Sul Ross State University
Department of Education

EDUA 5360 Pedagogy and Professional Responsibilities - Fall 2023
Web-delivered

Professor: Dr. Diana Rodriguez
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Course Description:

This Web course provides an understanding of the roles and responsibilities of teaching which includes 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 through the PBICP alternative certification route.

Course Goal:

The primary aim of the course is to provide information for the uncertified teacher about the Standards for Fulfilling Professional Roles and Responsibilities and Competencies for the TExES examination of teachers (Pedagogy and Professional Responsibilities). The related goals of this course are to examine and understand teaching as a profession from the perspective of the State of Texas for effective instruction, creating a successful learning environment, legal and ethical policies.

Student Learning Outcomes (SLOs)s:
1. Students will demonstrate writing skills and the ability to use research methodology to design a research paper (measured in EDUA 5307).
2. Students will identify diversity practices in education (measured in EDUA 5316).
3. Students will demonstrate their understanding of content in their chosen area of specialization (measured in Comprehensive Exam).

Marketable Skills:
1. Students will develop writing skills for effective communication.
2. Students will develop research skills to promote life-long learning.
3. Students will demonstrate an understanding of diversity.

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 & Software

You are to purchase following textbook.

Newman, Beatrice M. (2019). TexES PPR EC-12 (160). Research & Education Association: 6th Edition. ISBN 0738612545

AND

You are to purchase the Certify Teacher (CT) software for the Pedagogy and Professional Responsibilities (PPR-#160). You will use this software in the course to prepare for the TExES PPR (#160) exam. Your goal is to pass the TExES PPR exam by the end of your second 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. Along with the CT study mode 6+hours, you are required to create 25 flashcards for all 13 competencies in the PPR. You can read more about the Certify Teacher Exam and the Flashcards you will create under the "Assignment Descriptions" section below.

Course Requirements:
- Participate and collaborate in online discussions, assignments, and activities weekly.
- 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.
- Refer to the Online Absence Policy in the SRSU handbook.
- 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.
- Spend 10+ hours preparing for your PPR exam with Certify Teacher in Study Mode and Flash Cards.
- Create your own flashcards for each competency (25 flashcards for each competency).
- When you purchase CT take the diagnostic exam. After that you only have three tries to take the exam on "exam mode" that will be accepted by the program. Do not take exams unless directed to do so.
- You are required to take and pass the official PPR exam the last term of the program.
- 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.

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, reading response activities, and other appropriate assignments regarding test prep for the PPR exam. Your goal is to pass the PPR by the final term of the program.

WEEKLY READINGS: This class includes required reading found in the text about the competencies. I have included other information and resources 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.

FLASH CARDS: I encourage you to create your flash cards while you complete the readings each week. Your flash cards must be written on index cards. Purchase 130 index cards. Create flash cards for the **key terms** found under each competency as well as terms that you still need to study. Only you know the key terms you need to study. You will use the format found on page 10 of your textbook, which shows you how to create the flash cards. You will submit 10 flash cards each week beginning week 2. Required: 10 flash cards for each competency.

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, and remember that this test is based on theory.

QUIZZES: Quizzes for each competency are taken using Certify Teacher. If you fail a quiz, you are expected to analyze the question(s) you missed and make a study guide from that 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 Certify Teacher program will ask you if you would like the results emailed. Please email your score report to Madison Owen at madison.owen@sulross.edu. Please submit your quiz results in Bb for a grade. No email will be accepted for grading purposes. You must submit as a PDF as no images will be accepted. After taking your quiz and submitting your results, please go to the Quiz Board and discuss/analyze. Read below.

QUIZ BOARDS: Discussion Boards for Quizzes: PLEASE READ
After each quiz, please discuss results within the quiz board found in Bb. You are to provide a rationale for questions you got wrong. Discuss 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) into the DB. In order to understand completely, the entire question and answer choices must be within the Quiz Board. Full credit cannot be earned unless the question and all answer choices are written.**

EXAMPLE: If you the question below 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! Please see the Quiz Board Example below.

Quiz Board Example

Example Question:

A grade 4 teacher wants to teach a unit about the classification system in the animal kingdom. As an initial activity for this unit, the teacher brings to class a cardboard box filled with 30 household items, displays the contents on a table, and asks the students, in groups of three or four, to put similar items into piles and to explain why they placed certain items into a particular pile. Which of the following rationales best explains the developmental appropriateness of this instructional activity?

 A. The assignment moves students into higher order thinking skills.
 B. The assignment allows students to make home-school connections.
 C. The assignment focuses on categorizing, a skill that calls for explaining interrelationships.
 D. The assignment will enable students to practice socialization skills.

Example 1:

Student Response: (The first example below will give you partial credit). In the explanation, the student needed to discuss and explain the developmental characteristics, not just say they needed to study them. In other words, each response should demonstrate and serve as evidence that one knows WHY the correct answer is C.

I chose answer D because putting students into groups is a type of collaborative learning. It was my understanding that students learn from each other when they work in groups.

I need to go back and read about students' developmental characteristics.

Example 2:

Exemplar Student Response:) The response below would receive full credit because it thoroughly names the conceptual understanding that was missing and it is evident that the student studied the PPR (Pedagogy and Professional Responsibilities) manual, connected the competency and the descriptive statement, and provided a full and detailed rationale.

I chose answer D because putting students into groups is a type of collaborative learning. It was my understanding that students learn from each other when they work in groups. According to Vygotsky when students work together they are constructing knowledge together. This answer was wrong because I did not pay attention to the central focus of the lesson. The whole point of the lesson is to help students connect and understand the classification system of the animal kingdom in a developmentally appropriate way as stated directly in the question. The teacher was having students categorize the 30 household items as an introduction to the lesson. The teacher was using a concrete example of finding similarities between objects to categorize the household items that students were familiar with (e.g. household items). This skill is exactly what they would need to do to use the classification system in the animal kingdom.

The correct answer was C because the anticipatory set, or the hook of the lesson is to categorize. This is a skill that requires students to explain why the household items belong in certain categories. I am mindful that the students are in 4th grade. Now that I paid attention to the key words: *4th grade, classification, and developmentally appropriate*, I understand that this question is aligned to Competency 001 human development. This means I needed to use my PPR study manual, locate competency 001 and find the descriptor that aligned to the question. After doing so, I realized that this question linked to competency 001 descriptive statement "C". It reads: ***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***.

When I read this descriptive statement, the key word that connected to the question was "***developmental characteristics***" and the key verb was "**applies**." I needed to apply knowledge of students' developmental characteristics to understand

why the teacher chose this activity as the introduction to learning about the classification system in the animal kingdom. This meant that I needed to go back into the chapter to review the Cognitive Developmental stages. According to Piaget, I could assume that 4th grade students are in the *concrete operational stage of learning*. Some characteristics of this stage are that students should **recognize subset relationships**. Recognizing relationships is a skill needed to categorize. According to (Newman, 2020) at the concrete operational stage, students begin to think more sophisticated but they need concrete and real or immediate objects and scenarios to develop higher order thinking skills.

In conclusion, now I understand that the focus of the question was not about working in groups. The focus was about getting students to learn how to classify. The activity in working with the household items was a "concrete" way and a great hook to transferring that knowledge and skill to the classification system in the animal kingdom. Afterall, new knowledge must be connected to prior knowledge and so the teacher was engaging to a new concept in a developmentally appropriate way.

> ***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. This is the space to share, discuss, reflect, and correct so that you can be successful on the actual PPR. The Quiz Boards will prove to be beneficial for us all.

> *We may have occasional virtual meetings to check in, discuss, and make sure we are on track!

CERTIFY TEACHER PRACTICE TEST #1 (textbook) Reflection Essay (Due Week 15). You will take Practice Test #1 found in your textbook and write an analysis of your strengths and weaknesses. This assignment is an essay version of the Quiz Boards. You will follow the same format at the Quiz Board, but instead write a reflective essay for the entire Test #1.

CERTIFY TEACHER EXAM (Due Week 16). 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 exam to receive testing approval. Remember, your goal is to take and pass the official PPR by the end of the program. You will not be prompted on when to study in the course calendar. Studying for the PPR exam is your full responsibility, but your CT Exam Score Report is due in Blackboard/ Week 16/ Monday by 2:00 p.m.. To begin the CT Exam, you must complete your study plan by default and have at least 10+ study hours logged in Certify Teacher for the PPR.

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. All assignments are due on the scheduled DUE date. (See schedule.)

Schedule: Weekly Readings, Weekly Modules, and Lesson Plan Unit: This class is reading intensive and includes required readings in the PPR Study Manual and the textbook. This class also includes weekly modules that will guide you through the theoretical aspects of teaching and learning. See the weekly readings and modules for weeks 1-16 of this term below.

COURSE SCHEDULE

Module	Assignments	Due Date
Week 1: Part 1 Domain 1	**Aug. 28-Sept. 3**	**Designing Instruction and Assessment to Promote Learning**
Week 1: Getting Started Designing Instruction & Assessment to Promote Student Learning PPR Study Manual Discussion Board 1 in Blackboard Purchase Certify Teacher (CT) Purchase 130 Index Cards	Read *Getting Started* xxii-xxi Read *Overview of Domain I* Read the Instructions on how to create Flashcards on page 10 (textbook). Download the PPR Study Manual using the URL in Bb. Create a Concept Map of the entire PPR Study Manual to get familiar with all 4 domains and all 13 competencies. You are not required to include the entire descriptive statement. Please see Bb. DB 1-Introduce Yourself Get familiar with Cert Teacher (CT) and take the Diagnostic Exam.	Sunday/WK 1 by 11:59 p.m. All due in Blackboard (Bb).
Week 2: Part 1 Domain 1	**Sept. 5-10**	**Designing Instruction and Assessment to Promote Learning**
Week 2: Competency 001 Flash Cards CT Quiz Quiz Board 1	Read Chapter 1 Create 10 flash cards using the key terms on page 10. Save as one PDF. No images. Take CT Quiz over Comp. 001 Complete Quiz Board 1	Sunday/WK 2 by 11:59 p.m. All due in Blackboard (Bb).
Week 3: Part 1 Domain 1	**Sept. 11-17**	**Designing Instruction and Assessment to Promote Learning**
Week 3: Competency 002 Flash Cards CT Quiz Quiz Board 2	Read Chapter 2 Create 5 flash cards using the key terms on page 23. Create 5 more flash cards using your own key terms for a total of 10 cards for Comp. 2. Take CT Quiz over Comp. 002 Complete Quiz Board 2	Sunday/WK 3 by 11:59 p.m. All due in Blackboard (Bb).
Week 4: Part 1 Domain 1	**Sept. 18-24**	**Designing Instruction and Assessment to Promote Learning**
Week 4: Competency 003 Flash Cards CT Quiz Quiz Board 3	Read Chapter 3 Create 5 flash cards using the key terms for Comp. 3. Create 5 more flash cards using your own key terms for a total of 10 cards. Take CT Quiz over Comp. 003 Complete Quiz Board 3	Sunday/WK4 by 11:59 p.m. All due in Bb.
Week 5: Part 1 Domain 1	**Sept. 25-Oct. 1**	**Designing Instruction and Assessment to Promote Learning**
Week 5: Competency 004 Flash Cards CT Quiz	Read Chapter 4 Create 10 flash cards using the key terms for Comp. 4.	Sunday/WK5 by 11:59 p.m. All due in Bb.

Quiz Board 4	Take CT Quiz over Comp. 004 Complete Quiz Board 4	
Week 6: Part 2 Domain 2	**Oct. 2-8**	**Creating a Positive, Productive Classroom Environment**
Week 6: Competency 005 Flash Cards CT Quiz Quiz Board 5	Read about domain II page 65-66 Read Chapter 5 Create 5 flash cards using the key terms for Comp. 5. Create 5 more flash cards using your own key terms for a total of 10 cards. Take CT Quiz over Comp. 005 Complete Quiz Board 5	Sunday/WK6 by 11:59 p.m. All due in Bb.
Week 7: Part 2 Domain 2	**Oct. 9-15**	**Creating a Positive, Productive Classroom Environment**
Week 7: Competency 006 Flash Cards CT Quiz Quiz Board 6	Read Chapter 6 Create 5 flash cards using the key terms for Comp. 6. Create 5 more flash cards using your own key terms for a total of 10 cards. Take CT Quiz over Comp. 006 Complete Quiz Board 6	Sunday/WK7 by 11:59 p.m. All due in Bb.
Week 8: Part 3 Domain 3	**Oct. 16-22**	**Implementing Effective, Responsive Instruction and Assessment**
Week 8: Competency 007 Flash Cards CT Quiz Quiz Board 7 Teaching Philosophy	Read about domain 3 page 91-92 Read Chapter 7 Create 5 flash cards using the key terms for Comp. 7. Create 5 more flash cards using your own key terms for a total of 10 cards. Take CT Quiz over Comp. 007. Complete Quiz Board 7	Sunday/WK8 by 11:59 p.m. All due in Bb.
Week 9: Part 3 Domain 3	**Oct. 23-29**	**Implementing Effective, Responsive Instruction and Assessment**
Week 9: Competency 008 Flash Cards CT Quiz Quiz Board 8	Read Chapter 8 Create 5 flash cards using the key terms for Compt. 8. Create 5 more flash cards using your own key terms for a total of 10 cards. Take CT Quiz over Comp. 008. Complete Quiz Board 8	Sunday/ WK9 by 11:59 p.m. All due in Bb.
Week 10: Part 3 Domain 3	**Oct. 30-Nov. 5**	**Implementing Effective, Responsive Instruction and Assessment**
Week 10: Competency 009 Flash Cards CT Quiz Quiz Board 9	Read Chapter 9 Create 5 flash cards using the key terms for Comp. 9. Create 5 more flash cards using your own key terms for a total of 10 cards. Take CT Quiz over Comp. 009. Complete Quiz Board 9	Sunday/ WK10 by 11:59 p.m. All due in Bb.

Week 11: Part 3 Domain 3	Nov. 6-12	Implementing Effective, Responsive Instruction and Assessment
Week 11: Competency 010 Flash Cards CT Quiz Quiz Board 10	Read Chapter 10 Create 5 flash cards using the key terms for Comp. 10. Create 5 more flash cards using your own key terms for a total of 10 cards. Take CT Quiz over Comp. 010. Complete Quiz Board 10	Sunday/ WK11 by 11:59 p.m. All due in Bb.
Week 12: Part 4 Domain 4	Nov. 13-19	Fulfilling Professional Roles & Responsibilities
Week 12: Competency 011 Flash Cards CT Quiz Quiz Board 11	Read about domain 4 pages 149-150 Read Chapter 11 Create 5 flash cards using the key terms for Comp. 11. Create 5 flash cards using your own key terms for a total of 10 cards. Take CT Quiz over Comp. 011. Complete Quiz Board 11	Sunday/WK 12 by 11:59 p.m. All due in Bb.
Week 13: Part 4 Domain 4	Nov. 20-26	Fulfilling Professional Roles & Responsibilities
Week 13: Competency 012 Flash Cards CT Quiz Quiz Board 12	Happy Thanksgiving! Read Chapter 12 Create 5 flash cards using the key terms for Comp. 12. Create 5 more flash cards using your own key terms for a total of 10 cards. Take CT Quiz over Comp. 12. Complete Quiz Board 12	Sunday/WK13 by 11:59 p.m. All due in Bb.
Week 14: Part 4 Domain 4	Nov. 27-Dec. 3	Fulfilling Professional Roles & Responsibilities
Week 14: Competency 013 Flash Cards CT Quiz Quiz Board 13	Read Chapter 13 Create 5 flash cards using the key terms for Comp. 12. Create 5 more flash cards using your own key terms for a total of 10 cards. Take CT Quiz over Comp. 13. Complete Quiz Board 13	Sunday/WK14 by 11:59 p.m. All due in Bb.
Week 15: Practice Test 1	Dec. 4-10	
Week 15: All PPR Competencies Practice Test 1 Reflection Essay	Take the Practice Test 1 on pages 191-219 Use the Answer Sheet for Test 1 Grade yourself. You will not be given a grade for the exam. Use it to know your strengths and weaknesses. Complete the Reflection Essay	Sunday/WK15 by 11:59 p.m. All due in Bb.
Week 16: Certify Teacher	Dec. 11	
Final Exam	Take Certify Teacher Exam Submit CT Score Report in Bb. Email your score report to madison.owen@sulross.edu if you scored a 260 or higher.	Monday/ Dec. 11 by 2:00 p.m.

Grading:

This course is based on percentages of your weekly assignments.

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

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.

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 mschwartze@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, SUI 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 and may be amended at any time.