

SYLLABUS

Department of Education
EDSR 3301 Fall 2022



August 22- December 2, 2022

Sul Ross State University

Del Rio, TX

Eagle Pass, TX

Uvalde, TX

Alpine, TX

INSTRUCTOR:

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Course Description:

EDSR 3301 Planning, Instruction and Assessment (3-0) A course designed for the classroom teacher focusing on key aspects of data driven planning, instruction, and assessment in the classroom. The role of standards based from the Texas Essential Knowledge and Skills (TEKS) will be applied incorporating various forms of inquiry and direct instruction.

Class Sessions:

Teams Tuesday @ 2:00-3:15

ASSIGNMENTS AND REQUIREMENTS & GRADING

- | | |
|--|----------------|
| ✓ TEKS Activity (Math & Science) | 25 points each |
| ✓ Articles Reflection Papers | 2 @ 50 each |
| ✓ Discussion Board | |
| Submit lesson plan | |
| Respond to classmates' lesson plans | 50 points |
| ✓ Lesson Plan/Thematic Unit | 150 points |
| ✓ Presentation | 50 points |
| ✓ Study.com videos assignments/Quizzes | 100 points |
| ✓ <u>Evidence of Learning Portfolio</u> | |
| 1. Copy of Practice Test (Big Yellow Book)(Math & Science section)
Pre-test/Post test | |
| 2. Copy of Math TEKS- select grades 4-6 | |
| 3. Copy of Science TEKS select 5 th grade | |
| 4. Copy of 2 Journal articles (1 math & 1 Science) Focus: The importance of effective teaching of math and science. | |
| 5. Four graphic organizers to enhance comprehension- Explain how they can be utilized. (They do not need to be completed). | |

5. *Lesson plans 2 Math & 2 Science - ones you created
6. Lesson plans from classmates- include 3 from math & science
7. Evidence of Learning (1 page detailing what you have learned) 150 points

Total= 600 points

- ✓ A = 90-100%
- ✓ B = 80-89%
- ✓ C = 70-79%
- ✓ D = 60-69%
- ✓ F = 59 and ↓

Video or Class Presentation:

Students will work on a video lesson presentation related to math or science. Lessons will be presented to classmates (via Bb submission) and presentations will be graded utilizing a rubric. You will be required to post Lesson Plans, PowerPoint presentations, as well as handouts and materials needed to the Discussion Board.

Lesson Plans:

Students will be expected to type up lesson plans and turn in prior to presenting their lesson. Be sure to include: video clip(s), graphic organizer(s), PowerPoint, Anchor chart(s), evaluation (test or completed project). Lesson Plans will be graded utilizing a rubric.

Evidence of Learning Portfolio:

You will need to keep a binder with tabs for each of the different math and science lessons taught in this class by you and by your peers. Lesson activities need to be included in your binder. You will be asked to defend (in written form) what you have learned/experienced by being exposed to the lessons presented (number 7).

Course Learning Goals

1. Construct lesson plans following the Madeline Hunter lesson cycle. TEKS and objectives, alongside PPR Standards will be included in the lesson plans.
Assessment: Presentations, Lesson Plans
2. Utilize instructional technological resources to enhance student learning.
Assessment: Presentations
3. Review responsibilities related to the STAAR standardized assessment.
Assessment: Classroom Discussions, Presentations
4. Identify the range of individual developmental differences and how to differentiate instruction for students in early childhood through grade 6.
Assessment: Videos, Presentations, Lesson Plans
5. Become familiar with and keep documentation of the math and science TEKS, grades K-6. The learner will keep an organized system of file folders for the different lessons presented and will be able to orally explain the purpose of the different TEKS.
Assessment: File Folders/binder, Oral Defense
6. Make a presentation in both math and science, which will be graded utilizing a rubric. This lesson will be presented to fellow classmates, and will include visuals, demonstrations, and activities as to how to teach concepts.
Assessment: Presentations, Class Discussion, Exam
7. View videos in class that demonstrate best practices of teachers teaching math and science lessons via a virtual classroom format. Students will turn in a notebook summarizing their learning experience.
Assessment: Videos, Field Experience, Notebook
8. Review competencies and domains in the Math and Science areas on the Core Content exams.
Assessment: www.texas.ets.org

SACSCOC—Accreditation

Student Marketing Skills

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to teach classroom management.
5. Student have the ability to effectively use technology to communicate.

Student Learning Outcomes

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

Dissemination Plan

1. Instructors will include the marketable skills in course syllabi
2. Instructors will include assignments in writing and speaking so student will demonstrate these skills throughout the semester.
3. Instructors will discuss the four marketable skills with students to assure that they understand and can demonstrate each of them.

Evaluation:

The learner will be evaluated utilizing the following methods in order to ensure that the learning outcomes are being addressed: The learner will make a small group classroom presentation over both a Math and Science lesson. Classroom discussions will follow these presentations and these presentations will be graded using a rubric. Additionally, the learner will write lesson plans in both Math and Science. Also, the learner will participate in a 5-hour field experience alongside with viewing videos of master teaching. Submission of written summaries and a reflection paper will be required. A midterm exam that focuses on utilizing TEKS and writing lesson plans will be administered. An individual oral defense exam will take place at the end of the semester with file folders/binder turned in. Students will take practice Generalist Exams at the beginning and end of the semester.

TEXES Standards

Generalist EC-6 Standards

Math Standards:

Standard VII. Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

Standard VIII. Mathematical Assessment: The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

Standard IX. Professional Development: The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development.

Science Standards:

Standard VIII. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in physical science.

Standard IX. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in life science.

Standard X. The science teacher knows and understands the science content appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in Earth and space science.

TEXES Standards

Pedagogical and Professional Responsibilities (PPR) Standards (EC-Grade 12)

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.

Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC-12 <i>The beginning teacher knows and understands:</i>	Application: What Teachers Can Do Teachers in Grades EC-12 <i>The beginning teacher is able to:</i>
<p>Students</p> <p>1.6k appropriate strategies for instructing English language learners.</p>	<p>Students</p> <p>1.1 s plan lessons that reflect an understanding of students’ developmental characteristics and needs;</p> <p>1.2 s adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English language learners.</p>
<p>Content and Pedagogy</p> <p>1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);</p> <p>1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;</p> <p>1.11k current research on best pedagogical practices.</p>	<p>Content and Pedagogy</p> <p>1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction</p> <p>1.9s plan instruction that reflects an understanding of important prerequisite relationships;</p> <p>1.11s use a variety of pedagogical techniques to convey information and teach skills.</p>
<p>Selection of Instructional Goals and Objectives</p> <p>1.12 k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;</p> <p>1.13 k the importance of developing instructional goals and objectives that can be assessed;</p> <p>1.14 k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and</p> <p>1.15 k the importance of aligning instructional goals with campus and district goals.</p>	<p>Selection of Instructional Goals and Objectives</p> <p>1.12 s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;</p> <p>1.13 s develop instructional goals and objectives that are able to be assessed;</p> <p>1.14 s develop instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge, background, and interests; and</p> <p>1.15 s develop instructional goals and objectives that reflect different types of student learning and skills.</p>

Resources 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and	Resources 1.16s use various types of materials and other resources to aid in preparing and implementing
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<p>assessing learning.</p> <p>1.17 k the importance of knowing when to integrate technology into instruction and assessment; and</p> <p>1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.</p>	<p>instruction.</p> <p>1.17 s use technological tools to promote learning and expand instructional options; and</p> <p>1.18 s use resources available outside the school (e.g., museums, businesses, community members to enhance students' learning opportunities.</p>
<p>Designing Coherent Instruction</p> <p>1.19 k the importance of designing instruction that reflects the TEKS;</p> <p>1.20 k features of instruction that maximize students' thinking skills;</p> <p>1.21 k the importance of planning lessons and structuring units so that activities progress in a logical sequence;</p> <p>1.22 k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;</p> <p>1.23 k the benefits of designing instruction that integrates content across disciplines;</p> <p>1.24 k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.</p>	<p>Designing Coherent Instruction</p> <p>1.19 s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;</p> <p>1.20 s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;</p> <p>1.21 s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;</p> <p>1.22 s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and prospective</p> <p>1.23 s provide students with opportunities to explore content from many perspectives.</p>
<p>Assessment of Student Learning</p> <p>1.25 k the role of assessment in guiding instructional planning;</p> <p>1.26 k the importance of creating assessments that are congruent with instructional goals and objectives;</p> <p>1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction.</p>	<p>Assessment of Student Learning</p> <p>1.24 s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;</p> <p>1.25 s communicate assessment criteria and standards to students;</p> <p>1.26 s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;</p> <p>1.27 s promote students' use of self-monitoring and self-assessment.</p>

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

<p>Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC-12</p> <p><i>The beginning teacher knows and understands:</i></p>	<p>Application: What Teachers Can Do Teachers in Grades EC-12</p> <p><i>The beginning teacher is able to:</i></p>
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Establishing an Environment for Learning and Excellence	Establishing an Environment for Learning and Excellence
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<p>2.4 k the importance of communicating enthusiasm for learning; and</p> <p>2.5 k the necessity of communicating teacher expectations for student learning.</p>	<p>2.4 s communicate to all students the importance of instructional content and the expectation of high-quality work; and</p> <p>2.5 s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.</p>
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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.

<p>Communication</p> <p>3.1 k the importance of clear, accurate communication in the teaching and learning process;</p> <p>3.2 k principles and strategies for communicating effectively in varied teaching and learning contexts;</p> <p>3.3 k spoken and written language that is appropriate to students' ages, interests, and backgrounds; and</p> <p>3.4 k skills and strategies for engaging in skilled questioning and leading effective student discussions.</p>	<p>Communication</p> <p>3.1 s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;</p> <p>3.2 s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;</p> <p>3.3 s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;</p> <p>3.4 s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;</p> <p>3.5 s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and</p> <p>3.6 s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.</p>
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Engaging Students in Learning	Engaging Students in Learning
<p>3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;</p> <p>3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.</p>	<p>3.7s create lessons with a clearly defined structure around which activities are organized;</p> <p>3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process;</p> <p>3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;</p>

	<p>3.13 s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and</p> <p>3.14 s encourage students' self-motivation and active engagement in learning.</p>
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Texas Administrative Code

[TITLE 19](#)

EDUCATION

[PART 7](#)

STATE BOARD FOR EDUCATOR CERTIFICATION

[CHAPTER 247](#)

EDUCATORS' CODE OF ETHICS

RULE §247.2

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) **Professional Ethical Conduct, Practices and Performance.**

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) **Ethical Conduct Toward Professional Colleagues.**

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes

or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Course Outline

Pedagogy

(TEExES PPR Standards: 1.6k, 1.1s, 1.2s , 1.7k, 1.9k, 1.11k, 1.6s, 1.9s, 1.11s)

- Implementation of TEKS in math/science lesson
- Relationship to prior/future learning
- Content sequence
- Instruction serving English Language Learners

Designing Instruction

(TEExES PPR Standards: 1.12k-1.16k, 1.12s-1.16s, 1.19k, 1.21k, 1.24k, 1.19s-1.12s)

- Development of instructional goals and objectives
- Utilize content sequence
- Develop goals that are measurable and can be assessed

Assessing Student Learning

(TEExES PPR Standards: 1.25k, 1.26k, 1.30k, 1.24s-1.27s)

- Monitor student learning and provide feedback
- Monitor lesson presentation and connect with original instructional goals and objectives and with the STAAR exam.

Meeting Students' Academic Needs

(2.4k, 2.5k, 2.4s, 2.5s, 3.1k-3.4k, 3.1s-3.6s, 3.5k, 3.11k, 3.7s-3.9s, 3.13s, 3.14s)

- Engaged learning
- Teacher expectations
- Clear administrative directions
- Relates instruction to interests and emphasizes value/importance
- Provides enrichment/extension

TENTATIVE SCHEDULE

<u>Date</u>	<u>Assignments</u>
August 23	Introduction to class Review Syllabus
August 30	TEKS- Guest Speaker
Sept. 6	Lesson Plan Review – Thematic Approach based on story.
Sept. 13	Lesson Plan 1
Sept. 20	Lesson Plan 2
Sept. 27	Lesson Plan 3
Oct. 4	Thematic Approach Assignment Due
Oct. 11	Study. com
Oct. 18	Math Lesson Plan
Oct. 25	Science Lesson Plan
Nov. 1	Finalize lesson plan- I will be available to review
Nov. 8	Present Math/Science Lesson Unit
Nov. 15	Present Math/Science Lesson Unit
Nov. 22	Thanksgiving Holiday
Nov. 29	Portfolio Due
Dec. 3	Final Exams



Important Dates:

Disability Statement

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mrs. Paulette Harris in Student Services, Room C- 102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College – Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: pharris@sulross.edu.

Distance Education Student:

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.