

**Sul Ross State University**  
**EDUA 3300 - Pedagogy & Professional Responsibilities**  
**Summer 2023**

**Instructor:** Dr. Diana Rodriguez  
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**COURSE DESCRIPTION:** This course provides an understanding of the roles and responsibilities of teaching which includes but is not limited to: knowledge of legal and ethical issues and requirements for Texas teachers, professional knowledge and skills needed for communicating and collaborating with professional colleagues, the community, and families, and the importance of family involvement in children's education. This course is designed to meet the needs of those seeking initial Texas teacher certification.

**REQUIRED TEXT:** Newman, Beatrice M. (2019). TexES PPR EC-12 (160). Research & Education Association: 6<sup>th</sup> Edition. ISBN 0738612545

**REQUIRED SOFTWARE:** Certify Teacher online at [www.certifyteacher.com](http://www.certifyteacher.com). TExES version. \$35.00 online version with SRSU promo code. This is different from your content software, so you must purchase this one also.

\*\*\*To get a discount, follow these guidelines:

**The promo code is: LOBOS4728**

Below you will find the promo code rates that are unique to our program. The candidates must sign up/sign in using their university-given email (ending in @sulross.edu) in order for the promo code to work.

Promo code discounted rates:

Content Titles (Core Subjects EC-6, 4-8, 7-12, PPR, etc...)

*\$35/student – compare to \$80 regular price (below)*

ONLY if promo code is NOT available any longer.

How to purchase Certify Teacher instructions:

Go to [certifyteacher.com](http://certifyteacher.com).

Choose TExES version.

Scroll down the list until you see the Pedagogy and Professional Responsibilities (PPR EC-12). Click the circle that is \$80. Then click Buy Now.

## REQUIREMENTS:

### Student Expectations:

- Participate and collaborate in online discussions, assignments, and activities.
- Utilize Blackboard on the SRSU website to fulfill course requirements.
- Satisfactorily pass course requirements as outlined in this syllabus.
- Practice professional conduct and ethics and respectful learning exchanges.
- Preserve confidentiality of information shared regarding student, family, or school district experiences.
- Refer to the Online Absence Policy posted in Blackboard under the tab *Course Information* regarding participation in an online course.
- Keep up with all course deadlines and communicate with the instructor when needed.
- Learn and understand ALL Competencies.
- Complete competency discussions.
- Complete ALL competency quizzes by the deadline.
- Complete one full length practice exam in CT even if you are pre-certified for the PPR.
- If you have not taken the diagnostic PPR exam at all, you have three tries to take the exam that will be accepted by the program.
- If you do not pass during this semester, you need to reach out to Madison Owen in the Education Department and schedule a representative exam. Your contact (testing) person after Block III is Ms. Madison Owen, madison.owen@sulross.edu.

**STUDYING:** Please do not put off studying for this class. Figure out how you study best and begin right away. What methods and strategies help you? Any extra time must be spent on studying. There is no time to lose! All assignments are due on the scheduled DUE date. (See schedule.)

**LATE WORK:** 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 dier emergency and cannot get your work turned in by the deadline, please email be as soon as possible, so we can discuss your case. ALL late work grades will be reduced and full credit will not be available. \*\*You will receive up to half credit for all late work. IF the work is not turned in and there is no communication, the grade will be a zero. IF the work is not turned in by the communicated and agreed upon deadline, the grade will be a zero.

**COMPLETE SEMESTER SCHEDULE:**

| <b>Assignment</b>   | <b>Date Due</b>           | <b>My Check List/Notes</b> |
|---|---------------------------|----------------------------|
| <b>FIRST DAY OF CLASSES</b><br><b>June 1</b>  |                           |                            |
| <b>EDUA 3300</b><br>READ Getting Started xii-xxi<br>AND Part 1 Domain 1<br>pp. 5-7<br><br>Get familiar with Cert.Teach<br><br>Complete Discussion 1 in Bb | Week 1<br>Sunday, June 4  |                            |
| <b>EDUA 3300</b><br>Read Ch. 1<br>Take CT Quiz over Comp. 1<br>Quiz Board 2 in Bb   | Week 1<br>Sunday, June 4  |                            |
| <b>EDUA 3300</b><br>Read Ch. 2<br>Take CT Quiz over Comp. 2<br>Quiz Board 2 in Bb   | Week 1<br>Sunday, June 4  |                            |
| <b>EDUA 3300</b><br>Read Ch. 3<br>Take CT Quiz over Comp. 3<br>Quiz Board 3   | Week 2<br>Sunday, June 11 |                            |
| <b>EDUA 3300</b><br>Read Ch. 4<br>Take CT Quiz over Comp. 4<br>Quiz Board 4   | Week 2<br>Sunday, June 11 |                            |
| <b>EDUA 3300</b><br>Read Ch. 5<br>Take CT Quiz over Comp. 5<br>Quiz Board 5   | Week 2<br>Sunday, June 11 |                            |
| <b>EDUA 3300</b><br>Read Ch. 6<br>Take CT Quiz over Comp. 6<br>Quiz Board 6   | Week 3<br>Sunday, June 18 |                            |
| <b>EDUA 3300</b><br>Read Ch. 7<br>Take Quiz over Comp. 7<br>Quiz Board 7  | Week 3<br>Sunday, June 18 |                            |

| Assignment  | Due Dates  | Notes  |
|---|--|--|
| <b>EDUA 3300</b><br>Read Ch. 8<br>Take Quiz over Comp. 8<br>Quiz Board 8  | Week 3<br><br>Sunday, June 18  |  |
| <b>EDUA 3300</b><br>Read Ch. 9<br>Take CT Quiz over Comp. 9<br>Quiz Board 9                                     | Week 4<br>Sunday, June 25  |  |
| <b>EDUA 3300</b><br>Read Ch. 10<br>Take CT Quiz over Comp. 10<br>Quiz Board 10                                  | Week 4<br>Sunday, June 25  |  |
| <b>EDUA 3300</b><br>Read Ch. 11<br>Take CT Quiz over Comp. 11<br>Quiz Board 11                                  | Week 4<br>Sunday, June 25  |  |
| <b>EDUA 3300</b><br>Read Ch. 12<br>Take CT Quiz over Comp. 12<br>Quiz Board 12                                  | Week 5<br>Sunday, July 2   |  |
| <b>EDUA 3300</b><br>Read Ch. 13<br>Take CT Quiz over Comp. 13<br>Quiz Board 13                                  | Week 5<br>Sunday, July 2   |  |
| <b>EDUA 3300</b><br>Take the full length <b>Preset EXAM on CT.</b><br><br><b>**Email scores to Madison Owen</b> | <b>Final Exam Due by</b><br>Friday, July 7 at<br>noon. No late<br>submissions will<br>be accepted. | <b>**Everyone will take this test for practice, even if you have already passed the pre-cert test with a 260.</b><br><br>Submit for a grade in Bb.<br>Email to Madison Owen for testing approval if you score a 260 or higher. |
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**WEEKLY READINGS:** This class includes required reading found in the text about the competencies. I have included other information and possible helpful extra things for you on Blackboard under each competency. If you run across something that is helpful to you, please share it with me and I can upload it to Blackboard for everyone. I encourage making flash cards as you do your readings. Major concepts and vocabulary from classes that were taken long ago are where students seem to have the most difficulty. Help yourself out as you go along.

**KEY to SUCCESS? LEARN the COMPETENCIES!!!** Learning the competencies will guide you to the correct answers. It's the basic key. Learn them and make flashcards for each one. Make connections using your classroom experiences this semester, but remember that this test is based on theory.

**QUIZZES:** Quizzes are taken using Certify Teacher.

If you fail a quiz, you are expected to analyze the ones you missed and make a study guide from that particular competency (The study guide is for you.) I may ask you to send me your study sheet so that I can make sure you are studying the correct material. There are NO retakes for failed quizzes.

Please take the Quiz/Quizzes over the **correct competencies** by the deadline (SEE SCHEDULE). When finished, the program will ask you if you would like the results emailed to me. Please submit your quiz results in Bb. No email will be accepted. You must submit as PDF no images will be accepted. After taking your quiz and submitting your results, please go to the Quiz Board and discuss. Read below.

**QUIZ BOARDS: Discussion Boards for Quizzes: PLEASE READ**

After each quiz, please discuss with the class in the quiz board found in Bb which questions you got wrong, why you answered the way you did, what you can study in order to help you on another quiz or test. This is a time for self-reflection. **\*\*\*When discussing, please write or copy/paste the exact questions and answer choices that you got wrong (including the scenario). In order to help and understand completely, the entire question and answer choices must be in the Quiz Board. Full credit cannot be earned unless the question and all answer choices are written.**

**EXAMPLE:** if you got this question wrong on your CT quiz. You would rewrite the question and answer and highlight the right and wrong answer and then discuss why you got it wrong. **Use green for the correct answer** and **yellow for the wrong answer**. This will help everyone understand what is going on when they are looking at the discussion. EVERYONE should be reading the discussions. If you figure out how to cut and paste, even better!

When everyone has finished the quiz/quizzes for that competency, I will send each of you the rationale of the questions, answers, and other helpful information that you will add to your study guide. PLEASE look at my posts in the Quiz Board.

**Example Question: (Any missed questions should look just like this below.)**

This theory assumes that people are born with the ability for language development:

- A. Behaviorist Theory
- B. Cognitive Theory**
- C. Interactionist Theory
- D. Nativist Theory**

**(EXAMPLE cont.)**

**Student Response:** I chose B because I thought this theory dealt with language, but the right answer is Nativist Theory. I got them confused. I need to study the theorists more.

**Rationale:** This is where I will write to you about the question and answers etc giving you helpful information that you will need to add to your study guide.

**\*\*\*NO CREDIT** for a discussion if you do not include the question and answer choices of the items that you missed. You will receive a zero on the assignment.

**If you make a 100**, excellent, but... Please help your classmates by discussing how you chose the correct answer. If there was something particular that you studied and it helped you, please share it with the class. Discussion boards are VERY helpful. Since we are not a face to face class, this is the time and place to share, discuss, reflect, and correct so that you can be successful on the actual PPR. These are for you and will prove to be beneficial for us all.

\*We will have occasional virtual meetings to check in, discuss, and make sure we are on track! TBA

**PRE-CERTIFICATION EXAM:** The premise for this class is for you to be a successful educator and to pass the PPR Exam. It is required that the PRESET EXAM is taken and passed with a 260 on Certify Teacher before taking the actual PPR in order to be pre-certified to take the actual PPR exam. Please see the schedule for the window deadline. After you take it, please send Mr. Marsh and me your score.

\*\*If you do not pass the pre-cert PPR exam during this course, please come to the SRSU Education office and take the PPR Representative test that will pre-certify you to take the actual PPR. Minimum passing score is 260 in order for you to qualify. (see schedule) There are three chances to pass the pre-certification test, two on CT and one on paper.

## **Pedagogy and Professional Responsibilities EC-12 Standards Covered:**

### **Pedagogy and Professional Responsibilities EC-12 Standard 1**

The teacher designs instruction appropriate for all students that reflects and understands relevant content and is based on continuous and appropriate assessment.

### **Pedagogy and Professional Responsibilities EC-12 Standard 2**

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

### **Pedagogy and Professional Responsibilities EC-12 Standard 3**

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.

## **Pedagogy and Professional Responsibilities EC-12 Standard 4**

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

**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. Examples of academic dishonesty include but not limited to: Turning in work as original that was used in whole or part of another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

### **Grading:**

**This class is based on percentages of your quizzes and quiz boards.**

90-100 A

80-89 B

70-79 C

60-69 D

59 and below F

- Grades will be posted in Blackboard regularly when work is turned in on time. If work is not turned in by the deadline, do not expect an immediate posting of grades.
- All assignments are due on the dates posted. (See LATE WORK.)

**EVALUATIONS:** You will have a chance to evaluate this course. Please fill it out in order for me to help make this course better for students.

### **Required by American 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. Students seeking accessibility/accommodations services must contact Mary Schwartz, LPC-S, SRSU's Accessibility Services Coordinator at 432-837- 8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto: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, Sul Ross State University, Alpine, Texas, 79832.

### **Required for Remote/Online Courses**

#### **For Remote/Online Courses Only - 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.

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### **Recommended Information**

#### **Libraries**

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](http://library.sulross.edu). Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

#### **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.

#### **Classroom Climate of Respect**

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.

**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."

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