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EDSR 3302 Developmental & Learning Theory. A researched based study of teaching-learning procedures includes the role and methods of assessment and evaluation of student achievement with theories of human growth and development. The course includes the role of educational ethics and the role of the educator. In addition, knowledge of the legal information requirements for the education of the needs of special populations, including multicultural, gifted, and talented students. Must be admitted to the Teacher Education Program. Course is delivered through Blackboard Collaborate. Students must purchase Ebook and Connect access.

This is a virtual and web delivered course. This course is designed to prepare teacher education students for effective teaching through mastery of learning theories. Please note part of the instructor's requirements for successful course completion is virtual "face-to-face" meetings. We will discuss this at our first meeting.

Student Learning Outcomes • Students will demonstrate effective lesson planning. • Students will demonstrate written and oral proficiency. • Students will demonstrate effective evaluative processes for assessing student learning

Course Goals 1. The goal of this course is to prepare teacher education students for effective teaching in a changing world through preparation and investigation of issues relating to general education, pedagogical content knowledge of child development, pedagogical strategies based on the concept of developmentally appropriate practice, communication skills, and analytical abilities. SPRING 2024 EDSR 3302 Developmental & Learning Theories 2. The teacher education student will be required to participate in individual projects, critical thinking, and various learning activities designed to enable the learner to implement developmentally appropriate learning activities for children. 3. The teacher education student will develop an understanding of child behaviors and their development to be the foundation of classroom management.

Marketable Skills 1. Students are adaptable and flexible and communicate effectively. 2. Students have the ability to teach diverse learners in an inclusive learning environment. 3. Students have the ability to assess student learning. 4.

Students have the ability to effectively use technology. 5. Students can use critical thinking and creative thinking in the workplace. 6. Students are skilled in teamwork and conflict management 7. Students have an ability to construct a classroom management plan. https://srinfo.sulross.edu/ie/wp-content/uploads/sites/11/Marketable_Skills_Program_List.pd

Required Class Materials:

This is a virtual and web delivered course. This course is designed to prepare teacher education students for effective teaching through mastery of learning theories. Please note part of the instructor's requirements for successful course completion is virtual "face-to-face" meetings. We will discuss this at our first meeting.

The teacher will:
• plan for instruction utilizing the appropriate teaching approach
• create a classroom environment of respect and rapport to foster a positive climate for learning
• promote equity and excellence in strategies with respect to multicultural and special learners
• create a learning environment with classroom management techniques supported by best practices and theories
• fulfill professional roles and responsibilities
• use the State of Texas knowledge and skills guidelines for STAAR
• use integrate technology in instruction and assessment
• plan and implement opportunities for group and individual problem solving
• Use multiple assessments including informal, formal, and standardized

Educator Preparation Standards

EDSR 3302 has been carefully correlated utilizing course content reflective of the standards of the Texas State Board of Educator Certification (SBEC). SBEC is the oversight body governing educator requirements for certification, including examinations and standards of conduct.
https://tea.texas.gov/about-tea/leadership/state-board-for-educator-certification

Sub-standards to be met in this course specify the knowledge, application, and dispositions needed by individuals desiring to educate students in schools subscribing to the Texas Essential Knowledge and Skills (TEKS) curriculum.
https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and[1]skills. SBEC creates the standards for beginning educators.
These standards reflect current research on the developmental stages and needs of children from Early Childhood
(EC) through Grade 12. https://tea.texas.gov/texas-educators/preparation-and-continuing[1]education/approved-educator-standards. TEA has also has adopted new rules pertaining to
Texas teaching standards: Texas Teaching Standards Adopted in Chapter 149

Pedagogy and Professional Responsibilities Standards (EC-12)

https://tea.texas.gov/sites/default/files/PPr%20EC-12%20Standards.pdf

<u>Standard I:</u> The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Content and Pedagogy. The beginning teacher knows and understands;

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS)

1.8k repellant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues;

1.9k the significance of vertical alignment of content, including prerequisite knowledge and skills'

1.10k how lessons content and skills connect with other disciplines and within the discipline; and

1.11k current research on best pedagogical practices.

Assessment of Student Learning. The beginning teacher knows and understands:

1.25K the role of assessment in guiding instructional planning;

1.26K the importance of creating assessments that are congruent with instructional goals and objectives

1.27K the characteristics, uses, advantages, and limitations of various assessment methods and strategies;

1.28K the role of technology in assessing students learning;

1.29k the benefits of the strategies for promoting student self-assessment;

1.30K the connection between the Texas statewide assessment program, the TEKS, and instruction; and

1.31k how to analyze data from local, state, and other assessments using common statistical measures.

<u>Standard II:</u> The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. Establishing an Environment for Learning and Excellence. The beginning teacher knows and understands:

2.4k the importance of communicating enthusiasm for learnings; and

2.5k the necessity of communicating teacher expectations for student learning.

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.

Communication. The beginning teacher knows and understands:

3.1k the importance of clear, accurate, communication in the teaching and learning process;

3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;

3.3k spoken and written language that is appropriate to students ages, interests, and backgrounds; and

3.4 skills and strategies for engaging in skilled questioning and leading effective student discussions.

Engaging Students in Learning. The beginning teacher knows and understands:

3.5k criteria for selecting appropriate instructional activities and assignments

3.6k how to present content to students in relevant and meaningful ways;

3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;

3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;

3.9k strategies and techniques for using instructional groupings to promote student learning;

3.10k different types of motivation, factors affecting students' motivation, and effective motivational strategies in varied learning contexts; and

3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.

Providing Feedback to Students. The beginning teacher knows and understands:

3.12k characteristics of effective feedback for students;

3.3k the role of timely feedback in the learning process; and

3.14k how to use constructive feedback to guide each student's learning.

Demonstrating Flexibility and responsiveness. The beginning teacher knows and understands:

3.15k situations in which teacher flexibility can enhance student learning in the teaching/learning

process; and

3.16k situations in which teacher flexibility can enhance student learning.

Standard IV: The teacher fulfills professional roles and responsibilities and

adheres to legal and ethical requirements of the profession.

Continuing Professional Development

 Interaction & Communication. The beginning teacher knows and understands;

4.9k the importance of participating in professional development activities to enhance content

knowledge and pedagogical skill;

4.10k the importance of documenting self-assessment to enhance teaching

effectiveness.

4.11k characteristics, goals and procedures associate with teacher appraisal; and

4.12k the importance of using reflection and ongoing self-assessment to

enhance teaching effectiveness.

https://tea.texas.gov/sites/default/files/PPr%20EC-12%20Standards.pdf

GENERAL PROCEDURES FOR EDSR 3302

MAKE USE OF THE COMPUTER CENTER ON YOUR CAMPUS. Home Internet outages, service disruptions, and/or inadequate equipment are not acceptable reasons for late or missing assignments.
In the event of university-wide Internet disruption, I will make appropriate accommodations.

CHECK YOUR EMAIL AND BLACKBOARD EVERY DAY. These platforms are how your instructor will communicate with you.

KEEP IN MIND THAT SOME ASSIGNMENTS ARE TIMED. In other words, Blackboard or Connect will automatically close when the time is up. Please read the instructions for each task so you can plan accordingly.
ABSENCES. Attendance will be logged intermittently throughout the semester. You may find it difficult to be successful if you miss virtual meetings, tests, or assignments. Please ensure you have the time and resources to dedicate to this course. Late assignments cannot be accommodated.
Grading Scale / Points Scale to be discussed

100-90 A
89-80 B
79-70 C
69-65 D
64 and below F

Tests and major projects will be weighted. For example, test + test + daily work / 3 = average. Connect assignment scores can be calculated as follows: total points / points earned = average.
Ebook / Connect Assignments

Connect assignments will typically be available on Thursday and due on Wednesday of that week.
Participation and attendance will be determined by timely submission of assignments, fulfillment of the "cameras on" principles, and constructive contributions.

Below is a general description of the course. As the semester rolls on, it may be necessary to amend, adjust, or otherwise alter the events as they are listed.
I will make an announcement on Blackboard and/or send out an email in these circumstances.

This course is in the Teacher's Education
Program of Sul Ross State University Rio
Grande College. Any grade below a B must be retaken.

PARTICIPATION.
CLASSROOM MANAGEMENT EXPECTATIONS. During instruction, you are expected to conduct yourself in a professional manner. All interactions, with your instructor or classmates, should be courteous and respectful. This includes email communication, discussion posts, or texts. Disruptive behavior or activities could result in your removal from the class.

PLEASE BEGIN THE READING TASKS IMMEDIATELY. This course contains copious amounts of relevant, integral material. As such. It is critical we stay on task and up-to-date. As such, late assignments cannot be accepted. Attendance will be taken intermittently and may be considered.
part of your final grade.

CLASS OUTLINE
Below is a general course outline. Specific assignments will be posted in Blackboard. Reading tasks, assignments, and projects are assigned on Mondays with Friday night deadlines.
The instructor reserves the right to modify this schedule if required.

<u>**General Course Overview**</u>

Week 1
• Introductions
• Connect Access
• Class Expectations & Procedures
• Syllabus Considerations (dates, typos, miscellany...)
• Blackboard Discussion: See the prompts under the Discussion option
   • In-Class: Connect Orientation Videos

Week 2
Chapter 01 Educational Psychology: A Tool for Effective Teaching
Chapter 02 Cognitive and Language Development

Week 3
Chapter 03 Social Contexts and Socioemotional Development

Week 4
Chapter 04 Individual Variations

Week 5
 Chapter 05 Sociocultural Diversity

Week 7
Chapter 6

Week 8
Chapter 07 Behavioral and Social Cognitive Approaches

Week 9
Chapter 08 The Information-Processing Approach

Week 10
Chapter 09 Complex Cognitive Processes

Week 11
Chapter 10 Social Constructivist Approaches

Week 12
 Chapter 11 Learning and Cognition in the Content Areas
 Chapter 12 Planning, Instruction, and Technology

Week 13
 Chapter 13 Motivation, Teaching, and Learning
 Chapter 14 Managing the Classroom*

Week 14
 Chapter 15 Standardized Tests and Teaching
 Chapter 16 Classroom Assessment and Grading

Final Exams / Projects

 Academic Integrity
Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process.
The Student Handbook can be found at: https://legacy.sulross.edu/section/319/student-life

Sexual Harassment
In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy. Please see the university handbook regarding sexual harassment.

Drop/Add Withdraw

For whatever reason, if at any point you decide to drop this course, it is your responsibility to officially drop or withdraw. Failure to do so will result in a failing grade (F).

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

Distance Education Students
Students enrolled in distance education courses have equal access to the university's academic support services, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint is included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

This course is part of the Teacher Education Program of Sul Ross State University Rio Grande College. Students must complete the course with a B