

Sul Ross State University
Syllabus
ED 5311
Improvement of Instruction in Public Schools
Spring 2015

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Office Hours:

Monday	1:00 – 3:00
Tuesday	1:00 – 2:00
Wednesday	9:00 – noon & 1:00 – 3:00
Thursday	11:00 – 1:00
Others	by appointment

Required Textbook:

1. Certify Teacher Software

If you are pursuing a teacher credential, you will need to purchase this online at:

<http://www.certifyteacher.com/>

You should purchase the **Pedagogy and Professional Responsibilities EC-12**. Select the “**Online Exam**” for \$55.00. You will need a credit card to purchase this software.

2. Textbooks:

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

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

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: Wadsworth/Thompson.

The Nath and Cohen books will be the main text for all of the assignments in this course. Certify Teacher Software is a study aid that will ensure you are successful when you take the PPR exam. In addition to these texts, it is anticipated you will find additional

resources to help you understand concepts and ideologies. You can find these via the library, the internet, and educational databases containing journals and other media.

Course Description

A course designed for post-baccalaureate students pursuing teacher certification. Emphasis is upon learner-centered practices in specific academic areas and effective teaching behaviors for diverse learners.

This course will help prepare you for the TExES Pedagogy and Professional Responsibilities (PPR) exam.

If students already have passed the PPR, an alternative assignment will be provided.

Policies

Observation Hours

Texas Education Agency (TEA) mandates at least 30 hours of classroom observation prior to teacher certification. The Education Department at Sul Ross State University is the entity required to ensure that you have met that minimum standard. Your observation log is to be submitted to the Education Department.

Key Assignments

- 1) **Interview** due week of February 15th
 - Select someone with expertise in your chosen question for assignment #9
 - Create three or more questions for the interview to explore the interviewee's position on your "Critical Question in Education".
 - Submit a written record of the questions and the responses.
 - Include your interview as a source in assignment #9.
- 2) **Wiki Creation** due week of April 12th
 - Select a topic for the wiki on a specific academic area or area of your choice approved by the instructor
 - Complete discussion board assignments for wiki
- 3) **Lesson Plan** (using form posted on Blackboard) due week of April 19th
- 4) **Test Creation over Chapter 10 in Textbook** due week of March 29th.
 - 3 essay questions with scoring rubric
 - 5 multiple choice question with answer key
 - Identify the Bloom's Taxonomy level for each of the 8 questions and provide your rationale.
- 5) **Discussion Posts**—ongoing dates
 - These are essential ways to exchange ideas and responses
- 6) **Parent Communication**---due week of April 5th

- 7) **Assessments over textbook** –ongoing. Most test items are multiple choice with some chapter tests having short response questions, too.
- 8) **PPR Practice Test Report from Certify Teacher (or other assignment)** due week of March 22nd.
- 9) **Critical Questions in Education position paper** (3-5 pages) due week of March 22nd.
 - Select one of the following questions or propose your own.
 - Questions include: Is student accountability fair?
 What has been lost or gained with technology in schools?
 How much do schools respect diversity?
 How has education changed in the last 100 years?
 - State your position on the question and provide 3 or more supporting sources for your position. One of the sources must be your interview (assignment #1). In closing, explain why educators need to answer the question.
 - Follow APA format.

Grading

Assignment	Points
Final exam	138
Quiz # 7	20
Quiz # 8	26
Quiz # 9	36
Quiz # 10	30
Quiz # 11	20
Quiz #13	20
Interview	30
Wiki Project <ul style="list-style-type: none"> • Select a topic (teaching ELL, Special Education, or Gifted and Talented, classroom management strategies, content specialty, topic approved by instructor) and create a wiki www.wikispaces.com • On your HOME PAGE, create a welcome message outlining the focus of the wiki • Create a research page and post a summary of ONE journal or book or other source and your 	50

response. Include bibliographic listing.	
• Send invite to students in this class to join	
Create a lesson plan	50
PPR Practice Test Report from Certify Teacher (or other assignment to be arranged with instructor)	25
Discussion Posts 14 @ 5 points each	60
Parent Communication	20
Teacher-Made Test on chapter 10	20
Critical Questions in Education paper	50
Total Points	595

Due dates

All assignments are due on the last day of the assigned week (Saturday). Work will not be accepted after the due date.

Grade Assignment: A= 90-100%, B= 80-89%, C= 70-79%, D= 60-69%, F= <60%

Grading Policy:

1. All papers should be typewritten according to the American Psychological Association (APA) manual.
2. All writing, including the Discussion Board postings, will be graded for correct writing conventions, as well as content.

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.

Distance Education Non-Participation Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester. Any student dropped for non-

participation will receive an “F” in the course dropped. Inactivity may include the following:

- Not logging on to the course
- Not submitting assignments
- Not participating in scheduled activities
- Not communicating with the instructor by phone or email, and/or
- Not following the instructor’s participation guidelines stated in the syllabus.

Netiquette

Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:

1. Check the course website frequently and respond appropriately and on subject.
2. Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
3. Cite all quotes, references and sources.
4. Never forward someone else’s messages without his/her permission.
5. All discussion postings should be of top quality, on time, and rich in text. (The above “netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

SRSU Disabilities Services:
<p>The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.</p> <p>Students seeking disability services need to contact the Disabilities Services Coordinator located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.</p>

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 to students.
- Adhere to the legal and ethical requirements for teachers.

Student Learning Outcomes

The education students will...

1. Apply principles and strategies for communicating effectively in varied teaching and learning contexts.
2. Provide appropriate instruction that actively engages students in the learning process.
3. Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
4. Monitor student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
5. Understand the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
6. Demonstrate mastery of TExES Framework on Pedagogy and Professional Responsibilities.

Competencies Covered in this Course

#8 Engaging Students in Active Learning, #9 Technology for Texas Teachers, #10 Assessment, #11 Working with Texas Families, #13 Laws, Ethics, and the Structure of Education in Texas, #14 Studying for and Passing the PPR TExES

TENTATIVE SCHEDULE

WEEK	ASSIGNED READING	ASSIGNMENT
Week I January 20	Chapter 7	Discussion Posting #1: give your name, where you are from, why you chose to be in education, what area of education you are pursuing, and what your personal goal is for this course. Begin working on your final exam due MAY 14th at NOON. You may take it multiple times to increase your score.

Week 2 January 25		Discussion Posting #2: view the grade 10 science video clip and evaluate the questioning techniques. Then write a response to the following questions: Do all students participate? Do students think deeply about questions? Are students motivated?
Week 3 February 1	Chapter 8	Discussion Posting #3: View the Joe Masiello English class video. Give examples from the video that illustrate the teacher’s role as audience, guide, facilitator, and coach. Take Chapter 7 quiz that will be posted only during week 3
Week 4 February 8		Discussion Posting #4: Write the critical question in education you selected for your INTERVIEW (assignment #1) and paper (assignment #9) and describe why you chose that topic. Take Chapter 8 quiz that will be posted only during week 4
Week 5 February 15	Chapter 9	Discussion Posting #5: visit wikispaces.com , set up an account (teacher K-12), and view the tutorials, “Welcome Message to Members”, “Personalize your Wiki”, Adding Pictures:, “Projects”. Then write what you see to be the advantages of a wiki for a classroom teacher and describe what topic you plan to focus on for your wiki design assignment. Interview is due.
Week 6 February 22		Discussion Posting #6: Write your instructional objective for your lesson plan (include all 4 components), how it supports your selected TEKS, and the integrated subjects you plan to include. Review writing an objective in chapter 3 in your textbook.
Week 7 March 1		Discussion Posting #7: What are the strengths and challenges for using technology in schools? Reference one or more of the technology articles posted under Course Materials in your response.
Week 8 March 8	Chapter 10	Discussion Posting #8: Take the Terse Self-Test About Testing. Score your answers, and write your conclusions about the results. Take Chapter 9 quiz that will be posted only during week 8
March 15		SPRING BREAK
Week 9 March 22		Discussion Posting #9: Read the selected articles on diverse learners and respond to the question—What

		<p>strategies may a teacher use to reach diverse learners? Also describe what strategies and accommodations for diverse learners you plan to include in the lesson plan you are designing. Begin work to create a Teacher-Made Test on the content of Chapter 10 Critical Questions in Education Paper is due. Email a copy of your practice PPR (or alternative assignment) to Dr. Qvarnstrom</p>
Week 10 March 29	Chapter 11	<p>Discussion Posting #10: what are the important elements in writing parent communications? Teacher-Made Test on the content of chapter 10 is due. Include 5 multiple choice items and three essay questions and provide the answer key and scoring rubric. Describe each question as to what what level of Bloom's Taxonomy the question is using and give your rationale. Take Chapter 10 quiz that will be posted during week 10 only.</p>
Week 11 April 5		<p>Assignment due: Write a Welcome to the School Year Letter for parents and students Take Chapter 11 quiz that will be posted during week 11 only.</p>
Week 12 April 12	Chapter 13	<p>Discussion Posting #11: Select one of the terms to know for chapter 13 and explain why that is important. Completion date for Wiki. Send out invite to all class members.</p>
Week 13 April 19	Chapter 14	<p>Discussion Posting #12: After reading chapter 14, what tips do you plan to follow to prepare for passing the PPR Exam? Lesson Plan is due. Take Chapter 13 quiz that will be posted only during week 13.</p>
Week 14 April 26		<p>Discussion Posting #13: Visit one of your classmate's wikis, identify it, and describe what you found most interesting about it. Include any suggestions.</p>
Week 15 May 3		<p>Discussion Posting #14: Reflect on your personal goal described in Discussion Board #1. Did you realize your goal? Why or why not?</p>
Final		<p>To be completed May 11-14 TEST CLOSES AS NOON ON MAY 14.</p>

Throughout the course, additional activities and/or reading may be added to enhance your learning experience with or without bonus points.