

Sul Ross State University
Department of Education

ED 3302 Spring 2019
Developmental and Learning Theories

Tuesday/Thursday 12:30 a.m. -1:45 p.m.

Instructor: Diana Rodriguez

Co-Instructor: Sarah Hext

Office: MAB 309-G

Email: drodriguez5@sulross.edu

Office Hours: M/W 9:00 a.m.- 12:00 noon

T/TR 9:00 a.m.-11:00 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)

Student Learning Outcomes (SLOs)

The graduating student will be able to:

- Write two lesson plans that are developmentally appropriate for students.
- Acquire pedagogy and instructional strategies based on learning theories and principles.
- 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* (2nd 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

Stepanek, J., Appel, G., Leong, M., Mangan, M. T., & Mitchell, M. (2006). *Leading lesson study: A practical guide for teachers and facilitators*. Corwin Press.

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 or PPR EC-12 #160 if you have passed your 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.) or PPR #160. When you find the right test for your area, click on the **online version**. The cost will vary from student to student.

The Certify Teacher software consists of **three modes**: Study, Flashcards, and Exam Mode. As soon as you have your software, take Exam #1. This exam will serve as a diagnostic exam. Thus, once you take Exam #1, the results will create a prescribed study plan for you. Begin working immediately in Study Mode and Flash Cards only from now on... 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 EXAM MODE any more AT THIS TIME! YOU WILL NOT BE GIVEN CREDIT FOR ANY MINUTES YOU SPEND IN TEST MODE. You will take Exam #2 the last class day. It will serve as your final and it will determine your official test approval for your TExES exam.

When you have completed the full 10-hours in Study Mode, you will take Exam #2 the last class day. When you pass this exam, the Certification Specialist will recommend you to TEA to take the TExES. Email your Certify Teacher Score Report of 260 or higher the Cert. Specialist to get testing approval. The testing approval window runs from Sept. 1 of any

year to May 31. If you were given approval and did not test, you will be removed for test approval from June 1 of any year to Aug. 31. No testing approved between these dates. No exceptions unless you have failed a TExES exam. Passing the TExES is one of the steps toward becoming a certified teacher. **FYI: YOU MUST PASS YOUR TExES EXAM BY BLOCK II.**

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 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*

(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 January 29, 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 AND be professional and hand deliver a copy to the teacher during the meet and greet. Remember to print a copy for your working Binder in this course!

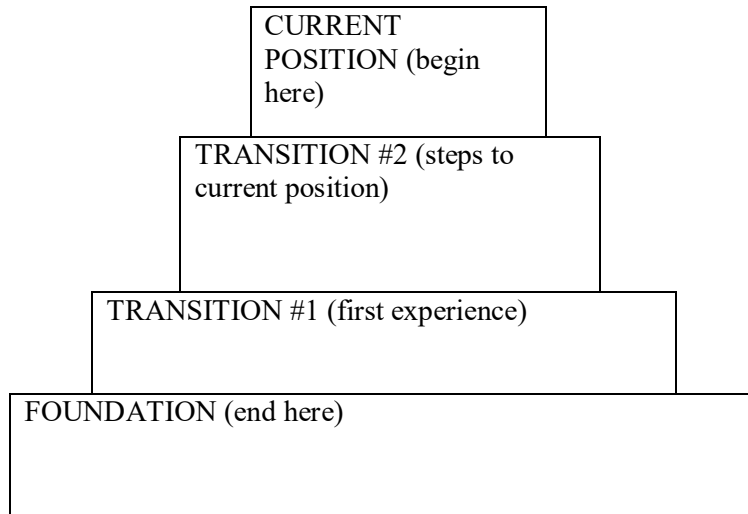
Pyramid of a Professional: (Due March 3, WK 6/BB and Hard Copy/Binder)

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 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 the teacher.** 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.

TEKS Survey: (February 12, WK4)

We discuss the TEKS Survey assignment in class on Sept. 18. Bring your laptop to class. The “Graded” TEKS Survey will be due on Sunday Feb. 24. 1 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, Feb. 7, 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 ensure 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 Documents 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 Plan Presentations need to begin by WK 12 This means you will need to establish a trustworthy relationship with your cooperating teacher, show up on time every time, and start planning on a Lesson Day delivery in their classroom. Do not wait until the last minute to get this Lesson Plan scheduled. Your cooperating teacher and peer will complete an observation form about your lesson delivery. Be professional, prepared, motivated, and ready to teach your first lesson to real students. Once your lesson is complete and delivered, you will receive a Lesson Plan Complete grade. Professor Hext will observe your lesson at the school utilizing the T-TESS proficiency report.

Lesson Objectives Part I: (March 10, 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 (March 10, 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. Label each assessment type on your Lesson Plan as follows:

Formative Assessment: (Provide the assessment details/specificity) and

Summative Assessment: (Provide the assessment details/specificity).

Lesson Plan Part III: Lesson Procedures (March 10, WK7/ 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 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.

Research Lesson Proposal: **Due: TBA** The objective of this assignment is to give you an opportunity to develop a collaborative Lesson Study team and research lesson. You will use the research lesson template provided by the Texas Education Agency to develop your intended proposal. One group member will enact the lesson in his/her assigned field experience classroom. Group members not presenting will observe the students' thinking during the lesson, not the prospective teacher. Once you receive peer feedback and analyze the students' learning artifacts created during the lesson enactment, you will revise the lesson based on observations and debriefing sessions to reproduce a final version of the lesson on the Sul Ross Lesson Plan Model found in the Blackboard "Course Forms" link. The enactment and revisions of the research lesson can have two or more cycles. This depends on the number of peers in your group. However, you will develop the research lesson step-by-step with your group over the next few weeks. In this course, we will utilize the Texas Lesson Study framework to learn how to utilize lesson planning as a professional development opportunity between your

colleagues. More about this framework will be discussed in class. **Purchase and use the *Leading Lesson Study: A Practical Guide for Teachers and Facilitators* (Stepanek, Appel, Leong, Mangan & Mitchell, 2007).**

Once you have produced your final revisions for the research lesson, you will write a final version on the SRSU lesson plan template for grading purposes.

Classroom Management Essay: Due May 2

You will write a 2-3 page overview of your classroom management plan drawing upon class readings, lectures, videos, and discussions. Criteria will include routines and procedures, provisions for cooperative and productive student work, behavior standards and expectations that are clear and developmentally appropriate, and strategies for reinforcing positive student behaviors, ethical work habits and personal responsibilities. More information will be provided in class.

Field Experience Reports: 5 Reports/Essays Total (Reports will be discussed in class).

- Field Report 1: Due Feb. 24 (WK 5)
- Field Report 2: Due March 3 (WK 6)
- Field Report 3: Due March 10 (WK 7)
- Field Report 4: Due March 17 (WK 8)
- Field Report 5: Due April 7 (WK 10)

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.

Field Observation Log: (Due: May 2, WEEK 14) Hard Copy due in class

The classroom teachers whose students you observe will initial the Field Observation Log 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, signed and turned in.**

When you have completed your ten hours of observations you may turn your Field Observation Log in to me in class, in MAB 309-G during my office hours (slide it under my door if I am not there), mail it to me to 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 the grade book. 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.)

Final Exam: (Final Certify Teacher Test Score)

Details will be provided on Review Day.

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.

Course Meetings	Guiding Questions, Readings, Topics	Activities/Projects
WK 1 Jan. 22 T	Introductions/ Syllabus Review/ Certified Teacher (CT) Sign-up... Get in the habit of reading material PRIOR TO CLASS! ALWAYS BRING YOUR LAPTOPS! Discuss Letter of Introduction. Due: Jan 29	
24 TR	Introduction to Texas Lesson Study and the Research Lesson Proposal	
WK2 Jan. 29 T	Materials Review Continued: Field Reports, TEKS, Paper Work Day Paper Work Day: Due at the end of class. Bloom's Taxonomy Table\ Read Lesson Studying Ch. 1 and Ch. 2	
Assignment Details: Discuss Letter of Introduction: Due Jan. 29 for grade & need a copy for meet & greet		
Jan. 31 TR	Prior to class read: Competency 1: Human Development	
EC-6 Students:	Chapter 1: pp.1-20	
Mid/Hi Students:	Chapter 1: pp.1-14	
REMINDER:	Bring your laptops on Feb 7.	

WK3	February	5	T	Human Development Continued... Review Field Report #1 Requirements Chapter 1: pp.20-39
EC-6 Students:				Chapter 1: pp.20-39
Mid/Hi Students:				Chapter 1: pp. 14-28
		7	TR	Human Development/ Competency 1 Continued... Bring your Laptops today. Make sure you already have a GMAIL. Assignment: TEK Overview; PPT. Take notes... Student Activity.
WK4	February	12	T	Prior to attending class read: Competency 2: Student Diversity to Promote Learning Texas Essential Knowledge and Skills (TEKS) TEKS Survey Discussed Today
EC-6 Students:				Chapter 2: pp.43-61
Mid/Hi Students:				Chapter 2: pp. 31-48
Assignment Details:				<i>Read the Pyramid of a Professional Assignment Description in syllabus.</i> (Due: WK 6)
		14	TR	Student Diversity to Promote Learning TEKS Survey Continued... Once the assignment is modeled you will complete a TEK Survey. Bring your Laptops!!! Due Sunday, Feb. 17: Certified Teacher Content #1 in Study Mode 120 min. by midnight.
WK5	February	19	T	Prior to attending class read: Competency 2: Student Diversity to Promote Learning Diversity Concept Map
EC-6 Students:				Chapter 2: pp. 61-73
Mid/Hi Students:				Chapter 2: pp. 48-65
		21	TR	Competency 2: Student Diversity to Promote Learning Continued... Review Field Report #2 Requirements (Read over the outline) Due Sunday, Feb. 24: -Field Report #1 (Hours 1 and 2) on Blackboard by midnight (Bb WK 5) -TEKS Survey- Feb. 24 by midnight
WK6	February	26	T	Prior to attending class read: Competency 3: Designing Effective Instruction and Assessment Review Field Reports #3 Requirements You are responsible for reading the chapter. We will apply the chapter in class.
Ec-6 Students:				Chapter 3: pp. 76-106
Mid/Hi Students:				Chapter 3: pp. 70-100
				Read Chapter 3 in the Leading Lesson Study text prior to class today. Develop the Pre-requisites for Texas Lesson Study in your selected team. Roles and Responsibilities (Leading Lesson Study text pg. 33). Creating the Schedule pg. 35-37/Lesson Study Action Plan: Team Responsibilities Developing the Team Schedule pg. 41-42

February 28 TR	Competency 3: Continued...
<p>Introduction to <i>Lesson Plan Part I, Lesson Objectives: Due March 10 (Sun.)</i> <i>(Review Assignment Description)</i></p> <p>Due Sunday, March 3 : -Pyramid of a Professional on Blackboard/ WK 6 by midnight.</p> <p>-Field Report #2 (Hours 3 and 4) on Blackboard by midnight /WK6.</p> <p>Begin to schedule your Research Lesson with the cooperating teacher. The dates you are available to teach are listed in week 12 below. You should not go over 50 min. The bell will ring and students will need to be dismissed.</p> <p>Notify me by email about your scheduled date by March 12.</p>	
WK7 March 5 T	<p>Prior to attending class read: Competency 3: Designing Effective Instruction and Assessment</p> <p>EC-6 Students: Chapter 3: pp. 106-135 Mid/Hi Students: Chapter 3: pp. 100-123</p> <p><i>Introduction to Lesson Plan Part II: Lesson Assessment</i> <i>(Review assignment description) Due: March 10/ BB WK 7</i> Research Lesson Proposal: Refer to Blackboard for details on this...</p>
7 TR	<p>Competency 3: Designing Effective Instruction and Assessment Continued...</p> <p><i>Introduction to Lesson Plan Part III: Procedures</i> <i>(Review assignment description) Due: March 10/ BB/ WK 7</i> Research Lesson Proposal: Refer to Blackboard for details on this...</p> <p>Due Sunday, March 10 : -Field Report #3 (Hours 5 & 6) on Blackboard by midnight (Bb WK7)</p> <p><u>-Lesson Plan Part I: Objectives</u> <u>-Lesson Plan Part II: Assessment /BB/ WK 7 by midnight.</u> <u>-Lesson Plan Part III: Procedures All due by March 10</u></p>
WK8 March 12 T	<p>Prior to class read: Competency 4: Learning Theory and Factors that Impact Learning Review Field Report #4</p> <p>EC-6 Students: Chapter 4: pp. 138-161 Mid/Hi Students: Chapter 4: pp. 126-147</p> <p>REMINDER: You should be working on your Research Lesson Proposal Review Blackboard for this week's tasks.</p>
14 TR	<p>Learning Theory and Factors that Impact Learning Continued Message to Teachers (Work on this assignment in class. Due at End).</p> <p>Ec-6 Students: Chapter 4: pp. 161-165 Mid/Hi Students: Chapter 4: pp. 147-165</p> <p>Due Sunday, March 17 -Field Report #4 (Hours 7 & 8) on BB by midnight (WK 8) -Certify Teacher #2/ Study Mode (240 min.) by midnight.</p>

WK9	March 26	T	<p>Let's Talk about Chapter 4:</p> <p>What are some factors that may impact the learning during your lesson? Teacher Questions? Expected Student Reactions? What will you the teacher look for that indicates it makes sense to continue with the Lesson? What will the observers look for to determine whether each segment of the lesson is Having the intended effect?</p> <p>Begin to Plan the Research Lesson:</p> <ul style="list-style-type: none"> • Introduction of the Lesson (Refer to the sample lesson and the template)
	28	TR	<p>Research Lesson Proposal</p> <ul style="list-style-type: none"> • Posing the Task
WK10	April 2	T	<p>Research Lesson Proposal</p> <ul style="list-style-type: none"> • Anticipated Student Responses <p>Due Sunday, April 7 -Field Report #5 (Hours 9 & 10) due on Bb by midnight (WK 10).</p>
	4	TR	<p>Research Lesson Proposal</p> <ul style="list-style-type: none"> • Comparing and Discussing <p>Due Sunday, April 7: -Certify Teacher Content #3 in Study Mode (360 min.) due by midnight.</p>
WK11	April 9	T	<p>Research Lesson Proposal</p> <ul style="list-style-type: none"> • Summing Up the Lesson
	11	TR	<p>Research Lesson Proposal</p> <ul style="list-style-type: none"> • Board Plan <p>Due Sunday, April 14: - Certify Teacher Content #4 in Study Mode (480 min.) due by midnight.</p>
WK12	April 16	T	<p>Research Lesson Proposal</p> <ul style="list-style-type: none"> • Supplemental Materials and Resources • Evaluation (What do you want observed during the lesson?) • Anything you have missed.
	18	TR	<p>No class. You will be in the field presenting your lesson. Every group member must be present for the enactment of the lesson. If you are absent, no credit will be given to you for this project. Have all materials ready. Presentation dates can be April 15, 16, 17, 18, 19</p>

Wk13	April 23	T	No Class. You will be in the field presenting your lesson. Every group member must be present for the enactment of the lesson. If you are absent, no credit will be given to you for this project.
Due Today, April 28: -Certify Teacher Content #5 in Study Mode (600 min.) by midnight. PLEASE NOTICE THAT CT#5 IS <u>NOT DUE ON SUNDAY</u> .			
28 TR No Class. Thanksgiving Break.			
Wk14	April 30	T	Do NOT be absent. No excused absences. Texas Lesson Study Debrief. What did you learn? Begin working on your Post Research Lesson Reflection (Due: Dec. 9 by midnight)
May 2	TR		Do NOT be absent! BRING YOUR LAPTOPS. <ul style="list-style-type: none"> Utilize your study time and STUDY! Begin Studying on Certify Teacher. All CT hours are due NO LATER than today/midnight.
FYI: You must complete your 600 minutes for BOTH 3302 AND 4314 before the CT Exam on May 7. No exceptions! ALL STUDENTS WILL TAKE THE CT EXAM#2.			
Due Today:	Field Experience Log (You will not pass the course without this document). **Turn in a hard copy of the log! **This is an official TEA document! <ul style="list-style-type: none"> Make a copy of this Log for your own records. <p>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.</p>		
Wk15	May 7	T	Do NOT BE ABSENT TODAY! Last Class Day! <ul style="list-style-type: none"> Certify Teacher Exam All students will be required to take this exam. No make-up.
May 9 TR Dead Day			
Wk 16	Final Exam/ Certify Teacher Exam Score		

Grading Policies and Guidelines

The criteria for determining your final grade are outlined below.

Assignments	Weights/Points	Due Dates
Letter of Introduction	2.5% / 25 points	WK2/ Jan. 29
TEKS Survey	2.5% / 25 points	WK5/Feb. 24
Pyramid of a Professional	2.5% /25 points	WK6/March 3
SR Lesson Plan Part I and II and III	5%/ 50 points	WK7/ March 10
Message to Teachers	10%/100 points	WK 8/ March 14 in class
Field Observation Log	2.5%/ 25 points	WK14/May 2
Field Experience Reports (5X20)=	10%/100 points	Review Syllabus for the <u>five dates</u>
Certify Teacher (10 hours) (5X20)=	10%/100 points	Review Syllabus for the <u>five dates</u>
Classroom Management Essay	10%/ 100 points	WK 14/ May 2
Research Lesson Process/Activities	5%/50 points	<i>Ongoing...</i>
Final Research Lesson Proposal	30% /300 points	Review Syllabus for outline of tasks
Post Research Lesson Reflection	10%/ 100 points	May 7
Certify Teacher Exam Score	100 points	May in class
Total	110%/ 1100 points	

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 – become accustomed to using them and they will guide you toward completing assignments that are more effective.

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 assignments. 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 assignments. Submitted projects must be at a proficient level.
- “C” Demonstrates an **average level** of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor’s expectations. Rarely contribute constructive comments and questions that expand and enrich class assignments. 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:

Submit all assignments through Blackboard. **Assignments that are emailed will not receive credit.**

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: (Please do not overlook the 2nd bullet).

- 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!
- **If you do not demonstrate/exhibit written professional quality with your assignments then you will be put on a required growth plan.**
- 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 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 six absences (each class is worth 1.5 hours).

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 Mary Schwartz, M. Ed.; L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is PO Box C-122, Sul Ross State University, Alpine, TX 79832. The telephone number is 432-837-8691 or email: mschwartz@sulross.edu.

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.

DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires 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.

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