

**Sul Ross State University**  
**EDUA 3301 Planning, Instruction & Assessment**  
**Summer II 2024**

**Instructor:** Dr. Diana Rodriguez

**Virtual Office:** Email & Every Tuesday at noon

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**Course Description:** A course designed for the classroom teacher with emphasis on appropriate curriculum and instruction for the classroom. This course will provide companion theory and practice to EDUA 3303 with field work. Includes 10 hours of field experience.

**Required Text:** Daniels, K. N., Patterson, G. C., & Dunston, Y. L. (2013). *The ultimate student teaching guide*. Sage Publications. ISBN 978-1452299822

**Marketable Skills:**

- Students have the ability to teach diverse learners in an inclusive learning environment. •
- Students have the ability to assess student learning.
- Students have the ability to critically think creatively adapt instructional strategies to an instructional setting.
- Students have the ability to construct a classroom management plan.
- Students have the ability to effectively use technology to communicate.

**Student Learning Outcomes:**

- **Students will demonstrate effective lesson planning.**
- **Students will demonstrate written and oral proficiency through a variety of instructional strategies.** •
- **Students will demonstrate effective evaluative processes for assessing student learning.**

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

- Pedagogy and Professional Responsibilities EC-12 Standard 1
  - The teacher designs instruction appropriate for all students that reflects and understands relevant content and is based on continuous and appropriate assessment.
- Pedagogy and Professional Responsibilities EC-12 Standard 2
  - The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Pedagogy and Professional Responsibilities EC-12 Standard 3
  - The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.
- Pedagogy and Professional Responsibilities EC-12 Standard 4

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

**REQUIREMENTS:**

**Student Expectations:**

- Participate and collaborate in online discussions, assignments, and activities. • Utilize blackboard on the SRSU (Sul Ross State University) website to fulfill course requirements.
- Satisfactorily pass course requirements as outlined in this syllabus.
- Practice professional conduct and ethics and respectful learning exchanges.
- Follow the university online absence policy.
- Keep up with all course deadlines and communicate with the instructor when needed. • Login to Blackboard 3 times per week.

**Grading:**

<b>90-100 A</b>	<b>80-89 B</b>	<b>70-79 C</b>	<b>60-69 D</b>	<b>59 and below F</b>
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1. Grades will be posted on Blackboard regularly when work is turned in on time. If work is not turned in by the deadline, do not expect an immediate posting of grades. 2. All assignments are due on the dates posted. (See LATE WORK.)

**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 the ramifications. 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.

**Weekly Readings:** This class includes required reading found in the course textbook. The textbook consists of 9 chapters divided into four parts: Part 1: People, Part 2: Politics, Part 3: Planning, and Part 4: Performance. Part 1 provides the student with an overview of the people they will encounter during student teaching, including school personnel and the cooperating teacher (CT). Part 2 covers politics or the activities involved in managing student teaching to include matters involving relationships, the workload and student behavior. Part 3 focuses on planning. Attention is given to effective instruction and a review of assessment-based instruction, student friendly and brain-friendly teaching and integration of technology is addressed. Finally, part 4 covers performance. Student teachers are challenged to view the experience as a process and how it affects self-confidence and impacts the teaching assignment. This section also provides guidelines for using reflection as a tool for professional growth. Since this course is 5 weeks long, the weekly chapter readings will be divided into topics as follows.

- Week 1 People: Chapter 1 and 2
- Week 2 Politics: Chapter 3, Chapter 4, and Chapter 5
- Week 3 Planning: Chapter 6 and Chapter 7
- Week 4 Performance: Chapter 8 and Chapter 9

- Week 5 Will not have a reading in the textbook. This week you will be focusing on your teaching philosophy.

**Weekly Bulletin Board** (4 Total). For each week you are to create a digital Bulletin Board that references key information that you need to know or have learned in each chapter. The medium you use is up to you. You can use Publisher, OneNote, Evernote, or medium of your choice. Each Bulletin Board must be submitted in Blackboard for the assigned week. Essentially, you are presenting a visual and informative chapter summary that looks like a bulletin board. You are to create a bulletin board based on the following:

- **Week 1 People:** Chapter 1 and Chapter 2.
- **Week 2 Politics:** Chapter 3, Chapter 4, and Chapter 5
- **Week 3 Planning:** Chapter 6 and Chapter 7
- **Week 4 Performance:** Chapter 8 and Chapter 9

**Thematic Student Teaching Assignments by Chapter:** Each week you are to complete an assignment that is aligned to your student teaching placement and chapter reading. Each assignment must be completed in Word and submitted under the assigned week and title in Blackboard every Sunday by noon. See all 13 student placement assignments below.

### **Part I: People**

#### **• Week 1: School Culture. Chapter 1**

- Read Chapter 1
  - You are to access the district website and locate the handbook for your student teaching placement. Scroll through and read the handbook.
  - Create a Word document and title it: Week 1: School Culture
  - Write the questions below and provide a thorough response.
    - Campus information Questions
      - Who is the campus principal?
      - Who is the assistant principal?
      - Who is the secretary?
      - Who is the campus counselor?
        - Who are the grade level teachers for your placement?
      - Who are the custodial staff?
      - What is the school's mission statement?
    - Describe your perspective on the school culture in your district.
    - What are some of the legal and ethical issues surrounding the teaching profession at your placement school?
      - Describe some of the dos and don'ts of your placement school (e.g., how conflicts are handled, what is the code of conduct, dress code, etc.).
    - How do school culture and organizational structure of the school work together? ▪
- List three questions you have.

#### **• Week 1: Meeting Your Cooperating Teacher. Chapter 2**

- Read Chapter 2
- Understanding your Cooperating Teacher's (CT's) role in this student teaching placement will help you gain a better perspective on the time and effort that goes into mentoring you. Your cooperating teacher is one of the most important individuals in this placement.

To start off right, there must be mutual understanding and respect.

- Access and read the Student Teaching handbook.
- Create a Word document and title it: “Week 1: Meeting My Cooperating Teacher” and answer the following questions.
  - What is the role of the cooperating teacher?
  - Based on your reading of Chapter 2 in your textbook, how are both change and growth essential to a successful student teaching experience?
  - Describe how the supervisory process evolves during the student teaching experience.
    - Use the student teaching handbook and chapter 2 of your textbook to answer this question. Review your 14-week placement. Notice how each new week evolves into more responsibility.
  - How will you communicate with your cooperating teacher to ensure that you have taken full responsibility of teaching students by week 4?
- **Week 1: Letter to the Cooperating Teacher.** Write a one-page letter introducing yourself to your cooperating teacher. Make sure to highlight things that may not have to do with school (e.g., your hobbies, interests, family, etc.).

## Part II: Politics

- **Week 2: Understanding Your Cooperating Teacher- The Rules. Chapter 3** ○  
Read Chapter 3
  - Create a Word document and title it: “Week 2: Understanding My Cooperating Teacher The Rules” and answer the following questions.
    - You start student teaching soon. A key factor in building relationships is understanding the characteristics and traits each person brings to the relationship. What are your traits and characteristics?
    - Explain why personality factors and descriptors are important to building a relationship with your cooperating teacher.
- **Week 2: Managing the Workload. Chapter 4**
  - Read Chapter 4
  - Create a Word document and title it “Week 2: Managing the Workload” and answer the following questions.
    - Identify 3 to 4 strategies you will use for dealing with the stress that is a natural part of all jobs but particularly during your student teaching placement.
    - Develop a plan to fulfill your university requirements such as maintaining communication and contact with your university supervisor, keeping up with your assignments, and finishing your program. This can be in the form of a table or list.
    - Develop a plan for taking care of yourself during student teaching and staying connected with family and friends. (*Remember, there is a difference between self-care and procrastination.*)
- **Week 2: Classroom Management During Student Teaching. Chapter 5**
  - Read Chapter 5
  - Read the Student Teaching Handbook.
  - Create a Word document and title it “Week 2: Classroom Management During Student Teaching” and answer the following questions.

- What does the SRSU handbook state about classroom management in a classroom where you are a guest?
- Examine the complexities of classroom management during student teaching. ▪ Analyze common mistakes student teachers make.
- What are some strategies for common management issues?

### Part III Planning

#### • Week 3: Strategies for Effective Teaching. Chapter 6

- Read Chapter 6
- Create a Word document and title it: “Week 3: Strategies for Effective Teaching” and answer the following questions.
  - Select 3 different TEKS (Texas Essential Knowledge and Skills).
    - For each TEK, identify at least three ways you can engage your students in brain-friendly teaching and learning. This is not a lesson plan. However, you must explain a strategy for brain-friendly teaching you could use with all 3 TEKS you have selected.
  - Select 3 more TEKS.
    - For each TEK, develop a list of at least three new ways you will use technology in your classroom during student teaching, with the resources you have available.

#### • Week 3: Preparation and Performance- The Lesson Plan. Chapter 7

- Read Chapter 7
- Create a Word document and title it: “Week 3: Preparation and Performance- The Lesson Plan” and answer the following questions.
- To be an effective teacher, you must know the requirements for the grade level and subject you are teaching. To be most effective, it is a clever idea to familiarize yourself with at least one grade level above and below your assigned grade placement.
- Select a TEK for the subject and grade level aligned to your student teaching placement.
  - Write a complete and scripted full lesson plan using the SRSU Lesson Plan Template.
  - In your lesson plan differentiate for two students who are below grade level. ▪ In your lesson plan differentiate between two students who are above grade level. • **Week 3: The Block Style Lesson Plan**
- Write one week of lesson plans using a traditional block-style plan book.
  - These types of lesson plans have less details, but they include the basics such as the TEKS, objectives, assessment, and other critical information.

### Part IV Performance

#### • Week 4: Developing Confidence in Your Teaching Ability- The Evaluation. Chapter 8 ○

- Read Chapter 8
- Read the University Supervisor Role in the SRSU Student Teaching Handbook ○ Create a Word document and title it: “Week 4: Developing Confidence in Your Teaching Ability” and answer the following questions.
  - Describe the roles and responsibilities of the university supervisor
  - In the SRSU Student Teaching Handbook, review the 14-week timeline.
  - Which weeks are considered “phase in,” “full responsibility” and “phase out”?

Make sure to discuss this timeline with your CT, but this responsibility must be negotiated by you and your CT and sometimes the university supervisor.

- During student teaching you will be required to write a weekly reflection by TEA (Texas Education Agency) and the program. How can you as educators utilize reflection as a tool for self-exploration and professional growth?

• **Week 4: The Last STEP- Student Teacher Exit Plan. Chapter 9**

- Read Chapter 9
- You are weeks away from beginning your student teaching. However, this experience will go by quickly. You are encouraged to create a teaching portfolio. In this portfolio two particularly important documents are housed. Your *Teaching Philosophy* and *Resume*. For this week, you will write a Teaching Philosophy (single spaced; Times New Roman) and a Resume.
  - Create a Word document and title it: Week 4: [Your Name] Teaching Philosophy ▪ In 500-700 words clearly and concisely discuss your philosophy of teaching, how it relates to your instruction, your students, your school, and community.
    - Teaching Philosophy must be written in Times New Roman 11pt. Font and Single Spaced.
  - Create a Word document and title it: Week 4: [Your Name]: Resume
    - A resume provides a quick snapshot of your academic training and work experience for potential employers.
    - On your resume provide the following sections:
      - Name, address, and contact information.
      - Educational History: beginning with the most recent and ending with your High School diploma.
      - Employment History: beginning with your most recent employment going backwards.
      - Additional Training: Any additional training or skills that you have, such as software training, additional languages spoken/written, etc.
      - Professional Memberships: are you in a honors society, academic club, or a professional organization (i.e. ATPE or TSTA)? List here.
      - Professional References: provide contact information for three individuals who can recommend you professionally. NO FAMILY OR FRIENDS. These must be individuals who have taught you in class, supervised you in field observations or (in the future) student teaching, supervised you in the workplace.

• **Week 5: Placement Overview**

- Access the school placement academic calendar for 2022-2023.
- Download a copy of the district calendar.
- Create a Word document and title it: “Week 5: Placement Overview” and answer the following questions.
  - Identify the teacher in-service days scheduled (you are required to attend all in service days).
  - Identify days the school will be closed (e.g., holidays). You must communicate these dates with your university supervisor.
  - You are required by TEA to be present for your student teaching placement a full 70 days. Review your calendar. Do you meet the 70 days?

- If not, you need to reach out to the Director, Mr. Matthew G. Marsh to discuss this further. You will have three additional days to make up for missed days.

• **Week 5: Synopsis of the School (500 to 700 words)**

- Download the TAPR report for your campus placement.
- Create a Word document and title it: “Week 5: Synopsis of the School” and answer the following questions.
  - Use the contextual factors of the school combined with the TAPR information to provide an accurate and personal 200 word description of the school.
  - Write a 250–300 word synopsis of the school’s size and academic ratings.
  - Describe the school’s academic success in the tested subjects. Include their diversity and socio-economic status.
  - In 200-250 words what do you know about the school that the TAPR report does not tell you? What is special about it? What are the students like? What are the extracurricular activities?
  - What expectations do you have of yourself to ensure you are a good fit for this school placement?

**Complete Semester Schedule:**

<b>Module</b>	<b>Assignments</b>	<b>Due Date</b>
<b>Week 1: Part I: People</b>	<b>July 8 - 14</b>	
Module 1: <ul style="list-style-type: none"> <li>• School Culture</li> <li>• Meeting Your Cooperating Teacher</li> </ul>	Read Chapter 1 Chapter 1 Digital Bulletin Board Chapter 1 Thematic Teaching Assignment Read Chapter 2 Chapter 2 Digital Bulletin Board Chapter 2 Thematic Teaching Assignment Letter to Cooperating Teacher	<b>July 14</b>
<b>Week 2: Part II: Politics</b>	<b>July 15 - 21</b>	
Module 2: <ul style="list-style-type: none"> <li>• Understanding Your Cooperating Teacher</li> <li>• Managing the Workload</li> <li>• Classroom Management During Student Teaching</li> </ul>	Read Chapter 3 Chapter 3 Digital Bulletin Board Chapter 3 Thematic Teaching Assignment Read Chapter 4 Chapter 4 Digital Bulletin Board Chapter 4 Thematic Teaching Assignment Read Chapter 5 Chapter 5 Digital Bulletin Board Chapter 5 Thematic teaching Assignment	<b>July 21</b>
<b>Week 3: Part III: Planning</b>	<b>July 22- 28</b>	

Module 3: <ul style="list-style-type: none"> <li>• Strategies for Effective Teaching</li> <li>• Preparation &amp; Performance The Lesson Plan</li> <li>• The Block Style Lesson Plan</li> </ul>	Read Chapter 6 Chapter 6 Digital Bulletin Board Chapter 6 Thematic Teaching Assignment Read Chapter 7 Chapter 7 Digital Bulletin Board Chapter 7 Thematic Teaching Assignment The Lesson Plan (edTPA format) Block Style Lesson Plan	<b>July 28</b>
<b>Week 4: Part IV: Performance</b>	<b>July 29- Aug. 4</b>	
Module 4: <ul style="list-style-type: none"> <li>• Developing confidence in your teaching ability</li> <li>• The last STEP</li> </ul>	Read Chapter 8 Chapter 8 Digital Bulletin Board Chapter 8 Thematic Teaching Assignment Read Chapter 9 Chapter 9 Digital Bulletin board Chapter 9 Thematic Teaching Assignment: Teaching Philosophy Resume	<b>Aug. 4</b>

<b>Week 5: Part V: Placement Overview</b>	<b>Aug. 5 - 11</b>	
Module 5: <ul style="list-style-type: none"> <li>• Placement Overview</li> <li>• Synopsis of School Placement</li> </ul>	Student Teaching Placement Overview: academic calendar Synopsis of School: TAPR Synopsis	<b>August 14 noon</b> No Final: Transition to Student Teaching Placement if all testing requirements are met.

**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.

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

### **Required by American with Disabilities Act**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartz, LPC-S, SRSU's Accessibility Services Coordinator at 432-837- 8203 (please leave a message and we will get back to you as soon as we can during working hours), or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our



office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine, Texas, 79832.

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

#### **For Remote/Online Courses Only - SRSU Distance Education Statement.**

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

### **Recommended Information**

Libraries The Bryan Wildenthal Memorial Library in Alpine.

Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

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### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic

disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.”

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