



SUL ROSS STATE UNIVERSITY

A Member of the Texas State University System
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ED 5360 Professional Roles and Responsibilities – Fall 2020 Syllabus

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Course Description:

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

Course Goal:

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

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

Student Learning Outcomes (SLO) for the MED Alternative Certification Program required by the Southern Association of Colleges and Schools Commission on Colleges (our accreditation body)

1. Students will analyze and communicate various strands of data to support planning and learning decisions (critical thinking) **ED 5360**
2. Students will create an interdisciplinary and instructional video that integrates the English Language Proficiency Standards (ELPS) to assist diverse learners (written and virtual communication)

3. Students will use their experience with SLO 2 to write a reflection (reflective practice)

Marketable Skills for the Workplace required by the Texas Higher Education Coordinating Board (THECB)

1. Students will analyze various strands of discrete data to support planning and decisions.
2. Students will understand and be able to apply and integrate technology in multiple professional settings.
3. Students will apply formal and informal writing styles to communicate in the professional setting.

Course Text and Instructional Materials:

Everyone is required to purchase the Certify Teacher software for the Pedagogy and Professional Responsibilities practice exercises and test. Students will be assigned all of the domain practices tests to take and include their score reports and reflective analysis of their strengths and weaknesses. SRSU students are offered a discount.

The promo code is: **LOBOS4728**

Below, you will find the Promo Code rates that are unique to our program. The candidates must sign up/sign in using their university-given email (ending in @sulross.edu) in order for the promo code to work.

Promo Code Discounted Rates

Content Titles (Core Subjects EC-6, 4-8, 7-12, PPR, etc...):

\$35/student – compare to \$80 regular price

IF YOU HAVE NOT COMPLETED YOUR 30 REQUIRED HOURS OF CLASSROOM OBSERVATION, READ THIS:

Educational Impact Video Collection for Required Classroom Observations:

TEA requires that students have a minimum of 10 hours of classroom observation in ED 3301. Since we cannot go into public school classrooms (due to COVID-19), students will need to purchase a subscription from Educational Impact for the Sul Ross State University Online Academy. The cost is \$60.00. If you have any questions, please contact Dr. Qvarnstrom.

Use this link to register and pay for your subscription:

<https://www.educationalimpact.com/store/sru-alpine/>

Required Text: This text will be the basis of most of your reading.

Nath & Cohen. (2005) *Becoming a Middle School or High School Teacher in Texas*. Belmont, CA: Wordsworth/Thompson Learning. ISBN# 0-534-63801-5

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

OR

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

Recommended Source:

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

Internet Web Resources:

Here are some Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO),

Professional Educational Development Collection, WorldCat, and WorldCat Dissertation & Theses.

THE TEXES PPR EXAM STANDARDS

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

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

DOMAIN II — CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT (approximately 13% of the test)**PPR STANDARD IItrch:**

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

DOMAIN III — IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT (approximately 33% of the test)**PPR STANDARD I:**

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

PPR STANDARD III:

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

TECHNOLOGY APPLICATIONS STANDARD I:

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

TECHNOLOGY APPLICATIONS STANDARD II:

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

TECHNOLOGY APPLICATIONS STANDARD III:

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

TECHNOLOGY APPLICATIONS STANDARD IV:

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

TECHNOLOGY APPLICATIONS STANDARD V:

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

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

PPR STANDARD IV

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

Course Requirements:

Must score 260 or higher on Certify Teacher Practice PPR Exam for official test approval.

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

Meet all due dates for assignments. Points are deducted for late assignments.

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

Compile and interpret information for discussions.

Understand the TExES competencies and standards related to mastery of content.

Satisfactorily complete all assignments and course activities.

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

Follow APA guidelines for referencing resources.

ASSIGNMENTS (For more detail. look in Blackboard under assignments.)

All work is due the Saturday at midnight of the assigned week with the exception of the Certify Teacher Exam Mode and the 10 Hours of Classroom Observations that are due on Wednesday, December 11 at noon.

Activities	Points
Discussion Boards (20 points each)	170

- For full credit, respond to two other postings, too.
- Discussion Board 3 is 30 and includes watching a posted video

Practice Competency Tests on Certify Teacher

- written reflection (25 points each) 325
 is required with each practice test
 to address SLO 2: analyze the data
 (your test results) and suggest a plan
 to increase or maintain your scores.

Review FLASHCARDS 100

- Select one of the terms to know from each of the 13 chapters in Nath and Cohen, and create a “Four Square” study card (example posted in Blackboard).
 Include: 1) word, 2) meaning, 3) use in sentence, 4) graphic illustration
 You will have a total of 13 flashcards.

Written Summary of Peer Reviewed Article

with topic on one of the four PPR domains -100 points

- 1) Designing instruction and assessment to promote student learning (34%)
- 2) Creating a positive and productive classroom environment (13%)
- 3) Implementing effective and responsive instruction and assessment (33%)
- 4) Fulfilling professional roles and responsibilities (20%)

Follow APA format. See sample posted with Assignment.

Certify Teacher Exam Mode (260 or higher) 100 points (or lower depending on score)

Grading

A = 765 - 860

B = 680 - 764

C = 595-679

D = 510 – 594

Total **860 points**

Conduct:

Academic honesty is expected in all work. Violations will result in course failure. Use of good “Etiquette” is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.

- d) Cite all quotes, references and sources.
- e) Never forward others' messages without their permission.
- f) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings.

SRSU Disabilities Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator located in the University Center, Room 211. The mailing address is Sul Ross State

University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.

Course Calendar / Assignment Schedule

Unit 1 October 19

- Discussion Board 1: Introduce yourself to the class and include a brief bio. Tell us about your subject/grade level that you would like to teach. Include a photo. Respond to two others' postings for full credit on all discussion boards. In those responses, please begin with the person's name. I will grade your response on Saturdays and your responses to others on Tuesdays.

Unit 2 October 26

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

Unit 3 November 2

- Discussion Board 3: Standard 1 states: "The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. Select a TEKS in your chosen teaching area and describe one formative and one summative assessment that could be used to measure students' understanding of the TEKS. Be sure to include the written TEKS and label your assessments as formative or summative.

- Take the Competency practice tests for 004 and 005 and post the percentage correct on each test and write a paragraph describing what you learned or had reinforced from taking the practice tests.
- Four Square Assignment of 13 Flash Cards is due November 7.

Unit 4 November 9

- Discussion Board 4: Standard 2 states: “The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.” Discuss 5 strategies that a teacher may use to create the positive classroom described in Standard 2. Include a reference from your classroom observations.
- Take the Competency practice tests for 006 and 007 and post the percentage correct on each test and write a paragraph describing what you learned or had reinforced from taking the practice tests.

Unit 5 November 16

- Discussion Board 5: Give a brief overview on the article you are reading for your Article Summary assignment that is due November 28. Include the citation.
- Take the Competency practice tests for 008 and 009 and post the percentage correct on each test and write a paragraph describing what you learned or had reinforced from taking the practice tests.

Unit 6 November 23

- Discussion Board 6: Describe five ways that teachers can effectively use technology either for themselves or for their students or parents.
- Take the Competency practice tests for 010-013 and post the percentage correct on each test and write a paragraph describing what you learned or had reinforced from taking the practice tests.
- Your Article Summary is due November 28.

Unit 7 December 1

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

Unit 8 Final Week (all work due by noon on Wednesday, 12/9)

- Discussion Board 8: This course is designed to prepare you to pass the PPR. From your activities, study, and assignments, what do you think is your greatest accomplishment? Explain how you achieved it.
- Practice Exam Mode for PPR due Wednesday, December 9 at noon. Score must be 260 or higher for full credit. (Note that you may only take the Certify Teacher Exam Mode twice.)

SRSU offers a host of student support services:

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

Distance Learning Policy:

- Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. [If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.] 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.

Technology Provisions:

Refer to the HELP option in the left hand menu in Black Board.

Contact the SRSU Help Desk at 432 837 8888 or the Sam Houston 24 hours help desk at 888 837 6055.

Academic Integrity Policy:

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

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

Examples of academic dishonesty include but are not limited to

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

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