due	Assignments Due
8. 27	Welcome Review Course Syllabus Certify Teacher TExES/ Course Requirements		
8. 29	DOTS Foundations of Early Literacy	TExES Domains/ Competencies Portfolio Documentation Chapter Review Class Activity and Discussion	TEKS/ TExES TEKS Review Course Syllabus Contract Class Activity **PD**
8. 31 9.3	Certify Teacher TExES/ Course Requirements DOTS Oral Language	TExES Domains/ Competencies Chapter Review Portfolio Documentation Class Activity	TEKS/ STARR Docs. ALL STUDENTS MUST ATTEND THE STUDENTASSEMBLY IN PD ATTIRE – ATTENDANCE WILL BE TAKEN FOR A GRADE Certify Teacher Exam 1 due Sept. 5 (8:00p.m.)
9.5	**Pre - Test**	Pre - Test	Pre - Test

9.7	Certify Teacher Phonological, Phonemic, and Phonetic Awareness TExES/ Course Requirements DOTS	Chapter 1 Portfolio Documentation Class Activity Chapter Review TExES Domains/ Competencies Portfolio Documentation	**PD**
9.10	Phonological, Phonemic, and Phonetic Awareness	Chapter Review Class Activity	Professional Portfolio
9. 12	Certify Teacher Phonological, Phonemic, and Phonetic Awareness TExES/ Course Requirements DOTS	Chapter Review Class Activity Portfolio Documentation	Certify Teacher Exam 2 due Sept. 19 (8:00 p.m.
9. 17 9. 19 9.21	Alphabetic Principle Test Certify Teacher TExES/ Course Requirements DOTS	Chapter Review TExES Review Portfolio Documentation Class Activity Lesson Plan Review	

9. 24 9.26 9.27	Literacy and Diversity DOTS Video	Chapter Review Portfolio Documentation Class Activity	**PD**
10.1 10.3	Language and Vocabulary Development DOTS	Chapter Review Portfolio Documentation Class Activity	Professional Portfolio Review (Portable Portfolio must be completed) – All Domains and competencies for Content EC – 6 Generalist **PD**
10.5	Language and Vocabulary Development DOTS	Portfolio Documentation Class Activity	Certify Teacher Exam 3 due Oct. 3 (8:00 p.m.)
10.9 10.11	Comprehension DOTS	Chapter Review Summarization Class Activity Portfolio Documentation	**PD**
10. 22	Comprehension DOTS	TExES Domains/ Competencies Class Activity Chapter Review Portfolio Documentation	
10.24 10.26	Writing, Spelling, and Literacy Development DOTS	Chapter Review Class Activity/ Portfolio Documentation	**PD**

10. 29	Writing, Spelling, and Literacy Development DOTS	Chapter Review Class Activity Portfolio Documentation	Certify Teacher Exam 4 due Oct. 17 (8:00 p.m.)
10. 31	Test	TExES Review	Test
11.2	Writing, Spelling, and Literacy Development DOTS	Chapter Review Portfolio Documentation	Certify Teacher Exam 5 due Oct. 31 (8:00 p.m.)
11.5 11.7	Motivating Emergent Readers and Writers DOTS	Chapter Review Portfolio Documentation	**PD**
11. 9	The Literacy Program	TExES Review Portfolio Documentation Professional Portfolio Mid - Term	Professional Portfolio Review (Portable Portfolio must be completed) – Domains I and competencies for Content EC – 6 Generalist Certify Teacher Exam 6 due Nov. 7 (8:00 p.m.)
11. 12	TExES Exam Domain I	TExES Exam	**PD**
11. 14	TExES Review TExES Domains/ Competencies Chapter Review DOTS	TExES Review TExES Domains/ Competencies Chapter Review Portfolio Documentation	Thematic Interdisciplinary Unit Presentations are due **PD** – On date of presentation

11. 16	TExES Review TExES Domains/ Competencies Chapter Review DOTS	TExES Review TExES Domains/ Competencies Chapter Review Portfolio Documentation	Thematic Interdisciplinary Unit Presentations are due **PD** – On date of presentation
11. 19	Post Test DOTS	TExES Domains/ Competencies Chapter Review Portfolio Documentation	Certify Teacher Exam 7 due Nov. 28 (8:00 p.m.)
11. 26 11.28 11.30	TExES Review TExES Domains/ Competencies Chapter Review DOTS	Portfolio Documentation TExES Review TExES Domains/ Competencies Chapter Review	IREAD Presentations
12. 3	TExES Review TExES Domains/ Competencies Chapter Review	Portfolio Documentation TExES Review TExES Domains/ Competencies Chapter Review	IREAD PRESENTATIONS
12. 5 12.7	Final Professional Portfolio	Final Professional Portfolio Review	Domains and competencies for Content EC – 6