



# SUL ROSS STATE UNIVERSITY

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## **ED 5360 Professional Roles and Responsibilities – Spring 2017 Syllabus**

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As this is a web based class; I will do my best to respond to your email questions within 24 hours. If you prefer to call, be sure to leave your name and a return phone number.

### **Course Description:**

This Web course provides an understanding of the roles and responsibilities of teaching which includes: knowledge of legal and ethical issues and requirements for Texas teachers, professional knowledge and skills needed for communicating and collaborating with professional colleagues, the community, and families, and the importance of family involvement in children's education. This course is designed to meet the needs of those seeking initial Texas teacher certification through the PBICP alternative certification route.

### **Course Goal:**

The primary aim of the course is to provide information for the uncertified teacher about: Standards for Fulfilling Professional Roles and Responsibilities and Competencies for the TExES examination of teachers (Pedagogy and Professional Responsibilities).

The related goals of this course are to examine and understand teaching as a profession from the perspective of the State of Texas for effective instruction, creating a successful learning environment, legal and ethical policies.

# THE TEXES PPR EXAM STANDARDS

## **DOMAIN I — DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING (approximately 34% of the test)**

### PPR STANDARD I:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment

## **DOMAIN II – CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT (approximately 13% of the test)**

### PPR STANDARD II:

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

## **DOMAIN III – IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT (approximately 33% of the test)**

### PPR STANDARD I:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

### PPR STANDARD III:

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

### TECHNOLOGY APPLICATIONS STANDARD I:

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

### TECHNOLOGY APPLICATIONS STANDARD II:

All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

### TECHNOLOGY APPLICATIONS STANDARD III:

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

### TECHNOLOGY APPLICATIONS STANDARD IV:

All teachers communicate information in different formats and for diverse audiences.

TECHNOLOGY APPLICATIONS STANDARD V:

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

**DOMAIN IV - FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES** (approximately 20% of the test )

**PPR STANDARD IV**

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**Course Requirements:**

Purchase the Certify Teacher online practice test for the PPR exam and register that you are a SRSU student.

Must score 260 or higher on Certify Teacher Practice Pedagogy and Professional Responsibility Exam (PPR # 160)

Participate and be prompt with assignments and adhere to the SRSU attendance guidelines

Meet all due dates for assignments

Read, reflect, examine, and evaluate a variety of resources

Compile and interpret information for discussions

Understand the TExES competencies and standards related to mastery of content

Satisfactorily complete all assignments and course activities

Demonstrate correct usage of English grammar, reading fluency and written/oral language

Follow APA guidelines for referencing resources

**SACSCOC Student Learning Outcomes:**

SLO 1 - Master of Education students will demonstrate the ability to design a research proposal drawing upon qualified and current sources, and written with a good introduction, statement of the problem, review of related literature, research questions, and significance of study, method, and references.

SLO 2 - Master of Education students will demonstrate understanding of content in the required core courses.

SLO 3 - Master of Education students will demonstrate knowledge and leadership in their chosen areas of specialization.

**Assignments:**

Assignments are outlined in Blackboard under "Assignments". All assignments are due on the Saturday night (midnight) of the assigned week with the exception of the Certify Teacher Exam Mode that is due on **Wednesday, March 8<sup>th</sup> at noon.**

**Grading:**

A = 765 - 850



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.

### **Course Calendar / Assignment Schedule**

#### **Unit 1 January 17 – 21: Introduction to Pedagogy and Professional Responsibilities**

- Discussion Board 1: Introduce yourself to the class and include a brief bio. Tell us about your subject/grade level that you would like to teach. Include a photo. Respond to one or more others' postings for full credit on all discussion boards.

#### **Unit 2 January 22 – 28: Designing Instruction to Support Diversity**

- Discussion Board 2: Read the Exam Tips in the Certify Teacher software and summarize the five most important tips you found in that section.
- Take the Competency practice tests for 001, 002, and 003 and post the percentage correct on each test and write a paragraph describing what you learned or had reinforced from taking the practice tests.

#### **Unit 3 January 29 –February 4: Learning Theory**

- Discussion Board 3: After taking competency practice tests for 004 and 005 describe which question(s) you missed and explain how you now understand it correctly. If you did not miss any questions, share with everyone your test-taking strategies.
- Take the Competency practice tests for 004 and 005 and post the percentage correct on each test and write a paragraph describing what you learned or had reinforced from taking the practice tests.
- Four Square Assignment using one of the Flash Cards in Certify Teacher is due.

#### **Unit 4 February 5-February 11: Managing Classrooms with Good Communication**

- Discussion Board 4: Standard 2 states: "The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning,

- equity and excellence.” Discuss 5 strategies that a teacher may use to create the positive classroom described in Standard 2.
- Take the Competency practice tests for 006 and 007 and post the percentage correct on each test and write a paragraph describing what you learned or had reinforced from taking the practice tests.

### **Unit 5 February 12 – 18: Engaging Students with Technology**

- Discussion Board 5: Give a brief overview on the book you are reading for your Book Summary that is due on March 3.
- Take the Competency practice tests for 008 and 009 and post the percentage correct on each test and write a paragraph describing what you learned or had reinforced from taking the practice tests.

### **Unit 6 February 19 – 25: Assessment, Professionalism, and Ethics**

- Discussion Board 6: Describe 5 ways that teachers can effectively use technology either for themselves or for their students or parents.
- Take the Competency practice tests for 010-013 and post the percentage correct on each test and write a paragraph describing what you learned or had reinforced from taking the practice tests.

### **Unit 7 February 26 – March 3: Dimensions of Professionalism**

- Discussion Board 7: Domain IV addresses “Fulfilling Professional Roles and Responsibilities.” Describe 5 different ways teachers may engage in professional roles and responsibilities. Book summary is due.

### **Unit 8 Final Week March 6 – March 10: Reflection**

- Discussion Board 8: This course is designed to prepare you to pass the PPR. From your activities, study, and assignments, what do you think is your greatest accomplishment? Explain how you achieved it.
- Practice Exam Mode for PPR due Wednesday, March 8th at noon. (Note that you may only take the Certify Teacher Exam Mode twice.)

#### **Required Materials**

**Required Text:** This text will be the basis of most of your reading.  
Nath & Cohen. (2005) *Becoming a Middle School or High School Teacher in Texas*.  
Belmont, CA: Wordsworth/Thompson Learning. ISBN# 0-534-63801-5

(For 4 – 8 and 8 – 12 certificate seekers)

**OR**

Nath & Cohen. (2011). *Becoming An EC-6 Teacher in Texas, 2e*. Belmont, CA: Wadsworth/Thompson Learning. ISBN# 0-495-60165-9 (For EC – 6 certificate seekers) (All level EC – 12 certificate seekers should have both)

**Certify Teacher Software:**

Purchase this online at: <http://www.certifyteacher.com/>

Pedagogy and Professional Responsibilities (your grade level). Select the “Online Exam” for \$55.00 and register that you are a SRSU student.

**Recommended Source:**

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, D.C.: American Psychological Association. (You will use this in all other courses in education.)

**Internet Web Resources:**

Here are some Sul Ross Library recommended databases:

Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator’s Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, and WorldCat Dissertation & Theses.

**SRSU offers a host of student support services:**

- Writing Center staff members are available to assist you with editing papers and other writing questions. Contacts: 432.837.8270, [writing@sulross.edu](mailto:writing@sulross.edu) , or on campus MAB 102.
- Graduate Student Center. Contacts: 432.837.8524, [gradcenter@sulross.edu](mailto:gradcenter@sulross.edu) , or on campus BAB 104.

**Distance Learning Policy:**

- Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.