

**Sul Ross State University**  
**Department of Education**

**ED 3302 Fall 2015**  
**Developmental and Learning Theories**

**Tuesday/Thursday 11:00 a.m. -12:15 p.m.**  
**Instructor: Diana Rodriguez**

**Office:** MAB 309-G

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**Office Hours:** M/W 9:00 a.m.- 12:00 noon  
T/TR 8:30 a.m.-10:30 a.m.

**Course Description:**

This course is part of the professional development component and is designed as an introduction to the study of teaching and learning with a major focus on current learning theories and principles, student motivation, current educational research topics, classroom management, and human development as it applies to learning, assessment, and evaluation for student achievement.

Prerequisite: Fully admitted to the SRSU Teacher Education Program  
(Application/Background Check)

**Program Learning Outcomes**

The graduating student will be able to:

- 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.

**Course Objectives and TExES Competencies Addressed**

Students will read, reflect on, examine, analyze, and evaluate a variety of resources relating to Domain I: Designing Instruction and Assessment to Promote Student Learning. The Domain I competencies are:

PPR Standard I:

**Competency 001:** Understand human development processes and apply this knowledge to plan instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs.

**Competency 002:** Understand student diversity and know how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

**Competency 003:** Understand procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 004:** Understand learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, engaging instruction and appropriate assessments.

### **Course Format:**

A variety of approaches will be included in the course that includes discussion, small group, media presentation, student presentation, lecture, and observation.

### **Required Textbook & Software**

You are to purchase one of the following textbooks. Choose the one that addresses your grade level. You will use this same textbook in Block I, Block II, and Block III.

Nath, J. L & Cohen, M. D. (2011). *Becoming an ec-6 teacher in Texas A course of study for the pedagogy and professional responsibilities (PPR) TExES* (2<sup>nd</sup> ed.). Belmont, CA: Cengage Learning.  
ISBN-13: 978-0-495-60165-4

### **OR**

Nath, J. L & Cohen, M. D. (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.  
ISBN: 0-534-63801-5

### **AND**

You are to purchase the Certify Teacher software that aligns with your content area and/or grade level. You will use this software in Block I to prepare for the TExES content exam. Your goal is to pass this first step toward your certification by the end of this semester.

To purchase the software, have your credit card ready and go to:

<http://www.certifyteacher.com>

If the page with the TExES Certification Practice Tests does not open immediately, click on Products, and then TExES Certification Practice Tests (if you do not see your content test, click "Click here to see all TExES Certification Practice Tests").

Scroll down until you find the test that aligns with your content area (Science 8-12; Generalist EC-6, etc.). When you find the right test for your area, click on the **Online version** that costs \$55.

The Certify Teacher software consists of **three modes**: Study, Flashcards, and Practice Test. As soon as you have your software, begin working immediately in Study Mode and Flash Cards only. You will need to **clock ten hours in Study Mode and Flash Cards during this course**. The dates when I will check and give credit for each 2-hour practice time in Study Mode are on your Course Calendar. Credit will only be given if you have completed a full 2-hour time for each due date. Remember that frequent short sessions will be much more effective than long, irregular sessions. Consider setting a schedule for yourself and adhering to it rigorously.

**DO NOT USE THE PRACTICE TEST MODE AT THIS TIME! YOU WILL NOT BE GIVEN CREDIT FOR ANY MINUTES YOU SPEND IN PRACTICE TEST MODE. YOU WILL USE THE PRACTICE TEST MODE IN BLOCK II. USING THE PRACTICE TEST AS A STUDY TOOL NOW WILL INVALIDATE THE RESULTS WHEN YOU TAKE THE PRACTICE TEST.**

When you have completed the full 10-hours in Study Mode, please make an appointment with Mr. Marsh (MAB 105 837-8199 [mmarsh@sulross.edu](mailto:mmarsh@sulross.edu)) to take the practice pencil and paper representative exam. When you pass this exam, Mr.

Marsh will recommend you to TEA to take the TExES. Passing the TExES is one of the steps toward becoming a certified teacher.

### **Course Requirements**

- Adhere to the SRSU attendance guidelines. Absenteeism and tardiness are unprofessional and reflect a person's attitude and work ethic. Through your course assignments and your Field Experience, you have an opportunity to make a good, positive impression on those people with whom you will later want to do your student teaching and/or ask for letters of recommendation. Set high goals for yourself. Always do your best.
- Meet due dates for all assignments. Most assignments are due by midnight. Late submissions are not accepted.
- Develop a working understanding of the four TExES PPR competencies related to this course.
- Spend **10 hours in field observations** in a public school classroom and report on these observations.
- Spend **10 hours** preparing for your content exam with **Certify Teacher** in Study Mode and Flash Cards.
- Read, examine, reflect on, and evaluate a variety of resources.
- **Participate in class activities.**
- Demonstrate correct usage of English grammar, reading fluency, and written and oral language. Teachers must be able to communicate effectively in writing. Use this course to sharpen your writing skills.

### **Material/Supplies:**

#### **\* binder**

**You will need to create an organized binder for this course. I will not micro-manage the organization of this binder. However, it must be supplied with ALL the materials/articles/assignments/notes created/utilized in this course.**

**You must be organized as it will serve as a resource for your final, but more importantly it will be a useful resource in your professional life.**

## **Field Experience Requirements PRIOR to Observations:**

### **- DPS Computerized Criminal History (CCH) Verification**

Prior to beginning your 10-hour Field Experience Observations in the Alpine Public Schools, you are required to have a computerized criminal history background check. Please complete a DPS form in class and return it to me or deliver it Ms. Marsha Roach at the AISD Administration Offices, 704 W. Sul Ross Avenue.

### **- VIPS Program Application**

Prior to beginning your 10-hour Field Experience Observations in the Alpine Public Schools, you are required to complete an Alpine ISD VIPS Program Application. In the Volunteer Opportunities section, check "Other: SRSU Classes - Observation." Please complete the VIPS form and return it to me. You can access and print the form under the Course Forms link.

## **Texas Administrative Code**

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU. In this course, we will concentrate on the following:

- Child development
- Learning theories
- TEKS organization, structure, and skills
- TEKS in the content areas
- Classroom management/developing a positive learning environment
- Pedagogy/instructional strategies

# **Texas Administrative Code**

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**TITLE 19      *EDUCATION***

**PART 7      *STATE BOARD FOR EDUCATOR  
CERTIFICATION***

**CHAPTER 228      *REQUIREMENTS FOR EDUCATOR  
PREPARATION PROGRAMS***

**RULE §228.30      *Educator Preparation Curriculum***

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(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) 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:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development;
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of students;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

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**Source Note:** The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

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## ASSIGNMENT DESCRIPTIONS

### **Letter of Introduction to Classroom Teacher: (Due Sept. 6, WK2/BB)**

The objective of this assignment is to build a professional relationship with the teacher in whose classroom you will be observing. To do this you will write a letter to introduce yourself to him or her. Include the following:

1. Salutation -- Dear Classroom Teacher (use teacher's name if known)
2. Introduce yourself -- name and contact info; home town; why you chose education
3. To give the teacher an idea of your background list the education courses you have already taken and write a sentence or two to summarize what you learned in each. Include the title of each course. If this is your first semester to take a course in education, include that information.
4. Ask permission to conduct the teacher interview (see the Pyramid of a Professional assignment).
5. Describe what you are required to do during your 10 hours of observation -- a) complete the focused observation reports; b) interact with students as allowed or encouraged by the classroom teacher; c) perform other related tasks as directed by the classroom teacher.
6. Indicate your willingness to engage in other activities suggested by the classroom
7. Describe what you hope to learn from the 10 hours of observation.
8. Closing -- include your signature.

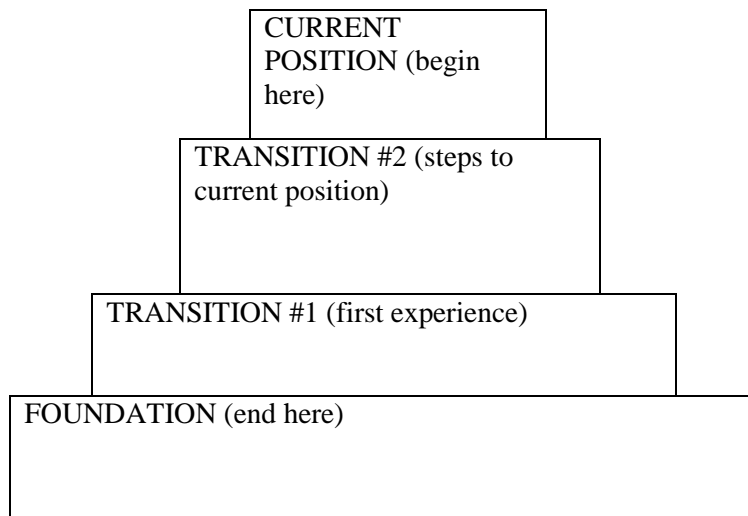
This assignment will be graded on correct grammar, spelling, mechanics, and completeness. The letter must be one page typed in Times New Roman, 12-point font, and the overall tone should be professional and friendly. Be sure to turn in the final copy of the letter to BB under week 2 AND be professional and hand deliver a copy to the teacher. Remember to print a copy for your working Binder in this course!

### **Pyramid of a Professional: (Due Oct. 4, WK 6/BB and Hard Copy/Binder)**

The objective of this assignment is to help you gain some insight from a professional presently involved in teaching. You will interview the teacher in whose class you will be doing your 10-hour field observation for this course and write a report based on what you learn from him or her. Your report will be discussed in class, and submitted to me through Blackboard.

Instructions:

1. **In the Letter of Introduction you write for the teacher in whose classroom you will be observing you have asked for permission to interview him or her.** If permission is granted, schedule a time for the interview, and interview him/her. Conduct your interview however is most convenient for the teacher: phone, email, face-to-face, etc.
2. Although you will write this report in paragraph form, conceptualize a step pyramid as a way of building a career. Visualize a step pyramid as you write the four paragraphs for your report. The apex of the step pyramid is the individual's current position; the base of the step pyramid is the foundation upon which the individual built his/her career; the transitions are the steps leading from the foundation to the apex.
3. Begin at the apex and take the two steps down to the foundation.



- Current Position -- Describe the in-service teacher's current position, then complete this paragraph with his/her responses to questions concerning:
  - 1) the qualities he/she expects in an effective teacher
  - 2) the components of teaching he/she finds most rewarding,
  - 3) the components of teaching he/she finds most challenging, and
  - 4) the advice he/she can give a pre-service teacher.
- Transition 2 – Complete this paragraph with the in-service teacher's responses to questions describing the situation that resulted in achieving his/her current position. In other words, what lead them to their current position?
- Transition 1 – Complete this paragraph with the in-service teacher's responses to questions concerning:
  - 1) his/her first teaching experience, and
  - 2) the advice he/she can give a first-year teacher.
- Foundation – Complete this paragraph with the in-service teacher's responses to questions concerning:
  - 1) the decision to pursue a career in teaching,
  - 2) the manner in which the in-service teacher prepared for his/her career, and
  - 3) the advice he/she can give for building the foundation for a successful career in education.

The Pyramid of a Professional will be graded using the course rubric and writing guidelines.

Tutors in the Writing Center are available to answer questions you might have about grammar, sentence structure, and other writing-related issues. The Writing Center is located on the first floor of MAB and is available on a walk-in basis. Please take advantage of this service. Take your written assignments with you when you visit the center. All teachers must be able to communicate effectively through writing. Use this course as an opportunity to fine-tune your writing skills.

Write your report and bring it with you to class. Please be prompt with this assignment. View Course Calendar for due date.

## **Textbook Wikis: (Review Course Calendar for the Four Due Dates)**

### **Wikis will be discussed the second class day. (August 27<sup>th</sup>)**

This assignment requires you to read the assigned readings as it takes you to higher cognitive levels of thinking. Each assigned reading is broken down into specific topics based on Competency One, Two, Three, and Four as well as your chosen grade levels in which you want to pursue a teaching career whether it be EC-6 or Middle/ High School. For this assignment, you will create a minimum of FOUR Wiki pages based on the Competencies read in the assigned textbook. Each Wiki will require you to use all the levels of Bloom's Taxonomy. The content of your Wiki is of most importance to me, however, many of you can simultaneously be creative. So, go for it! Each Wiki will require the following:

#### **Part I:**

Include the Competency number and what it requires the teacher to understand (standard).

**Process Evidence Component:** Create an ARTIFACT, which demonstrates that you have processed the information beyond knowledge, identifying, and understanding. Go beyond the first levels of Bloom's. An example is provided for you under the "*Link to Wiki Example*" on Blackboard. Be as creative, evaluative, and synthesize the readings to create a representative artifact on a topic of interest to you found in Competency 1. Once you have provided "*evidence*" that you have processed the information, you need to provide a SUMMARY of your artifact. Lastly, provide a RATIONALE for your learnings.

#### **Part II:**

**Product Evidence:** For this component, you will also provide an ARTIFACT statement(s), SUMMARY, and a RATIONALE. However, your focus will be on a product. Create a product that represents the competency. The example provided demonstrates a CONCRETE way for the teacher to assess the students to see who and how well the class understands *conservation*. This product is effective as it enables the teacher to make instructional decisions as required in Competency 1. You do not have to re-invent the wheel every time. Teachers borrow from teachers frequently. However, if you choose to use another teacher's idea, it is important to give credit where credit is due. Using APA, please cite your sources on your Wikis. (FYI: if you google APA Blog, it is a free way to begin learning how to cite in APA).

#### **Part III:**

**Performance Evidence:** This component requires you to synthesize how the students will actively utilize what they have learned. What must the students be able to do to show they have learned a specific concept? Remember that this component requires the teacher to create developmentally appropriate activities. Include an ARTIFACT, SUMMARY, and RATIONALE.

#### **Part IV:**

Write a 250-word summary of the Competency including key ideas.

Please be advised that you must keep up with this assignment, as it is ongoing throughout the semester. You will present your work the last few weeks of this course.



**TEKS Survey:** (September 17, WK4/ in class AND Sept. 27<sup>th</sup>, WK 5/BB )

We will complete a “Practice” TEKS Survey together in class on Sept. 17th. Bring your laptop to class. The “Graded” TEKS Survey will be due on Sunday, Sept. 27<sup>th</sup> by midnight/BB. Remember your graded TEKS survey will need to correspond to your actual Lesson Plan submission.

**FYI: Do not miss class on Thursday, September 10<sup>th</sup> as the TEKS will be discussed.**

The objective of this assignment is to give you an opportunity to become familiar with the Texas Essential Knowledge and Skills (TEKS) for your grade and/or discipline. The TEKS will serve as your official guide for planning lessons for your future students. You will need to become familiar with the TEKS for the grade or discipline you will be teaching, you will need to be familiar with the TEKS your students learned the year before they reached you, and you will need to be familiar with the TEKS your students are to learn the year after they leave you. (This "vertical alignment" has been done to insure that students' progress from year to year without developing "gaps" in their learning.)

The TEKS specify what you should teach. How you will teach a particular bit of knowledge or skill is up to you. The space between what and how is where you can utilize your creativity as a teacher.

Begin this assignment by locating the TEKS for your content area. To find the TEKS, click on <http://www.tea.state.tx.us/index2.aspx?id=6148> . Scroll down to Texas Essential Knowledge and Skills by Chapter. This section begins with Chapter 110, English Language Arts and Reading and is followed by the remaining chapters and content areas. Scroll down until you find the TEKS for your content area or grade level.

In each section, you will find information about when the TEKS should be implemented. This is followed by an introduction and the different strands covered for each grade level. Finally, you reach the Knowledge and Skills sections.

For this assignment, choose one particular TEKS that is of special interest to you. Choose something that you will enjoy developing into a lesson. Choose the TEKS from the grade or subject you hope to teach.

After you have chosen a TEKS, you want to use for your lesson, copy and paste that section into a Word document. Then go to the exact same area of the grade before the one you have chosen and copy and paste the TEKS for that grade above the one you have already chosen. Finally, go to the exact same area of the grade after the one you have chosen and copy and paste that TEKS below the one you have chosen.

In summary, for this assignment you will:

- 1) Choose one of the TEKS for the grade level and/or discipline you plan to teach and cut and paste it onto a Word document.
- 2) Cut and paste the corresponding TEKS for the grade prior to the one you've chosen onto your document. Place it above the TEKS you have chosen.
- 3) Cut and paste the corresponding TEKS for the grade following the one you've chosen onto your document. Place it below the TEKS you have chosen.
- 4) Add an explanation to your document that identifies the specific TEKS you will teach and includes its identification number.

If you choose a kindergarten TEKS you will not have a TEKS of a previous grade. Just include the subsequent first grade TEKS that corresponds to the kindergarten TEKS.

If you choose some of the middle or high school TEKS, you will not have an exact match for a previous grade TEKS and a subsequent grade TEKS. In this case, use your own judgment to find TEKS in previous and subsequent grades that could correspond to the TEKS you have chosen.

**FYI: Choose to work with a TEK that you will use to create your Lesson Plan.**

## Lesson Plan...

The objective of this assignment is to give you an opportunity to develop a lesson plan for teaching one of the TEKS you have chosen in your TEKS Survey assignment. Use the Sul Ross Lesson Plan Model found in the Course Forms link for this assignment. You will develop the lesson plan, step-by-step over the next few weeks.

On the lesson plan model, first fill in the Subject/Grade Level and the Created By spaces. As you develop the lesson, fill in the other spaces (Lesson Title; Lesson Goal, etc.). Next, copy and paste into the appropriate space on the lesson plan form the TEKS that you have chosen to teach. Now you are ready to develop your Lesson Objectives.

### **Lesson Objectives Part I: (October 11, WK 7/ BB)**

Writing clear objectives and making students aware of the objectives has a greater influence on student achievement than most other strategies. The students should be given the objectives before the lesson begins. After the lesson, the teacher and students should review the objectives to see if they have been met. If the objectives have not been met, the lesson is not finished. The teacher and students will need to spend more time with the objectives until they have been met. (Competency 1)

A clear objective tells exactly, in a single sentence, what a student must do to accomplish what is to be learned. Clear objectives help you, the teacher; keep focused on what is to be taught. Clear objectives help your students understand what is to be learned.

The formula given in Nath & Cohen for writing objectives is:

Objective = (1) The exact learner + (2) the observable or measurable behavior + (3) the circumstances or condition under which the behavior will be measured + (4) the assessment of the behavior.

(1) The exact learner tells who the student will be. (For example, the 2nd period history students, the first grade class, the group reading *Night*.)

(2) The observable or measurable behavior tells exactly what the student will do with the TEKS you will teach. (For example, recall, describe, conclude, classify, design, judge. This will always be a verb. The verb will determine the cognitive level. See Bloom's Taxonomy.) ALERT! ALERT! Make (2) as general and as brief as possible. DO NOT include anything except information from the TEKS.

(3) The circumstances or condition under which the behavior will be measured tells the conditions in which the student will work. (For example, working alone, working in a group, using a calculator, working in a lab, reading from a chart.)

(4) The assessment of the behavior tells how much is enough. (For example, list 3 major events, write 5 interrogative sentences, achieve 90% accuracy on a quiz.)

Here are some examples of clear objectives:

- (1) The 3rd period 10th grade English students will (2) analyze how place and time influence theme (3) working in pairs (4) locating four examples.
- (1) The kindergarten students will (2) select the primary colors (3) from a box of crayons (4) with 100% accuracy.
- (1) The 1st period 7th grade history students will (2) compare the economies of two cities (3) using a Venn diagram (4) listing six similarities.

Before you begin planning a lesson, ask yourself, "What, exactly, do I want my students to learn?" You will use the TEKS to guide you in answering this question. For example, look again at:

§110.19. English Language Arts and Reading, **Grade 7**, Beginning with School Year 2009-2010.

(b) Knowledge and skills. (FYI: **The knowledge and skills are content standards**—standards which outline the essential concepts and skills to be learned.)

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(C) analyze how place and time influence the theme or message of a literary work.

**(Student Expectations describe what students should be able to do** to demonstrate proficiency in what is described within the knowledge and skills statement).

If you want your students to learn how place and time influence the theme or message of a literacy work, your objective might look like this:

(1) The 4th period 7th grade English students will (2) analyze how place and time influence theme or message (3) reading a passage of fiction (4) underlining three examples.

For this assignment, use the Nath & Cohen four-part formula. **Number the four parts.** Remember that an objective is a behavior that is observable or measurable and reflects the TEKS you are teaching. Write your objective in the appropriate section of the Lesson Plan Model.

In summary, for this assignment

1. Choose one of the TEKS from your grade and content area that you want to develop into a lesson. Include the complete number and complete text that identifies the TEKS. Write your TEKS in the appropriate section of the Lesson Plan Model.
2. Use the Nath & Cohen four-part formula to write a lesson objective based on the TEKS you have chosen.

## **Lesson Plan Part II: Assessment Methods (October 11, WK7/ BB)**

The objective of this assignment is to give you an opportunity to develop assessments that will help you improve your instruction, thus benefiting your students. Include ways to assess your students during the lesson (informal, formative assessments) so you will know what adjustments or adaptation you need to make to increase their understanding. Include a way to assess your students at the end of the lesson (formal, summative assessment) so you will know whether they have mastered the TEKS or whether you need to re-teach it using a different approach.

### **Lesson Plan Part III: Lesson Procedures (October 25, WK9/ BB)**

The objective of this assignment is to give you an opportunity to use your imagination and creativity to develop engaging activities to effectively and efficiently meet your Lesson Objectives. The TEKS determines WHAT your goal will be. Your imagination and creativity will determine HOW you will reach this goal. Remember the academic coach analogy (in textbook) and think of ways you can instruct, model, give practice, and give feedback during "practice" or "the learning phase." How will you get your students' attention? How will you monitor your students' progress? How will you know who is understanding? How will you decide what is working? What is your back-up plan if an activity is not working? What is your back-up plan if your technology will not work? How will you know who needs extra practice? How will you provide extra practice for students who need it? What will you do with the students who learn the objective immediately and do not need more practice? What "tools" and materials will be effective? What exercises will stretch the students' intellect? How can you relate your lesson to your students' "real world"? What will you do to insure that all your students have a satisfactory end-game score? How will you review the lesson to see if the objective has been met? Where will you go for activity ideas?

A successful lesson plan will include:

- 1) the objective (What exactly do you want your students to learn?)
- 2) the stated assessment (At the end of the lesson, what exactly do you want your students to do to show they have learned the objective?)
- 3) the hook (Before you begin the lesson, what will you do to get your students' attention and pique their interest?)
- 4) the lesson (What, specifically, in detail, will you do to instruct your students? What specific task will your you have your students do during your instruction? Take notes? Create a Venn diagram? Work on a T-chart? Build a model?)
- 5) the guided practice (What, specifically, will you have your students do together as a class to give them some practice with the objective you want them to learn? Separate examples from non-examples? Work through the steps of a math problem? What specifically will you do in your role as academic coach?)
- 6) the independent practice (What, specifically, will you have your students do independently to give them some more practice with the objective you want them to learn? What specifically will you do in your role as academic coach?)
- 7) the summative assessment (Did your students show they had learned the objective? What, exactly, did you learn as a result of the assessment? Analyze the data. Reflect. What did you do? What did your students do? How effective was the lesson? What can you do to improve the effectiveness of your lesson?)

In summary, for this assignment you will:

Write the procedures for your lesson on page 2 of the Lesson Plan Model. Organize the lesson step-by-step, number the steps, and write a script to use as you progress through the lesson. Include a section for Bloom's Taxonomy after the lesson procedures.

### **Classroom Management Essay:**

## **Field Experience Reports: 10 Reports Total**

### **(See Course Calendar for Due Dates)**

The objective of the field experience activity is to provide you with opportunities for observing and reflecting on authentic situations in academic settings. The focus for the field observations will be guided by the course goals, objectives, content, and your specific areas of interest. The goal of the experience is to provide you with the essentials for becoming a reflective practitioner.

During the observations, you will use field note checklists to help focus your observations. The checklists are correlated with the chapters you will read in Nath & Cohen. You will document such things as developmental levels, child/adolescent behaviors, aspects of diversity, student reactions to instructional techniques, classroom management strategies, your personal thoughts, and other generalities about the learning environment being observed.

The focus of the field experience is not about evaluating teachers. Rather, it is about student engagement and classrooms being “learner centered.” What effects do different aspects – like activating prior knowledge or beginning class promptly - have on learners? What effects do things like having set procedures for entering the classroom, getting the teacher’s attention, sharpening pencils, collecting papers, and dismissing at the end of the period have on the learners? What effects do such things as connecting the lesson to the students’ interests and beginning the lesson by stating its purpose or objective have on the learners? What effects do things like seating arrangements, posted rules, classroom ambience, number of students in a group, and time of day have on the learners? How do students respond to various situations that occur during the observation? How would you describe the learners? What surprised you? What inspired you? What was significant? What did you learn from the observation that you can take with you?

Review the field note checklists prior to your classroom visits. If the situation is not conducive to completing the checklists during the time you are in the classroom, complete them as soon after the observation as possible. You may not observe all the points on a checklist during a particular visit. Only respond to those things you observe.

Remember that you are a guest in the school. Behaviors that will make you a welcome guest include:

- Dress professionally. Take your cue from the teachers in the school. In the eyes of the students, you are a teacher. Step up onto the stage and enjoy your new role.
- Males should not wear earrings.
- Tats should be covered and piercing jewelry removed.
- Caps and hats should not be worn in the building.
- Refrain from eating, drinking, and gum chewing in the classroom.
- Wear your nametag.
- Sign in at the main office. Knowing who is on campus at all times is part of keeping students safe.
- Always make sure the classroom teacher is expecting you. Situations change. Some days are better for visiting than others are. Some days might not be good at all. Attempt to set up your observation days and times during your initial visit with the teacher. Find out how the teacher wants to communicate: email, text, phone. ALWAYS notify the teacher if you have to change your plans and won't be able to observe when you had planned to observe.
- Arrive at the classroom ahead of schedule. Wait outside the door if the teacher has not yet arrived.
- Always bring your Field Observation Log with you. Getting this signed by the classroom teacher is a TEA requirement and proof that you are meeting the TEA field observation requirement.
- Bring your Checklist and a pen or pencil for writing notes. Review the Checklist prior to your visit to help you focus.

- Participate or interact with the students if invited to do so. Let the teacher know prior to your visits that you are willing to help in any way you can.
- If you use any of the classroom materials, be **ABSOLUTELY, POSITIVELY, COMPLETELY, and TOTALLY** sure that you return them to the appropriate place and that you **NOTIFY THE TEACHER** that you have done so!!!!!! If items disappear, you do not want to be blamed!
- At the end of the observation, ask the teacher to initial your Field Observation Log. Politely provide a pen for him or her to do so.
- Thank the teacher for allowing you to visit.
- Return to the main office and sign out.
- Reflect on what you observed.
- Complete your Checklist and submit it to Blackboard.

Organize your reports in two-hour increments. (Hours #1 & # 2, Hours #3 & #4, etc.)

Submit your reports through the appropriate Week folder in Blackboard/Assignments.

(See Course Calendar for Due Dates.)

**Field Observation Log: (Due: Nov. 24, WEEK 14) Hard Copy due in class**

The Field Observation Log is initialed by the classroom teachers whose students you observe and it documents your ten hours of classroom observations. It is a TEA requirement that will be filed in your permanent SRSU folder as proof of your classroom observations. **In order to receive a grade for this course, the Field Observation Log must be completed and turned in.**

When you have completed your ten hours of observations you may turn your Field Observation Log in to me in MAB 309-G during my office hours, slide it under my door when I'm not there, mail it to me Instructor Diana Rodriguez, SRSU, Education Department, Box C-115, Alpine, TX 79832. (MC students) **(See Course Calendar for Due Dates.)**

**Certify Teacher: (5 two-hour sessions=10 hours)**

**(See Course Calendar for Due Dates)**

The objective of Certify Teacher is to help you prepare for the TExES Test in your content area. You will use this program in Block I and again in Block II if you do not pass the test at the end of Block I. During Block I, you are to work in Study Mode only.

Consider setting and following a regular weekly practice schedule. Such a routine will build your content knowledge as well as boost your confidence for the eventual exam. If you do not log onto the site regularly, your program will be deactivated. Should this happen, you must contact the company in order to re-activate it. You will need to re-activate the program approximately once a month. You only pay for the program once and you may keep it as long as you need it until you pass the TExES Test.

**To start practicing with the program, follow these steps:**

1. Open Certify Teacher and click "Practice Exam."
2. Enter "Study Mode."
3. Click "See Explanation" on the bottom right of the screen.

(As you answer the questions, the explanations for the answers will appear on your screen.

Study the explanations. Knowing the "why" of the answer will help you remember it. )

Five times during the semester, you will be given points for two-hour study requirements. If you have not completed the two-hour requirement, you will not receive points. Points for partial completion of this assignment will not be given. Points will only be given for minutes spent in Study Mode and Flash Cards.

Please be prompt with these study minutes. Opportunities to receive points for each two-hour segment will be lost after the designated time has lapsed. If I check your minutes and you do not have 120, you will receive a 0 for that due date. Partial minutes will be rolled over to the next due date; however, If you cannot make up for any 0's you incur. Each time I check I will look for a new set of 120 minutes.

I will add your points in your grade book under **Study Mode**. You will not need to submit anything to Blackboard for this assignment. I will check your times through the Certify Teacher program.

**(See Course Calendar for Due Dates.)**

**Midterm: (Thursday, October 22nd)**

The Mid-term will consist of the readings you have completed, and the information provided in the course thus far.

**Final Exam: (Tuesday, December 8th, 10:15 a.m. -12:15 p.m. )**

Details will be provided on Review Day. However, to feel confident and prepared you must complete all readings and assignments for the course.

## COURSE CONTENT AND ASSIGNMENTS

**NOTE: You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is a consistent way for communication to be successful.**

**NOTE: Complete assigned readings and homework prior to attending class.**

<b>Course Meetings</b>	<b>Guiding Questions, Readings, Topics</b>	<b>Activities/Projects</b>
WK 1 August 25 T	Introductions/ Syllabus Review/ Certified Teacher (CT) Get in the habit of reading material <b>PRIOR TO CLASS!</b>	
27 TR	Materials Review: Bloom's Video/ Wikis/ Certified Teacher (CT) Sign-Up...	
WK2 September 1 T	Materials Review Continued: Field Reports, TEKS, Paper Work Day Paper Work Day: Due at the end of class.	
<b>Assignment Details:</b>	<b>Discuss Letter of Introduction: Due next class day, September 6<sup>th</sup>.</b>	
September 3 TR	Prior to class read: Competency 1: Human Development	
<b>EC-6 Students:</b>	Chapter 1: pp.1-20	
<b>Mid/Hi Students:</b>	Chapter 1: pp.1-14	
<b>Due Sunday, Sept. 6:</b>	<b>Letter of Introduction on Blackboard WK 2 by midnight.</b>	
REMINDER:	Begin working on Wiki Page for Competency 1. <b>Due September 14<sup>th</sup></b> by midnight on Blackboard.	
WK3 September 8 T	Human Development Continued... Review Field Report #1 Requirements	
EC-6 Students:	Chapter 1: pp.20-39	
Mid/Hi Students:	Chapter 1: pp. 14-28	
REMINDER:	Work on Wiki page for Competency 1	
10 TR	Human Development/ Competency 1 Continued...	
<b>Assignment:</b>	<b>TEK Overview; PPT. Take notes...</b>	
<b>Due Sunday, Sept. 14<sup>th</sup>:</b>	<b>-Wiki Page for Competency 1 due on BB by midnight.</b>	
WK4 September 15 T	Prior to attending class read: Competency 2: Student Diversity to Promote Learning Review Field Report #2 Requirements	
EC-6 Students:	Chapter 2: pp.43-61	
Mid/Hi Students:	Chapter 2: pp. 31-48	
<b>Assignment Details:</b>	<b>Introduction to Pyramid of a Professional (Due: Oct. 4/ WK 6)</b>	



17 TR	<p>Student Diversity to Promote Learning</p> <p><b>TEKS Survey will be discussed and modeled in class today. Once the assignment is demonstrated you will complete a practice TEK Survey. Bring your Laptops!!!</b></p> <p><b>REMINDER:</b> You will complete a “Practice” TEK Survey. You will also complete a “Graded” TEK Survey that accompanies the TEKS on your Lesson Plan; the TEK Survey that corresponds to your Lesson is due Sept. 27th, By midnight on BB/ WK 5.</p> <p><b>Due Sunday, Sept.20:</b> -Certified Teacher <i>Content #1</i> in <u>Study Mode 120 min.</u> by midnight.</p> <p>REMINDER: Work on Wiki page for Competency 2: Due September 27<sup>th</sup>. (WEEK 5)</p>
WK5 September 22 T	<p>Prior to attending class read: Competency 2: Student Diversity to Promote Learning</p> <p>EC-6 Students: Chapter 2: pp. 61-73</p> <p>Mid/Hi Students: Chapter 2: pp. 48-65</p> <p>REMINDER: You should be working to complete your Wiki for Competency 2 due Sept. 27th.</p>
24 TR	<p>Competency 2: Student Diversity to Promote Learning Continued...</p> <p><b>Due Sunday, Sept. 27<sup>th</sup>:</b> -Field Report #1 (Hours 1 and 2) on Blackboard by midnight (Bb WK 5) -Wiki Page Competency 2 by midnight. -TEKS Survey- September 27<sup>th</sup> by midnight Make sure the TEKS are directly relevant to your Lesson Plan</p>
WK6 Sept. 29 T	<p>Prior to attending class read: Competency 3: Designing Effective Instruction and Assessment</p> <p>Review Field Reports #3 Requirements</p> <p>Ec-6 Students: Chapter 3: pp. 76-106</p> <p>Mid/Hi Students: Chapter 3: pp. 70-100</p> <p>REMINDER: Begin working on Wiki for Competency 3 due Oct. 11th</p>
October 1 TR	<p>Competency 3: Continued...</p> <p><b><i>Introduction to Lesson Plan Part I: Lesson Objectives, Due Oct. 11<sup>th</sup> (Sun.) (Review Assignment Description)</i></b></p> <p><b>Due Sunday, Oct. 4th:</b> -Pyramid of a Professional on Blackboard/ WK 6 by midnight.</p> <p><b>-Field Report #2 (Hours 3 and 4) on Blackboard by midnight /WK6.</b></p>

WK7 Oct. 6 T	Prior to attending class read: Competency 3: Designing Effective Instruction and Assessment
EC-6 Students:	Chapter 3: pp. 106-135
Mid/Hi Students:	Chapter 3: pp. 100-123
	<b><i>Introduction to Lesson Plan Part II: Lesson Assessment</i></b> <b><i>(Review assignment description) Due: October 11<sup>th</sup>/ BB WK 7</i></b>
8 TR	Competency 3: Designing Effective Instruction and Assessment Cont...
	<b><i>Introduction to Lesson Plan Part III: Procedures</i></b> <b><i>(Review assignment description) Due: Oct 29/ BB/ WK 10</i></b>
	<b>Due Sunday, Oct. 11th: -Field Report #3 (Hours 5 &amp; 6) on Blackboard by midnight (Bb WK7)</b>
	<b>-Lesson Plan Part I: Objectives</b>
	<b>-Lesson Plan Part II: Assessment /BB/ WK 7 by midnight.</b>
	<b>-Wiki Page for Competency 3 by midnight.</b>
WK8 October 13 T	Prior to class read: Competency 4: Learning Theory and Factors that Impact Learning Review Field Report #4
EC-6 Students:	Chapter 4: pp. 138-161
Mid/Hi Students:	Chapter 4: pp. 126-147
REMINDER:	You should be working on Wiki for Competency 4
15 TR	Learning Theory and Factors that Impact Learning Continued
Ec-6 Students:	Chapter 4: pp. 161-165
Mid/Hi Students:	Chapter 4: pp. 147-165
	<b>Due Sunday, Oct. 18th: -Field Report #4 (Hours 7 &amp; 8) on BB by midnight (WK 8)</b> <b>-Certify Teacher #2/ Study Mode (240 min.) by midnight.</b>

WK9	October 20	T	Midterm Review: Competency 1-4
	22	TR	MIDTERM EXAM
<p><b>Due Sunday, Oct. 25<sup>th</sup>: -Complete Lesson Plan/ ALL PARTS REVISED AND COMPLETE!</b>  <b>FYI: Please be advised that this Lesson Plan is addressed by the TPP.</b>          (Teacher Preparation Program- Interview at the end of the semester).</p>			
WK10	October 27	T	<p>Wiki Workshop            Bring your laptops to class!            Finalize Wiki: Competency 4            Print Artifacts, documents, lesson plans, etc. Be organized...</p> <p>REMINDER: For your presentations: Bring all copies of your Blackline Masters and provide copies for your Classmates.            Presentation requirements: minimum 40 minutes/maximum 45 minutes            SIGN UP for Wiki Presentations Today!</p>
	October 29	TR	<p>Wiki Presentations begin</p> <p>Presentation 1: _____</p> <p>Presentation 2: _____</p> <p><b>Due Sunday, Nov. 1: -Certify Teacher Content #3 in Study Mode (360 min.) due by midnight.</b>  <b>-Competency 4 Wiki Page due by midnight</b></p>
WK11	November 3	T	<p>Wiki Presentations</p> <p>Presentation 3: _____</p> <p>Presentation 4: _____</p>
	5	TR	<p>Wiki Presentations</p> <p>Presentation 5: _____</p> <p>Presentation 6: _____</p> <p><b>Due Sunday, Nov. 8<sup>th</sup>: - Certify Teacher Content #4 in Study Mode (480 min.) due by midnight.</b></p>

<p>WK12 Nov. 10 T</p> <p>Presentation 7: _____</p> <p>Presentation 8: _____</p>	<p>(This day is dependent on Wiki Presentations—BE FLEXIBLE)</p> <p>-Test Strategies - TExES Prep Manuals Review/ Test Components</p>
<p>12 TR TExES Prep Manuals Review/ Test Components Cont...</p>	
<p>WK13 Nov. 17 T</p> <p><b>Due Today, Nov. 17<sup>th</sup>: -Certify Teacher Content #5 in Study Mode (600 min.) by midnight.</b></p>	<p><b>Do not miss class today!</b> No excused absences! CT Study Session Today (Complete 600 min./ CT Study Mode)</p> <p>PLEASE NOTICE THAT CT#5 IS <u>NOT DUE ON SUNDAY</u>!!!!!!!</p>
<p>19 TR CT Test Session Today during 3302 and 4314</p> <p>FYI: Only students who have completed the 600 min.</p> <p>If you pass, you will sign up for the Representative Test on Dec. 1st!</p> <p>If you pass, you will be exempt from the final!</p> <p><b>Due Sunday, Nov. 22nd: -Field Report #5 (Hours 9 &amp; 10) due on Bb by midnight (WK 13).</b></p>	
<p>WK14 Nov. 24 T</p> <p><b>Due Today:</b></p>	<p>Based on your exam data...you will create a data driven study guide today! Utilize it to study and prepare for the Representative Exam!</p> <p><b>Field Experience Log (You will not pass the course without this document).</b> <b>**<u>Turn in a hard copy of the log!</u></b> <b>**<u>This is an official TEA document!</u></b></p> <p><b>Slide under my office door if I am not present OR ask the Education secretary to place it in my mail box. TODAY by 4:00 p.m. MC students I must have a hard copy of this document. Therefore, you must mail this document to me in a timely manner by the end of WK 14. Also, to avoid submitting late, you need to scan the Log and email it to me by midnight.</b></p> <p>PLEASE NOTE THAT THIS REPORT IS DUE TUESDAY BEFORE THANKSGIVING BREAK! PLAN ACCORDINGLY!!!</p>
<p>26 TR No Class. Thanksgiving Break...</p>	

WK15 Dec 1 T	<b>Do NOT BE ABSENT TODAY! Last Class Day!</b>
	- Representative Test Today during 3302 and 4314.
	-Certify Teacher Study Session for students that did not pass the CT Exam.
	<b>Please NOTE:</b>
	If you pass the Representative Test, you will be exempt from taking the final.
	I will take the highest grade between the CT Exam and Representative for final exam grade.
	However, if you do not complete your 600 min. of study time ON STUDY MODE, this will not be an option.
	Do not be absent. <b>Bring pencils.</b>
	<b>Students who are not exempt from the final, will receive a Final Exam Review Guide.</b>
3 TR	Dead Day
Wk 16 Dec 8 T	Final Exam/ No Make-Up 10:15 a.m.- 12:15p.m.

### Grading Policies and Guidelines

The criteria for determining your final grade are outlined below.

Assignments	Weights/Points	Due Dates
1Letter of Introduction	5% / 50 points	WK2/ Sept. 6
2TEKS Survey	5% / 50 points	WK5/Sept. 27
3Pyramid of a Professional	5% / 50 points	WK6/Oct. 4
4Competency Wikis (4X 50 )=	20% /200 points	<b>Review Syllabus for the <u>four dates!</u></b>
5Lesson Plan Part I and II	5%/ 50 points	WK7/ Oct. 11
6Midterm Exam	10%/100 points	WK9/Oct. 22
7Lesson Plan Part III/Complete LP	5%/ 50points	WK9/Oct. 25
8Field Observation Log	5%/ 50 points	WK14/Nov. 24
9Field Experience Reports (5X20)=	10%/100 points	<b>Review Syllabus for the <u>five dates!</u></b>
10Certify Teacher (10 hours) (5X20)=	10%/100 points	<b>Review Syllabus for the <u>five dates!</u></b>
11Classroom Management Essay		
12Wiki Presentations	10%/100 points	<i>Presentation dates will be assigned...</i>
13Final Exam	10%/100 points	WK16/Dec. 8
<b>Total</b>	<b>100%/ 1000 points</b>	

Most assignments are due on Blackboard by midnight on the due date.

However, you must review syllabus for assignment details and due dates.

## **Standard grading scale:**

A= 900-1000 POINTS – Exceeds Expectation

B= 800- 899 POINTS – Proficient

C= 700- 799 POINTS – Acceptable

D= 600- 699 POINTS – Emerging

F= less than 600 POINTS – Unacceptable

## **Rubrics**

Rubrics are provided for many of the assignments completed in this course. While these can help guide you toward successfully completing each assignment, *it is not enough* to read the rubrics and ignore the assignment descriptions. Reading **both** the criteria listed in the rubrics and the details provided in the assignment descriptions and bringing questions to class *prior* to the due dates will best prepare you for successful completion of the this course.

Use the rubrics for your benefit – get accustomed to using them and they will guide you toward completing more effective assignments.

### **Class Assignments Rubric:**

- “A” Demonstrates the **highest level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Consistently and often, contribute constructive comments and questions that expand and enrich class discussion. Projects must be of highest scholarly level.
- “B” Demonstrates a **proficient level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Occasionally contribute constructive comments and questions that expand and enrich class discussions. Submitted projects must be at a high level.
- “C” Demonstrates an **average level** of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor” expectations. Rarely contribute constructive comments and questions that expand and enrich class discussion. Submitted projects are at an average level.
- “D” Demonstrates an **inadequate level** of class attention, responsibility, participation, preparation and professionalism as judged by the instructor’s expectations. Submitted projects are at an inadequate level.

### **Submission of Assignments:**

Use the following guidelines for saving and labeling assignments—send assignments as attachments.

Submit assignments as a Word Document.

Your first initial, full last name, course number, and assignment title:

**Example:** dirodriguezED3302-Letter of Introduction

**Academic Integrity:** All work submitted for a grade in this course must be **your original effort**.

The work cannot be copied from:

- \*Materials purchased or copied from a pre-made kit,
- \*A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
- \*Another individual’s work (to include but not be limited to a current or former student, current or former classroom teacher
- \*Your own work completed for another class
- \*Any other copyrighted materials.

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual using APA format on your assignments.

### **Written Assignments:**

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- There will be no pre-grading of assignments, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.
- All assignments are to be turned in on the due date. Since most assignments will require you to submit via Blackboard, you will have until 11:55 p.m. of the same day to submit. No assignments will be accepted after the due date. Technology problems are **NOT** acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, Blackboard, etc.
- No assignments or parts of assignments will be accepted via email. ALL assignments should be submitted through Blackboard, unless the instructor has indicated that the assignment should be brought to class.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted, unless noted.  
**Times New Roman/ 12 pt. font/ 1 inch margins/ double spaced/APA format, unless otherwise noted.**  
**ALWAYS submit your assignments using the assignment guidelines.**

**NOTE:** If you find yourself having technical difficulties contact Technical Support.

If you find yourself having content difficulties please do not hesitate to contact me.

**Attendance Requirements:** Adhere to the SRSU attendance guidelines. Regular class attendance is important for the attainment of the educational objectives of the University. Students enrolled in ED 4313 are expected to be on time and in class each class period. If you are tardy two times, this will count as one absence. Attendance is a major requirement in the field of professional education. In addition, students who are absent must take the initiative to contact me at: [drodriguez5@sulross.edu](mailto:drodriguez5@sulross.edu) and briefly state why you are missing class and how you intend to make up the information missed. The instructor will drop a student from the course when the student has a total of nine absences.

### **Class Etiquette:**

Cell phones must be turned off or on silent.

Refrain from text messaging in class.

Children are not allowed to attend class.

Do not bring food to class.

It is up to you to obtain missed notes, handouts, etc. from a peer.

### SRSU DISABILITIES SERVICES

Sul Ross 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. It is the student's responsibility to initiate a request for accessibility services. 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 must contact Counseling and Accessibility Services, Ferguson Hall, Room 112.. The mailing address is PO Box C-171, Sul Ross State University, Alpine, TX 79832. The telephone number is 432-837-8203.

### ATTENDANCE POLICY

Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

### TOBACCO POLICY

Smoking is not permitted on the SRSU campus.

### ELECTRONIC EQUIPMENT POLICY

Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.

***\*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Instructor.***