

**Sul Ross State University**  
**Syllabus**  
**ED 5310**  
**Organization and Structure of the Public School Curriculum**  
**Summer Session 1**  
**2015**

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Office Hours: Monday and Tuesday 8:00 a.m. to noon  
Other times may be arranged

**Class Meeting Times**

Blackboard and by arrangement

**Location**

Blackboard

**Required Textbook:**

**Certify Teacher Software**

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

You should purchase the **Content Test for secondary or the Generalist EC-6 (#191) for elementary**. Select the “**Online Exam**” for \$55.00. You will need a credit card to purchase this software.

**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 Content exam. Continued use of this software will help you understand the

competencies. 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**

This is a course designed for post-baccalaureate students pursuing teacher certification. Emphasis will be upon developmentally appropriate curriculum design, qualitative and quantitative evaluation and classroom organization.

The course reviews the derivation of appropriate methods and techniques from basic principles of learning for effective instruction. It includes an examination of the working skills needed in cooperative planning, selecting and organizing teaching materials, utilization of the environment, individual and group guidance, and evaluation activities. Also included are opportunities for personal assessment and research of effective teaching practices.

This course will help prepare you for the **TEXES Content or Generalist EC-6 (#191)** exam.

### **Policies**

**Passing the TEXES Content or Generalist EC-6 Certify Teacher practice test** with a score of 260 or higher is a requirement for the Department of Education. For this class, one assignment will be to turn in one score report for a practice test. Any score will be acceptable for this class; however, you need to score 260 or higher on one of two practice tests in order to be Department approval to take the “official” exam.

#### **Academic Integrity:**

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property.

Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in another course
- 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.

#### **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, 1 week in a summer session, or 3

days in the midwinter session. 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.

**SRSU Disabilities Services:**

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.

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.

**Reasonable Accommodation Statement**

It is the SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disability, please contact the ADA Coordinator in Student Services: UC 211, 837-8178.

**Grading/Policies**

**Due dates**

All assignments are due by the Saturday (midnight) of the assigned week.

There are a lot of assignments, thus it is imperative that you keep current on all assignments.

**Grading:**

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

**Tentative Assignments and Grading System**  
**ED 5310**

<b>Assignments</b>	<b>Points</b>	<b>Due Dates</b>
Comparison of professional organizations	25	June 6
Interview with teacher or administrator	30	June 13
Research paper	50	June 20
Certify Teacher Test report (contact Dr. Qvarnstrom for an alternate assignment, if needed)	25 (regardless of score)	June 20
Lesson plan	50	June 27
Final Exam	126	ongoing with last date July 7 <sup>th</sup> at noon
Chapter quizzes 3,4,5,6,12	166	Weekly assignments
Discussion Board postings (6)	60	ongoing
<b>TOTAL POINTS</b>	<b>718</b>	

**Review the Documents section on Blackboard to see templates and scoring rubrics for the assignments listed above.**

**Week 1: All assignments for this week must be submitted by Saturday, June 6th**

**Competency 3: Planning and Instruction**

**Read:**

Becoming an EC-6 Teacher chapter 3

Or

Becoming a Middle School or High School Teacher

**Take quiz #3** on Blackboard. There is a time limit for each quiz of one hour.

**Introduction Discussion Board #1**

Introduce yourself to the class in the discussion board area of Blackboard.

- Tell us your name, where you're from, and all about you.
- In a paragraph or two, share why you want to be in education and the subject area you would like to teach.
- attach a picture of yourself so that we can put a face with your work

**Comparison of Professional Organizations**

Select any two professional organizations for teachers, such as National Council for

Social Studies or Texas Federation of Teachers (see listing under Web Links at the end of chapter 12 for other organizations) and use the Venn Diagram posted under documents to compare the two organizations. Make at least 5 comparisons under alike and ways they are different.

**Long Term Assignments to Begin Working On:**

**Final Exam (126 pts.)      Begin now but due last week of classes**  
**You will need to log into Blackboard and access the Final Exam under the “Quiz, Test, Exam” section. You may take the final multiple times. Your highest score will be recorded.**

**Purchase Certify Teacher Software for Your Content Area or Generalist EC-6**  
You must email me a score report by June 20th to demonstrate your use of the software. Twenty-five points will be awarded, REGARDLESS of your score.

**Begin Working on Research Paper due June 20<sup>th</sup>.**  
Purpose: To explore content and instructional strategies in my chosen teaching field to prepare me for passing the Content Test and my teaching assignment in the future.

Topic: Describe the core Texas Essential Knowledge and Skills (TEKS) for my subject area and identify the best instructional strategies and materials to teach the subject.

- I. Summarize the TEKS for your subject area and level (k-5, 6-8, 9-12). Identify the articulation between grades.
- II. What does research say about the best teaching methods and instructional materials?
- III. How will you incorporate this information to be a highly qualified teacher in your subject area?

Guidelines:  
Include 3 or more diverse sources in your bibliography  
Include 5 or more pages  
Follow APA writing format

You can become familiar with the TEKS by going to <http://www.tea.state.tx.us/index2.aspx?id=6148> . If you scroll part way down the page you will find the TEKS by chapter beginning with Chapter 110. English Language Arts and Reading followed by the remaining chapters and content areas.

The TEKS show you, the teacher, what information your students will be responsible to know and be tested on. Beginning the 2011/2012 school year, Texas implemented a new student standardized test called State of Texas Assessments of Academic Readiness (STAAR™). You can read more about this on the TEA website <http://www.tea.state.tx.us/student.assessment/staar/> . This exam will test student performance on the TEKS.

### **Lesson Plan due on June 27**

Use the lesson plan format posted under documents for your lesson plan, and review the key elements. Study carefully the description in Chapter 3 for writing a good objective and developing a lesson plan. If you want to send me a draft prior to the June 28<sup>th</sup> due date, I will review and send you comments.

Key elements of the objective include four components: (1) Who (define your student as 5<sup>th</sup> grader, 2<sup>nd</sup> grade ESL, 7<sup>th</sup> grade math, etc.); (2) What (describe the observable behavior by drawing upon the TEKS you have selected for the lesson); (3) How (describe the circumstances to measure student understanding); and (4) How much (what degree of performance do you require such as 80% of the 10 word problems correct).

Good Example: First-grade mathematics students will demonstrate their ability to solve two-column addition problems by calculating eight of ten two-column addition problems correctly.

Who? First grade math students

What? Solving two column addition problems

How? Given ten two-column addition problems

How much? 80% correct required

Bad Example:

Science students will make a poster.

Who? We don't know the grade.

What? We don't know the TEK (content) to be taught

How? A poster is the "How", but no specifics are given

How much? No scoring rubric is provided for how the poster will be graded

If at this point you are still **confused please contact me.**

## **Week 2 All assignments for this week must be completed by June 13th**

### **Competency 4: Learning Theories**

#### **Read:**

Becoming an EC-6 Teacher chapter 4

Or

Becoming a Middle School or High School Teacher chapter 4

**Take quiz #4** on Blackboard. There is a time limit of one hour.

#### **Discussion Board #2**

Post the instructional objective that you have written for your lesson that is due June 27<sup>th</sup>. Be sure to include the Who, What, How, and How much.

Also list the integrated subjects you plan to include with your Subject TEK. For example, if you are teaching an English TEK on composition, you could include social studies by requiring students to write a persuasive essay on the causes of the Civil War.

#### **Interview with Teacher or Administrator is due**

Create 5 or more questions that you have about teaching (such as, “What do you think of the STAAR testing program?”). Turn in a written interview with the questions written, and the teacher’s responses provided. Be sure to probe, so that you get some in-depth responses. See documents for format and scoring. If possible, interview the classroom teacher you are observing.

## **Week 3 All assignments for this week must be completed by June 20th**

### **Competency 5: Classroom Environment**

#### **Read:**

Becoming an EC-6 Teacher chapter 5

Or

Becoming a Middle School or High School Teacher chapter 5

**Take quiz # 5** on Blackboard. There is a time limit of one hour.

#### **Discussion Board #3**

View the Harry Wong video, “Positive Expectations” (posted under videos) and write a response to this question: What does Harry Wong mean when he states “results and responsibilities; not excuses”?’

#### **Certify Teacher Practice Test Score**

Email your score to me. You will receive 25 points regardless of the score

**Research Paper is due**

**Week 4 All assignments must be completed by June 27th**  
**Competency 6: Managing Texas Classrooms**

Becoming an EC-6 Teacher chapter 6

Or

Becoming a Middle School or High School Teacher chapter 6

**Take quiz #6** on Blackboard. There is a time limit for each quiz of one hour.

**Discussion Board #4**

View the Harry Wong video, “Procedures and Routines” (posted under videos) and write a response to this question: What guidelines does Harry Wong present for setting up a positive classroom environment?

**Lesson Plan is due**

**Week 5 All assignments must be completed by July 5th**  
**Competency 12: Interacting and Communicating with Other Educators**

**Read:**

Becoming an EC-6 Teacher chapter 12

Or

Becoming a Middle School or High School Teacher chapter 12

**Take quiz # 12** on Blackboard. There is a time limit for each quiz of one hour.

**Discussion Board #5**

Classroom management is a critical component of being an effective teacher. You can know all of the content in the world, but if you can’t manage a classroom, you will fail as a teacher. The best way to ensure that you are able to manage your classroom is by creating a classroom management plan to address 1) rules; 2) procedures; 3) routines; 4) methods to promote high behavior and performance standards; and 5) arrangement of your classroom physical environment.

Imagine that you are being interviewed for a teaching position, and you are asked, “Describe your classroom management system.” Post your response on the discussion board.



## **Week 6 Final exam will be closed at noon on July 8<sup>th</sup>.**

### **Discussion Board #6**

View the video for Competency 6: Managing Texas Classrooms. Identify something you learned about classroom management or something that was reinforced for you from the video.

## **COURSE INFORMATION**

### **Program Learning Outcomes**

The graduating student will demonstrate that he/she will:

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

### **Student Learning Outcomes**

The Education 5310 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 the Content or Generalist EC-6 exam.

### **This course will cover the following TEA Curriculum topics:**

#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.

### **TEA Competencies Covered in this course**

This course will help prepare you for the TExES Pedagogy and Professional Responsibilities (PPR) exam and the Content tests. This course will cover the following competencies:

### **Competency 003**

**The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.**

The beginning teacher:

- Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
- Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs, and interests; alignment with campus and district goals).
- Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness, and guide instructional planning for individuals and groups.
- Understands the connection between various components of the Texas statewide assessment program, the TEKS, and instruction, and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs.
- Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement, and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes, and to meet varied student needs.
- Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
- Plans learning experiences that provide students with developmentally appropriate opportunities to explore content from integrated and varied perspectives (e.g., by presenting thematic units that incorporate different disciplines, providing interdisciplinary and interdisciplinary instruction, designing instruction that enables students to work cooperatively, providing multicultural learning experiences, prompting students to consider ideas from multiple viewpoints, encouraging students' application of knowledge and skills to the world beyond the school).
- Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment, and closure.

### **Competency 004**

**The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.**

The beginning teacher:

- Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).

- Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge, and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.
- Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children, and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling).
- Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values, and exploration of long-term career and life goals for older students) impact teaching and learning.
- Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning.
- Stimulates reflection, critical thinking, and inquiry among students (e.g., supports the concept of play as a valid vehicle for young children's learning; provides opportunities for young children to manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem-solving activities that are challenging; encourages exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication, and the respectful exchange of ideas).
- Enhances learning for students by providing age-appropriate instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning, and inquiry; promoting students' development of research skills).
- Teaches, models, and monitors organizational and time-management skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically).
- Teaches, models, and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking), and structures research projects appropriately (e.g., teaches students the steps in research, establishes checkpoints during research projects, helps students use time management tools).
- Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
- Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.
- Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.
- Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.
- Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

### **Competency 005**

**The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.**

The beginning teacher:

- Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).
- Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences, and active engagement in learning by all students.
- Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.
- Presents instruction in ways that communicate the teacher's enthusiasm for learning.
- Uses a variety of means to convey high expectations for all students.
- Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom, and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
- Creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

#### **Competency 006**

**The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.**

The beginning teacher:

- Analyzes the effects of classroom routines and procedures on student learning, and know how to establish and implement routines and procedures to promote an organized and productive learning environment.
- Demonstrates and applies an understanding of how students function in groups and designs group activities organizing and managing groups to ensure that students work together cooperatively and productively in various settings.
- Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and provides large blocks of time for play, projects, and learning centers.
- Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions, to manage materials, supplies, and technology; and to coordinate the performance of non-instruction duties (e.g. taking attendance) with instructional activities.
- Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication.
- Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
- Applies theories and techniques related to managing and monitoring student behavior.
- Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.

- Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (academic integrity) in the classroom (e.g. communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding to appropriately to various types of behavior).

## **Competency 012**

**The teacher enhances professional knowledge and skills by effectively interacting with other members of the education community and participating in various types of professional activities.**

The beginning teacher:

- Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
- Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals.
- Knows the roles and responsibilities of specialists and other professional at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).
- Understands the value of participating in school activities and contributes to school and district (e.g., participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).
- Uses resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.
- Recognizes characteristics, goals and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.
- Works productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.
- Understands and uses professional development resources (e.g., mentor and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills and technological expertise.
- Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals.