



ED 3301 Curriculum & Instruction Classroom Teacher Spring 2022 Syllabus

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Course Description

This course is designed to present educator responsibilities that extend beyond pedagogy. Cultivating family engagement, maintaining professional sharpness through professional development, and knowing ethical and legal requirements.

Marketable Skills

- **Critical Thinking/Problem Solving-** Students will analyze various strands of discrete data to support planning and decisions.
- **Digital Technology-** Students will understand and be able to apply and integrate technology in multiple professional settings.
- **Written Communication-** Students will apply formal and informal writing styles to communicate in the professional setting.

Performance Standards, Goals, and Learning Objectives

- The Interdisciplinary Studies Student will create a positive classroom learning environment for all grade levels.
- The Interdisciplinary Studies Student will teach developmentally appropriate lessons to EC-12 students.
- The Interdisciplinary Studies Student will adhere to the legal and ethical requirements for Texas certified teachers.

Student Learning Objectives:

- 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.

PPR COMPETENCIES COVERED IN THIS CLASS:

COMPETENCY 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

B. Accepts and respects students with diverse backgrounds and needs.

D. Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.

COMPETENCY 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

L. Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.

COMPETENCY 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

F. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication.

G. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.

COMPETENCY 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

B. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies).

C. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing, and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).

D. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents and databases; using graphic tools; participating in electronic communities as learner, initiator and contributor; sharing information through online communication).

H. Identifies and addresses equity issues related to the use of technology.

COMPETENCY 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

A. Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.

B. Engages families, parents, guardians, and other legal caregivers in various aspects of the educational program.

C. Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.

D. Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.

E. Conducts effective conferences with parents, guardians, and other legal caregivers.

F. Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

COMPETENCY 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

- A. Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
- B. Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals.
- C. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).
- D. Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).
- E. Uses resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.
- F. Recognizes characteristics, goals and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.
- G. Works productively with supervisors, mentors, and other colleagues to address issues and to enhance professional knowledge and skills.
- H. Understands and uses professional development resources (e.g., mentors and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills, and technological expertise.

COMPETENCY 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

- A. Knows legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse) and adheres to legal guidelines in education-related situations.
- B. Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).
- C. Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.
- D. Follows procedures and requirements for maintaining accurate student records.
- E. Understands the importance of and adheres to required procedures for administering state- and district-mandated assessments.
- F. Uses knowledge of the structure of the state education system, including relationships among campus, local and state components, to seek information and assistance.
- G. Advocates for students and for the profession in various situations.

Required Text

All materials needed for this course will be in Blackboard.

Course Format

This is an online course. You will find all information in Blackboard. The course contains module readings, discussions, and written assignments.

Course Expectations

The instructor will:

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours Tuesday and Thursday from 9:00AM-2:00PM weekly. Virtual office hours are daily, Monday-Friday, by appointment.
- ⇒ Respond to student emails within 24-hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

Introduction Video (25 points)

Candidates will create a short video to introduce themselves to the class via the Discussion Board.

Performance Chart (100 points)

Candidates will complete a performance chart for their school using data found at TXschools.org. Candidates will analyze the data provided to determine recommendations.

Teacher Reflection (100 points)

Candidates will reflect on the *Points to Ponder and Necessary Personal Skills for Teachers* located in Module 2. Choose one from each section that you feel you possess (total of two only). Explain how you know that you have these traits and how it affects your students. Now

choose two more, but this time choose traits that you need to work on. Explain ways that you will try to incorporate these traits into your student teaching semester to get better at them.

Summarization of New Bills (100 points)

Candidates will write a one-page paper to summarize New Bills in Education. Candidates will tell how the bill will affect them as a teacher. Candidates will also ask their cooperating teacher what they think of the new bills.

Teaching Standards (100 points)

Candidates will examine and reflect on PPR Competencies and Texas Standards. Candidates will complete a chart correlating the Texas Standards to the PPR Competencies.

Code of Ethics Discussion (25 points)

Candidates will create a written discussion board post (at least 250 words) or create a video to discuss the Code of Ethics. Candidates will respond to at least two classmates.

Ethics (100 points)

Candidates will reflect on the Code of Ethics by responding to various scenarios. Candidates will use the Code of Ethics and their District code of Conduct to answer questions giving the correct TAC numbers and verbiage.

PD Teacher Interview (100 points)

Candidates will interview their cooperating teacher to discover their thoughts on teacher professional development. Candidates may use the provided questions or develop their own. In a two-page paper, candidates will share what they learned from the interview as well as their views on professional development.

Teacher Expectations (25 points)

Candidates will create a written discussion board post (at least 250 words) or create a video to discuss their strengths and areas for growth in relation to T-TESS information/rubric. Candidates will respond to at least two classmates.

Goal Setting (100 points)

Candidates will create three to four professional goals using the information learned about T-TESS and a goal setting template.

Special Education (100 points)

Candidates will reflect on the information they have read about Special Education. In a two-page paper, candidates will discuss Special Education in Texas as well as the similarities and differences in an IEP and 504 Plan. Also discuss ways in which you plan to work effectively with students with disabilities in your future classroom.

Resume and Interview Answers (200 points)

Candidates will create a professional teacher resume. Candidates will also reflect on and answer common teacher interview questions (100 pts for each).

Course Assignments & Schedule

Assignments are due by 11:59PM of the due date. Late work will not be accepted.

Module	Assignments	Due Date
Module 1: Goals for Texas Education	<input type="checkbox"/> Introduction Video DB (25 points) <input type="checkbox"/> Review Module Readings <input type="checkbox"/> Complete Performance Chart (100 points)	Jan. 16th Jan. 23rd
Module 2: Trends in Education	<input type="checkbox"/> Review Module Readings <input type="checkbox"/> Complete Teacher Reflection (100 points) <input type="checkbox"/> Complete Summarization of New Bills (100 points)	Jan. 30th Feb. 6th
Module 3: Teaching Standards	<input type="checkbox"/> Review Module Readings <input type="checkbox"/> Complete Teaching Standards (100 points)	Feb. 20th
Module 4: Ethics for Texas Education	<input type="checkbox"/> Review Module Readings <input type="checkbox"/> Code of Ethics Discussion (25 points) <input type="checkbox"/> Complete Ethics (100 points)	Feb. 27th March 6th
Module 5: Professional Development	<input type="checkbox"/> Review Module Readings <input type="checkbox"/> Complete PD Teacher Interview (100 points)	March 27th
Module 6: T-TESS Expectations	<input type="checkbox"/> Review Module Readings <input type="checkbox"/> Teacher Expectations Discussion (25 points) <input type="checkbox"/> Complete Goal Setting (100 points)	April 2nd April 10th
Module 7: 504 and Special Education	<input type="checkbox"/> Review Module Readings <input type="checkbox"/> Complete Special Education Paper (100 points)	April 24th
Module 8: Resume Writing and Interviewing Skills	<input type="checkbox"/> Review Module Readings <input type="checkbox"/> Resume and Interview Questions (200 points)	May 1st

This course syllabus is intended to be a guide and may be amended at any time.

Grading Policy

No late work accepted without prior approval from the instructor. You are practicing to be a professional in a classroom. It is imperative that you turn in your work on time just as you expect your students to do. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

University and Course Policies

Classroom Demeanor. Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the TEA Educator Code of Ethics. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

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Academic Integrity. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

Technical Support. The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using Blackboard. The support desk is open 24 hours /7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

SRSU Library Services. The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123). The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act. 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. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, 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 mschwartz@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, SUI Ross State University, Alpine, Texas, 79832.

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartz Grisham at 432 837-8203.

RGC Disability statement:

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. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Diversity Statement. I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.