SYLLABUS: ED 3302 SUL ROSS STATE UNIVERSITY FALL SEMESTER 2021

INSTRUCTOR: NANCY ROLL

Office Hours: by appointment

Phone: 512-284-3445

Office: Virtual

Email: nancy.roll@sulross.edu, nancyaroll@gmail.com

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. The course will be held in person for Alpine students or synchronously for Midland students on most Tuesdays and asynchronously on Thursdays. Occasional Tuesdays will be held synchronously for all students.

COURSE GOALS

Students should leave this class with understanding of the elements of effective instruction, knowledge of researched based instructional strategies, EC-12 PPR Competencies for Standard I; ability to create a lesson plan within the edTPA template and the ability to analyze teaching practices for teacher and student behaviors.

STUDENT LEARNING OUTCOMES

- SLO 1 - The student will write a lesson plan that follows the edTPA framework.

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

II.006.I	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.

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.

1. 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.educationalimpact.com/store/sru-alpine/

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
Discussion Boards	50
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. Human Development/Learning Theory 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 Model Learning Segment (3 lessons) – students will develop a 3 day lesson segment
5. Learning Segment Commentary – students will respond to prompts tied to the learning segment
6. Research Based Strategies Project – students will utilize sources for researched based strategies to identify key strategies that align to their certification and professional goals
7. Effective Teacher Essay – students will use articles and research to describe the essential qualities of an effective teacher
8. 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
9. Observation Field Reports – students will document evidence of specific teaching and learning behaviors after watching videos of teaching (Educational Impact) 10 hours of observation
10. Lesson – students will teach a short lesson to a small group and provide feedback to other group members
11. Discussion boards – students will respond to prompts through the discussion board
12. Learning Theory Exam – multiple choice test in PPR format over learning theories

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 course Page 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 and student needs.

WK	DATE	Instructional Setting	TOPIC	Text & Chapter/pages; Resources; videos	Expected Student Learning Outcomes	Activity/Assignment
1	1/11/22	In person synchronous	Welcome, Course Expectations, Research based practices	What Works Clearinghouse website: What we do here", Regional Education Laboratories	Identify characteristics of research based practices; sources of research-based practices	Research Based Strategies Project – Due 2/4/22 – See power point in Assignments for description Journal: Introduction
	1/13/22	Asynchronous	RBP: Summarizing and Notetaking, Theorist: Behaviorists Observation Video #1	What Works Clearinghouse Practice Guides. ELT Ch 1	Explain summarizing as an instructional strategy; Explain and describe Bloom's Taxonomy	RBSP: summarizing and notetaking Learning Theorists Project: Behaviorists; Observation Video #1
2	1/18/22	Synchronous	TEKS – content, structure, deconstructing	ETM: Chapter 5 TEKS	Describe the structure of the TEKS and deconstruct a TEKS to determine focus	Observation Video #2 1st PPR Practice Test Due
	1/20/22	Asynchronous	RBP: Similarities and Differences, Theorist: Cognitive Development	What Works Clearinghouse Practice Guides; ELT Ch 2	Describe and explain similarities and differences strategy and cognitive development theory	RBSP: similarities and differences LTP: Cognitive Development
3	1/25/22	In person Synchronous	Organizing Instruction, Scope and Sequence, Units	ETM: Chapter 6 to 177 Year at a Glance	Organize content into semesters and units	Observation Video #3 Design a YAG for a content
	1/27/22	Asynchronous	RBP: Distributed Practice, Theorist: Social Cognitive Theory	What Works Clearinghouse Practice Guides; ELT Ch 3	Describe and explain distributed practice and social cognitive theory	RBSP: Distributed Practice, LTP: Social Cognitive Theory
4	2/1/22	In person Synchronous	Student Learning Objectives	ETM: Chapter 5 pgs 134-139	Develop behavioral learning objectives	Observation Video #4 Discussion Board
	2/3/22	Asynchronous	RBP: Specific Feedback, Theorist: Social Cultural Theory	What Works Clearinghouse Practice Guides; ELT Ch 4	Describe and explain specific feedback strategy and social cultural theory	RBSP: Specific Feedback; LTP: Social Cultural Theory
5	2/8/22	In person Synchronous	Learning Segments; Zone of Proximal Development; Central Focus		Design learning segments based on ZPD	Observation Video #5 Design a learning segment
	2/10/22	Asynchronous	RBP: Quizzing, Deep Questions; Theorist: Moral Development	What Works Clearinghouse Practice Guides; ELT Ch 5	Describe and explain quizzing and deep questioning strategies and moral development theory	RBSP: Quizzing, Deep questioning; LTP Moral Development
6	2/15/22	In person Synchronous	Prior Knowledge; Long term memory	EMT: Ch 2	Understanding your students prior to planning	Observation Video #6 Discussion Board
	2/17/22	Asynchronous	RPT: Advanced Organizers, Graphics; Theorists: Experiential Learning	What Works Clearinghouse Practice Guides; ELT Ch 6	Describe and explain advanced organizers and graphics strategies and	RBSP: Advanced organizers, Graphics LTP: Experiential learning theory

					experiential learning theory	
7	2/22/22	Synchronous	Summative and Formative Assessments	ASCD Article	Describe the differences between Summative and Formative Assessments	Observation Video #7 Discussion Board
	2/24/22	Asynchronous	Assessments; Theorists: Multiple Intelligences Theory, Hierarchy of Needs	ASCD Article; ELT Ch 9 and 11	Describe and explain assessments as instructional tools; multiple intelligences and hierarchy of needs	LTP: Experiential Learning Theory Assessments Journal Entry
8	3/1/22	In person Synchronous	Questioning, Checking for Understanding	ETM: Ch 8	Describe the differences between convergent and divergent questions; ideas for CFU	Observation Video #8 Discussion Board
	3/3/22	Asynchronous	RBP: Explicit Vocabulary; Theorists: Social Emotional Learning Theory	What Works Clearinghouse Practice Guides; ELT Ch 8	Describe and explain vocabulary strategies and social emotional learning	RBP: Vocabulary LTP: Social Emotional Learning Theory
9	3/8/22		Spring Break			
	3/10/22		Spring Break			
10	3/15/22	Synchronous	Backward Design, Learning Theorists Quiz			Quiz; Observation Video #9; Learning Theorists Project Due
	3/17/22	Asynchronous	Behaviors of Effective Teachers	ETM: Chapter 1	Describe the attributes of effective teachers	Discussion Board
11	3/22/22	In person Synchronous	Behaviors of Effective Teachers		Describe the attributes of effective teachers	Observation Video #10
	3/24/22	Asynchronous	Human Development Theory	LD: Chapter 4	Describe the attributes of early childhood	Research Based Practice Project Due, Discussion Board
12	3/29/22	In person Synchronous	Events of Instruction, Central Focus	EMT: Chapter 6 pg 179	Name and describe the major events of instruction	Learning objective for 1st lesson plan
	3/31/22	Asynchronous	Human Development Theory	LD: Chapter 5	Describe the attributes of middle and late childhood	Discussion Board
13	4/5/22	In person Synchronous	Lesson Planning, lesson plan template	Lesson plan template	Construct lesson plan	Revise Lesson Plan
	4/7/22	Asynchronous	Human Development Theory	LD: Chapter 6	Describe the attributes of adolescence	Discussion board
14	4/12/22	In person Synchronous	Lesson Planning	Lesson plan template	Construct lesson plan to teach on 4/19/22	Planning
	4/14/22	Asynchronous	Lesson Cycle	ETM: Chapter 6 from pg 177	Use the structures of lesson planning to plan	Planning

15	4/19/22	In person Synchronous	15 min lesson and feedback	Lesson Plan, feedback structures	Practice pacing and use feedback to improve planning	2nd PPR Practice Test Due
	4/22/22	Asynchronous	Final Lesson Plan Segment and Commentary	PPT and templates		Final Lesson Plan Segment Due 5/2/22 Commentary Due 5/2/22
16	4/26/22	In person Synchronous	Final Lesson Plan Segment and Commentary			
	4/28/22		Dead Day – Available for questions, etc.			
	5/6/22		Last Day to Turn in Assignments			
			Reaching and Teaching Students of Poverty, Eliminating the Opportunity Gap	ASCD Webinar (Synchronous)	Identify the effects and implications of poverty on student achievement	Teaching and Reaching students of Poverty Essay – Extra Credit

ETM: Effective Teaching Methods RBP: Research Based Practice

LD: Lifespan Development LTP: Learning Theory Project

ELT: Educational Learning Theory RBSP: Research Based Strategy Project

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 SRSU Counseling & Accessibility Services, Telephone: 432-837-8203. 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.