

Sul Ross State University
Syllabus
ED 5311
Improvement of Instruction in Public Schools
Summer Session II 2015

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Office Hours:

Monday 8:00 - noon

Tuesday 8:00 - noon

Others by appointment

Required Textbook:

1. 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. In addition to the text, 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 you have not yet taken it.

Policies

All assignments for each assigned week will be due on Saturday at midnight. Assignments grades submitted after the due date may be reduced by 20%.

Key Assignments

- 1) **Interview** due July 18th
 - Select someone with expertise in your chosen question for assignment #7
 - 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 August 8th
 - 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) **Test Creation over Chapter 10 in Textbook** due July 25th.
 - 3 essay questions with scoring rubric
 - 5 multiple choice question with answer key
- 4) **Discussion Posts**—ongoing dates
 - These are essential ways to exchange ideas and responses
- 5) **Parent Letter**---due July 31st.
- 6) **Assessments over textbook** –ongoing. Most test items are multiple choice with some chapter tests having short response questions, too.
- 7) **Critical Questions in Education position paper** (3-5 pages) due August 12th.
 - 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 response. Include bibliographic listing.• Send invite to students in this class to join	50
Discussion Posts 6 @ 10 points each	60
Parent Letter Create a letter to parents to introduce yourself as the new teacher at the beginning of the school year.	20
Teacher-Made Test on chapter 10	20
Critical Questions in Education paper	50
Total Points	520

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:

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.

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

#7 Good Teaching is Good Communication, #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.

TENTATIVE SCHEDULE

WEEK	ASSIGNED READING	ASSIGNMENT
Week 1 July 9	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 August 13th at NOON. You may take it multiple times to increase your score. Take quiz #7
Week 2 July 12	Chapter 8,9	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? Interview Assignment is due.
Week 3 July 19	Chapter 10	Discussion Posting #3: 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. Take Chapters 8 & 9 quizzes Test Creation Assignment over Chapter 10 is due.
	Chapter 11	Discussion Posting #4: View the Joe Masiello English

<p>Week 4 July 26</p>		<p>class video. Give examples from the video that illustrate the teacher's role as audience, guide, facilitator, and coach Parent Letter Assignment #5 is due. Take Chapter 10 quiz</p>
<p>Week 5 August 2</p>	<p>13</p>	<p>Discussion Posting #5: Take the Terse Self-Test About Testing. Score your answers, and write your conclusions about the results. Wiki Assignment is due. Send out an invitation to all class members. Take Chapter 11 quiz.</p>
<p>Week 6 August 9</p>		<p>Discussion Posting #6: Visit one of your classmate's wikis, identify it, and describe what you found most interesting about it. Include any suggestions. FINAL is closes on August 13th at noon. Assignment #7 is due on August 12th.</p>

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