

Sul Ross State University

Department of Education

EDUA 5327 – Readings and Research Topics: Planning, Instruction & Assessment Fall 2023

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Course Description: This web course uses a Teacher Performance Assessment to prepare teacher candidates for the teaching profession. A performance-based framework is used by teacher preparation programs throughout the United States to ensure that teacher candidates are prepared with the knowledge and skills required for effective teaching in classrooms. During this course, students will become familiar with planning, instruction, and assessment.

Student Learning Outcomes (SLOs):

1. Students will plan a 3 Day lesson unit and write a planning-commentary to reflect.
2. Students will enact one lesson from the unit in a cooperating classroom and write an instruction-commentary to reflect.
3. Students will analyze student work samples from the lesson enactment and write an assessment-commentary to reflect.

Marketable Skills:

1. Students will analyze data to support planning and decisions.
2. Students will integrate technology in the professional setting.
3. Students will apply formal and informal writing styles to communicate in the professional setting.

Pedagogy and Professional Responsibilities Standards EC-12 Grade:

- 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.
- Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- 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.
- Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

T-TESS Evaluation Framework:

1. Domain I-Planning
2. Domain II-Instruction
3. Domain III-Learning Environment
4. Domain IV-Professional Practices and Responsibilities

Required Textbook(s) & Software: You are to purchase the following textbooks:

Borisch, G. D. (2007). *Effective Teaching Methods: Research-Based Practice*. (Boston, MA: Pearson.)

AND

You are to purchase the Certify Teacher (CT) software for your content area/grade level (e.g. History 7-12; English 7-12, Science 7-12). You will use this software in the course to prepare for the TExES content exam. Your goal is to pass the TExES content exam by the end of this semester.

- SRSU students are offered a discount. The promo code is: LOBOS4728 The candidates must signup/sign in using their university-given email (ending in @sulross.edu) in order for the promo code to work and to receive official testing approval for the TExES exam. To purchase the software, have your credit card ready and go to: <http://www.certifyteacher.com>. More about Certify Teacher can be found under “Assignment Descriptions”.

Course Requirements:

- Adhere to the SRSU attendance guidelines. Absenteeism and tardiness are unprofessional and reflect a person’s attitude and work ethic. Through your course assignments and your Field Experience, you have an opportunity to make a good, positive impression on those people with whom you will later want to do your clinical teaching and/or ask for letters of recommendation. Set high goals for yourself. Always do your best.
- Meet due dates for all assignments. Most assignments are due by midnight. Late submissions are not accepted.
- Develop a working understanding of the four TExES PPR Domains related to this course.
- Spend 20 hours in field observations in a public-school classroom and report on these observations.
- Spend 10+ hours preparing for your content exam with Certify Teacher in Study Mode and Flash Cards.
- Participate in the activities found in Blackboard each week.
- Use a student planner to organize responsibilities, manage time and meet course deadlines. Recommended.
- Demonstrate correct usage of English grammar, reading fluency, and written and oral language. Teachers must be able to communicate effectively in writing. Use this course to sharpen your writing skills.
- Field Experience Requirements PRIOR to Observations: Prior to beginning your 20-hour Field Experience Observations in any public school, you are **required** to have a **computerized criminal history background check**. All candidates were **required** to submit authorization for a criminal background check as part of the admission process. If you have not completed your background check, please reach out to the Testing and Certification Coordinator-Alpine, Ms. Madison Owen at madison.owen@sulross.edu by Week 1 of the term. Please note, often times a school district will want to conduct its own criminal background check in addition to the Sul Ross Program. If so, the candidate will be responsible for completing any background checks and fingerprinting requested by a school district.
- **It is your responsibility to find a school** that is accredited in Texas, to complete field experience observations on your own. Write a **Letter of Introduction** to the campus Principal and communicate who you are, what you are required to do in the course, provide a copy of your background check, and ask for their permission to observe on their campus.
 - Copy me to this email and submit for a grade by end of Week 1. Share what you hope to accomplish and your willingness to help out on the campus during the observation experience (if you are granted permission).
 - Request a mentor teacher, who will enable you to observe in his/her classroom and teach one lesson.
 - Required: Provide the instructor of EDUA 5327 with an email or letter from the principal granting you permission to begin observing on their respective campus by WEEK 3 of the term. Once you have been given the full name and contact information of the mentor teacher, please write the mentor teacher a letter of introduction and copy me to the email. You will also submit under week 3 assignments.

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
- Classroom management/developing a positive learning environment
- Pedagogy/instructional strategies

ASSIGNMENT DESCRIPTIONS

Review the Course Schedule for all due dates. Students are expected to participate in this course within Blackboard. Activities will be assigned weekly, and assignments include answering guided questions, designing instruction, developing graphic representations of text and vocabulary written reflections, field observations, reading response activities, and other appropriate assignments regarding test prep in your content area and the Sul Ross Lesson Plan. Students will lead and/or participate in weekly assignments graded with rubrics.

The Teacher Education Program at Sul Ross- Alpine uses the Teacher Performance Assessment framework to prepare teacher candidates for the teaching profession. A performance-based framework is used by teacher preparation programs throughout the United States to ensure that teacher candidates are prepared with the knowledge and skills required for effective teaching in classrooms. During this course, students will become familiar with planning, instruction, and assessment by focusing on the three main tasks below:

- Planning. Planning for Instruction and Assessment
- Instruction. Instructing and Engaging Students
- Assessment. Assessing Students' Learning

Each task is explained further below. However, it is the student's responsibility to complete the modules for each topic to understand each topic thoroughly.

Assignment 1-Topic: Planning

Planning: Students will create a lesson plan, which includes three consecutive lessons building upon each other.

The directions and Sul Ross Lesson Plan template and Rubric needed for this assignment are housed in Blackboard under Course Resources. Below is a summary of the steps and parts A-D to complete the process.

1. **Planning Part A- Narrative-Based Context for Learning.** The instructions for this assignment are available in Blackboard. Use complete sentences to answer each question about your mentor teacher's classroom. You will need the assistance of your mentor teacher to complete this narrative. Please do not use the names of your students, only identify students with numbers (example: student 1, student 2, student 3, and student 4). The information within the Narrative-Based Context for Learning must be considered when designing your lesson plan learning segments. See Calendar for due date.
2. **Planning Part B – Lesson Plan Unit.** You will identify an Essential Question for your lesson plan. Make sure to confirm the overarching Essential Question with your mentor teacher. Remember they must permit you to teach one of your three lessons in the cooperating classroom. See Calendar for due date.

Once you identify the Essential Question with your mentor teacher, you are to develop 3 consecutive lesson plans. The lesson plan template is provided in Blackboard and should be used for all three consecutive lesson plans. The lessons need to build on each other from Day 1 to Day 2 and Day 3. Each lesson needs to include appropriate reading material (book/text for each day). The Lesson Plan Unit, should include both whole group and small group instruction over the course of the three days. Each lesson needs to integrate the gradual release of responsibility (I do, We do, You do). You will have access to writing the Lesson Plan Unit with a step-by-step process in each Blackboard (Bb) module.

3. **Planning Part C- Instructional Materials and Rubric.** All instructional materials and the assessment rubric must be submitted with the Lesson Plan Unit (ex: anchor charts, PPT's, documents, etc.).
4. **Planning Part D- Planning Analysis.** The template for the Planning Analysis is available in Blackboard. The planning analysis includes a series of questions regarding **–Planning; more specifically you will provide a detailed explanation about your planning decisions.** Make sure to answer each question thoroughly in paragraph form. The analysis should be written using Times New Roman 12point font and single spaced with 1” margins on all sides. Please use academic language in complete sentences and paragraphs. You are encouraged to review the Planning Analysis assignment before you begin writing your Lesson Plan Unit. This is a good way to start with the “end in mind”. The sections for the Planning Commentary are as follows:
 - Section 1: Planning- Essential Question
 - Section 2: Assisting Student's Learning
 - Section 3: Student-Centered Instruction
 - Section 4: Developing Academic Language
 - Section 5: Assessment/Evaluation- Tracking Student Progress
5. **See Calendar for due date and upload all the components in Blackboard for Planning Parts A-D.**
 - **Narrative-Based Context for Learning**
 - **Lesson Plan Unit: 3 Lesson Plans with**
 - **Instructional Materials and Evaluation Criteria/Rubric**
 - **Planning Analysis**

Assignment 2- Topic: Instruction

Instruction: Students will take on the role of teaching and video recording themselves while delivering one lesson from the Lesson Plan Unit in the mentor teacher's classroom. Make sure to discuss this teaching requirement with your mentor teacher. Students will reflect on this experience and complete the Instruction Analysis.

The directions and templates needed for this assignment are housed in Blackboard. Below is a summary of the steps to complete the layered process.

1. Instruction Part A- Teach and Video Record Lesson.

For this assignment, you will conduct a lesson that lasts at least 45 minutes in the cooperating classroom. Afterward, you will review the video of your lesson and carefully select two clips, each ranging from 4 to 20 minutes in duration. These clips should showcase your positive engagement with students and your ability to foster their development as learners. The first clip should highlight how you actively engage with the students while effectively facilitating the main objectives of the lesson. In the second clip, demonstrate how you assist students in practicing and applying the TEKS (Texas Essential Knowledge and Skills) that were presented in the lesson. Remember to focus on these specific aspects when choosing the clips and ensure they vividly exemplify your teaching skills and strategies.

2. **Instruction Part B- Instruction Analysis.** The template for the **Instruction Analysis** is available in Blackboard. The instruction analysis includes a series of questions regarding your decisions during the **Instruction**. Make sure to answer each question thoroughly in paragraph form. The analysis should be written using Times New Roman 12-point font and single spaced with 1” margins on all sides. Please use academic language within complete sentences and paragraphs. The sections for the Instruction Analysis are as follows:
 - Section 1: Educational Setting
 - Section 2: Active Learning
 - Section 3: Higher-Order Thinking
 - Section 4: Teaching-Pedagogy
 - Section 5: Success
3. **Before you begin**, review the list below. Doing so will ensure you complete this assignment ethically. Make sure you have completed the following before video recording your lesson.
 - **Request the mentor teacher to video record your lesson.**
 - **Obtain required parent consent forms for video recording ; Submit in Bb prior to video recording.**
 - **Technology Check: Make sure sound and video are working properly. Video must be clear. Sound quality is important to understanding the teaching and learning context.**
 - **Practice the videotaping process before the official lesson delivery and video recording.**
 - **Have a plan for the students whose parents do not consent. They must be a part of the lesson though they are not part of the video.**
 - **Have a plan to create a respectful learning environment to engage the students.**
 - **Have a plan to elicit and build on students' responses to develop and deepen their understanding.**
 - **Have a plan to determine if your instruction is meeting the needs of the students.**

Assignment 3- Topic: Assessment

Assessment. Now that students have taught their lesson in the cooperating classroom, they will be required to give feedback to 3 focus students on their actual assignment sample/formative assessment. Students will be required to analyze the students’ learning and complete the Assessment Analysis with details to include both quantitative and qualitative analysis. Please read instructions in Bb. Below is a summary of the steps to complete the process:

1. **Assessment Part A- Student Assignment Samples.** These student work samples are the actual work/ artifacts that students completed during your live instruction, and they serve as the formative assessments you gathered to see if your students mastered the objective of the lesson you planned for Assignment 1-Planning and taught for Assignment 2- Instruction. You are going to gather all students work when you teach your lesson in the cooperating classroom. In the “**Assessment-Analysis**”, the first task is to “Assess Student Learning” for the whole class. This is why you need to gather the artifacts for the whole class. However, you will only submit 3 student assignment samples and upload all three as one PDF file to Blackboard. You will select one low level student (student 1), one average level student (student 2), and one above level student (student 3). You will label these three student assignment samples at the top of each sample as follows: Student 1, Student 2, Student 3. Remember, these three students (low-Student 1, average-Student 2, and high-Student 3) are the focus students and you will give each student written feedback on their work samples in Assignment 3: Part B below and answer questions about these 3 students in the **Assessment-Analysis** assignment.
2. **Assessment Part B- Feedback.** You will be writing feedback directly on the 3 student assignment samples. However, before you write the feedback on the 3 student work samples, you must complete a “All About Feedback” Form (available in Blackboard) for each student. This form will guide you to include strengths, needs, and strategies for improvement comments on their work sample.

3. **Assessment Part C- Evaluation Criteria.** Gather the data from your Evaluation Criteria (Rubric) for the lesson you taught in the cooperating classroom by creating a Table. On the first column list the students for the whole class (ex: Student 1, Student 2, Student 3, Student 4, Student 5, Student 6 etc). On the top of the table within each column list your rubric criteria. Use the table to mark how each student performed on the evaluation criteria. Bold your "focus" students. You will use this table to complete the Assessment-Analysis. You will have specific questions to answer using this table.

Assessment Part D- Assessment-Analysis. The template for the **Assessment-Analysis** is available in Blackboard. The assessment-analysis includes a series of questions regarding – **Assessment**. Make sure to answer each question thoroughly in paragraph form. The analysis should be written using Times New Roman 12-point font and single spaced with 1” margins on all sides. Please use academic language within complete sentences and paragraphs. The sections for the Assessment Analysis are as follows:

- Section 1: Assessing Student Learning
- Section 2: Feedback/Formative Assessment
- Section 3: Evidence of Academic Language Proficiency
- Section 5: Assessment to Inform Instruction

Sul Ross Lesson Plan Unit/ due Week 12:

As a teacher in the making, it is important to become familiar with the Texas Essential Knowledge and Skills (TEKS) for your grade and/or discipline. The TEKS will serve as your official guide for planning lessons for your future students. You will need to become familiar with the TEKS for the grade or discipline you will be teaching, you will need to be familiar with the TEKS your students learned the year before they reached you, and you will need to be familiar with the TEKS your students are to learn the year after they leave you. (This "vertical alignment" has been done to ensure that students' progress from year to year.

The TEKS specify what you should teach. How you will teach a particular bit of knowledge or skill is up to you. The space between what and how is where you can utilize your creativity as a teacher.

- The Sul Ross Lesson Plan template is in Blackboard under Course Resources.
- Throughout this course, we will discuss the importance of knowing whom your students are to provide effective instruction for them.
- You will write a 3-Day lesson plan unit that delineates how you would teach and support students' content learning in your discipline.
- Use your content area and language standards found in the TEKS. You may access the TEKS here [Texas Essential Knowledge and Skills | Texas Education Agency](#); select your subject according to the TEKS Chapter. Then select your grade level by subchapter. Then select a Knowledge and Skill Statement (K&S) represented by a number in parenthesis. The K&S represents what a student must "know".
- Under the K&S you will locate the Student Expectations (SEs). The SEs are represented by a Capital Letter in parenthesis. The SE represents what students must be able to do. The SE identifies the VERB(S), Content, and Context. You will learn more about this in the TEKS Breakdown module in Bb.
- Your lesson plan must take into account the students' needs and accommodations. Consider the variety of learners in public education who may require different supports and strategies including English Language Learners (ELLs), students with IEP or 504 plans, struggling readers, under-performing students, students with gaps in academic knowledge and gifted students.
- You will complete a 3-Day Lesson Plan Unit in your discipline.

Lesson Plan and Time Management:

Time management is critical to the successful completion of the three major assignments in this class including planning, instruction and assessment. Begin planning for your Lesson Plan Unit as soon as possible. Do not procrastinate. Work steadily and regularly. Saving time for revisions and edits will allow you to represent your best thinking when you present this lesson to real students.

The objective of this assignment is to give you an opportunity to develop a lesson plan unit. You will develop the lesson plan, step-by-step over the course of 10 weeks. Teaching is expected of you daily in the real classroom. Therefore, you will teach this lesson in the classroom in which you are observing. **You will need to discuss this teaching opportunity with your mentor teacher.** They need to direct you on which TEKS they need you to teach. **Start having this conversation WEEK 2 no later than Week 3** with the mentor teacher. Ask them specifically which TEKS they want you to focus on and what day on **WEEK 12 (November 13- November 17)** you can teach this lesson. Make sure you have everything ready! NOTE: Your mentor teacher will need to complete the “It’s All About Feedback” (found in Blackboard/Module 13) while they observe you teaching your lesson. The “It’s All About Feedback” completed and signed by the mentor teacher is due in Bb/Module 13.

Field Experience Log (20 hours):

The objective of the field experience is to provide you with opportunities for observing and reflecting on authentic situations in academic settings. The course goals, objectives, content, and your specific areas of interest will guide the focus for the field observations. You are required to log each date and time frame when you observe. The assigned mentor teacher will need to initial each observation and sign your log of 20 hours at the end of the course. You may access the Field Experience Log in Blackboard under “Course Resources”. **In order to receive a grade for this course**, the Field Observation Log must be completed and turned in to Blackboard/ Module 14. The log must include a description of observations and student signature and mentor teacher initials each week and signature for the term.

Field Experience Reflection Essay: Extra Credit (50 points)

The goal of the experience is to provide you with the essentials for becoming a reflective practitioner. You will write a 300-to-500-word essay that reflects your field experience observations. Questions to think about: What effects do different aspects such as activating prior knowledge or beginning class promptly – have on learners? What effects do things like having set procedures for entering the classroom, getting the teacher’s attention, sharpening pencils, collecting papers, and dismissing at the end of the period have on the learners? What effects do such things as connecting the lesson to the students’ interests and beginning the lesson by stating its purpose or objective have on the learners? What effects do things like seating arrangements, posted rules, classroom ambience, number of students in a group, and time of day have on the learners? How do students respond to various situations that occur during the observation? How would you describe the learners? What surprised you? What inspired you? What was significant? What did you learn from the observations that you can take with you? The Field Experience Reflection Essay is due in Bb/Module 15.

Remain Punctual and Professional:

The 20 observation hours and Field Experience Log are a TEA Requirement. Remember that you are a guest in the school. Even if you notice something you disagree with, you must refrain from prompting a discussion about it. No Exceptions! Behaviors that will make you a welcome guest include:

- Follow the district’s policy. No Cell Phone Use while you observe.
- Dress professionally. Take your cue from the teachers in the school. In the eyes of the students, you are a teacher. Step up onto the stage and enjoy your new role.
- Males should not wear earrings.
- Tattoos should be covered, and piercing jewelry removed.
- Caps and hats should not be worn in the building.
- Refrain from eating, drinking, and gum chewing in the classroom.
- Wear your nametag. • Sign in at the main office. Knowing who is on campus always is part of keeping students safe.

- Always make sure the classroom teacher is expecting you. Situations change. Some days are better for visiting than others are. Some days might not be good at all. Attempt to set up your observation days and times during your initial visit with the teacher. Find out how the teacher wants to communicate: email, text, phone. **ALWAYS notify the teacher if you must change your plans** and won't be able to observe when you had planned to observe.
- Arrive at the classroom ahead of schedule. Wait outside the door if the teacher has not yet arrived.
- Always bring your Field Observation Log with you. Getting this signed by the classroom teacher is a TEA requirement and proof that you are meeting the TEA field observation requirement.
- Bring your “Questions to Think About” and a pen or pencil for writing notes. Review the “Questions to Think About” prior to your visit to help you focus.
- Participate or interact with the students if invited to do so. Let the teacher know prior to your visits that you are willing to help in any way you can.
- If you use any of the classroom materials, be **ABSOLUTELY, POSITIVELY, COMPLETELY, and TOTALLY** sure that you return them to the appropriate place and that you **NOTIFY THE TEACHER** that you have done so!!!!!! If items disappear, you do not want to be blamed!
- At the end of the observation, ask the teacher to initial your Field Observation Log. Politely provide a pen for him or her to do so.
- Thank the teacher for allowing you to visit.
- Return to the main office and sign out.
- Reflect on what you observed.

Certify Teacher Exam (Due Week 8).

To study for this exam, you must complete 10+ hours in Study Mode and/or Flash Card Mode. When you purchase CT, you will take a diagnostic exam. This diagnostic exam will provide you with a prescribed study plan. You must complete the study plan before you can take the CT Exam for course credit. Studying in frequent short sessions will be more effective than long, irregular sessions. Consider setting a schedule for yourself and adhering to it rigorously. You must score a 260 or higher on this content exam to receive testing approval.

Remember, you are required to take and pass the official TExES exam by the final term in your program.

Submit your score report in Blackboard under Week 8. You will not be prompted on when to study in the course calendar. **Studying for the CT exam is your full responsibility, but your CT Exam Score Report is due in Blackboard/Module 8/Week 8.**

Schedule: Weekly Readings, Weekly Modules, and Lesson Plan Unit:

This class is reading intensive and includes required readings in the two course textbooks and the course modules. This course integrates weekly modules that will guide you through the theoretical and step-by-step applications of the teaching and learning relationship so that you can conduct planning, instruction and assessment in a K-12 classroom with real students. Remember, you will write a 3-day lesson plan unit and teach ONE of those lessons in an actual classroom. You are required to find this cooperating classroom by the end of Week 2. Read the “Course Requirements” section above to learn more about getting the communication with a principal started immediately. The textbooks, weekly modules, and the Lesson Plan Unit will help you achieve the goal of teaching an effective lesson in a real classroom. See the weekly readings, modules, and lesson plan requirements for weeks 1-16 of this term below.

WEEKLY READINGS

<p>Textbook 1: <i>Lesson Planning: a Research-Based Model for K-12 Classrooms.</i></p>	<p>Part I establishes the theoretical foundations of the ideas used in the lesson planning process. (Chapter 1 & 2) Part II is a step-by-step guide to developing direct and inquiry-based lesson plans. (Chapter 3 -Chapter 8) Meeting the needs of all learners is integrated throughout all the chapters and the authors address the diverse needs of students.</p>
<p>Textbook 2: <i>Effective Teaching Methods: Research-Based Practice.</i></p>	<p>The textbook offers 13 chapters that provide case studies and practical approaches to effective teaching methods.</p>
<p>Assignments 1-3</p>	<p>You will have three main assignments that require practical application of planning, instruction and assessment in a real classroom context. Assignment 1: Planning Assignment 2: Instruction Assignment 3: Assessment</p>
<p>16 Modules; Lesson Plan Unit (LP) 3 Major Assignments Field Observations</p>	<p>Each week you will complete a module and part of the Lesson Plan unit within Blackboard (Bb). Modules will aligned to the readings and assignments.</p>
<p>Week 1: August 28- Sept. 3</p> <p>Study on Certify Teacher for 10+ hours. You will take a CT exam on Week 8. Please note that it is your responsibility to study on CT. Your goal is to score a 260 or higher on the CT exam during week 8. Mark your calendars to create a study plan for your content exam.</p>	<p>Read Chapter 1: Planning is Necessary (Text 1) Read Chapter 1: The Effective Teacher (Text 2) Read Syllabus</p> <ul style="list-style-type: none"> • Purpose • Overview of the Course <p>Complete Module 1 (Planning) LP: Download the Sul Ross Lesson Plan template in Blackboard (Bb) under Module 1 and read over the parts to get familiar with the template.</p> <p>It is time to reach out to a campus principal and request permission to observe 20 hours and teach one lesson in a cooperating classroom that is aligned to your discipline. Send a professional email to a principal and copy me. Read the “Course Requirements” section of the syllabus to review details about this email/letter. You need a placement by Week 2 and no later than Week 3. If you are an intern, you will use your own classroom context.</p>
<p>Week 2: Sept. 5-10</p>	<p>Read Chapter 2: Teaching is Informed Decision Making (Text 1) Read Chapter 2: Understanding Your Students (Text 2) Read Assignment Description for Assignment 1: Planning</p> <p>Complete Module 2 (Understanding Students) No Task on actual Lesson Plan template but learn how to access the Texas Essential Language and Skills by completing Bb/Module 2: “TEKS Breakdown”.</p>

	<p>Submit your School Placement Information in Bb/Module 2. Include Campus Name, Grade Level, Subject and contact information for the Principal and Mentor Teacher. A two week extension can be granted if you have not been placed in a classroom by a principal. Please email the instructor to communicate this information accordingly during week 2.</p> <p>Submit Background Check Report in Bb/Module 2.</p>
<p>Week 3: Sept. 11- 17</p>	<p>By now, you should already be in touch with a campus principal and mentor teacher.</p> <p>Read Chapter 3: Identifying a Topic and Academic Standards (Text 1)</p> <p>Read Chapter 6: Unit and Lesson Planning (Text 2)</p> <p>Read Assignment 1: Planning- Part A Narrative-Based Context for Learning</p> <p>Review the Sul Ross Lesson Plan Exemplar</p> <p>Complete Module 3 (Identifying the Topic and Standards: TEKS/ELPS)</p> <p>Submit <u>Planning Part A: Narrative-Based Context for Learning</u>. Now that you have access to a cooperating classroom where you will conduct your observations and teach one lesson, you need to complete this assignment. For certain questions you may need help from your mentor teacher. Due in Bb/ Module 3. A two week extension without penalty can be granted if you have not been placed in a classroom by a principal. Please email the instructor to communicate this information accordingly during week 3.</p> <p>•Identify the TEKS that will be integrated for Day 1, Day 2, and Day 3 on each LP template. Remember that each day’s lesson should build on the other. Submit in Bb/Module 3.</p> <p>•Ensure that your mentor teacher actively assists you in the process of selecting the TEKS for your lesson delivery in their class during Week 12 (Nov. 13, 14, 15, 16, or 17). You are only required to teach one lesson out of the three lessons you will write. Please communicate this with the mentor teacher.</p> <p>Develop Lesson Plan Template: Add the following elements to the LP template (Name, Grade/Subject, Enter Date you will present the lesson, TEKS, ELPS). Please ask the mentor teacher to give you a teaching delivery date (Nov. 13-17) A two week extension without penalty can be granted if you have not been placed in a classroom by a principal. Please keep the instructor updated during week 3.</p> <p>Submit in Bb Week 3.</p>

<p>Week 4: Sept. 18-24</p> <p>**Begin obtaining required permissions for videorecording in the K-12 classroom. Please access Parental Consent in Bb Course Resources and Submit all parent consent forms in Module 10.</p>	<p>Read Chapter 4: Writing Lesson Goals and Objectives (Text 1) Read Chapter 5: Goals, Standards, & Objectives (Text 2)</p> <p>Complete Module 4 (Goals, Standards, and Objectives) (Essential Question) Review the Sul Ross Lesson Plan Exemplar</p> <p>Ensure that your mentor teacher actively assists you in the process of selecting the objective and Essential Question for your lesson delivery in their class during Week 12 (Nov. 13, 14, 15, 16, or 17). You are only required to teach one lesson out of the three lessons you will write. Please communicate this with the mentor teacher.</p> <p>Identify the Objective for Day 1, Day 2, and Day 3 on the LP template. The objective can be the same or vary in rigor across the 3 days. Please discuss with your mentor teacher. What remains the same is the verb and content. The context determines rigor.</p> <p>Identify the Essential Question and integrate it within Day 1, Day 2, and Day 3 on the LP template. The Essential Question is the same for all 3 days.</p> <p>Develop Lesson Plan Template: Continue to add the following elements to the LP template you started week 3. Write your Lesson Objectives on each LP template for Day 1, Day 2, and Day 3. These objectives should build on each other from one day to the next. If you have not already done so, please ask the mentor teacher to give you a teaching delivery date (Nov. 13-17) A one week extension without penalty can be granted if you have not been placed in a classroom by a principal. No more extensions can be granted after week 4. Please keep the instructor updated during week 4.</p> <p>Submit in Bb/Module 4.</p>
<p>Week 5: Sept. 25-Oct. 1</p>	<p>Read Chapter 5: Designing Formative and Summative Assessments (Text 1) Read Chapter 13: Assessing Learners (Text 2) Review the Sul Ross Lesson Plan Exemplar</p> <p>Complete Module 5 (Assessing)</p> <p>Develop Lesson Plan Template: Continue to add the following elements to the LP template you have been developing. Write the Formative assessments on each template for Day 1, Day 2, and Day 3. The assessments should build up in rigor. Please seek guidance from your mentor teacher. Assessment(s) must be aligned to the TEKS, subject-specific pedagogies, and objectives. Using the LP Template for Day 1, Day 2 and Day 3. Describe all formative and summative assessment.</p> <p>If your lesson is occurring within the learning segment, you may not have a summative assessment for that lesson or any of the 3 lessons. However, you should include a description of a Summative Assessment in the Lesson Plan Unit. Please see how this has been done in the Sul Ross Lesson Plan Exemplar.</p> <p>Submit the Lesson Plan Assessments (Day 1-3) in Bb/Module 5.</p> <p>Submit: Assignment 1 Planning Part C: Evaluation Criteria/Rubric Create your evaluation criteria in the form of a rubric for each assessment (include an assessment rubric for Day 1, Day 2, and Day 3). You can access how to write rubrics in Blackboard/ Module 5. See the Sul Ross LP Exemplar.</p>
<p>Week 6: Oct. 2-8</p>	<p>Read Chapter 6: Choosing the Lesson Content and Instructional Strategies (Text 1) Read Chapter 9: Teaching Strategies for Direct Instruction (Text 2) Read Chapter 10: Teaching Strategies for Indirect Instruction (Text 2)</p>

	<p>Complete Module 6 (Instructional Strategies & Support) Review Sul Ross Lesson Plan Exemplar</p> <p>Develop Lesson Plan Template: Continue to add the following elements to the LP template. Identify the key <i>Academic Language</i> that students will need to use to demonstrate their learning. Include the <i>Academic Language</i> on each template for Day 1, Day 2, and Day 3.</p> <p>Next, Describe the <i>Academic Supports and instructional strategies</i> that you will provide to help students understand and use the language and concepts during the lesson on each template for Day 1, Day 2, and Day 3.</p> <p>Next, Include <i>Differentiation</i>, which are accommodations to help the diverse learning needs of the students and include modifications for students with special needs on each template of the lesson for Days 1-3. Please discuss differentiation with your mentor teacher.</p> <p>Submit the Lesson Plan including the Academic Language, and Academic Supports for Students, and Differentiation in Bb/ Module 6.</p>
<p>Week 7: Oct. 9-15</p>	<p>Read Chapter 7: Selecting Lesson Materials (Text 1) Read Chapter 7: Technology Integration in Instruction (Text 2) Complete Module 7 (Instructional Resources & Materials)</p> <p>Integrate <u>Planning Part C- Instructional Materials</u>. Add all copies of Materials to Lesson Plans: Including instructional technology materials and tools (e.g. Padlet, Flipgrid, Peergrade, Headspace, GoNoodle, Kahoot, Pear Deck, edPuzzle, Poll Everywhere, Allsides, ClassDojo, Gimkit, Parlay, Blogs, PPT, VoiceThread, Teacher Guide, Answer Keys, Teacher Notes, etc.). Include ALL instructional resources you will use to engage and assess students. No Worksheets. See the Sul Ross LP Exemplar and the Appendix.</p> <p>Submit this section of the LP in Bb/Module 7.</p>

<p>Week 8: Oct. 16-22</p>	<p>Read Chapter 8: Creating a Lesson Plan (Text 1) Read Chapter 6: Unit and Lesson Planning (Text 2) Complete Module 8 (Lesson Planning) Review Sul Ross LP Exemplar</p> <p>Write a <i>script</i> for the Lesson Plan Intro, Body, Closure: Introduction (Day 1-3 on each LP) Body (Day 1-3 on each LP) Closure (Day 1-3 on each LP) Submit in Bb/Module 8</p> <p>Take a Certify Teacher Exam in your Content and Submit the Score Report in Bb/Module 8</p>
<p>Week 9: Oct. 23-29</p>	<p>Read Chapter 8: Questioning Strategies (Text 2) Complete Module 9 (Strategies & Assignment 1-Planning Analysis) Read over the Planning Analysis prompts</p> <p>Write a list of Questions/Strategies you will ask/conduct during the live instruction on week 12. Add the questions to the “body” of your lesson accordingly and re-submit this section of the LP in Bb/ Module 9. Now that your lesson plan is complete it is time to analyze your lesson planning decisions. Write Assignment 1Part D: Planning- Analysis Using the Planning-Analysis Template (available in Module 9), you are to integrate your responses to ALL prompts in <i>Assignment 1: Planning Analysis Template</i>. Use Times New Roman, 12 pt. font, 1" margins on all sides, and single space (no more than 9 pages). Include the prompts.</p> <p>Submit Assignment 1 Planning Part D: <i>Planning-Analysis</i> as one Word document with all responses to prompts in Bb/Module 9 as one Revise/Edit your work accordingly. I will use the Planning Analysis Rubric to grade this assignment.</p>
<p>Week 10: Oct. 30- Nov. 5</p> <p>**Required permissions for videorecording in the K-12 classroom due this week. Please access and Submit Parental Consent in Bb/Module 10.</p> <p>You may NOT teach your lesson without parent consent.</p>	<p>Read Chapter 4: Classroom Management II: Promoting Student Engagement (Text 2) Complete Module 10 (Student Engagement)</p> <p>Submit Discussion Board: Classroom Management Strategies in Bb/Module 10. What procedures will you employ to manage transitions, behavior, passing out materials, engagement, etc.during your lesson delivery on week 12?</p> <p>Now is the time to make edits/revisions to the lesson plan you will be delivering week 12. You do not need to submit these changes yet. You will do so next week.</p>

<p>Week 11: Nov. 6-12</p>	<p>Read Chapter 12: Cooperative Learning and the Collaborative Process (Text 2) Read over the Instruction-Analysis prompts before you teach the lesson next week. Complete Module 11 (Getting Prepared)</p> <p>You will be teaching one lesson next week (week 12). It is imperative that you read the Instruction-Analysis Prompts thoroughly so that you know what you need to think about and do when you teach your lesson.</p> <p>Use this week to figure out how you will be recording. I recommend you use TEAMS or Zoom. You may NOT upload your video recordings in the cloud (e.g. Youtube, etc.). The recording must be in a private location. Find a volunteer who has permission to be on campus to record the lesson while you teach. It can be the mentor teacher if need be. Remember, this person must be an employee of the school. You can record the lesson using your phone, i-pad, video camera, lap top, etc. Complete and Submit Personal Checklist for Assignment 2-Topic: Instruction (available in Bb/Module 11). Submit Planning Part B: The Complete Lesson Plan Unit in Bb/ Module 11. Get fully prepared for your lesson demonstration next week.</p>
<p>Week 12: Nov. 13- 19</p>	<p>No Readings. Complete Module 13: (Teach & Record) Submit Instruction Part A: Recording of Instruction. Teach your lesson and record it in the classroom one day this week. During the instruction/recording, the mentor teacher needs to observe you and fill out the "It's All About Feedback" form. Please have the mentor sign and date the form. Submit the mentor teacher's feedback form in Bb/Module 12.</p>
<p>Week 13: Nov. 20-26 & Week 14 Nov. 27- Dec. 3</p> <p>Happy Thanksgiving</p>	<p>Read Chapter 11 Self-Directed and Constructivist Learning (Text 2) Complete Module 14 (Reflection)</p> <p>Begin Instruction Part B- Instruction Analysis Watch your lesson delivery recording Read each prompt in the Instruction Analysis Template (available in Module 13) As you watch your recording, time stamp the segments of the videos that can help you answer each prompt thoroughly. You may need to watch your lesson recording several times.</p>
<p>Week 13: Nov. 20-26 & Week 14: Nov. 27- Dec. 3</p>	<p>You will have prompts for each topic listed below. See Instructional Analysis Template</p> <ul style="list-style-type: none"> • Section 1: Educational Setting • Section 2: Active Learning • Section 3: Higher-Order Thinking • Section 4: Teaching-Pedagogy • Section 5: Success <p>Respond to each prompt in complete paragraph(s) using Times New Roman, 12-pt. font, and single spaced. Revise/edit your work before submission. Submit Assignment 2- Instruction Analysis in Bb/Module 14/ Week 14 (This gives you two weeks to do a thorough analysis of your instructional delivery).</p>

<p>Week 14 continued...</p>	<p>Submit Field Experience Log reflecting 20 hours of observation. The form must have mentor teacher initials and signatures at the bottom. Submit in Bb/Module 14.</p>
<p>Week 15: Dec. 4-10</p>	<p>Read Assignment 3: Assessment Analysis Complete Module 15 (Assessment & Feedback) Topic 3 Part A-Assessment: Select 3 Focus Student Assignment Examples Topic 3 Part B- Assessment: Write Feedback on 3 Student Work Examples (In module 15, access and Use "All About Feedback Form" to the 3 focus Student's Feedback on their work samples). Topic 3 Part C- Assessment Analysis: Use the Assessment-Analysis Template (available in Module 15). Read each prompt and respond to each prompt in complete paragraph(s). Use Times New Roman, 12 point font, single spaced. Below are the topics covered in the Assessment Analysis. You will submit Assignment 3 as your Final Exam during WK 16. Remember that Assignment 3 consists of Parts A-C.</p> <ul style="list-style-type: none"> • Section 1: Assessing Student Learning • Section 2: Feedback/Formative Assessment • Section 3: Evidence of Academic Language Proficiency • Section 5: Assessment to Inform Instruction <p>Submit Field Experience Essay (Extra Credit) in Bb Module 15.</p>
<p>Week 16: Monday, Dec. 11</p>	<p>Complete Module 16 (Assignment 3: Assessment Analysis) Submit Part A- Assessment: Student Work Samples (1 PDF DOC). Submit Part B- Assessment: Feedback on Work Samples (1 PDF DOC). Submit Part C - Evaluation Criteria: Table Format (See assignment description) Submit Part D- Assessment-Analysis in Bb/Module 16. Revise/Edit your work accordingly.</p>

COURSE ASSIGNMENTS AND DUE DATES

You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and Sul Ross email for the course. Complete all assigned readings and coursework by the due date. Most assignments are due in Blackboard by midnight. However, you must review the syllabus and announcements for submission details.

Assignment	Points- 100 each	Due Dates by midnight Due in Bb/ under each Module
Professional Email to Principal	--	Placement must be secured by WK 2
Module 2: TEKS Breakdown, Campus Placement, Background Check	100	Sunday/ Week 2
Module 3: Planning Part A: Narrative-Based Context for Learning Form , Lesson Plan Elements: Name, Grade/ Subject, Enter Date you will present the lesson, TEKS, ELPS	100	Sunday/ Week 3
Module 4: Lesson Plan Elements: Objectives & Essential Question for (Day 1-3)	100	Sunday/ Week 4

Module 5: Lesson Plan Elements: Assessments (Day 1-3), Planning Part C- Rubric: Evaluation Criteria for each assessment (Day 1-3)	100	Sunday/ Week 5
Module 6: Lesson Plan Elements: Academic Language and Academic Supports for Students and Differentiation	100	Sunday/ Week 6
Module 7: Lesson Plan Elements: Instructional Materials	100	Sunday/ Week 7
Module 8: Lesson Plan Elements: Introduction, Body, Conclusion	100	Sunday/ Week 8
Module 8: Certify Teacher Exam	100	Sunday/ Week 8
Module 9: Assignment 1: Part D- Planning Analysis; Lesson Plan Elements- Questions/Strategies (add to body of lesson)	100	Sunday/ Week 9
Module 10: 1 Discussion Board- Classroom Management Strategies	100	Sunday/ Week 10
Module 10: Submit Parental Consent Forms	100	Sunday/Week 10
Module 11: Personal Checklist for Assignment 2: Instruction (25 pts) ; Planning Part B: Lesson Plan Unit (75 pts)	100	Sunday/ Week 11
Module 12: Topic 2 Part A: Recording of Instruction; Mentor Feedback Form	100	Sunday/Week 12
Module 13: Work Week; Watch Instructional Video and prepare for Assignment 2: Instruction commentary due week 14.		Sunday/Week 13
Module 14: Assignment 2 Part B: Instruction Analysis; Field Experience Log	100	Sunday/ Week 14
Module 15: Prepare for Assignment 3: Assessment Topics A-D; Field Experience Essay (Extra Credit)	100	Sunday/ Week 15 FYI: Assignment 3 is due early/ Monday next week.
Module 16: Assessment Submit Part A: Assessment- Student Work Samples; Submit Part B- Assessment- Feedback on Work Samples. Submit Part C - Assessment-Analysis Submit Part D- Evaluation Criteria (Data Table).	100	Due Monday, Dec. 11

Grading:

A= 90-100	B= 80-89	C= 70-79	D= 60-69	F= 59 and below
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1. Grades will be posted in Blackboard regularly when work is turn in on time. If work is not turned in by the deadline, do not expect an immediate posting of grades.
2. All assignments are due on the dates posted in Modules and Syllabus Schedule. (See Late Work).
3. Rubrics are provided in Blackboard for most of the assignments in this course.

Late Work:

You are practicing being a professional in a classroom. It is imperative that you turn in your work on time just as you expect your students to do so. If you have an emergency and are unable to complete your work by the deadline, please email me as soon as possible to discuss. ALL late work grades will be reduced, and full credit will not be available. You will receive 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 agreed and communicated deadline, the grade will be a zero.

SRSU POLICIES**Attendance.**

Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to “explained and excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

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.

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 Schwartze, LPC-S, SRSU's Accessibility Services Coordinator at 432-837- 8203 (please leave a message and we will get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

Required for Remote/Online Courses - 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.

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