

INSTRUCTOR INFO

Rebecca Garibay M.Ed

Phone: Personal Phone number will be shared as needed.

Office: Virtual/Remote

Email: rpg13ya@sulross.edu

Delivery of Class: Virtual through Blackboard Collaborate. (Every Thursday @6PM)

Appointments: Can be scheduled as needed.

COURSE DESCRIPTION

This course is designed as an introduction to the study of teaching and learning with a major focus on learning theories and principles, current educational research, and human development as it applies to learning, assessment and evaluation for student achievement. The course will be held via the online platform- Blackboard collaborate.

Class is held on Thursday's from 6:00- 8:50 PM

COURSE GOALS

Students should leave this class with understanding of the elements of effective instruction, knowledge of researched based instructional strategies, EC-12 PPR Competencies for Standard I; ability to create a lesson plan within the Sul Ross State University template and the ability to analyze teaching practices for teacher and student behaviors.

STUDENT LEARNING OUTCOMES

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

- Students will demonstrate public speaking skills to a variety of audiences.
- Students will demonstrate writing skills for lesson plans and other scholarly documents.
- Students will demonstrate organizational skills to effectively manage time and meet deadlines.
- Students have the ability to construct a classroom management plan.

REQUIRED TEXTS AND RESOURCES

Readings: All weekly readings will be provided through Blackboard.

Educational Impact

TEA requires 10 hours of classroom observation for ED 3302 in Block I. You will complete the field observation hours by purchasing the Educational Impact platform. This platform will give you access to

un-narrated quality classroom footage. You will be assigned specific videos to watch and a prompt to write in response to the video. The written response will be graded.

1. Below is the payment URL for you to sign up for access to the Educational Impact video library. More about required videos to observe will be provided.
<https://www.educationalimpact.com/store/sru-alpine/>

1. Enter your name and email -- click submit. 2. Complete payment through Paypal/credit/debit - \$60
3. Receive an email from Educational Impact with your own personal ID and password www.ei-onlinecourses.com Once you have paid, the Educational Impact team will create the user ID and reach out with a Getting Started email. At that point you will be set to begin observations which are specific to ED 3302.

240 Tutoring: As part of this course, you will need to complete 240 Tutoring for the TExES Content exam. You will begin with the TExES Content since you must pass the TExES Content exam to be eligible to student teach. Please plan to dedicate time each week to work through the program's study guide.

If you do not already have a 240 Tutoring account, please reach out to Alejandra Maldonado (alejandra.maldonado@sulross.edu) to get an account. Once you have your account, you will enroll in the TExES Core Subjects course and take the diagnostic test. **Diagnostic Test:** Also known as your “[Plan to Pass](#)“ is located inside your study guide in the left-hand corner. It is designed to create a personalized study plan so you know exactly what to study to pass your exam! This plan will help structure your studies and focus your preparation.

Please utilize the study guide and take your time to learn the material. Once you have completed the study guide (including quizzes etc.), you will take the practice test. You must score a 90% or higher on the PRACTICE TEST to get testing approval.

You will reach out to Susan Land (sharper@sulross.edu) if you are in Uvalde, Del Rio, or Eagle Pass for test approval or Madison Owen (madison.owen@sulross.edu) if you are in Alpine.

COURSE REQUIREMENTS AND GRADING

The final course grade will be assigned according to this scale:

- A 900-1000
- B 800-899
- C 700-799
- D 600-699
- F 599 and below

Course instructor reserves the right to make any changes to accommodate class progress.

COURSE ASSIGNMENT DESCRIPTIONS

1. Lesson Planning: Learning Segment (3 lessons) – students will develop a 3-day lesson segment **300 Points (100 Each)**
2. Learning Segment Commentary – students will respond to prompts tied to the learning segment **100 Points**
3. Theories Applied Project- Students will review case-scenarios and apply their knowledge of educational theories to illustrate the best and rational theory that could be applied to handle the classroom scenario. **100 points**
4. Effective Teacher Essay – students will use articles and research to describe the essential qualities of an effective teacher **100 Points**
5. Observation Field Reports – students will document evidence of specific teaching and learning behaviors after watching 2 hours of videos of teaching (Educational Impact) equaling 10 hours of observation. Students will also submit a formal form at the end of the semester for TEA Documentation. **200 points (40 points each)**
6. Discussion boards – students will respond to prompts through the discussion board. **One thoughtful response is required.** Response should be thoughtful, contribute to further education, utilize critical thinking skills, questioning and pertain relevant information. **100 (20 points each x 5)**
7. Class participation- Good class participation throughout the semester, few absences, good classroom rapport with peers and instructor. **100 points.**

Note: Some projects will be developed throughout the year with instructor input and supports. This list is subject to change at the instructor's discretion.

Turn in all assignments on time. Grades for assignments turned in after the due date will be reduced by 5 points for each day late.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS

I.001.A	Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12.
I.001.B	Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning
I.001.C	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.
II.005.F	Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts
II.006.D	Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers

I.001.F	Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g., from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan developmentally appropriate instruction and assessment that promote learning and development.
I.001.G	Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.
I.001.H	Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.
I.001.I	Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development.
I.001.J	Uses knowledge of the developmental characteristics and needs of students in early childhood through grade 4 to plan meaningful, integrated and active learning and play experiences that promote the development of the whole child.
I.001.M	Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.
I.001.N	Recognizes typical challenges for students during later childhood, adolescence and young adulthood (e.g., self-image, physical appearance, eating disorders, feelings of rebelliousness, identity formation, educational and career decisions) and effective ways to help students address these challenges.
I.002.E	Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities.
I.002.F	Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
I.002.G	Understands the instructional significance of varied student learning needs and preferences.
I.003.A	Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
I.003.D	Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs
I.003.E	Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes and to meet varied student needs
I.003.F	Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals
I.003.G	Plans learning experiences that provide students with developmentally appropriate opportunities to explore content from integrated and varied perspectives (e.g., by presenting thematic units that incorporate different disciplines, providing intradisciplinary and interdisciplinary instruction, designing instruction that enables students to work cooperatively, providing multicultural learning experiences, prompting students to consider ideas from multiple viewpoints, encouraging students' application of knowledge and skills to the world beyond the school
I.004.A	Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students

I.004.B	Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments
I.004.C	Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating diversity, making a commitment to continued schooling)
I.004.D	Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning
I.004.I	Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning
I.004.K	Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning
III.008.D	Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs
III.008.J	Develops the foundation of English language vocabulary, grammar, syntax and mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS
III.009.F	Knows how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology; knows how to use developmentally appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum
III.009.G	Knows how to promote creative thinking and innovative process to construct knowledge, generate new ideas, and create products (e.g., design multimedia presentations, explore complex systems or issues, and develop steps for the creation of products)
III.010.B	Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning
II.006.I	Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels

ATTENDANCE POLICY

Attend class: Attendance is not optional. Keep up on all readings. Participate in discussions. Be familiar with email and check it regularly. Check the class web site regularly for assignments and updates. Be thoughtful and civil to classmates and the instructor. This class is delivered via an online platform. Please do not be driving, at an event, etc. You should be seated and attentive as any other class.

Email the professor when you are going to be late, absent, or leaving early. If you are late, absent or leave early, you are responsible for what you have missed. Notification does not replace attending class. Materials from each class period will be posted in Blackboard. Any online presentations will be recorded and posted (there is not a guarantee that the technology will work).

If you are absent due to a university commitment, such as participating as an athlete in a game, you must provide the excuse documentation to the instructor in a timely manner.

GENERAL POLICIES

ACADEMIC MISCONDUCT

Cheating in any form compromises your grade and lowers the quality of your diploma. Classmates who cheat may actually lower your grade by inflating grades, etc. Please make a point to read the Student Handbook regulations on academic dishonesty. To clarify, using someone's work without giving that person proper credit (i.e. properly citing them) or passing other people's works off as your own is considered plagiarism regardless of whether you got the material from a book, the Web or your best friend. When you do use something created by another you must give credit (using the APA format) to that individual or organization.

WRITTEN WORK POLICY

Assignments cannot be evaluated if they cannot be read. In other words, all assignments must be typed or well readable. You are expected to use correct spelling, punctuation, and grammar in all your written work. Written work will be evaluated through a rubric and errors that cause confusion or misunderstanding will result in a lower grade. Read your work aloud to see and hear the errors. You must provide complete citations for each source that you use in your written work. Submission requirements will be included with assignment details. Most work will be submitted through Black Board.

EMAIL AND TEXTING POLICY

E-mail is not a substitute for meeting with me during office hours. E-mail should be used to schedule an appointment outside of office hours or for short questions clarifying class assignments or specific items from the lecture. In-depth questions about course readings or an entire day's lecture, etc. are not appropriate for e-mail.

Texting- The above number is my personal number. I work remotely, therefore my personal cell number serves as my "office line". However, I will not respond to late text messages and may not be available on weekends. Please be mindful of dates and times.

Texas Administrative Code (Revised 2024)

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 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 area
- Pedagogy and instructional strategies

§228.57. Educator Preparation Curriculum.

- 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).
- 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).

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

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 a 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.

SUPPORTIVE STATEMENT

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

Course Content Schedule – Subject to change as determined by course instructor and student needs.

All assignments are due Sunday's at midnight unless stated otherwise.

WK	DATE	TOPIC	Activity/Assignment
1	1/16/2025	Welcome, Course Expectations, Observation Reports	Discussion Board 1 due: 1/19/2025
2	1/23/2025	Piaget's Theory of Cognitive Development and Bandura's Social Learning Theory Guest Speaker: Please make sure to attend this class. Andrew Oswald: SLL "How-to" session. (required process for the Education Dept)	Discussion Board 2 due: 1/26/2025
3	1/30/2025	Lesson Planning	Observation Report #1 due: 2/2/2025
4	2/6/2025	Lesson Planning/Commentary	Observation Report #2 due: 2/9/2025
5	2/13/2025	Bloom's Taxonomy & Gradual Release of Responsibility	Discussion Board 3 due: 2/16/2025
6	2/20/2025	Erikson's Social Emotional Stages	Observation Report #3 due: 2/23/2025
7	2/27/2025	Vygotsky's Socio-Cultural Learning Theory and Opportunity Gaps	Discussion Board 4 due: 3/2/2025
8	3/6/2025	Theories Applied Project details Skill Building Day	Observation Report #4 due: 3/9/2025
9	3/13/2025	Motivation Theory or Maslow's Hierarchy of needs	Discussion Board 5 due: 3/16/2025
10	3/20/2025	Spring Break	
11	3/27/2025	Kohlberg's Theory of Moral Development	Theories Applied Project due: 3/30/2025
12	4/3/2025	Skill-Building Day	Observation Report #5 due: 4/6/2025
13	4/10/2025	Skill-Building Day	3 Lesson Plans and Commentary due: 4/13/2025
14	4/17/2025	Presentations	
15	4/24/2025	Presentations	Effective Teacher Essay due: 4/27/2024
16	5/1/2025	Dead Day	
	5/5/2025	End of Term	

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services. Students seeking accessibility services must contact SRSU Counseling & Accessibility Services, Telephone: 432-837-8203. For more information see: <https://www.sulross.edu/page/1384/accessibility-services>.

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