

Syllabus
Sul Ross State University
ED 3301
Curriculum and Instruction for Classroom Teachers
Spring 2016

Instructor: Dr. Jeanne Qvarnstrom

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Office Hours: Monday 1:00 – 3:00 p.m.

Tuesday 1:00 – 2:00 p.m.

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

Thursday 11:00 – 1:00 p.m.

Others by appointment

Class Meeting Times:

8:00 a.m. – 9:15 a.m.

MAB 301

Required Textbook:

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

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

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

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

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

Supplementary Materials:

- Certify Teacher Software—Content Test

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

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

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

This format will be followed for the assigned research paper.

Course Description:

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

Competencies Covered in this Course:

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

Texas Education Agency Standards Covered in this Course:

This course will cover standards 1-6. See pages 8-14.

Assignments	Points	Due Dates
Letter of Introduction to your classroom teacher for observations (word processed) (Standard 6)	20	January 26
Comparison of Professional Organizations (Venn Diagram) (Standard 6)	25	April 19
Class Activities (Daily attendance is critical to earn these points)	(total may vary)	ongoing
Interview with teacher or administrator (format posted on Blackboard) (Standard 6)	30	April 26
10 hours of classroom observation and reflection (Completed Log and observation reports required)* (Standards 1,2,3,4,5,6)	50	Attend orientation at school <ul style="list-style-type: none"> • One report February 16 • All reports April 21
Chapter quizzes (may only be taken once)	146	ongoing
Lesson plan and presentation (format posted on Blackboard) (Standards 1, 2,3, 4, 5, 6)	10 (objective) 50 (plan) 20 (presentation)	Report on objective February 16 Present lesson in class 2/23,2/25, 3/1
Present lesson in observation classroom, discuss with teacher, and complete Lesson Reflection Form (posted on blackboard) (Standard 6)	20	Due after lesson is presented
Research Paper (guidelines posted on Blackboard)	50	April 14
Smart Thinking Editing (Standard 3)	20	April 5
Write short article (1 page) for Trends in Education (Standard 6)	20	April 12
Final exam (may be taken multiple times)	126	Must be completed by noon May 11
Submission of 1 Certify Teacher practice exam (score of 260 required for official test)	30	April 19
Professional Practices and Responsibilities Report (extra credit)	10	Report to class as completed

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

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

Grade assignment: A – 90-100%

B = 80 – 89%

C= 70-79%

D= 60-69%

Attendance policy:

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

Student 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

Student Learning Objectives:

The Education 3301 students will...

1. Demonstrate the procedure for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
2. Demonstrate an understanding of how to encourage student motivation for learning and appropriate actions at school.
3. Demonstrate an understanding of how to create a positive and inviting learning environment.
4. Demonstrate an understanding of classroom management and procedures to ensure an effective teaching classroom.

5. Recognize the importance of professional knowledge and skills in interacting with other members of the educational community and receiving professional development activities.
6. Demonstrate mastery of TExES Framework on Pedagogy and Professional Responsibilities.

This course will cover the following TEA Curriculum topics:

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

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

ADA Accommodations:

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

Academic Integrity:

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

Examples of academic dishonesty include but are not limited to

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

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

Tentative Schedule

Week	Chapter	Assignment
Week 1 January 19,21	Review 3	Start of Semester <ul style="list-style-type: none"> • Write your Letter of Introduction (due January 26) • Goal setting
Week 2 January 26,28		<ul style="list-style-type: none"> • Lesson Planning • Classroom observations and research paper • Student achievement • Class meets at library for tour on January 26 at 8:00 a.m.
Week 3 February 2,4		<ul style="list-style-type: none"> • Instructional objectives • Field trip to Ft. Davis ISD from 8:00 – 10:45 a.m. on February 4 We will travel together.
Week 4 February 9,11		<ul style="list-style-type: none"> • Making a difference in student achievement through planning and instruction • Bring “Writing Evidence with Quote Sandwiches” and one research article to class on February 9 • Meet at Alpine Elementary School on February 11 at 8:30 for STAAR writing training <p>Take Chapter 3 quiz posted only during week 4 Quizzes may only be taken once.</p>
Week 5 February 16,18	5	<ul style="list-style-type: none"> • Creating a strong classroom environment • Bring 1 classroom observation to present (February 16) • Meet at Alpine Elementary School on February 18 at 8:30 to do STAAR writing scoring
Week 6 February 23,25		<ul style="list-style-type: none"> • Modeling teacher enthusiasm • Present your lesson objective cleared with your teacher (February 23)
Week 7 March 1,3		<ul style="list-style-type: none"> • Present lesson plans to class (40 minutes allocated), individual conference to discuss plan and delivery, then schedule lesson presentation to observation classroom with follow-up analysis with classroom teacher
Week 8 March 8,10		<ul style="list-style-type: none"> • Attaining an excellent and equitable classroom environment <p>Take Chapter 5 quiz posted only during week 8</p>
		Spring Break March 14

Week 9 March 22,24	6	<ul style="list-style-type: none"> • Classroom environment • Student collaboration and interaction
Week 10 March 29,31		<ul style="list-style-type: none"> • Managing Texas classrooms • Assessments
Week 11 April 5,7	12	<ul style="list-style-type: none"> • Classroom management • Establishing behavior standards • Smart Thinking Editing Report for Research Paper is due April 5
Week 12 April 12,14		<ul style="list-style-type: none"> • Grading Policy • Trends in Education article is due April 12 • Research papers due to be presented on April 14 <p>Take Chapter 6 quiz</p>
Week 13 April 19,21		<ul style="list-style-type: none"> • Motivation • Interacting and communicating with other educators • Venn diagram on professional organizations is due April 19 • Submit TExES practice content test score report by April 19 (score of 260 or higher is required) • Observation logs and reports due April 21 <p>Take Chapter 12 quiz</p>
Week 14 April 26,28	13	<ul style="list-style-type: none"> • Educator Ethics • Teacher or Administrator Written Interview is due April 26 • Educator ethics
Week 15 May 3		<ul style="list-style-type: none"> • Celebration Breakfast • The Reflecting Teacher <p>Take Chapter 13 quiz</p>
Final Exam		To be completed by May 11 at noon. Final may be taken multiple times, and the highest score will be recorded.

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

Texas Education Agency Standards:

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by

facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to

ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific

discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all

students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.