

SYLLABUS: ED 3302 SUL ROSS STATE UNIVERSITY FALL SEMESTER 2021

INSTRUCTOR: NANCY ROLL

Hours: by appointment

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COURSE DESCRIPTION

This course is designed as an introduction to the study of teaching and learning with a major focus on learning theories and principles, current educational research, and human development as it applies to learning, assessment and evaluation for student achievement.

COURSE GOALS

Students should leave this class with understanding of the elements of effective instruction, EC-12 PPR Competencies for Standard I; demonstrate an understanding of lesson planning within the edTPA template for Task I.

STUDENT LEARNING OUTCOMES

- SLO 1 - The student will write a lesson plan that follows the edTPA framework.
- SLO 2 - The student will describe a positive classroom learning environment.
- SLO 3 - The student will teach developmentally appropriate lessons to provide an optimal learning experience

MARKETABLE SKILLS

Students will demonstrate public speaking skills to a variety of audiences.

Students will demonstrate writing skills for lesson plans and other scholarly documents.

Students will demonstrate organizational skills to effectively manage time and meet deadlines.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS

I.001.A	Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12.
I.001.B	Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning
I.001.C	Analyzes ways in which developmental characteristics of students in early childhood through grade 12 impact learning and performance and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.
II.005.F	Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts
II.006.D	Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers
I.001.F	Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g., from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan developmentally appropriate instruction and assessment that promote learning and development.
I.001.G	Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.
I.001.H	Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.
I.001.I	Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development.
I.001.J	Uses knowledge of the developmental characteristics and needs of students in early childhood through grade 4 to plan meaningful, integrated and active learning and play experiences that promote the development of the whole child.
I.001.M	Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.

I.001.N	Recognizes typical challenges for students during later childhood, adolescence and young adulthood (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness, identity formation, educational and career decisions) and effective ways to help students address these challenges.
I.002.E	Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities.
I.002.F	Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
I.002.G	Understands the instructional significance of varied student learning needs and preferences.
I.003.A	Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
I.003.D	Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs
I.003.E	Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes and to meet varied student needs
I.003.F	Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals
I.003.G	Plans learning experiences that provide students with developmentally appropriate opportunities to explore content from integrated and varied perspectives (e.g., by presenting thematic units that incorporate different disciplines, providing intradisciplinary and interdisciplinary instruction, designing instruction that enables students to work cooperatively, providing multicultural learning experiences, prompting students to consider ideas from multiple viewpoints, encouraging students' application of knowledge and skills to the world beyond the school
I.004.A	Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students

I.004.B	Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments
I.004.C	Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling)
I.004.D	Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning
I.004.I	Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning
I.004.K	Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning
III.008.D	Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs
III.008.J	Develops the foundation of English language vocabulary, grammar, syntax and mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS
III.009.F	Knows how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology; knows how to use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum
III.009.G	Knows how to promote creative thinking and innovative process to construct knowledge, generate new ideas, and create products (e.g., design multimedia presentations, explore complex systems or issues, and develop steps for the creation of products)
III.010.B	Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning

Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels

REQUIRED TEXTS AND RESOURCES

1. **Effective Teaching Methods: Research Based Practices** by Gary Borich; ISBN-13: 978-0134054872

Additional readings: Additional readings will also be required. These will be available through Black Board. You are responsible for all assigned readings.

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

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 Page 2 of 8 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.**

Pearson PPR Practice Test: https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX160_PrepMaterials.html

You will take the Practice Test (\$10) during the first 10 days of class and again during the last 10 days of class (\$10.00). The focus for 3302 will be on Standard I, but you can begin studying for all of the standards at any time. You must pass the PPR to become a certified teacher.

Educational Impact

TEA requires 10 hours of classroom observation for ED 3302 in Block I. You will complete the field observation hours by purchasing the Educational Impact platform. This platform will give you access to un-narrated quality classroom footage. You will be assigned specific videos to watch and a prompt to write in response to the video. The written response will be graded.

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 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 which are specific to ED 3302.

Educational Learning Theories: 2nd Edition Zhou & Brown – This text will be provided to students as a PDF.

Lifespan Development, A Psychological Perspective, 2nd Ed Lally & Valentine-French – This text will be provided to students as a PDF.

COURSE REQUIREMENTS AND GRADING

Grade averages are computed, on a 100 pt scale. Assignments are weighted as follows:

Description	Points
Assignments (reading response, observation reports, etc.)	100
Major Assignments (tests, projects, lesson plans, etc.)	300

Course instructor reserves the right to make any changes to accommodate class progress.

COURSE ASSIGNMENT DESCRIPTIONS

1. PPR Practice Test (2) – students will take and submit scores for 2 PPR practice tests (beginning and end of semester)

2. Child Development Project – students will create a presentation that demonstrates their understanding of learning theory and human development for early childhood and adolescence.
3. Basic Lesson Plans – students will construct 2 basic lesson plans (7 components)
4. edTPA Task I – students will develop a full Task I with lesson plan, commentary and materials
5. TEKS Detail Planner – students will complete the planner throughout the semester
6. Resource Analysis Essay – students will demonstrate their understanding of alignment of materials to the TEKS and objective by selecting a resource and justifying alignment
7. Research Based Strategies Project – students will utilize sources for researched based strategies to identify key strategies that align to their certification and professional goals
8. Effective Teacher Essay – students will use articles and research to describe the essential qualities of an effective teacher
9. Planning Project (group project) – Given a set of standards, students will design a scope and sequence for a year, a semester, units, and a learning segment
10. Observation Field Reports – students will document evidence of specific teaching and learning behaviors after watching videos of teaching (Educational Impact) by responding to specific prompts

Note: Some projects will be developed throughout the year with instructor input and supports. This list is subject to change at the instructor's discretion.

Turn in all assignments on time. Grades for assignments turned in after the due date will be reduced by 1 point for each day late.

ATTENDANCE POLICY

Attend class: Attendance is not optional. Keep up on all readings. Bring reading materials to class. 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. Please do not eat during class. Turn off phones. Use of electronic devices (including computers) during class must be approved by the instructor. Email the professor when you are going to be late, absent, or leaving early. If you are late, absent or leave early, you are responsible for what you have missed. Notification does not replace attending class. Materials from each class period will be posted in Black Board. Any online presentations will be recorded and posted (there is not a guarantee that the technology will work).

If you are absent due to a university commitment, such as participating as an athlete in a game, you must provide the excuse documentation to the instructor in a timely manner.

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. When you do use something created by another you must give credit (using the APA format) to that individual or organization.

WRITTEN WORK POLICY

Assignments cannot be evaluated if they cannot be read. In other words, all assignments must be typed and appropriately bound or stapled. You are expected to use correct spelling, punctuation, and grammar in all your written work. Written work will be evaluated through a rubric and errors that cause confusion or misunderstanding will result in a lower grade. Read your work aloud to see and hear the errors. You must provide complete citations for each source that you use in your written work. Submission requirements will be included with assignment details. Most work will be submitted through Black Board.

EMAIL POLICY

E-mail is not a substitute for meeting with me during office hours. E-mail should be used to schedule an appointment outside of office hours or 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.

SRSU SAFETY PLEDGE – ONE UNIVERSITY/ONE COMMUNITY

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of the virus
- I promise to follow distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally
- I will monitor my health and report any potential problems
- I agree to following the guidelines set forth in this document or as described by Sul Ross State University to protect the public health
- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

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 coursePage 6 of 8 Texas Administrative Code

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;Page 7 of 8 (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

Course Content Schedule – Subject to change as determined by course instructor.

WK	DATE	TOPIC	Text & Chapter/page numbers	Activity/Assignment
1	8/24	Research based practices	What Works Clearinghouse website	Research Based Strategies Project
	8/26	The Effective Teacher	ETM Ch 1	
2	8/31	The Effective Teacher (Synchronous through Teams link)	ETM Ch 2	Effective Teacher Essay
	9/2	Child Development	LD Ch 4, 5, & 6	PPR Practice Test BOS
3	9/7	Child Development	<i>Intro obs reports</i>	Child Development Project, Observation Report 1
	9/9	Making Learning Stick	ASCD Webinar (Synchronous)	Connecting Curiosity to Human Development
4	9/14	Learning Theory	EL pgs: 7-10, 13-16, 19-28, 32-36	Observation Report 2
	9/16	Standards and Objectives	EL pgs: 39-48, 69-76, 79-87, 103-115	
5	9/21	TEKS, Standards and Objectives	EL pgs 89-99	Observation Report 3
	9/23	Organizing Learning Standards	ETM Ch 6	TEKS Detail Planner
6	9/28	Learning Segments		Observation Report 4
	9/30	Prior knowledge		Planning Project: Adulting 101
7	10/5	Questioning/Checking for Understanding	ETM Ch 8	Observation Report 5
	10/7	Events of Instruction		Basic Lesson Plan
8	10/12	Direct Instruction	ETM Ch 9	Observation Report 6
	10/14	Indirect Instruction	ETM Ch 10	
9	10/19	Interdisciplinary & Technology connections – Module based/no face to face or online	ETM Ch 7	Observation Report 7
	10/21	Self-directed Learning	ETM Ch 11	
10	10/26	Cooperative Learning	ETM Ch 12	Observation Report 8
	10/28	Assessing Learners - Summative	ETM Ch 13	
11	11/2	Assessing Learners - Formative	ETM Ch 13	Observation Report 9
	11/4	Analyzing Resources	West Ed Article (Provided)	Resource Analysis Essay
12	11/9	edTPA		edTPA Lesson Plan
	11/11	Task + rubric		Task I and Commentary
13	11/16	Task + rubric		
	11/18	Task + rubric		

14	11/23	Task + rubric		
	11/25	Thanksgiving Holiday		
15	11/30			PPR Practice Test EOS
	12/2	Dead Day		
16	12/7	Deadline to turn in all assignments for 3302		
17	12/13	Final Grades due for Continuing Students 12:00 pm		

ETM: Effective Teaching Methods

LD: Lifespan Development

EL: Educational Learning Theory

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 For more information see: <https://www.sulross.edu/page/1384/accessibility-services> .

Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is PO Box C-122, Sul Ross State University, Alpine, Texas 79832.