



## Innovative Course Application 2007-2008

### Instructions:

1. Complete this application with care, remembering that if the course earns state approval, this application will be made available on the internet and may be accessed and referenced by the public.
2. Obtain the approval of your local board of trustees prior to submitting your application.
3. Submit your application via email as an attachment. Use "Innovative Course Application" as your subject line, and address the email to [curriculum@tea.state.tx.us](mailto:curriculum@tea.state.tx.us). **Submit your 2007-2008 application no later than February 27, 2007.** Expect a receipt confirmation within 5 business days.

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Name of applying district or organization: Ector County ISD

Complete mailing address: P.O. Box 3912 Odessa, Texas 79760

Contact person: Ian Roark

Contact person's email address: [roarkir@ector-county.k12.tx.us](mailto:roarkir@ector-county.k12.tx.us)

Contact person's phone number, area code first: (432) 334-7198

County District Number (if applicant is a Texas school district): 068901

Superintendent (if applicant is a Texas school district): Wendell Sollis

Date of local board of trustees' approval of this innovative course application: 1/23/07



Name of innovative course(s): Ready, Set, Teach! I and II (N1220307 and N1220308)

(Only if this is an application for multiple levels of the same course may multiple course names be listed here. For example, an applicant may apply for approval of Latin Literature I and Latin Literature II with one submission.)

Number of credits that may be earned: 1-3 credits for year one and 1-3 credits for year two.

Brief description of the course (150 words or less):

Ready, Set, Teach! is a field-based internship which provides students with a background knowledge of the principles of effective teaching practices. Students in Ready, Set, Teach! work under the joint direction and supervision of both a Family and Consumer Sciences teacher and exemplary educators in direct instructional roles with elementary, middle, and/or high school-aged students. Students from the class plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers. Placement rotations are utilized to allow students to have experiences in a full range of education career roles, grade levels, subject areas, and ability groups.

Essential Knowledge and Skills of the course:

**(1) Exploring the teaching profession**

The student is expected to:

- (A) Determine knowledge and skills needed by teaching professionals;
- (B) Demonstrate personal characteristics needed to work in the teaching profession;
- (C) Identify qualities of effective schools;
- (D) Define a personal philosophy of education; and
- (E) Prepare a personal career plan in preparation for a career in the field of education.

**(2) Achieving excellence in subject matter**

The student is expected to:

- (A) Demonstrate subject matter competence;
- (B) Analyze the importance of subject matter knowledge and integrated learning;
- (C) Demonstrate the continuous development of learning skills; and
- (D) Demonstrate teaching skills appropriate for specific students and subject matter.

**(3) Understanding the learner and learning process**

The student is expected to:

- (A) Apply principles and theories of human development to teaching situations;
- (B) Apply principles and theories about the learning process to teaching situations;
- (C) Demonstrate teacher behaviors and skills that facilitate the learning process; and
- (D) Explains the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions.

**(4) Communicating effectively**

The student is expected to:

- (A) Demonstrate effective verbal, non-verbal, written, and electronic communication skills;
- (B) Communicate effectively in situations with educators and parents/guardians;
- (C) Evaluate the role of classroom communications in promoting student literacy and learning;



and

(D) Demonstrate effective communication skills in teaching.

**(5) Planning effective instruction**

The student is expected to:

- (A) Explain the role of the Texas Essential Knowledge and Skills (TEKS) in planning and evaluating instruction;
- (B) Explain the rationale and process for instructional planning;
- (C) Describe principles and theories that impact instructional planning;
- (D) Create clear short and long term learning objectives that are developmentally appropriate for students; and
- (E) Demonstrate teacher planning to meet instructional goals.

**(6) Developing and using effective instructional strategies**

The student is expected to:

- (A) Analyze concepts for developing effective instructional strategies;
- (B) Determine the influence of student learning needs and subject matter on selection of instructional strategies;
- (C) Utilize instructional strategies effectively; and
- (D) Utilize learner feedback to guide selection and adjustment of instructional strategies.

**(7) Creating an effective learning environment**

The student is expected to:

- (A) Describe characteristics of safe and effective learning environments;
- (B) Demonstrate teacher characteristics that promote an effective learning environment;
- (C) Apply classroom management techniques that promote an effective learning environment; and
- (D) Describe conflict management and mediation techniques supportive of an effective learning environment.

**(8) Assessing teaching and learning**

The student is expected to:

- (A) Describe the role of assessment as part of the learning process and the teaching profession;
- (B) Analyze the assessment process;
- (C) Use assessment to foster student learning; and
- (D) Utilize assessment strategies to promote personal growth and teaching improvement.

**(9) Understanding the relationship between school and society**

The student is expected to:

- (A) Explain the relationship of school and society;
- (B) Support learning through advocacy;
- (C) Utilize school and community resources for professional growth; and
- (D) Utilize the support of family members, community members, and business/industry to promote learning.

**(10) Developing technology skills**

The student is expected to:

- (A) Describe the role of technology in the instructional process;



- (B) Utilize technology applications appropriate for specific subject matter and student needs; and
- (C) Demonstrate skillful use of technology as a tool for instruction, evaluation, and management.

**(11) Continuing development as a teaching professional**

The student is expected to:

- (A) Identify strategies and resources for the professional development of educators;
- (B) Demonstrate teacher characteristics that promote ongoing professional development;
- (C) Use research and assessment to improve teaching; and
- (D) Develop a professional growth plan.

Description of the specific student needs this course is designed to meet:

ECISD's Early Childhood Education career pathway is a high-demand program where student enrollment reaches maximum levels annually. Increasing numbers of High School students in this pathway have expressed interest in becoming public school teachers at all levels, not just Early Childhood. Offering Ready, Set, Teach! would allow our students to complete a career pathway that best prepares them for careers in Texas's public schools.

Major resources and materials to be used in the course:

Upon course approval, the district will engage in a textbook adoption process per policy for Ready, Set, Teach! This course will also utilize curriculum materials from the Curriculum Center for Family and Consumer Sciences located at Texas Tech University, which contain guidelines for instruction and teaching activities for Ready, Set, Teach! The district may also develop further curricular resources in conjunction with teacher preparation programs at local post-secondary institutions.

Required activities and sample optional activities to be used:

Students in Ready, Set, Teach! will work under the supervision of a Family and Consumer Sciences teacher and demonstrate proficiency in the essential knowledge and skills through classroom assignments, projects, and exams. Students will also plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers. The students will serve in a full range of education career roles, grade levels, subject areas, and ability groups.



Methods for evaluating student outcomes:

Students will be assessed in their proficiency in the essential knowledge and skills through classroom assignments, projects, and exams. During the course of each week, students enrolled in Ready, Set, Teach! will also participate in supervised field-based observations and applications of principles/practices studied in the class. Finally, students will be assessed according to the principals and processes of the Professional Development and Appraisal System (PDAS) in preparation for becoming professional educators.

Required qualifications of teachers:

Certified to teach Vocational Home Economics Education/Family and Consumer Sciences Education

3-5 years teaching experience, recommended

Additional information (optional):