

**INSTRUCTOR: NANCY ROLL**

Phone: 512-284-3445

Hours: by appointment

Office: Virtual

Web:

Email: [nancy.roll@sulross.edu](mailto:nancy.roll@sulross.edu),  
[nancyaroll@gmail.com](mailto:nancyaroll@gmail.com)

TA: Rebecca Garcia

Email: [rpg13ya@sulross.edu](mailto:rpg13ya@sulross.edu)

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## COURSE OVERVIEW

This course 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, and human development as it applies to learning, assessment, and evaluation for student achievement.

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## GOALS AND OBJECTIVES

Students should leave this class with understanding of the EC-12 PPR competencies for Standards 1 and 3; demonstrate an understanding of learning theory, planning, assessment and data.

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## TEXTS

TExES PPR EC-12 (160) Book + Online (TExES Teacher Certification Test Prep) Sixth Edition, Revised Edition

ISBN-13: 978-0738612546

## AND

You are to purchase the Certify Teacher software that aligns with your content area and/or grade level. You will use this software in Block I to prepare for the TExES content exam or PPR EC-12 #160 if you have passed your content exam. Your goal is to pass this first step toward your certification by the end of this semester. Make sure to purchase the "Study Plan Tracker" option for Certify Teacher. All students will purchase for \$10.00 access to practice tests for the EC-12 PPR .

To purchase the software, have your credit card ready and go to: <http://www.certifyteacher.com>

If the page with the TExES Certification Practice Tests does not open immediately, click on Products, and then TExES Certification Practice Tests (if you do not see your content test, click "Click here to see all TExES Certification Practice Tests").

Scroll down until you find the test that aligns with your content area (Science 8-12; Generalist EC-6, etc.) or PPR #160. When you find the right test for your area, click on the **online version**. The cost will vary from student to student. Link here:

[http://www.tx.nesinc.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_TXPractice.html](http://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_TXPractice.html)

The Certify Teacher software consists of **three modes**: Study, Flashcards, and Exam Mode. You must have Certify Teacher purchased by the first week of school. You will be required to take the initial Diagnostic Exam and submit your scores for a completion grade to Blackboard **by January 21/ Week 2 of the course**. This exam

will serve as a diagnostic exam. Thus, once you take the diagnostic test, 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**. You will be required to complete your assigned study plan prior to taking the final exam for 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(Certify Teacher) study hours and the study plan are **due WK 13, April 6**.

**DO NOT USE EXAM MODE any more AT THIS TIME! YOU WILL NOT BE GIVEN CREDIT FOR ANY MINUTES YOU SPEND IN TEST MODE. You will take Exam #2 the last class day. It will serve as your final and it will determine your official test approval for your TExES exam.**

When you have completed the full 10-hours in Study Mode, you will take Exam #2 the last class day. When you pass this exam, the Certification Specialist will recommend you to TEA to take the TExES. Email your Certify Teacher Score Report of 260 or higher (lower scores will require further preparation and retesting) to the Certification Specialist Mr. Matthew Marsh to get testing approval. The testing approval window runs from Sept. 1 of any year to May 31 of any year. 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 June 1 and August 30. No exceptions unless you have failed a TExES exam. Passing the TExES is one of the steps toward becoming a certified teacher. **FYI: YOU MUST PASS YOUR TExES EXAM BY BLOCK II.**

**Additional readings:** Additional readings will also be required. These will be available on blackboard and through the syllabus. You are responsible for all assigned readings and videos.

**Additional resources:** Bookmark: **Lead4ward** [lead4ward.com](http://lead4ward.com), **Texas Education Agency** [tea.texas.gov](http://tea.texas.gov), **T-TESS Rubric** [teachfortexas.org](http://teachfortexas.org)

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## COURSE REQUIREMENTS

**GRADES:** Grades are computed on a 100 pt scale. The final course grade will be based on the following elements and weight:

**MAJOR ASSIGNMENTS (TEST):** Lesson Plans, Tests 50%

**READING CHECKS (JOURNAL):** Reading response paragraphs 20%

**ATTENDANCE:** 90% attendance required for credit, if you are not present, you will not be able to earn a grade for Participation that day. 0%

**MINOR ASSIGNMENTS (ASSIGNMENT):** Objectives, questions, components of lesson plans, etc. 20%

I reserve the right to make any changes to accommodate class progress.

ASSIGNMENTS – assignments listed below are a partial list and will continue to be added to throughout term.

Description	Assignment Type	Due Date
Purchase and register for all online resources (upload confirmations)	Participation	1/15/21
Content Study Notebook 1 <sup>st</sup> check	Minor	3/21/21
Content Study Notebook 2 <sup>nd</sup> check	Minor	4/23/21
PPR Study Notebook 1 <sup>st</sup> check	Minor	3/21/21
PPR Study Notebook 2 <sup>nd</sup> check	Minor	4/23/21
TEKS Detail Planner Spreadsheet	Major	4/23/21 (submissions throughout)
PPR Practice Question Analysis	Major	4/23/21 (submissions throughout)
PPR Practice Test 1	Minor	1/29/21
PPR Practice Test 2 (April test date)	Major	4/23/21
Weekly Reading Response	Reading	Sundays by 10:00 pm
Vocabulary Cards	Major	4/23/21 (submissions throughout)
Lesson Plans 2-3	Major	TBD
Unit Plan	Minor	TBD
Content Exam 1	Minor	1/21/21
Content Exam 2	Minor	To be Taken April 29, 2021

## EXPECTATIONS OF STUDENTS

Attend class, attendance is not optional. Keep up on all readings. Save reading materials to a folder or drive. Turn in all assignments. Participate in discussions. Be familiar with email and check it regularly. Check the class web site regularly for assignments and updates. Be thoughtful and civil to classmates and the instructor. Turn on camera during virtual class and keep mic muted. Turn off phones during class and make arrangements to reduce distractions. Ask questions or contact me when you have a question or a problem. The sooner you contact me, the sooner the problem can be resolved.

## GENERAL POLICIES

### ACADEMIC MISCONDUCT

Cheating in any form compromises your grade and lowers the quality of your diploma. Classmates who cheat may actually lower your grade by inflating grades, etc. Please make a point to read the Student Handbook regulations on academic dishonesty. To clarify, Using someone's work without giving that person proper credit (i.e. properly citing them) or passing other people's works off as your own is considered plagiarism regardless of whether you got the material from a book, the Web or your best friend. So.... Give credit where credit is due.

### WRITTEN WORK POLICY

Papers cannot be evaluated if they cannot be read. In other words, all assignments must be typed and uploaded into Blackboard. You are expected to use correct spelling, punctuation, and grammar in all of your written work. You must provide complete citations for each source that you use in your written work. Consider running all assignments through an online proofreading tool or asking someone to read your work before turning it in.

Assignments are always due in class on the day designated. You are responsible for any work lost due to technical problems, etc. Late papers will lose a letter grade for each day that they are late. Any exceptions must be properly documented and discussed in advance for an extension to be arranged. Proper planning is a critical component of success. Do NOT wait until the last minute to begin an assignment.

### EMAIL POLICY

E-mail is not a substitute for making an appointment to meet with me virtually. E-mail should be used for short questions clarifying class assignments or specific items from the lecture. In-depth questions about course readings or an entire day's lecture, etc. are not appropriate for e-mail.

## 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, you have an opportunity to make a good, positive impression on those people with whom you will later want to ask for letters of

recommendation. Set high goals for yourself. Always do your best. Every day is an opportunity to be better!

- Meet due dates for all assignments. Most assignments are due by 10 p.m. Late submissions are not accepted.
- Develop a working understanding of the four TExES PPR competencies related to this course.
- Spend **10 hours on the Educational Impact observation LABS** and report on these observations (details to be identified later).
  
- 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 using the **Content Study Notebook**.
- Spend **10 hours** preparing for the PPR Exam using the PPR Study Notebook and creating flash cards.
- **Answer questions in PPR guide as assigned.**
  
- 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. Utilizing an editing program will help you improve your writing.

### **Required Study Notebook and Student Planner:**

- **Content Study Notebook**  
You will need to create a content TExES Study Notebook for this course. Use the Content Study Notebook guide to organize this notebook. Aside from Certify Teacher, the Content Study Notebook must represent an additional 10 hours of study time for your content exam. Again, 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.
  
- **PPR Study Notebook**  
You will need to create a PPR Study Notebook for this course. Use the Content Study Notebook guide to organize this notebook. Use your textbook and the PPR Study Manual to take your notes. 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. Creating and studying flash cards will count toward the 10 hours. Each hour is worth 10 points.
  
- **Student Planner**  
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.

## **Educational Impact**

Due to COVID-19, this fall 2020 you will not conduct the required 10 hours of field observation on a K-12 campus. No Exceptions. You will complete the field observation hours by purchasing the Educational Impact platform. This platform will give you access to un-narrated classroom footage. Below is the payment URL for you to sign up for access to the Educational Impact video library. More about required videos to observe will be provided.

<https://www.ei-onlinecourses.com/sul-ross/>

1. Enter your name and email -- click submit.
2. Complete payment through paypal - \$60
3. Receive an email from Educational Impact with your own personal ID and password

[www.ei-onlinecourses.com](http://www.ei-onlinecourses.com)

**Once you have paid, the Educational Impact team will create the user ID and reach out with a Getting Started email.**

**At that point you will be set to begin observations.**

## **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
- ELPS – English Language Proficiency Standards
- Pedagogy/instructional strategies
- Dyslexia – Instruction and detection of
- Scientifically Based Research in education and learning
- T-TESS Framework as aligned to this course

# 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

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(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.

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**Source Note:** The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016; 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

**COURSE CONTENT SCHEDULE – Subject to change as determined by course instructor.**

WK	DATE	TOPIC Student Learning Objective
1	T 1/12	Welcome, format, introductions, assignments, materials,
	Th 1/14	Brain based strategies, learning strategies, calendar, Content Study Notebook
2	T 1/19	Human Development [Piaget, Kohlberg, Erickson, Vygotsky, Stages of play]
	Th 1/21	Learning Theory, Brain theory, terms,
3	T 1/26	Blooms Taxonomy
	Th 1/28	Methods, engagement, mastery learning, who is doing the work, learning delivery, discovery, guided practice, independent practice, cyclical review
4	T 2/2	B
	Th 2/4	Rigor and alignment
5	T 2/9	TEKS – organization, development, structure, vocabulary, verbs, resources, detail and ambiguity
	Th 2/11	Evaluating and selecting resources, STAAR
6	T 2/16	ELPS, identification of and strategies for teaching LEP students
	Th 2/18	Objectives (teacher and student)
7	T 2/23	Guiding Questions, Enduring Understandings – creating a why and big picture
	Th 2/25	Lesson Cycle {hook, engage, content, guided practice, independent practice, check for understanding, resources, questions, accommodations, objective, ELPS, TEKS,) closing
8	T 3/2	Lesson Planning and templates – EdTPA
	Th 3/4	Lesson planning
9		SPRING BREAK
10	T 3/16	Questions, checking for understanding,
	Th 3/18	Unit Planning Development Scope and Sequence, YAG
11	T 3/23	Vertical and horizontal alignment,
	Th 3/25	Calendar Driven Planning
12	T 3/30	Evaluation of learning, methods
	Th 4/1	Assessments: standardized, norm referenced, formative, summative, etc.
13	T 4/6	Special Program assessments -dyslexia, language, GT, behavior, learning disability
	Th 4/8	Analysis of student work – measuring student understanding and creating interventions
14	T 4/13	Data driven decisions – how to use data in the classroom
	Th 4/15	Diversity [ethnicity, language, gender, religion, gifted, struggling, immigrants, cultural, learning style, interests]
15	T 4/20	Differentiation – GT, behavior, LD, visual, hearing, ADD
	Th 4/22	Dyslexia – identification and instruction
16	T 4/27	
	Th 4/29	
17	T 5/4	
	Th 5/6	

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services. Students seeking accessibility services must contact Rebecca Greathouse Wren, M.Ed., LPC-S, Counseling & Accessibility Services, Telephone: 432-837-8203, or E-mail: [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). For more information see: <https://www.sulross.edu/page/1384/accessibility-services>