

SYLLABUS: ED 3302 SUL ROSS STATE UNIVERSITY FALL SEMESTER 2022

INSTRUCTOR: REBECCA GARIBAY M. ED

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COURSE DESCRIPTION

This course is designed as an introduction to the study of teaching and learning with a major focus on learning theories and principles, current educational research, and human development as it applies to learning, assessment and evaluation for student achievement. The course will be held via the online platform- Blackboard collaborate.

Class is held on Thursday's from 6:00- 8:50 PM

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.

Students have the ability to construct a classroom management plan.

REQUIRED TEXTS AND RESOURCES

Readings: All weekly readings will be provided through Blackboard.

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.

COURSE REQUIREMENTS AND GRADING

The final course grade will be assigned according to this scale:

- A 900-1000
- B 800-899
- C 700-799
- D 600-699
- F 599 and below

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

COURSE ASSIGNMENT DESCRIPTIONS

1. EdTPA Model Learning Segment (3 lessons) – students will develop a 3-day lesson segment **300 Points (100 Each)**
2. Learning Segment Commentary – students will respond to prompts tied to the learning segment **200 Points**
3. Research Based Strategies Project – students will utilize sources for researched based strategies to identify key strategies that align to their certification and professional goals **200 Points**
4. Effective Teacher Essay – students will use articles and research to describe the essential qualities of an effective teacher **100 Points**
5. Observation Field Reports – students will document evidence of specific teaching and learning behaviors after watching 2 hours of videos of teaching (Educational Impact) equaling 10 hours of observation. Students will also submit a formal form at the end of the semester for TEA Documentation. **100 points (20 points each)**
6. Discussion boards – students will respond to prompts through the discussion board **100 (20 points each x 5)**

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 5 points for each day late.

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

ATTENDANCE POLICY

Attend class: Attendance is not optional. Keep up on all readings. 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. This class is delivered via an online platform. Please do not be driving, at an event, etc. You should be seated and attentive as any other class.

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 Blackboard. 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 or well readable. 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 AND TEXTING 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.

Texting- The above number is my personal number. I work remotely, therefore my personal cell number serves as my "office line". However, I will not respond to late text messages and may not be available on weekends. Please be mindful of dates and times.

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.

All assignments are due Sunday's at midnight unless stated otherwise.

WK	DATE	TOPIC	Activity/Assignment
1	8/25/22	Welcome, Course Expectations, Research based practices	Discussion Board 1 due: 8/28
2	9/1/22	Observation Reports	First observation Report due: 9/11/22
3	9/8/22	Similarities and Differences	
4	9/15/2022	Bandura Social Learning Theory	Discussion Board 2 Due 9/18/2022
5	9/22/2022	Bloom's Taxonomy	Discussion Board 3 9/25/2022 Observation Report #2 due 9/25/22
6	9/29/2022	Socio Cultural Learning Theory	Observation Report #3 due 10/2/2022
7	10/6/2022	Kohlberg's Theory of Moral Development	
8	10/13/2022	Motivation Theory or Maslow's Hierarchy of needs	Discussion Board 4 due 10/16/2022 Observation Report #4 due 10/16/2022
9	10/20/2022	Gradual Release model and Reaching students of Poverty	Discussion Board 5 Due 10/23/2022
10	10/27/2022	Erikson's Social Emotional Stages	Research Based Strategies Project – Due 10/30/2022
11	11/3/2022	Lesson Planning	Observation Report #5 due 11/6/2022
12	11/10/2022	Lesson Planning	
13	11/17/2022	EDTPA commentary	Effective Teacher Essay 11/27/2022
14		Thanksgiving Break	Lesson Planning- 3 lessons and Commentary all due by class time 12/1/2022
15	12/1/2022	Presentations	
16	12/8/2022	Last Class TBD	

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.