

## Sul Ross State University

### Syllabus

EDUA 3303

Methods and Materials for the Classroom Teacher

Fall 2024

**Instructor:** Dr. Jeanne Qvarnstrom

Class: M & W 8:00 – 9:15 in MAB 308

Office Hours: MTW from 9:30 a.m. to noon and by appointment

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**My Commitment to All students:**

*Connecting with Students for Success*

As a part of a research study, I am committed in this course to the following:

- I will know your name
- I will provide user-friendly, timely feedback on your assignments
- I will hold high standards and support you to achieve them
- I will hold an individual meeting with each student during the semester

**Required Textbooks:**

Brookhart, S. M. & Oakley, A. (2021). How to look at student work to uncover student thinking. ASCD.

Selected readings posted on Blackboard

**19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.**

**Course Description:**

This course is designed for the classroom teacher with an emphasis on practical, hands-on instructional strategies and techniques (infused with technology), classroom management and field experience. Emphasis is on lesson plan design, assessment of student learning, data analysis, and providing effective feedback for students.

**Prerequisite Knowledge:**

EDUA 3301 and EDUA 3303 are the last two courses offered in Block II for the Teacher Education Program before student teaching. Students will draw upon all of the previous coursework to complete this course.

**Passing the content test (TExES) is REQUIRED prior to doing student teaching. You must have the passing score (240 or higher) on the TExES by December 3, 2024.**

In order to do the required classroom observations for this course, students must:

- Pass the DPS Computerized Criminal History Verification (those observing outside of AISD, must check with the respective school district for requirements).
- Carry the **Agreement Letter** posted in Blackboard to present to the school prior to starting observations. Always report to the school office. You will need your Driver's License. The school may require you to sign-in each visit.

**Assignments:**

All assignments outside of class must be typed and proofread. All assignments are due on the due date.

Assignments	Points	Module & Due Dates
Letter of introduction for your host teacher for classroom observations Post in Blackboard and bring copy to class	20	Module 2/ September 4
Context for Learning Assignment (investigate either Alpine Elementary School or Alpine Middle school or Alpine High School or a school where you are observing)	15	Module 2/ September 4
Trends in Education Select a YouTube or other video (under 5 minutes) and complete the assignment template, and come prepared to present and lead a discussion on the trend	20	Module 2/ September 4 (presentations will be throughout the semester)
Engaging Distance Learning Training Module  Application for Spring 2025 Student Teaching due to Susan Land or Madison Owen/ Must pass TExES by December 3	30	Module 3/September 14  September 13
What's Missing in Teacher Prep? Exit Card	10	Module 4/ September 21
Reflections on Visits to Classrooms (based on school visits)	20	Module 4/ September 18
Classroom Observation form for Lesson Video observed in class (Rob Naylor video posted on Blackboard)	15	Module 4/ September 21
Chapter 1 Discussion Board	10	Module 5/ September 28

T-TESS Evaluation of Lesson Video observed in class (Joseph Masiello video posted on Blackboard)	15	Module 6/ October 5
Written and Oral Report on Your Lesson Plan Development	10	Module 6/ October 2
National Teacher of the Year-Misty Testerman	10	Module 6 October 10
Looking at Student Work Assessment	10	Module 7/ October 12
Quiz #1 online/ posted Monday, October 14. Class does not meet on October 14	10	Module 8/ October 14
Harry Wong Discussion Board View the Video and then respond to the DB	10	Module 8/ October 19

<p><b>Four Steps: Design, Teach, Evaluate, Feedback to Promote Learning</b></p> <p>1. <i>Design lesson with technology integrated and post by October 16</i> You will use the same lesson for EDUA 4322 and get credit for both.</p> <p>2. <i>Teach lesson in EDUA 3303 (limit to 20 minutes in class) or on zoom</i></p> <p>3. <i>Then teach lesson plan in the classroom where you are observing and video tape (parent permission required)</i></p> <ul style="list-style-type: none"> <li>• <i>Make video to share in EDUA 3303 by or earlier</i></li> </ul> <p>Post video in module 13</p> <p>4. <i>Bring student artifacts from the lesson to analyze. Select one student, design a reteaching plan and implement the plan in the class you are observing. Use the Feedback to Promote Learning Form posted in Module 13.</i></p>	80	<p>Module 8/ Due October 16 Nine students will teach in class on October 21, 23, 28. All others will teach on zoom with Dr. Qvarnstrom</p> <p>Post video in Module 13 by November 23 or earlier</p>
	20	

		Module 13/ November 18
Chapter 2 Discussion Board	10	Module 9 October 26
Toolbox of Wisdom complete with 10 or more references	30	Module 10/ October 30
Connecting with Students for Success Survey opens 10/28 and closes 11/9. Post the last screen shot in Module 11.	10	
Self-Reflection on Culturally Responsive Pedagogy (CRP)	30	Module 11/ November 9
Chapter 3 Discussion Board	10	
Quiz #2 online/ posted Monday, November 11 Class does not meet on November 11	60	Module 12/ November 11
Chapter 4 Discussion Board	10	Module 12/ November 11
Working with Parents	10	Module 12/ November 16
Feedback to Promote Learning	20	Module 13/ November 23
Chapter 5 Discussion Board	10	Module 13/ November 23
Post video of the lesson you taught in your host teacher's classroom	10	
Five Thought Organizer	10	Module 14/ November 30
ELPS Assignment	10	Module 14/ November 30

Prepare a Statement of Your Teaching Philosophy (My Mantra). See week 14 for directions.	20	Module 14/ November 30
Chapter 6 Discussion Board	10	Module 14/ November 30
15 hours of classroom observation, log, and reflection (Completed log and observation reports required) * Your Host Teacher must sign the log as well as initial it. <b>15 hours are required to pass this course</b> <b>See options for hours under Course Resources</b>	50	Module 15/ November 25
Exit Cards-assigned during the semester-10 points each Write your response in complete sentences.	TBD	Throughout semester
Final exam	100	<b>Posted on Blackboard December 9 all day until midnight</b>
Classroom activities	Points may vary	<b>ongoing</b>

\* Texas Education Agency (TEA) mandates 30 hours of classroom observation prior to teacher certification. If you fail to obtain 10 required observation hours for this course, you will not pass this course.

\*All assignments are due on the date indicated. Points may be deducted for any late work.

**Grade calculation:** A = 90-100%      B = 80 – 89%      C= 70-79%      D= 60-69%

**Student Learning Outcomes - required by Southern Association of Colleges & Schools Commission on Colleges:**

1. Students will demonstrate effective lesson planning.

2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

**Marketable Skills – required by the Texas Higher Education Coordinating Board:**

- 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 and creatively adapt instructional strategies to an instructional setting.
- Students have the ability to construct a classroom management plan.
- Student have the ability to effectively use technology to communicate.

**Student Learning Objectives:**

The Education 3303 students will...

1. Apply principles and strategies for communicating effectively in varied teaching and learning contexts.
2. Provide appropriate instruction that actively engages students in the learning process.
3. Incorporate the effective use of technology to plan, organize, delivery, and evaluate instruction for all students.
4. Monitor student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.
5. Develop skills to design assessment and analyze results to inform future instruction

**Library Support:**

The Sul Ross Library 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).

**Tentative Schedule**

May be adjusted by the professor

Week	Readings	Class Topics and Assignments
Week 1 August 25		What qualities does a great teacher have? Introduction to EDUA 3303
Week 2 September 1	What's Missing from Teacher Education	Essential Question: What is the Learning Context? <b>No class on Monday, September 2 Labor Day</b> <i>Assignments:</i> <i>Post Letter of Introduction to Host Teacher in Blackboard and bring to class on September 4</i> <i>Post Context for Learning (investigate either Alpine Elementary School or Alpine Middle School or Alpine High School or a school where you are observing)</i> <i>Post your Trends in Education video assignment</i> <i>Wednesday Trend</i>
Week 3 September 8		Essential Question: Why are classroom observations important? <i>Assignment:</i> <i>Record notes for the Reflections on visits to Classrooms assignment due on September 18</i> <i>Complete the <b>Engaging Distance Learning Training Module</b>-using the ResponsiveLearning Log-in</i> <b>Student Teaching applications for spring 2025 are due with either Susan Land (RGC) or Madison Owen (Alpine). Late applications will not be accepted.</b>
		<b>Classroom visits on September 9, 11, 16</b> <b>Our class groups will visit Alpine Elementary, Middle, or High schools together. Arrive promptly at 8:00 a.m. in professional dress.</b> Online students can use the time for classroom observations.
Week 4 September 15		Essential Question: What is good instruction? <i>Assignment:</i> <i>Reflections on Visits to Classrooms (based on school visits)</i> <i>Complete classroom observation form for lesson video (Rob Naylor posted on blackboard).</i> <i>What's Missing in Teacher Education-Exit Card</i> <i>Wednesday Trend</i>

<p>Week 5 September 22</p>	<p>Chapter 1 in Brookhart &amp; Oakley</p>	<p>Essential Question: What to consider when writing a lesson plan?</p> <p><i>Assignment:</i> <i>Chapter 1 Discussion Board</i> <i>Begin work on your lesson plan to teach in EDUA 3303 and in your host teacher's classroom-due October 16 in blackboard (module 8).</i> <i>Wednesday Trend</i></p>
<p>Week 6 September 29</p>	<p>T-TESS</p>	<p>Essential Question: How important is communication in teaching?</p> <p><i>Assignment:</i> <i>Applying the T-TESS appraisal to an in-class video- due October 5.</i> <i>Written and Oral Report on Lesson Plan</i> <i>K-Math Sample Lesson Plan</i> <i>Wednesday Trend</i></p>
<p>Week 7 October 6</p>		<p>Essential Question: Does your lesson plan promote student engagement?</p> <p><i>Assignment:</i> <i>NTOY Missy Testerman Lecture-6:00 p.m.</i> <i>Looking at Student Work Class Activity</i> <i>Wednesday Trend</i></p>
<p>Week 8 October 13</p>		<p>Essential Question: How does T-TESS rate the instructional domain?</p> <p>NO CLASS ON MONDAY, OCTOBER 14</p> <ul style="list-style-type: none"> <li>• Take Quiz #1 posted only on October 14</li> </ul> <p><i>Assignment:</i> <i>Discussion Board -View Harry Wong video and complete discussion board by October 20. Respond to one other student's posting.</i> <i>Wednesday Trend</i></p> <p>Post your lesson plan by October 16</p>

<p>Week 9 October 20</p>	<p>Chapter 2 in Brookhart &amp; Oakley</p>	<p>Essential Question: How to infer what students are thinking?</p> <p>Discuss Culturally Responsive Pedagogy</p> <p><i>Assignment:</i> <i>9 students will teach the lesson plan in EDUA 3303 on <b>October 21, 23, and October 28.</b> Dr. Qvarnstrom will be in Del Rio on <b>October 25</b>, if students want to present in person. Students will need to register in advance. All</i></p>
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		<p><i>other students will be scheduled to teach their lessons to Dr. Qvarnstrom online.</i></p> <p><i>Before teaching your lesson, review the posted Lesson Internalization posted in Week 8 Module.</i></p>
<p>Week 10 October 27</p>		<p>Essential Question: What is culturally responsive pedagogy?</p> <p><i>Assignment:</i>  <i>Toolbox of Wisdom is due November 2</i>  <i>Connecting with Students for Success Survey-email delivery</i>  <a href="#">Wednesday Trend</a></p>
<p>Week 11 November 3</p>	<p>Chapter 3 in Brookhart &amp; Oakley</p>	<p>Essential Question: What is effective feedback?</p> <p><i>Assignment:</i>  <i>Chapter 3 Discussion Board</i>  <a href="#">Wednesday Trend</a></p>
<p>Week 12 November 10</p>	<p>Chapter 4 in Brookhart &amp; Oakley</p>	<p>Essential Question: How are teachers appraised (T-TESS)?</p> <p>NO CLASS ON MONDAY, NOVEMBER 11</p> <ul style="list-style-type: none"> <li>• Take quiz #2 online only on November 11</li> </ul> <p><i>Assignment:</i>            Chapter 4 Discussion Board            Working with Parents  <a href="#">Wednesday Trend</a></p>
<p>Week 13 November 17</p>	<p>Chapter 5 in Brookhart &amp; Oakley</p>	<p>Essential Question: Why is professional development important?</p> <p><i>Assignment:</i>            Post the <b>Feedback to Guide Further Learning</b> assignment by November 23            Post your lesson video by November 23            Chapter 5 Discussion Board  <a href="#">Wednesday Trend</a></p>

<p>Week 14 November 24</p>	<p>Chapter 6 in Brookhart &amp; Oakley</p>	<p>Essential Question: How to plan for data guided instruction?</p> <p><i>Assignment:</i> Five Thought Organizer due by November 30  <i>Assignment:</i> Post your Teaching Mantra by November 30                      Chapter 6 Discussion Board</p>
<p>Week 15 November 24</p>		<p>Essential Question: What is my philosophy for teaching?  <b>Thanksgiving Holiday-November 27-29</b></p> <p><i>Assignment:</i>                      15 hours of classroom observation log and 5 reports due by November 25.</p> <p><i>Sign and post the Verification of ELPS, T-TESS, &amp; Parent Training form. This is required for TEA.</i></p>
<p>Week 16 <b>Celebration Breakfast on Wednesday, December 4</b></p>		<p><b>All students must have TExES passing scores by December 3, or they will NOT be allowed to student teach in spring semester 2025</b></p> <p><b>Celebration Breakfast on Wednesday, December 4</b>                      Students will present their Teaching Mantras</p>
<p><b>Final Exam</b></p>		<p><b>Final posted on Blackboard</b>                      December 9-closing at midnight</p>

Throughout the course, additional activities and readings may be added to the course to enhance your learning experience with or without bonus points.

**POLICIES**

**Attendance Policy:**

**Students are expected to attend all classes and be on time. This is in-person or synchronous, if registered as a distance learning student. Grade deductions will be made for missing class sessions.** In the event of an emergency or illness, students must contact the professor via email or telephone. Students are expected to log-in on Blackboard on a weekly basis. SRSU Class Attendance policy states, “The instructor may, at his/her discretion, drop a student from a course when the student has a total of nine absences.” A scholar is expected to be punctual, prepared and focused. Excessive tardiness will affect your grade. Meaningful and pertinent participation is required.

**Students with Special Needs Policy- required by Americans with Disabilities Act Course Description:**

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, SRSU's Accessibility Services Coordinator, at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartze@sulross.edu](mailto: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.

**Family Educational Rights and Privacy Act (FERPA):**

FERPA is a Federal Law that protects the privacy of students' educational records. Sul Ross State University follows FERPA regulations.

**Academic Integrity Policy:**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole for another course and/or professor
- Turning in another's work as one's own
- Copying from professional works and Internet sites without citation

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

**Communication Expectations:**

- All written assignments are expected to exhibit professional quality. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect.
- All assignments must be typed in APA format. No handwritten assignments will be accepted unless noted.
- Discussion boards as assigned should include one or more supporting citations. For all discussion boards, full credit requires a written, posted response to one or more other students' postings.
- For cell phones, refrain from text messaging in class.

**Technology Provisions:**

Refer to the HELP option in the left-hand menu in Black Board.

Contact the SRSU Help Desk at 432 837 8888 or the Sam Houston 24 hours help desk at 888 837 6055.

If you are taking an online test, and it shuts down on you, you may email the professor.

**This course teaches Texas Education Agency Standards:**

**228.57. Educator Preparation Curriculum.**

- (a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).
- (b) The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.
- (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
  - (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:
    - (A) professional ethical conduct, practices, and performance;
    - (B) ethical conduct toward professional colleagues; and
    - (C) ethical conduct toward students;
  - (2) instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);
  - (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;
  - (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;
  - (5) the importance of building strong classroom management skills;
  - (6) the framework in this state for teacher and principal evaluation;
  - (7) appropriate relationships, boundaries, and communications between educators and students;
  - (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
    - (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

- (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy;
- (C) cover best practices in:
  - (i) assessing students receiving virtual instruction, based on academic progress; and
  - (ii) developing a virtual learning curriculum; and
- (D) include resources to address any deficiencies identified by the digital literacy evaluation;
- (9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3); and
- (10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).
- (d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:
  - (1) the relevant TEKS, including the English Language Proficiency Standards;
  - (2) reading instruction, including instruction that improves students' content-area literacy;
  - (3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
  - (4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).
- (e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:
  - (1) child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;
  - (2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and
  - (3) Science of Teaching Reading Standards.
- (f) For candidates seeking certification in the Principal certification class, the curriculum shall also include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).