

Sul Ross State University
Department of Education

ED 3302 Spring 2020
Developmental and Learning Theories

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

Instructor: Diana Rodriguez

Teaching Assistant: Rebecca Garcia

Office: MAB 305

Email: droduiguez5@sulross.edu
rpg13ya@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.

Marketable Skills SLOs:

1. Students will demonstrate public speaking skills to a variety of audiences.
2. Students will demonstrate writing skills for lesson plans and other scholarly documents.
3. Students will demonstrate organizational skills to effectively manage time and meet deadlines.

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 following textbook.

TEExES PPR EC-12 (160) Book + Online (TEExES Teacher Certification Test Prep) Fifth Edition, Revised Edition
ISBN-13: 978-0738611426

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 TEExES 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 TEExES Certification Practice Tests does not open immediately, click on Products, and then TEExES Certification Practice Tests (if you do not see your content test, click "Click here to see all TEExES 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**. 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. All CT study hours are due WK 15.

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 TEExES 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 TEExES. Email your Certify Teacher Score Report of 260 or higher to the Certification 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 TEExES exam. Passing the TEExES is one of the steps toward becoming a certified teacher. **FYI: YOU MUST PASS YOUR TEExES 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.
- Spend **10 hours** preparing for your content exam with a **Study Notebook you have created**.
- Read, examine, reflect on, and evaluate a variety of resources.
- **Participate in class activities and upload your classwork to Blackboard each week.**
- **Use a student planner to organize responsibilities, manage time and meet course deadlines. Required.**
- 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.

Required Study Notebook and Student Planner:

- **Content Study Notebook (100 pts)**
You will need to create a content TExES Study Notebook for this course. I will not micro-manage the organization of this notebook. However, it must represent an additional 10 hours of study time for your content exam. These 10 hours are additional to the 10 hours on Certify Teacher. Log your start time on the top right of the first page each time you begin a study session. Log your end time on the top right of the last page each time you conclude a study session. Each hour is worth 10 points.
- **Student Planner (100 pts)**
You will need to manage and consistently update a student planner in this course. I will not micro-manage the organization of this planner. However, it must represent your self-discipline to organize course responsibilities, manage time and meet course deadlines. This planner will be checked periodically and will be due at the end of week 15.

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.

Midland College students will find a school to complete field experience observations on their own. Write your Letter of Introduction to the campus Principal as well as present a short presentation of who you are, why you are on their campus, and ask for their permission to observe on their campus. Share what you hope to accomplish and your willingness to help out on the campus during the observation experience (if you are granted permission). **Required: Provide the instructor of ED 3302 and ED 4314 with an email or letter from the principal stating the permission to observe on their respective campus.**

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

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 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 educator effectiveness.
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
- (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:
 - (A) professional ethical conduct, practices, and performance;
 - (B) ethical conduct toward professional colleagues; and
 - (C) ethical conduct toward students;
 - (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);
 - (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in the TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or research-based practices shall be implemented as required by the provider of the best practice-based program or research-based practice;
 - (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
 - (5) the importance of building strong classroom management skills;
 - (6) the framework in this state for teacher and principal evaluation;
 - (7) appropriate relationships, boundaries, and communications between educators and students; and
 - (8) instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
 - (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
 - (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and
 - (C) include resources to address any deficiencies identified by the digital literacy evaluation.

(d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

- (1) the relevant TEKS, including the English Language Proficiency Standards;
- (2) reading instruction, including instruction that improves students' content-area literacy;
- (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
- (4) the skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards).

(e) For candidates seeking certification in the principal certification class, the curriculum shall include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of this title (relating to Administrator Standards).

(f) The following educator content standards from Chapter 235 of this title (relating to Classroom Teacher Certification Standards) shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

- (1) Child Development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;
- (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and
- (3) Science of Teaching Reading Standards.

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; amended to be effective October 27, 2014, 39 TexReg 8388; amended to be effective December 27, 2016, 41 TexReg 10280; amended to be effective December 20, 2018, 43 TexReg 8091

ASSIGNMENT DESCRIPTIONS

Letter of Introduction to Classroom Teacher: (Due January 23; WK2)

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 teacher.
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.

Meet and Greet Presentation: Date TBA (Class Participation Grade)

In this course, you will be observing in a public school classroom. If you attend classes in Alpine, TX, you will have an opportunity to meet your mentor teacher prior to your observations. You will hand deliver your Letter of Introduction to the mentor teacher (MC will hand deliver to a campus principal). Additionally, you will present a two-minute presentation to the principal and in-service teachers (MC will present to principal) on your assigned campus. In this presentation, you will need to include the following:

- Full Name and what name you prefer.
- Your hometown
- Why you have chosen to be a teacher
- One thing you hope to learn or achieve through the classroom observations.

Pyramid of a Professional: (Due February 23; WK 6)

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 below:

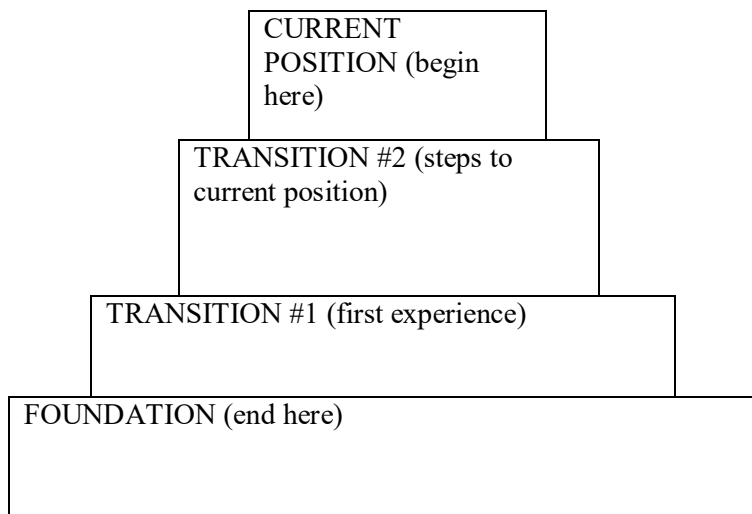
1. **In the Letter of Introduction, requested permission to interview the teacher.**

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 led 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 Tutoring Lab are available to answer questions you might have about grammar, sentence structure, and other writing-related issues. The Tutoring Lab is located on the first floor of the Library and is available on a walk-in basis.

Please take advantage of this service. Take your written assignments with you when you visit the lab. All teachers must be able to communicate effectively through writing. Use this course as an opportunity to fine-tune your writing skills.

TEKS Survey: (Feb. 16; WK5)

We discuss the TEKS Survey assignment in class on Feb. 13. Bring your laptop to class.

Do not miss this class date: Feb. 13

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. Include a pre-kindergarten guideline instead. Then, include the subsequent first grade TEKS that corresponds to the kindergarten TEKS.

If you choose a middle or high school TEKS, you will not always 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.

Lesson Plan... (April 19; WK 13)

The objective of this assignment is to give you an opportunity to develop a lesson plan. 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 begin by WK 14 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 early on this term. Do not wait until the last minute to get this Lesson Plan scheduled. Your Lesson Plan Presentation date is WK 14. It is recommended that your mentor teacher 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 grade.

Lesson Objectives Part I: (Use this information to review how to write objectives).

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:

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

(b) Knowledge and skills.

- The **knowledge and skills** are *content standards* represented by numbers, which outline the essential concepts and skills students must learn.

(7) **Multiple genres**: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) **analyze** how themes are developed through the **interaction of characters and events**;

- **The Student Expectations (SEs)** represented by capital letters 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 themes are developed through the interaction of characters and events, your objective might look like this:

(1) The 8th grade English students will (2) analyze how the theme of a story is developed (3) by reading Title of a story (4) and identifying and analyze three examples of how the character(s) interact in certain situations to conclude the overall theme of the text.

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.

Reference:

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.

Lesson Plan Part II: Assessment Methods (Use this information to understand assessment).

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 (Use this information to review lesson procedures. FYI your procedures will be written using the 5E Lesson Plan Model).

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 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 ensure 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. Use the 5E model to write your lesson procedures.

Classroom Management Essay: (April 26; WK 14)

You will write a 2-3 page overview of your classroom management plan drawing upon class readings, lectures, videos, observations 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. 16 (WK 5)
- Field Report 2: Due March 1 (WK 7)
- Field Report 3: Due March 8 (WK 8)
- Field Report 4: Due April 5 (WK 11)
- Field Report 5: Due April 19 (WK 13)

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 PPR competencies 1-4. 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 April 21) Hard Copy due in class; digital copy due in Bb

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 to the Professor of the course.**

When you have completed your ten hours of observations you may turn your Field Observation Log in to me in class, in MAB 315 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: (10 hours; 5- two-hour sessions is recommended)

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.

Final Exam: (Final Certify Teacher Test Score) Details will be provided on Review Day.

COURSE CONTENT AND ASSIGNMENTS

Subject to change if necessary

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	Readings, Topics, Guiding Questions	Assignments/ To Do...
WK 1 January 14	Introductions/ Syllabus Review Student Learning Outcome (SLO): <ul style="list-style-type: none"> • Students will introduce themselves and review the course syllabus. 	<ul style="list-style-type: none"> • All Required below: • Purchase Certify Teacher • Purchase Textbook • Purchase 3 Ring Binder • Purchase Notebook • Purchase Planner
January 16	Letter of Introduction, Pyramid and Materials Review Student Learning Outcome (SLO): <ul style="list-style-type: none"> • Students will go over course materials. Materials Review: <ul style="list-style-type: none"> • Field Reports • Paper Work: VIPS, Criminal History, Child Protection Training; District Agreement Letter ISTE Standards: Learner . Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators: 1c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.	Bring your Laptops to class. <ul style="list-style-type: none"> • Discuss Letter of Intro. • Discuss Pyramid assign. • Complete Child Protection Training • Complete Paperwork

<p>WK 2 January 21</p>	<p>Certify Teacher Exam in class Today.</p> <p>SLO:</p> <ul style="list-style-type: none"> Students will take a Certify Teacher exam to measure content strengths and weaknesses. <p>ISTE Standards: <i>Analyst</i>. Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators: 7a. Provide <i>alternative ways for students to demonstrate competency and reflect on their learning</i> using technology. 7b. Use technology to <i>design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</i> 7c. Use <i>assessment data</i> to guide progress and communicate with students, parents and education stakeholders to build <i>student self-direction.</i></p>	<p>Bring your Laptops to class and your login information for Certify Teacher.</p> <p>In Class:</p> <ul style="list-style-type: none"> Take CT exam.
<p>January 23</p>	<p>Create a study plan using your CT exam data.</p> <p>Materials Access:</p> <ul style="list-style-type: none"> Creating Content Study Notebook Pearson Content Preparation Manual Content Educator Standards <p>SLO:</p> <ul style="list-style-type: none"> Students will learn how to access the content preparation manual and Content Educator Standards. Students will develop a study plan using CT exam data and study resources. <p>ISTE Standards: <i>Analyst</i>. Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators: 7a. Provide <i>alternative ways for students to demonstrate competency and reflect on their learning</i> using technology. 7b. Use technology to <i>design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</i> 7c. Use <i>assessment data</i> to guide progress and communicate with students, parents and education stakeholders to build <i>student self-direction.</i></p>	<ul style="list-style-type: none"> Due: Jan 23; Letter of Introduction by midnight on Bb <p>In Class:</p> <p>Use the Prep Manual and Educator Standards and CT exam data to create and begin the Content and PPR Study Notebook.</p>
<p>WK 3 January 28</p>	<p>Accessing and Understanding</p> <ul style="list-style-type: none"> Texas Essential Knowledge and Skills (TEKS) English Language Arts Proficiency Standards (ELPS) <p>SLO:</p> <ul style="list-style-type: none"> Students will learn how to access, understand and analyze the TEKS and ELPS by completing a “Breakdown”. <p>ISTE Standards: <i>Analyst</i>. Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators: 7a. Provide <i>alternative ways for students to demonstrate competency and reflect on their learning</i> using technology.</p> <p>ISTE Standards: <i>Facilitator</i> Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:</p>	<p>In Class Activity using TEKS and ELPS.</p> <ul style="list-style-type: none"> TEKS Breakdown ELPS Breakdown with integration of TEK. Scan and upload today’s TEKS and ELPS Breakdown to Bb. <p>On your own: Study for your content exam.</p>

	<p>6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.</p> <p>6b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.</p> <p>6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.</p>	
January 30	<p>Understanding Bloom’s Taxonomy</p> <p>SLO:</p> <ul style="list-style-type: none"> Students will learn about Bloom’s Taxonomy by reviewing each level to apply and analyze a TEK in their content for each level of Bloom’s. Students will begin learning how to write objectives (Introduction to Lesson Plan Part I). 	<p>In Class :</p> <ul style="list-style-type: none"> Analyze a TEK in your content for each level of Bloom’s in your study notebook; scan and upload to Bb today. <p>On your own: Study for the content exam.</p>
WK 4 February 4	<p>Competency 001: Human Development</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> What do you need to “know” about learners in order to be an effective teacher? <p>SLO:</p> <ul style="list-style-type: none"> Students will understand the developmental theories of Piaget, Vygotsky, Erickson and Kohlberg. <p>ISTE Standards: Facilitator Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:</p> <p>6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.</p> <p>6b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.</p> <p>6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.</p>	<p>Prior to Class:</p> <ul style="list-style-type: none"> Read Chapter 1 Bring your Laptops. <p>In Class:</p> <ul style="list-style-type: none"> Answer the guiding question in your study notebook, scan and upload to Bb today. Research your assigned theorist to create a conceptual map or infographic; scan and upload to Bb today. <p>On your own: Study for the content exam.</p>
February 6	<p>Competency 001: Human Development</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> Now that you know about developmental theories, what do you need to “know” about learners in order to be an effective teacher? <p>SLO:</p> <ul style="list-style-type: none"> Students will apply developmental theories learned in the previous course by watching video clips of various characters playing a student role in a classroom scenario to identify and justify the developmental level of the character according to the theorists. <p>ISTE Standards: Facilitator Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:</p>	<ul style="list-style-type: none"> In class activity. After the activity, students will answer the guiding question in the study notebook (second time), scan and upload to Bb today. How did your response evolve? Discussion Due: Feb. 9: Competency 001 Key Terms Input/ Output notes; scan & upload to Bb by midnight.

	<p>6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.</p> <p>6b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.</p> <p>6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.</p>	<p>On your own: Study for the content exam.</p>
<p>WK 5 February 11</p>	<p>TEKS Overview</p> <p>SLO:</p> <ul style="list-style-type: none"> Students will complete an inductive activity by reviewing a TEKS Overview PPT in groups of three to understand standards based curriculum. <p>ISTE: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:</p> <p>2b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.</p> <p>2c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.</p> <p>ISTE: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:</p> <p>4a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.</p> <p>4b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.</p> <p>4c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.</p>	<ul style="list-style-type: none"> Bring Laptops. In class, inductive activity. Students will use Microsoft 360 with their group to simultaneously complete the inductive activity; scan and upload to Bb today. Due Feb.16:Field Report 1 By midnight.
<p>February 13</p>	<p>TEKS Survey</p> <p>SLO:</p> <ul style="list-style-type: none"> Students will become familiar with the TEKS for the grade or discipline they will be teaching. Students will need to become familiar with the vertical alignment of the curriculum to ensure that students' progress from year to year without developing "gaps" in their learning. <p>ISTE Standards: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:</p> <p>7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.</p>	<ul style="list-style-type: none"> Bring your laptops to class. Students will take notes and ask questions. Due: TEKS Survey; Feb. 16 by midnight. <p>On your own: Study for the content exam.</p>

<p>WK 6 February 18</p>	<p>Competency 002: Student Diversity</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> • What are the domains of diversity and how does each domain impact students' learning? • How will you implement instruction that is inclusive? <p>SLO:</p> <ul style="list-style-type: none"> • Students will learn the dimensions of diversity and apply them to themselves using a graphic organizer. • Students will answer the guiding questions using the concept map and personal diversity profile. <p>ISTE Standards: <i>Analyst</i>. Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators: 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.</p>	<p>Prior to Class:</p> <ul style="list-style-type: none"> • Read Chapter 2 • Bring your Laptops. <p>In Class:</p> <ul style="list-style-type: none"> • Answer the guiding question(s) in your study notebook, scan and upload to blackboard today. • Research and create a conceptual map or infographic representing the domains of diversity. • Use the diversity conceptual map to create a personal diversity map. • Due: Feb. 23; Pyramid of a Professional Essay by midnight. <p>On your own: Study for the content exam.</p> <p>Begin discussing with your mentor teacher what TEKS they want you to teach for your Lesson on WK 14.</p>
<p>February 20</p>	<p>Competency 002: Student Diversity to Promote Learning</p> <p>SLO:</p> <ul style="list-style-type: none"> • Students will review Field Experience report #2 to begin understanding how the domains of diversity influence instruction and the learning environment. <p>Guiding Question:</p> <ul style="list-style-type: none"> • How do the domains of diversity impact instruction? • How do the domains of diversity impact the classroom environment? <p>ISTE: <i>Collaborator</i>. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators: 4a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. 4b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. 4c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.</p>	<p>In Class:</p> <ul style="list-style-type: none"> • Go over Field Report #2; due WK 7; March 1 by midnight. • Answer the guiding question(s) in your study notebook, scan and upload to blackboard today. • Due: Feb. 23: Competency 002 Key Terms Input/ Output notes; scan & upload to Bb by midnight. <p>On your own: Study for the content exam.</p> <p>Now that you know what your teacher wants you to teach, begin conducting research on your TEK so that you have a conceptual understanding of the concepts, skills, and/or processes for that TEK.</p>

<p>WK 7 February 25</p>	<p>Competency 003: Designing Effective Instruction and Assessment</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> • Why is it important to develop instructional goals and objectives that are clear, relevant, meaningful, age-appropriate and measurable? • Why should the TEKS, objectives and assessments all be aligned? • What are the dimensions of a 5E Lesson Plan? <p>SLO:</p> <ul style="list-style-type: none"> • Students will review Field Experience report #3 to begin understanding how to design effective instruction and assessment. • Students will learn about lesson alignment by working in groups to create objectives and assessments aligned to their selected student expectation (TEK). • Students will learn about the 5E Lesson Plan model by watching a video and taking notes about the Learning Cycle. • Students will learn how to apply the 5E Lesson Plan model within their procedures section of a lesson plan (Lesson Plan Part III). <p>Facilitator Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:</p> <p>6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.</p> <p>6b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.</p> <p>6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.</p>	<p>Bring your Laptops. To Do:</p> <ul style="list-style-type: none"> • Begin to schedule your Lesson Plan presentation with your mentor teacher. • Everyone will teach one day in their assigned public school classroom during WK 14. • Scheduled Lesson Plan date is due in class March 3. • Answer the guiding question(s) in your study notebook, scan and upload to blackboard today. • Due: Mar. 1; Field Report #2 by midnight <p>On your own: Study for the content exam.</p> <p>Begin thinking about a Lesson Plan objective for your Lesson Demonstration on WK 14.</p>
<p>February 27</p>	<p>Competency 003: Designing Effective Instruction and Assessment</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> • Did you and your partner develop an aligned 5E model Lesson Plan? <p>SLO:</p> <ul style="list-style-type: none"> • Students will work in groups of two to create a 5E model Lesson Plan. • EC-6 students will create a phonics 5E Lesson Plan. <p>Facilitator Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:</p> <p>6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.</p>	<p>Bring your Laptops.</p> <ul style="list-style-type: none"> • In class, create a 5E model lesson plan. • Answer the guiding question(s) in your study notebook, scan and upload to blackboard today. • Due: Comp 003: Key Terms; scan and upload to Bb by March 1 midnight. <p>On your own: Study for the content exam.</p>

	<p>6b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.</p> <p>6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.</p>	
<p>WK 8 March 3</p>	<p>Competency 1-3: Midterm Exam Review</p> <p>SLO:</p> <ul style="list-style-type: none"> Students will take a practice PPR exam on Comp 1-3 and provide rationales for their correct responses. 	<p>Bring your Key Terms for Comp 1-3.</p> <ul style="list-style-type: none"> Due: Field Report #3; March 8 by midnight. <p>On your own: Study for the content exam.</p>
<p>March 5</p>	<p>Competency 1-3 Midterm Exam</p>	
<p>March 9-13</p>	<p>Spring Break</p>	<p>On your own: Study for your content exam.</p>
<p>WK 9 March 17</p>	<p>Message to a Teacher</p> <p>SLO:</p> <ul style="list-style-type: none"> Students will complete a Message to a Teacher report for their mentor teacher in the field. <p>Collaborator Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:</p> <p>4d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.</p>	<p>Bring your Laptops.</p> <ul style="list-style-type: none"> Due: Mar. 22; Message to a Teacher; Submit to Bb with your mentor teacher initials by midnight. <p>On your own: Study for the content exam.</p>
<p>March 19</p>	<p>Competency 004: Learning Theory and Factors that Impact Learning</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> Why should teachers use their understandings about students' development and needs to inform their planning and instructional activities? <p>SLO:</p> <ul style="list-style-type: none"> Students will create a five minute PPT presentation with a partner by answering the following question: What is Learning Theory? Slide 1 What are the fundamental principles of Learning Theory? Slide 2 What is the difference between the "Behaviorist" and "Constructivist" approach? Slide 3 Select a TEK, to create a behaviorist task and assessment. Slide 4 Use the same TEK to create a behaviorist task and assessment. Slide 4 Answer the guiding question. Slide 5 Present to your classmates. <p>Collaborator Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:</p>	<p>In Class:</p> <ul style="list-style-type: none"> Answer the guiding question(s) in your study notebook, scan and upload to blackboard today. Upload your PPT to a program that will provide you with a URL (e.g. STREAM, YouTube, ZOOM, VoiceThread etc...) submit your PPT URL to Bb today by midnight. <p>On your own: Study for the content exam.</p> <p>How will you utilize the 5Es to develop a constructivist Lesson Plan to present on WK 14?</p>

	<p>4a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.</p> <p>4b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.</p> <p>4c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.</p>	
<p>WK 10 March 24</p>	<p>Competency 004: Learning Theory and Factors that Impact Learning</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> • How will you promote student learning with the TEK you are teaching to public school students? • What do you know about the students in the classroom? • How can you use what you know about the students in the public school classroom to promote learning for every student? <p>SLO:</p> <ul style="list-style-type: none"> • Students will Review Field Report #4. • Students will write an objective for their Lesson to be presented WK 14 at a public school. • Students will write a formative and summative assessment that aligns to the objective. 	<p>In Class:</p> <ul style="list-style-type: none"> • Answer the guiding questions, scan and upload to Bb today. • Write an objective for your Lesson Plan. • Write a formative and summative assessment. • Share your objective and assessments with the class. Discuss... • Due: Mar. 29; Comp 004 Key Terms in study notebook; scan and upload to Bb by midnight.
<p>March 26</p>	<p>Competency 004: Learning Theory and Factors that Impact Learning</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> • How will you use what you understand about students' development to integrate the 5E model in the procedures section of your Lesson Plan? <p>SLO:</p> <ul style="list-style-type: none"> • Students will use the 5E model to begin writing the procedures section of their lesson plan to be presented to public school students WK 14. 	<p>In Class:</p> <ul style="list-style-type: none"> • Answer the guiding question, scan and upload to Bb today. • Use the 5E model to write the procedures section of your Lesson Plan. <p>On your own: Study for the content exam.</p> <p>Begin working on the Classroom Management Essay Due April 26</p>
<p>WK 11 March 31 AND April 2</p>	<p>Competency 004: Learning Theory and Factors that Impact Learning</p> <p>Guiding Question:</p> <ul style="list-style-type: none"> • How can a rubric help the teacher and student meet student expectations/ assessments? • Have you shared your completed Lesson Plan with your mentor teacher? <p>SLO:</p> <ul style="list-style-type: none"> • Students will review several rubrics created by educators. 	<p>In Class:</p> <ul style="list-style-type: none"> • Answer the guiding question, scan and upload to Bb. • Create a rubric for your lesson. <p>On your own:</p> <ul style="list-style-type: none"> • Review your lesson plan with the mentor teacher to get written

	<ul style="list-style-type: none"> • Students will create a rubric for the assessments in their Lesson Plan. • Students will get mentor teacher feedback regarding their Lesson Plan and Rubric. A hard copy of the Lesson Plan and rubric must be signed by the mentor teacher. No lesson plan or rubric will receive credit without the teachers' feedback and signature. No exceptions. <p>Learner Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:</p> <p>1a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.</p> <p>Leader Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:</p> <p>2c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.</p>	<p>feedback and teacher signature.</p> <ul style="list-style-type: none"> • Review the rubric with the mentor teacher to get written feedback and teacher signature. • Due: April 7; Teacher review of Lesson Plan and Rubric with signature is due in class (bring your Lesson Plan and Rubric with Teacher Signature). • Due: April 5; Field Report #4 by midnight. <p>Study for the content exam.</p>
<p>WK 12 April 7</p>	<p>Lesson Plan Review</p> <p>SLO:</p> <ul style="list-style-type: none"> • Students will review Field Report #5. • Students will review their Lesson Plan to peers and receive feedback prior to presenting the LP in a real classroom. • Peers will use the Lesson Plan Rubric to give constructive feedback. • Presenters will revise lessons according to feedback. 	<p>In Class:</p> <p>LP Review 1:</p> <p>LP Review 2:</p> <p>LP Review 3:</p> <p>On your Own: Study for the content exam. Work on Classroom Management Essay due April 26/ WK 15.</p>
<p>April 9</p>	<p>Lesson Plan Review</p> <p>SLO:</p> <ul style="list-style-type: none"> • Students will demonstrate their Lesson Plan to peers and receive feedback prior to presenting the LP in a real classroom. • Peers will use the Lesson Plan Rubric to give constructive feedback. • Presenters will revise lessons according to feedback. 	<p>In Class:</p> <p>LP Review 4:</p> <p>LP Review 5:</p> <p>LP Review 6:</p>

<p>WK 13 April 14</p>	<p>Lesson Plan Review</p> <p>SLO:</p> <ul style="list-style-type: none"> • Students will demonstrate their Lesson Plan to peers and receive feedback prior to presenting the LP in a real classroom. • Peers will use the Lesson Plan Rubric to give constructive feedback. • Presenters will revise lessons according to feedback. 	<p>In Class:</p> <p>LP Review 7:</p> <p>LP Review 8:</p> <p>LP Review 9:</p> <p>On your Own: Study for the content exam. Work on Classroom Management Essay due April 26/ WK 15</p>
<p>April 16</p>	<p>Lesson Plan Review</p> <p>SLO:</p> <ul style="list-style-type: none"> • Students will demonstrate their Lesson Plan to peers and receive feedback prior to presenting the LP in a real classroom. • Peers will use the Lesson Plan Rubric to give constructive feedback. • Presenters will revise lessons according to feedback. 	<p>In Class:</p> <p>LP Review 10:</p> <p>LP Review 11:</p> <p>LP Review 12:</p> <p>On your Own: Study for the content exam.</p> <ul style="list-style-type: none"> • Due: April 19; Field Report #5 by midnight. • Due: April 19; Lesson Plan by midnight.
<p>WK 14 April 21 AND April 23</p>	<p>Lesson Plan Presentations in the Field this week</p> <p>Lesson Plan Review</p> <p>SLO:</p> <ul style="list-style-type: none"> • Students will demonstrate their Lesson Plan to peers and receive feedback prior to presenting the LP in a real classroom. • Peers will use the Lesson Plan Rubric to give constructive feedback. • Presenters will revise lessons according to feedback. <p>Due April 21: 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! Make a copy of this Log for your own records.</p> <ul style="list-style-type: none"> • 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, everyone will scan the Log and submit to Bb today by midnight. 	<p>In Class:</p> <p>LP Review 13:</p> <p>LP Review 14:</p> <p>LP Review 15:</p> <p><u>April 23:</u></p> <p>LP Review 16:</p> <p>LP Review 17:</p> <p>LP Review 18:</p> <ul style="list-style-type: none"> • Due: April 26; Classroom Management Essay by midnight.

<p>WK 15 April 28</p>	<p>Last Class Day: Certify Teacher Study Session</p> <p>SLO:</p> <ul style="list-style-type: none"> Students will study on Certify Teacher. 	<p>Bring your laptops.</p> <p>Due: May 3; All CT and Study Notebook hours for both ED 3302 and ED 4314 by midnight. Students who have not completed their study notebooks or CT hours will receive a grade of “F” for the final. No exceptions. Please study in CT and in your notebooks for a total of 40 hours.</p> <p>ED 3302: 10 hours in CT 10 hours in notebook ED 4314: 10 hours in CT 10 hours in notebook = 40 hours total</p>
<p>WK 16Wed. May 6</p>	<p>Final Exam (No Student is Exempt from the Final) 10:15 a.m. to 12:15 p.m.</p>	<p>Bring your laptops.</p>

Grading Policies and Guidelines

The criteria for determining your final grade are outlined below. Assignments emailed will NOT be graded.

Assignments	Points	Due Dates in Bb by midnight
Class Participation/Activities	10/week= 150 (includes class activity uploads)	WK 1-15
Letter of Introduction	5	WK 2 Jan. 23 Bb & Meeting
Competency 001 Key Terms	5	WK 4 Feb. 9 Notebook & Bb
TEKS Survey	10	WK 5 Feb. 16 Bb
Field Experience Report #1	20	WK 5 Feb. 16 Bb
Competency 002 Key Terms	5	WK 6 Feb. 23 Notebook & Bb
Pyramid of a Professional Essay	10	WK 6 Feb. 23 Bb
Competency 003 Key Terms	5	WK 7 March 1 Notebook & Bb
Field Experience Report #2	20	WK 7 March 1 Bb
Midterm Competency 1-3	100	WK 8 March 5 in class
Field Experience Report #3	20	WK 8 March 8 Bb
Message to a Teacher	10	WK 9 March 22 Bb & Mentor
Competency 004 Key Terms	5	WK 10 March 29 Notes & Bb
Field Experience Report #4	20	WK 11 April 5 Bb
Mentor Teacher Review of LP & Rubric	50	WK 12 April 7 in class & Bb
Lesson Plan	50	WK 13 April 19 Bb
Field Experience Report #5	20	WK 13 April 19 Bb
Classroom Management Essay	75	WK 14 April 26 Bb
Field Observation Log	20	WK 14 April 21 in class & Bb
Content Study Notebook (10 hours)	1 hour X 10 pts = 100	WK 15 May 3 upload all pgs.
Certify Teacher (10 hours)	100	WK 15 May 3 in CT
Student Planner	100	WK 15 May 3
Certify Teacher Exam Score	100	WK 16 Wed. May 6 in class
	= 1000 Total Points	

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

However, you must review the syllabus for assignment submission details.

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** (Distinguished) 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** (Proficient) 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** (Developing) of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor” expectations. Rarely contribute constructive comments and questions that expand and enrich class assignments. Submitted projects are at an average level.
- “D” Demonstrates an **inadequate level** (Improvement Needed) 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 the Counseling and Accessibility Services at 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.

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.***