

Syllabus
Sul Ross State University
ED 3301
Curriculum and Instruction for Classroom Teachers
Spring 2015

Instructor: Dr. Jeanne Qvarnstrom

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Office Hours: Monday 1:00 – 3:00 p.m.

Tuesday 1:00 – 2:00 p.m.

Wednesday 9:00 – noon & 1:00 – 3:00 p.m.

Thursday 11:00 – 1:00 p.m.

Others by appointment

Class Meeting Times:

8:00 a.m. – 9:15 a.m.

MAB 301

Required Textbook:

If you are, or plan to be an EC-6 teacher:

- Nath, J & Cohen, M. (2011.) *Becoming an EC-6 Teacher in Texas: A course of Study for the Pedagogy and Professional Responsibilities (PPR) TExES*. Belmont, CA: Cengage Learning.

If you are, or plan to be a 7-12 teacher:

- Nath, J. & Cohen, M (2005). *Becoming a Middle School or High School Teacher in Texas: A Course of Study for the Pedagogy and Professional Responsibilities (PPR) TExES*. Belmont, CA: Cengage Learning.

The Nath and Cohen books will be the main text for all of the assignments in this course.

Supplementary Materials:

- Certify Teacher Software

You will need to purchase this online at <http://www.certifyteacher.com/>

You should purchase the CONTENT Certification Practice Test for your subject area. Select the “Online Exam” for \$55.00. You will need a credit card to purchase this software.

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association.

This format will be followed for the assigned research paper.

Course Description:

A course is designed for the classroom teacher with emphasis on appropriate curriculum and instruction for the classroom. This course will provide companion theory and practice to ED 3303 with field work.

Competencies Covered in this Course:

This course will help prepare you for the TExES content exam in your area. This course will cover competencies 3,4,5,6, 12, and 13.

Assignments	Points	Due Dates
Letter of Introduction to your classroom teacher for observations (word processed)	20	January 27
Comparison of Professional Organizations (Venn Diagram)	25	April 21
Class Activities	(total may vary)	ongoing
Interview with teacher or administrator (format posted on Blackboard)	30	April 28
10 hours of classroom observation and reflection (Completed Log and observation reports required)*	50	Attend orientation at school <ul style="list-style-type: none"> • One report February 19 • All reports May 3
Chapter quizzes (may only be taken once)	166	ongoing
Lesson plan and presentation (format posted on Blackboard)	50	Report on objective February 24 Present lesson in class March 5

Present lesson in observation classroom, discuss with teacher, and complete Lesson Reflection Form (posted on blackboard)	20	April 30 or earlier
Research Paper (guidelines posted on Blackboard)	50	April 14
Final exam (may be taken multiple times)	126	Must be completed by noon on May 13th
Submission of 1 Certify Teacher practice exam (score of 260 required for official test)	25	February 26
Professional Practices and Responsibilities Report (extra credit)	10	Report to class as completed

* Texas Education Agency (TEA) mandates 30 hours of classroom observation prior to teacher certification. If you fail to obtain 10 required observation hours for this course, you will not pass this course.

*All assignments are due on the date indicated. Points will be deducted for any late assignments.

Grade assignment: A – 90-100%

B = 80 – 89%

C= 70-79%

D= 60-69%

Attendance policy:

Students are expected to attend all classes and be on time. In the event of an emergency or illness, students must contact the professor via email or telephone. SRSU Class Attendance policy states, “The instructor may, at his/her discretion, drop a student from a course when the student has a total of nine absences.” A scholar is expected to be punctual, prepared and focused. Excessive tardiness will affect your grade. Meaningful and pertinent participation is required.

Program Learning Outcomes:

The graduating student will demonstrate that he/she will:

- Write a lesson plan that is developmentally appropriate for students
- Create a positive classroom environment
- Teach developmentally appropriate lessons
- Adhere to the legal and ethical requirements for teachers

Student Learning Outcomes:

The Education 3301 students will...

1. Demonstrate the procedure for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
2. Demonstrate an understanding of how to encourage student motivation for learning and appropriate actions at school.
3. Demonstrate an understanding of how to create a positive and inviting learning environment.
4. Demonstrate an understanding of classroom management and procedures to ensure an effective teaching classroom.
5. Recognize the importance of professional knowledge and skills in interacting with other members of the educational community and receiving professional development activities.
6. Demonstrate mastery of TExES Framework on Pedagogy and Professional Responsibilities.

This course will cover the following TEA Curriculum topics:

The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

#4 motivation, #5 learning theories, #6 TEKS organization, structure, and skills, #7 TEKS in the content areas, #9 curriculum development and lesson planning, #15 pedagogy/instructional strategies, and #17 Certification test preparation.

ADA Accommodations:

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Students seeking disability services need to contact the Disability Services Coordinator located in the University Center, Room 112.

Academic Integrity:

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required.

Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole or another course and/or professor
- Turning in another’s work as one’s own
- Copying from professional works and Internet sites without citation

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Tentative Schedule

Week	Chapter	Assignment
Week 1 January 20,22	3	Start of Semester <ul style="list-style-type: none"> • Write your Letter of Introduction (due January 27)
Week 2 January 27,29		<ul style="list-style-type: none"> • Lesson Planning • Classroom observations and research paper • Student achievement • Class meets at library for tour on January 29 at 8:00 a.m.
Week 3 February 3,5		<ul style="list-style-type: none"> • Instructional objectives • Field trip to Ft. Davis ISD from 8:00 – 10:45 a.m. on February 5 We will travel together.
Week 4 February 10,12		<ul style="list-style-type: none"> • Making a difference in student achievement through planning and instruction • Bloom’s Taxonomy • Report on research paper 2/12 <p>Take Chapter 3 quiz that will be posted only during week 4 Quizzes may only be taken once.</p>
Week 5 February 17,19	4	<ul style="list-style-type: none"> • Student Centered and Teacher Centered Instruction • Learning Theory • Report on one classroom observation on February 19th
Week 6 Feb. 24,26		<ul style="list-style-type: none"> • Constructivist Learning Theory • Report on your lesson plan objective February 24 • Report on your TeXes practice test February 26 • Digital application for Student Teacher due February 27
Week 7 March 3,5		<ul style="list-style-type: none"> • Understanding learning theory and other factors that impact learning

		<ul style="list-style-type: none"> Present lesson plans to class on March 5 (40 minutes allocated), individual conference, schedule lesson presentation to observation classroom <p>Take Chapter 4 quiz</p>
Week 8 March 10,12	5	<ul style="list-style-type: none"> Attaining an excellent and equitable classroom environment Teacher enthusiasm
March 15		SPRING BREAK
Week 9 March 24,26		<ul style="list-style-type: none"> Classroom environment Student collaboration and interaction TeXes Practice March 26
Week 10 March 31, April 2	6	<ul style="list-style-type: none"> Managing Texas classrooms Assessments <p>Take Chapter 5 quiz</p>
Week 11 April 7,9		<ul style="list-style-type: none"> Classroom management Establishing behavior standards
Week 12 April 14,16	12	<ul style="list-style-type: none"> Grading Policy Research papers due to be presented on April 14. <p>Take Chapter 6 quiz</p>
Week 13 April 21,23		<ul style="list-style-type: none"> Motivation Interacting and communicating with other educators Venn diagram on professional organizations is due April 21 <p>Take Chapter 12 quiz</p>
Week 14 April 28,30	13	<ul style="list-style-type: none"> Teacher or Administrator Written Interview is due April 28 Report on Lesson Reflection form on April 30 TeXes Practice April 30
Week 15 May 3		<ul style="list-style-type: none"> Celebration Breakfast The Reflecting Teacher <p>10 hours field experience reports are due May 3</p> <p>Take Chapter 13 quiz</p>
Final Exam May 11-13		To be completed by May 13 at noon. Final may be taken multiple times, and the highest score will be recorded.

Throughout the course, additional activities, readings, and activities may be added to the course to enhance your learning experience.