

Sul Ross State University

Department of Education

ED 5360 Fall 2021

Professional Roles and Responsibilities

Web-delivered

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Virtual Office Hours: By appointment on M/W 9:00 a.m.- noon or T/TR 9:00 a.m.-11:00 a.m.

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 (SLOs):

1. Students will analyze and communicate various strands of data to support planning and learning decisions (critical thinking).
2. Students will create an 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.

Pedagogy and Professional Responsibilities Standards EC-12 Grade:

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.

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

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, high-quality feedback.

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

T-TESS Evaluation Framework:

- 1) Domain I – Planning
- 2) Domain II – Instruction
- 3) Domain III – Learning Environment
- 4) Domain IV – Professional Practices and Responsibilities

Required Textbook & Software

You are to purchase following textbook.

TEExES PPR EC-12 (160) Book + Online (TEExES Teacher Certification Test Prep) 6th Edition, Revised Edition
ISBN-13: 978-0738612546

AND

You are to purchase the Certify Teacher (CT) software for the Pedagogy and Professional Responsibilities (PPR) AND the CT software for your content area/grade level. You will use this software in ED 5360 to prepare for the TEExES content exam AND the PPR EC-12 #160. Your goal is to pass these first steps toward your certification by the end of this semester.

SRSU students are offered a discount. The promo code is: LOBOS4728

The candidates must signup/sign in using their university-given email (ending in @sulross.edu) in order for the promo code to work.

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.) AND PPR #160. Remember, you must purchase two Certify Teacher exam preps. One for your content area and one for the PPR. When you find the right test for your area, click on the **online version**. The cost will vary from student to student due to subject area.

The Certify Teacher software consists of **three modes**: Study, Flashcards, and Exam Mode. As soon as you have your software, take Exam #1 in your content area & PPR. This must be done by WEEK 2. Exam #1 will not count as a grade. However, it will serve as diagnostic exam. Thus, once you take Exam #1 in your content area & Exam #1 in PPR, the results will create a prescribed study plan for you by default. This study plan must be completed before you can take Exam #2 at the end of the term. Begin working immediately in Study Mode and Flash Cards only. You will need to **clock ten hours in Study Mode and Flash Cards during this course for both your content & PPR**. By the end of the course, you will have 10 hours of study completed in your content area AND an additional 10 hours completed in PPR. 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 after you have completed the initial diagnostic exam #1. YOU WILL NOT BE GIVEN CREDIT FOR ANY MINUTES YOU SPEND IN TEST MODE.

- You will take Exam #2 in your content area WK 15. Your score will determine your official test approval for your TExES content exam. To receive testing approval, you must score a 260 or higher.
- You will take Exam #2 in PPR WK 16. The PPR Exam #2 will serve as your final and it will determine your official test approval for your TExES PPR exam. To receive testing approval, you must score a 260 or higher.

When you have completed the full 10-hours in Study Mode (10 hours content & 10 hours PPR), you will take Exam #2. When you pass these exams, the Certification Specialist will recommend you to TEA to take the official TExES. Email your Certify Teacher Score Report of 260 or higher to the Certification Specialist to get testing approval at mmarsh@sulross.edu. The testing approval window runs from Sept. 1 of any year to May 31. If you were given approval and did not test, your test approval will be removed from June 1 of any year to Aug. 31. No testing approved between these dates. No exceptions unless you have failed a TExES exam. Passing the TExES is one of the steps toward becoming a certified teacher. **FYI: YOU MUST PASS YOUR TExES EXAM** to begin clinical teaching or the one-year internship. No Exceptions.

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

In this course, you are required to complete 20 hours of observation in a real classroom.

The additional 10 hours must be completed through “Educational Impact” Video Collection for Required Classroom Observations: TEA requires that students have a minimum of 30 hours of classroom observation before they can begin clinical teaching or an internship. 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. Rodriguez. Use this link to register and pay for your subscription: <https://www.educationalimpact.com/store/sru-alpine/>

These 10 hours are not a course requirement for ED 5360.

However, you must complete the 10 hours in Educational Impact by May 2022. You are required to submit a Field Log (TEA requirement) and log the video titles that you observed and the time you spent on each video. The system by default will also log your time. So, make sure when you log your time, it is accurate. You are to write 4 essays on the topics listed in the MED Alt Cert Handbook. Each essay is one page long. Please review the MED Alt Cert Handbook for details about these four topics.

All 30 field hours must be completed by May 2022.

- 20 hours in ED 5360 (Field Log & 10 Field Reports to be submitted in this course on Blackboard)
- 10 hours in *Educational Impact* (Field Log & 4 Essays to be submitted to Dr. Diana Rodriguez via email at drosdriguez5@sulross.edu by May 2022).

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 clinical 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 Domains related to this course.

- Spend **20 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 PPR exam with **Certify Teacher** in Study Mode and Flash Cards.
- Read, examine, reflect on, and evaluate a variety of resources.
- **Participate in “Coursework Share” activities in Blackboard each week.**
- **Use a student planner to organize responsibilities, manage time and meet course deadlines. Recommended.**
- 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.

Recommended Study Notebook and Student Planner:

Content Study Notebook (Recommended)

You are encouraged to create a content TExES Study Notebook for this course. I will not micro-manage the organization of this notebook. 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.

Student Planner (Recommended)

You are encouraged to manage and consistently update a student planner in this course. I will not micro-manage the organization of this planner. However, it will support your self-discipline to organize course responsibilities, manage time and meet course deadlines.

Field Experience Requirements PRIOR to Observations: **- DPS Computerized Criminal History (CCH) Verification**

Prior to beginning your 30-hour Field Experience Observations in any public school, you are required to have a computerized criminal history background check. All candidates were required to submit authorization for a criminal background check as part of the admission process. All students in the M.Ed. Alt. Cert. Program must complete at least 30-clock hours of observation in a classroom. Candidates that have not completed the required 30 observation hours will not be eligible for recommendation of an internship or allowed to enroll in the Internship or Clinical Teaching courses. If you have not completed your background check, please reach out to the Director of Teacher Education, Mr. Matthew G. Marsh at mmarsh@sulross.edu by the Week 1 of the term.

If you will be completing your observation hours at Alpine ISD, please notify me by WEEK 1 so that I can send you required Alpine ISD VIPS Program Application documents.

If you will NOT BE completing, your observation hours at Alpine ISD, you will find a school that is accredited by your state, to complete field experience observations on your own. Write a Letter of Introduction to the campus Principal as well as present a short presentation of who you are, provide a copy of your background check, 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). Request a mentor teacher, who will enable you to observe in his/her classroom. **Required: Provide the instructor of ED 5360 with an email or letter from the principal granting you permission to observe on their respective campus** by WEEK 3 of the term. Please note, often times a school district will want to conduct its own criminal background check in addition to the M.Ed. Alt. Cert. Program. If so, the candidate will be responsible for completing any background checks and fingerprinting requested by a school district. Once you have been given the full name and contact information of the mentor teacher, please write the mentor teacher a letter of introduction. Please review the assignment description for this letter of introduction to the mentor teacher, due WEEK 3.

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

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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.

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

Homework, participation, Coursework Share: Ongoing...

- Students are expected to participate on the Coursework Share link on Blackboard. Activities will be assigned weekly, and assignments include answering guided questions, designing instruction, developing graphic representations of text and vocabulary written reflections, field observations, reading response activities, and other appropriate assignments regarding test prep in your content area, test prep for the PPR, and the edTPA Lesson Plan. Students will lead and/or participate in weekly assignments graded with the QEP Rubric. See Course Documents Link in Blackboard (Bb).

Letter of Introduction to School Mentor Teacher: Due Sunday, WK3

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; 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.
9. Keep this letter to the point. Teachers are very busy.

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 email this letter to the teacher. After this introduction, it will be up to you to initiate the conversation about consistent observation dates and times. Please review the calendar for due dates regarding the 10 hours observation. These hours must be completed throughout the semester. You are welcome to observe longer.

Meet and Greet Mentor Teacher: Date TBA

If you are observing 10 hours at Alpine ISD, 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 when we all meet. Stay tuned for location and time.

Pyramid of a Professional: Due Sunday, WK 5

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 conducting your 10-hour field observations for this course and write a report based on what you learn from him or her. Your report will be submitted through Blackboard/ WK 5.

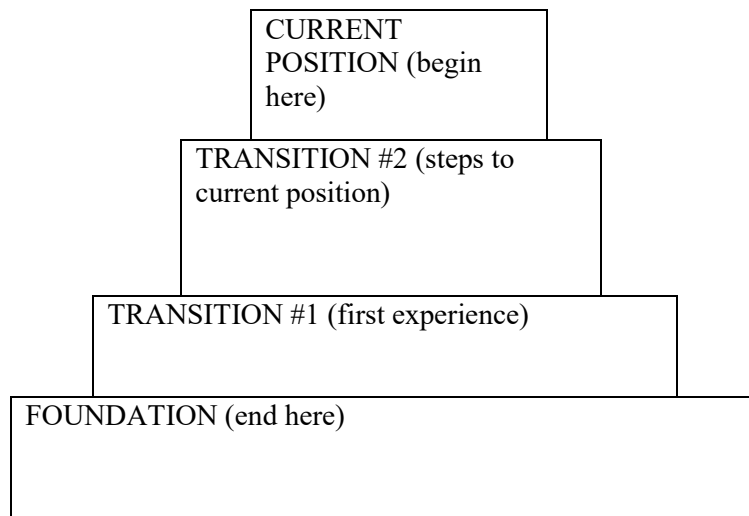
Instructions below:

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 lead them to their current position?
- Transition 1 – Complete this paragraph with the in-service teacher's responses to questions concerning:
 - 1) his/her first teaching experience, and
 - 2) the advice he/she can give a first-year teacher.
- Foundation – Complete this paragraph with the in-service teacher's responses to questions concerning:
 - 1) the decision to pursue a career in teaching,

- 2) the manner in which the in-service teacher prepared for his/her career, and
- 3) the advice he/she can give for building the foundation for a successful career in education.

Use this course as an opportunity to fine-tune your writing skills.

Field Experience Reports (APA Format): 10 @ 10 points each= 100 points

FYI: Each Field Experience Report is equal to 2 hours of observation
(Therefore, **plan to observe in two-hour increments.**)

10 Field Experience Reports = 10 hours of observation

Review the Observation Guidelines Form (in Bb under “Course Documents”) prior to your classroom visits. If the situation is not conducive to completing the guidelines 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 guidelines during a particular visit. Only respond to those things you observe.

To get started, download the document titled “Observation Guidelines” from Blackboard under the “Course Documents” link to help guide your observations. Write your report using Times New Roman; 12-point Font; Single Space.

- The objective of the field experience activity is to provide you with opportunities for observing and reflecting on authentic situations in academic settings. The course goals, objectives, content, and your specific areas of interest will guide the focus for the field observations. The goal of the experience is to provide you with the essentials for becoming a reflective practitioner.
- The observation guidelines are correlated with the PPR Domains 1-4. Use the observation guidelines and field notes to help you focus your observations. 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.
- You will also document student reactions to instructional techniques, classroom management strategies, your personal thoughts, and other generalities about the learning environment you are observing.
- The focus of the field experience is not about evaluating teachers. Rather, it is about student engagement and classrooms being “learner centered.” Questions to think about: What effects do different aspects such as 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 Observation Guidelines document prior to your observations Utilize what you are learning in ED in your education courses to engage actively in observations and field experience Reports.
- Take notes and reflect on what you observe.
- Complete your Field Reports and submit to Blackboard. See the due dates below and in the course calendar.
- Use Times New Roman/12 pt. font.; 1 page; single space
- Organize your reports in two-hour increments. (Hours #1 & # 2, Hours #3 & #4, etc.)
- Field Reports will be graded with the QEP Rubric found under the “Course Documents” link in Bb.
- All clock hours must be logged on the Field Experience Log. Make sure the mentor teacher provides his/her initials after each observation. See “Field Experience Log” below.

Due Dates: (All Field Reports Essays are due on Sundays by midnight). Use the report headers found on the Observation Guidelines Document to complete your Reports/Essays in APA Format.

- Field Report #1: WK 5 by Sunday
- Field Report #2: WK 6 by Sunday
- Field Report #3: WK 7 by Sunday
- Field Report #4: WK 8 by Sunday
- Field Report #5: WK 9 by Sunday
- Field Report #6: WK 10 by Sunday
- Field Report #7: WK 11 by Sunday
- Field Report #8: WK 12 by Sunday
- Field Report #9: WK 13 by Sunday
- Field Report #10: WK 14 by Sunday

Schedule accordingly and plan wisely.

Please be advised that an audit is conducted based on your observations and Field Reports in ED 5360. Remain punctual and professional. These observation hours and Field Experience Log are a TEA Requirement.

Remember that you are a guest in the school. Even if you notice something you disagree with, you must refrain from prompting a discussion about it. No Exceptions! Behaviors that will make you a welcome guest include:

- Follow the districts COVID-19 policy. Remember, you are a guest.
- 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 always 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 must 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 Experience Log: Due: Sunday, WK 14

- You may access the Field Experience Log in Blackboard under “Course Documents”.
- The Field Experience Log 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 and turned in to Blackboard by WK 14. The log must include a description of observations and student signature and mentor teacher initials (each week) and his/her signature for the term.**
- **FYI:** Scan your Field Log and submit a copy in Blackboard on the due date for course credit.

edTPA Lesson Plan Due WK 12

As a teacher in the making, it is important 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.

- The edTPA Lesson Plan template is in Blackboard under the edTPA link. Go to “edTPA Lesson Plan Template”.
- Throughout this course, we will discuss the importance of knowing whom your students are to provide effective instruction for them.
- You will write a lesson plan that delineates how you would teach and support students' content learning in your discipline.
- Use your content area and language standards found in the TEKS. You may access the TEKS here [Texas Essential Knowledge and Skills | Texas Education Agency](#); select your subject according to the TEKS Chapter. Then select your grade level by subchapter. Then select a Knowledge and Skill Statement (K&S) represented by a number in parenthesis. The K&S represents what a student must “know”.
- Under the K&S you will locate the Student Expectations (SEs). The SEs are represented by a Capital Letter in parenthesis. The SE represents what students must be able to do. The SE identifies the VERB(S), Content, and Context. You will learn more about this in the TEKS Breakdown module in Bb.
- Refer to the edTPA Academic Language document in Blackboard for your discipline. Another good resource to locate important “vocabulary” for your selected TEKS is Lead4ward.com. Go to the “Resources” tab, locate your grade, locate your subject under the “Academic Vocab” tab. Click on your subject to access the “Academic Vocabulary” provided by Lead4ward. Here is the link: [lead4ward – lead learning | change the world](#)
- Your lesson plan must take into account the students' needs and accommodations. Consider the variety of learners in public education who may require different supports and strategies including English Language Learners (ELLs), students with IEP or 504 plans, struggling readers, underperforming students, students with gaps in academic knowledge and gifted students.
- You will complete a Lesson Plan in your discipline.

In the following section, you will read about what you will do for each section of the edTPA Lesson Plan Template. You can access the edTPA Lesson Plan Template in Blackboard under “Course Documents”.

Guidelines to Writing the Lesson Plan

Time management is critical to the successful completion of edTPA student learning outcomes. Begin planning for your edTPA Lesson Plan as soon as possible. Do not procrastinate. Work steadily and regularly. Saving time for revisions and edits will allow you to represent your best thinking when you present this lesson to real students.

The objective of this assignment is to give you an opportunity to develop a lesson plan. You will develop the lesson plan, step-by-step over the course of 10 weeks. Teaching is expected of you daily in the real classroom. Therefore, you will teach this lesson in the classroom in which you are observing. **You will need to discuss this teaching opportunity with your mentor teacher.** They need to direct you on which TEKS they need you to teach. **Start having this conversation WEEK 3 with the mentor teacher.** Ask them specifically which TEKS they want you to focus on and what day on WEEK 13 (Nov 15 – Nov 21) you can teach this lesson. Make sure you have everything ready! NOTE: Your mentor teacher will need to complete the Student Proficiency Report (found under “Course Documents” in Blackboard) while they observe you teaching your lesson. The delivery of your lesson and the Student Proficiency Report are due WK 13.

Please pay attention to due dates for each section of the Lesson Plan Template. See below. Each section of the LP template is written in bold and you can find a module for each section in Blackboard under the edTPA link week by week.

Lesson Plan: “Name, Grade/Subject, date, TEKS, Objective(s), Essential Question”

- **Due Sunday, WK 3**

- First fill in your full name, grade and subject, and the date.
- Next, copy and paste into the appropriate space on the lesson plan template the TEKS that you have chosen to teach.
- Now you are ready to develop your Lesson Objectives. Use the four-part formula listed below. Include the WHO? WHAT? HOW? And HOW MUCH? In your objective. Read about writing objectives below.
- You need to include an “Essential Question” that you want your students to know, when you have taught the lesson.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 3.
- This section of the Lesson Plan will be graded with the QEP rubric (component “Purpose” only).

Lesson Plan: “Deconstructing/Unpacking the TEKS”

- **Due Sunday, WK 4**

- **Deconstructing/Unpacking the TEKS:** Go to the edTPA link in Blackboard. Review the module titled: “Unpacking the TEKS”.
- Next, you will “*Deconstruct/Unpack the TEKS*” you have selected to target in the Lesson Plan. You are required to unpack the TEKS in this section. Please follow the same steps as in the video.
- Identify and **bold** key terms within the standard.
- Answer the question: What will students be able to know and do to reach proficiency? Write the statement as follows: Students will be able to..... (fill in). This is part of your objective.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 4.
- This section of the Lesson Plan will be graded with QEP rubric (component “Technique” only).

Lesson Plan: “Central Focus”

- **Due Sunday, WK 5**

- **Central Focus:** Go to the edTPA link in Blackboard. Review the module titled: “Central Focus”.
- In this section, please provide a description of the important understandings and core concepts that you want students to develop over the course of the learning unit that is 3 to 5 days. The central focus should go beyond a list of skills and facts. Refer to the “What Do I Need to Do?” in your content edTPA handbook. Read about how to “identify a central focus”. **Clearly show alignment with TEKS and the subject-specific competencies.** What is meant by subject-specific pedagogy? Each edTPA handbook is designed for a specific discipline/subject area and educational level. Each discipline requires teachers to understand content-specific pedagogy—effective methods of teaching for a specific discipline and developmental level of the students. Subject-specific pedagogy includes not just effective approaches to teaching your content, but effective approaches to teaching your students how to think in your subject area. Carefully review the instruction Task 2 Instructions in your handbook that address

subject-specific pedagogy, along with the accompanying rubric, to determine the subject specific pedagogy you are expected to know in your discipline.

- Within the “Central Focus” answer the following question: How will this lesson link with other lessons in the unit?
- Submit this section of the Lesson Plan Unit under Coursework Share WK 5.
- This section of the Lesson Plan will be graded with the QEP Rubric (all components)

Lesson Plan “Academic Language” & “Targeted Language Supports” & Academic Supports for Students” & “Materials”.

- **Due Sunday, WK 6**
- **Academic Language:** Go to the edTPA link in Bb. Review the module for “Academic Language”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 6.
- This section of the Lesson Plan will be graded with the edTPA Rubric 4.

Lesson Plan “Targeted Language Supports”

- **Due Sunday, WK 6**
- **Targeted Language Supports:** Go to the edTPA link in Bb. Review the module for “Targeted Language Supports”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 6.
- This section of the Lesson Plan will be graded with the edTPA Rubric 4.

Lesson Plan “Academic Supports for Students”

- **Due Sunday, WK 6**
- **Academic Supports for Students:** Go to the edTPA link in Bb. Review the module for “Academic Supports for Students”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 6.
- This section of the Lesson Plan will be graded with the edTPA Rubric 4.

Lesson Plan “Materials”

- **Due Sunday, WK 6**
- **Materials:** What resources will be used to engage students?
- Submit this section of the Lesson Plan Unit under Coursework Share WK 6.
- This section of the Lesson Plan will be graded with the QEP Rubric (Component “Purpose” only).

Lesson Plan “Classroom Management Strategies”

- **Due Sunday, WK 7**
- **Classroom Management Strategies:** Go to the edTPA link in Bb. Review the module for “Classroom Management Supports”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 7.
- This section of the Lesson Plan will be graded with the QEP Rubric (all components).

Lesson Plan “Assessment/Evaluation”

- **Due Sunday, WK 8**
- **Assessment/Evaluation:** Go to edTPA link in Bb. Review the module for “Assessment/Evaluation”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 8.
- This section of the Lesson Plan will be graded with the QEP Rubric and the edTPA Rubric 5.

Lesson Plan “Introduction to Lesson/Activating Thinking”

- **Due Sunday, WK 9**
- **Introduction to Lesson/Activating Thinking:** Go to edTPA link in Bb. Review the module for “Introduction to Lesson/Activating Thinking”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 9.
- This section of the Lesson Plan will be graded with the edTPA Rubric 1 and 2.

Lesson Plan “Body of Lesson/Teaching Strategies and Learning Task(s)”

- Due Sunday, WK 10

- Body of Lesson/Teaching Strategies and Learning Task(s): Go to edTPA link in Bb. Review the module for “Body of Lessons/Teaching Strategies and Learning Task(s)”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 10.
- This section of the Lesson Plan will be graded with the edTPA Rubric 1 and 2.

Lesson Plan “Closure”

- Due Sunday, WK 11

- Closure: Go to edTPA link in Bb. Review the module for “Closure”.
- Submit this section of the Lesson Plan Unit under Coursework Share WK 11.
- This section of the Lesson Plan will be graded with the edTPA Rubric 1 and 2.

Complete Lesson Plan Unit

- Due Sunday, WK 12

- This section of the Lesson Plan will be graded with edTPA rubrics 1-5.

TIPS: What to AVOID in the Lesson Plan.

- Instruction or assessment that focuses primarily on memorization or rote application of facts, skills, or procedures.
- NO WORKSHEETS
- Vague or incomplete planning procedures.
- Lack of alignment between standards, objectives, learning tasks, and/or assessments and the central focus.

If you need help learning how to write an objective, read the section below and review the “Writing Lesson Objectives” below or the module in Bb.

Writing Lesson 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.

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 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.) 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?”

For example,

§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 the Lesson Plan objective, use the 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 template.

In summary, for this assignment:

1. Choose the TEKS from the content area and grade level that you want to develop into a lesson. Include the complete number(s) and complete text that identifies the TEKS. Write your TEKS in the appropriate section of the Lesson Plan template.
2. Use the Nath & Cohen four-part formula to write a lesson objective based on the TEKS you've 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.

Deliver your Lesson Plan in the classroom where you are observing.

(Due: To be delivered any school day of WK 13):

You will deliver your Lesson Plan to real students. Communicate with your mentor teacher and plan accordingly. Do not exceed the time allotted for the subject/ period at your campus. If the period of instruction is 50 minutes, make sure you do not go over the time. Learning how to pace your lesson will be a skill that takes practice.

Student Proficiency Report: Due Sunday, WK 13

The mentor teacher will need to observe you teaching your lesson. While they observe you, they will need to complete the “Student Proficiency Report” found under “Course Documents” in Blackboard. Please make sure the mentor teacher completes and signs this form. Provide the mentor teacher ample time to study this document. They need to know the document well to simultaneously observe you and fill out the form. Discuss this requirement with your mentor teacher early in the semester when you two discuss which TEKS your lesson plan should cover and the date you will schedule to deliver the lesson in the classroom.

Commentary on Lesson Plan Delivery: (Aligned to your Lesson Plan) **Due:** Sunday, WK 14

The **Commentary** should be no more 3 pages; Times New Roman typed, 11-point font. **single-spaced** pages. This is not an essay. Please type the prompts listed below in bold. These prompts are layered. Answer every prompt in complete sentences. This task will be graded using the QEP rubric.

- **What is the central focus of your lesson (whole reason for the lesson)?**
- **Promoting a Positive Learning Environment:**
 - Justify how you provided a positive learning environment.
 - How did you demonstrate respect and provide opportunity for students with varied backgrounds and needs to engage in the lesson? Justify your response.
- **Engaging Students Learning:**
 - Explain how your instruction has potential to engage students in developing an essential strategy and related skills in your discipline.
 - Describe how your instruction connects students’ prior academic knowledge with new learning.
 - Describe how your instruction connected students’ cultural and community assets with new learning.
- **Deepening Student Learning during Instruction:**
 - Justify how you provided an opportunity to deepen students’ learning.
 - Explain how you modeled an essential strategy in your discipline within the lesson.
- **Analyze Teaching:**

- Where you would make changes to your instruction.
- For the question below consider the diversity of learners.
 - Who will require different strategies/supports?
- What changes would you make to your instruction for the **whole class** to better support student learning of the central focus?
- What changes would you make to your instruction for students who are **English Language Learners** to better support student learning of the central focus?
- What changes would you make to your instruction for students who are **struggling readers** to better support student learning of the central focus?
- What changes would you make to your instruction for students who have **learning gaps** with academic knowledge to better support student learning of the central focus?
- What changes would you make to your instruction for students who are **gifted students**?
- Answer all questions above.
- **Analyze Teaching Part 2:** Answer the following question.
 - Why do you think these changes would improve student learning?
 - Support your explanation with principles from research and theory. You may reference articles and your textbook. Use APA format.

When you use writing to reflect intentionally and systematically about teaching experiences, you will:

- Make new connections;
- Articulate your beliefs about language, literacy, and learning;
- Make solid predictions and pose new questions;
- Theorize from descriptions of exemplary practice and
- Imagine practices that reflect current theory.

Final Exam: WK 16 (Certify Teacher Score Report; Exam #2 PPR)

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 coursework by the due date.

Grading Policies and Guidelines

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

Submit all assignments through Blackboard.

Assignments	Points	Due Dates in Bb by midnight
Coursework Share in Bb week by week	10/week= 150 (includes class activity uploads)	WK 1-15 See Course Calendar for all Coursework Share Weekly Assignments
Letter of Introduction to Teacher	25	WK 3 Bb
Bb Module 2: PPR Domain I PPT Slides w/ Notes	25	WK 4 Bb
Pyramid of a Professional Essay	100	WK 5 Bb
10 Field Experience Reports	100 pts./ 1 report = 10 pts	See Course Calendar for all 10 due dates
Bb Module 2: PPR Domain II PPT Slides w/ Notes	25	WK 7 Bb
Bb Module 2: PPR Domain III PPT Slides w/ Notes	25	WK 11 Bb
Lesson Plan Complete	50	WK 12 Bb

Student Proficiency Report to be completed by mentor teacher during lesson plan delivery	25	WK 13 Bb; See calendar and syllabus for details and access to this document.
Bb Module 2: PPR Domain IV PPT Slides w/ Notes	25	WK 13 Bb
Field Observation Log	50	WK 14 Bb; needs mentor teacher initials and signature; needs student signature
Certify Teacher Content (10 hours) Study Time	100 pts./ 1 hr. = 10 pts.	Complete in CT by WK 15.
Certify Teacher Content Exam #2	100	WK 15 Submit CT Score Report in Bb; Friday, Dec. 3.
Certify Teacher PPR (10 hours) Study Time	100 pts./ 1 hr. = 10 pts.	Complete in CT by WK 15.
Certify Teacher PPR Exam #2	100 / Final Exam	WK 16 Submit CT Score Report in Bb; Tuesday, Dec. 7
	= 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 asking questions *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.

Policies

Attendance. 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.

Classroom Demeanor. Cell phones must be turned off or on silent. Put them away unless we are using them! Refrain from text messaging in class. No texting in class! Snacks are acceptable. It is up to you to obtain missed notes, handouts, etc. from a peer.

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.

Grading. 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 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. Get familiar with the course rubrics listed below:

- QEP Rubric
- edTPA Rubrics #1, #2, #3, #4, #5,
- Your assignment descriptions provide you with identifying which rubrics to use to complete 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! Review the QEP rubric.
- If you do not demonstrate/exhibit written professional quality with your assignments, then you will be put on a required growth plan to continue in this course.
- 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 all assignments will require you to submit via Blackboard, you will have until midnight 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.
- 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 (e.g., Content Study Notebook can be handwritten). **Times New Roman/ 12 pt. font/ 1-inch margins/ double spaced/APA format, unless otherwise noted. ALWAYS submit your assignments using the assignment guidelines.**

Late Work. It is anticipated that all your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for quizzes, exams, and presentations. If an emergency arises, please contact me to make arrangements. Otherwise: * **Meet due dates for all assignments.** *Most* assignments are due on Blackboard by midnight.

Notes on University Programs and Services

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

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.

Technical Support. If you find yourself having technical difficulties, you can contact SRSU 24/7 Blackboard Technical Support at Toll Free: 888.837.6055.

Content Support. If you find yourself having content-difficulties, please do not hesitate to contact the instructor of the course at drodriguez5@sulross.edu.

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