

# Sul Ross State University

## ED 3300 - Pedagogy and Professional Responsibilities

### Spring 2025

**Instructor:** Caroline Fox M.Ed, MA

**Virtual Office:** Email

**Email:** (primary) [cfox@alpineisd.net](mailto:cfox@alpineisd.net), [cfox667@sulross.edu](mailto:cfox667@sulross.edu)

**COURSE DESCRIPTION:** This course provides an understanding of the roles and responsibilities of teaching which includes but is not limited to: knowledge of legal and ethical issues and requirements for Texas teachers, professional knowledge and skills needed for communicating and collaborating with professional colleagues, the community, and families, and the importance of family involvement in children's education. This course is designed to meet the needs of those seeking initial Texas teacher certification.

**OPTIONAL TEXT:** Newman, Beatrice M. (2019). *TexES PPR EC-12 (160)*. Research & Education Association: 6<sup>th</sup> Edition. ISBN 0738612545

**REQUIRED SOFTWARE: 240 Tutoring:** As part of this course, you will need to complete 240 Tutoring for the TExES Pedagogy & Professional Responsibilities exam. Please plan to dedicate time each week to work through the program's study guide. See syllabus schedule.

**REQUIREMENTS:** If you do not already have a 240 Tutoring account, please reach out to Alejandra Maldonado ([alejandra.maldonado@sulross.edu](mailto:alejandra.maldonado@sulross.edu)) to get an account. Once you have your account, you will enroll in the TExES Pedagogy & Professional Responsibilities (160) 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](mailto:sharper@sulross.edu)) if you are in Uvalde, Del Rio, or Eagle Pass for test approval or Madison Owen ([madison.owen@sulross.edu](mailto:madison.owen@sulross.edu)) if you are in Alpine.

#### **Student Expectations:**

- PASS YOUR CONTENT TEST BEFORE BECOMING APPROVED TO TAKE PPR.
- Participate and collaborate in online discussions, assignments, and activities.
- Utilize Blackboard on the SRSU website to fulfill course requirements.
- Satisfactorily pass course requirements as outlined in this syllabus.
- Practice professional conduct and ethics and respectful learning exchanges.
- Preserve confidentiality of information shared regarding student, family, or school district experiences.
- Refer to the Online Absence Policy posted in Blackboard under the tab *Course Information* regarding participation in an online course.

- Keep up with all course deadlines and communicate with the instructor when needed.
- Learn and understand the PPR Competencies.
- Complete competency discussions.
- Complete ALL concept quizzes by the deadline.
- Complete one full length practice exam in CT even if you are pre-certified for the PPR.
- If you are not pre-certified by Block III, you will find a proctor from your student teaching campus and take the full-length exam on CT (See schedule and proctor contract)
- If you did not pass the PPR exam during Block II, you only have two more tries at the exams that will be accepted by the program.
- If you have not taken a pre-certify PPR exam at all, you have three tries to take the exam that will be accepted by the program.
- If you do not pass during this semester, you need to reach out to Madison Owen in the Education Department and schedule a representative exam. madison.owen@sulross.edu
- Attend SRSU for the final pre-certification EXAM if you have not passed by graduation date.

## **MARKETABLE SKILLS**

### **Program – Education BS**

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.

### **Program – English BA**

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

**STUDYING:** Please do not put off studying for this class. Figure out how you study best and begin right away. What methods and strategies help you? Any extra time must be spent on studying. There is no time to lose! All assignments are due on the scheduled DUE date. (See schedule.)

**LATE WORK:** You are practicing to be a professional in a classroom. It is imperative that you turn in your work on time just as you expect your students to do. If you have a dyer emergency and cannot get your work turned in by the deadline, please email be as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and full credit will not be available. \*\*You will receive up to 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 communicated and agreed upon deadline, the grade will be a zero.

**COMMUNICATION:** Please check your email regularly. This is how we will communicate, and it is expected that you don't miss important information because you are not checking your email.

**COMPLETE SEMESTER SCHEDULE: First day of classes: Wednesday, January 15, 2025**

Assignment Schedule	Due Dates	Instructions
<p><b>ED 3300 WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Review the Syllabus <b>in depth</b>.</li> <li>• Get familiar with 240 Tutoring.</li> <li>• Watch Overview video.</li> <li>• Check out Test Taking Strategies.</li> <li>• Look at FAQs.</li> </ul> <p><b>*Take the Practice Test - Plan To Pass (50 Questions)</b>            Post Study Guide Progress Report and the Diagnostic Report in Bb  <b>Do Discussion 1 in Bb</b></p>	<p>Saturday, Jan. 25 noon</p>	<p>Class begins on Wednesday, Jan. 15.</p> <p>Please pace yourself these first ten days.</p>
<p><b>Class meeting on Thursday, Jan. 16 at 5:45 pm. (This may change. I will keep you posted.)</b></p>	<p>Jan. 16, 5:45pm</p>	<p>I will send you a Google link to join. Please make sure that you can attend and have your camera on.</p>
<p><b>Mon. Jan. 27- Feb 1 – WEEK 2</b>  <i>Human Development Study/Quiz 1</i>  <i>Learning Processes Study/Quiz 1</i>  <i>Student Diversity Study Quiz 1</i>  <b>Quiz Board 1</b></p>	<p>Saturday, Feb. 1 noon</p>	<p>Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.</p>
<p><b>Mon. Feb 2 - Feb. 8 – WEEK 3</b>  <i>Lesson Planning Study/Quiz 1</i>  <i>Classroom Environment Study/Quiz 1</i>  <i>Classroom Management Study/Quiz 1</i>  <b>Quiz Board 2</b></p>	<p>Saturday, Feb. 8 noon</p>	<p>Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.</p>
<p><b>Mon. Feb 10 – Feb 15 – WEEK 4</b>  <i>Active Engagement Study/Quiz 1</i>  <i>Monitoring Performance Study/Quiz 1</i>  <i>Technology Study/Quiz 1</i>  <b>Quiz Board 3</b></p>	<p>Saturday, Feb. 15 noon</p>	<p>Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer</p>

		the questions in Quiz Board for each Quiz.
<b>Mon. Feb. 24 - March 1 – WEEK 5</b> <i>Legal and Ethical Requirements Study/Quiz 1</i> <i>Family Involvement Study/Quiz 1</i> <i>Professional Development Study/Quiz 1</i> <b>Quiz Board 4</b>	Saturday, March 1 noon	Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.
<b>***Take Practice Test 1</b> <b>(PPR Pre-Cert Test 1)</b>	Sunday, March 2 5pm	After passing all Concept Quizzes Quiz 2, the first Practice Test should unlock. Take test, turn in results in Bb. <b>*Must make at least a 90% to pass.</b>
<b>Mon. March 3 – March 8 – WEEK 6</b> <i>Human Development Study/Quiz 2</i> <i>Learning Processes Study/Quiz 2</i> <i>Student Diversity Study Quiz 2</i> <b>Quiz Board 5</b>	Saturday, March 8 noon	Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.
<b>Mon. March 10 – March 15 – WEEK 7</b> <i>Lesson Planning Study/Quiz 2</i> <i>Classroom Environment Study/Quiz 2</i> <i>Classroom Management Study/Quiz 2</i> <b>Quiz Board 6</b>	Saturday, March 15 noon	Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.
<b>Mon. March 17 - March 29 – WEEK 8</b> <i>Active Engagement Study/Quiz 2</i> <i>Monitoring Performance Study/Quiz 2</i> <i>Technology Study/Quiz 2</i> <b>Quiz Board 7</b>	Saturday, March 29 noon	Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.
<b>Mon. March 31 – April 5 – WEEK 9</b> <i>Legal and Ethical Requirements Study/Quiz 2</i> <i>Family Involvement Study/Quiz 2</i> <i>Professional Development Study/Quiz 2</i> <b>Quiz Board 8</b>	Saturday, April 5 noon	Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.

<p><b>***Take Practice Test 2</b> <b>(PPR Pre-Cert Test 2)</b></p>	<p>Sunday, April 6 5pm</p>	<p>After passing all Concept Quizzes Quiz 2, the first Practice Test should unlock. Take test, turn in results in Bb. <b>*Must make at least a 90% to pass.</b></p>
<p><b>Mon. April 7 – April 12 – WEEK 10</b> <b>Human Development Study/Quiz 3</b> <b>Learning Processes Study/Quiz 3</b> <b>Student Diversity Study Quiz 3</b> <b>Quiz Board 9</b></p>	<p>Saturday, April 12 noon</p>	<p>Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.</p>
<p><b>Mon. April 14 – April 19 – WEEK 11</b> <b>Lesson Planning Study/Quiz 3</b> <b>Classroom Environment Study/Quiz 3</b> <b>Classroom Management Study/Quiz 3</b> <b>Quiz Board 10</b></p>	<p>Saturday, April 19 noon</p>	<p>Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.</p>
<p><b>Mon. April 21 – April 26 – WEEK 12</b> <b>Active Engagement – Quiz 3</b> <b>Monitoring Performance – Quiz 3</b> <b>Technology – Quiz 3</b> <b>Quiz Board 13</b></p>	<p>Saturday, April 26 noon</p>	<p>Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.</p>
<p><b>April 28-May 3 – WEEK 13</b> <b>Legal and Ethical Requirements Study/Quiz 3</b> <b>Family Involvement Study/Quiz 3</b> <b>Professional Development Study/Quiz 3</b> <b>Quiz Board 12</b></p>	<p>Saturday, May 3</p>	<p>Use 240 to study and take the correlating quizzes. Upload a screenshot of your <b>FIRST try</b> for each quiz into Bb. Answer the questions in Quiz Board for each Quiz.</p>
<p><b>***Take Practice Test 3</b> <b>(PPR Pre-Cert Test 3)</b></p>	<p>Due by May 5 at noon</p>	<p>After passing all Concept Quizzes Quiz 2, the first Practice Test should unlock. Take test, turn in results in Bb. <b>*Must make at least a 90% to pass.</b></p>

**WEEKLY READINGS:** This class includes required reading found in the text about the competencies. I have included other information and possible helpful extra things for you on Blackboard under each competency. If you run across something that is helpful to you, please share it with me and I can upload it to Blackboard for everyone. I encourage making flash cards as you do your readings. Major concepts and vocabulary from classes that were taken long ago are where students seem to have the most difficulty. Help yourself out as you go along.

**QUIZZES:** Quizzes are taken using 240 Tutoring.

If you fail a quiz, you are expected to analyze the ones you missed and make a study guide from that particular competency (The study guide is for you.) I may ask you to send me your study sheet so that I can make sure you are studying the correct material. There are NO retakes for failed quizzes to raise your score, however, 240 Tutoring will require you to retake the quizzes until you pass them. You will need to do this by the Saturday deadline. You will only give me the FIRST Quiz score for the gradebook, but you will continue to take the quizzes in the program. Each Saturday, you will submit the score by uploading the results of your first quiz taken.

Please take the Quiz/Quizzes over the **correct competencies** by the deadline (SEE SCHEDULE). When finished, the program will ask you if you would like the results emailed to me. Please send me the results that way. After taking your quiz and sending me the results using the **Diagnostic Reports**, please go to the Quiz Board and discuss. Read below.

**QUIZ BOARDS: Discussion Boards for Quizzes: PLEASE READ**

After each quiz, please discuss with the class in the quiz board found in Bb which questions you got wrong, why you answered the way you did, what you can study in order to help you on another quiz or test. This is a time for self-reflection. **\*\*\*When discussing, please write or copy/paste the exact questions and answer choices that you got wrong (including the scenario). In order to help and understand completely, the entire question and answer choices must be in the Quiz Board. Full credit cannot be earned unless the question and all answer choices are written.**

**EXAMPLE:** if you got this question wrong on your CT quiz. You would rewrite the question and answer and highlight the right and wrong answer and then discuss why you got it wrong. Use green for the correct answer and yellow for the wrong answer. This will help everyone understand what is going on when they are looking at the discussion. EVERYONE should be reading the discussions. If you figure out how to cut and paste, even better!

When everyone has finished the quiz/quizzes for that competency, I will send each of you the rationale of the questions, answers, and other helpful information that you will add to your study guide. PLEASE look at my posts in the Quiz Board.

**Example Question: (Any missed questions should look just like this below.)**

This theory assumes that people are born with the ability for language development:

- A. Behaviorist Theory
- B. Cognitive Theory**
- C. Interactionist Theory
- D. Nativist Theory**

(EXAMPLE cont.)

**Student Response:** *I chose B because I thought this theory dealt with language, but the right answer is Nativist Theory. I got them confused. I need to study the theorists more.*

**Rationale:** *This is where I will write to you about the question and answers etc giving you helpful information that you will need to add to your study guide.*

\*\*\***NO CREDIT** for a discussion if you do not include the question and answer choices of the items you missed. You will receive a zero on the assignment.

**If you make a 100**, excellent, but... Please help your classmates by discussing how you chose the correct answer. If there was something particular that you studied and it helped you, please share it with the class. Discussion boards are VERY helpful. Since we are not a face-to-face class, this is the time and place to share, discuss, reflect, and correct so that you can be successful on the actual PPR. These are for you and will prove to be beneficial for us all.

\*We will have occasional virtual meetings to check in, discuss, and make sure we are on track! TBA

**PRE-CERTIFICATION EXAM:** The premise for this class is for you to be a successful educator and to pass the PPR Exam. It is required that the PRESET EXAM is taken and passed with a 260 on Certify Teacher before taking the actual PPR to be pre-certified to take the actual PPR exam. Please see the schedule for the window deadline. After you take it, please send Ms. Owen and me your score and the Proctor Agreement. (See schedule for details.)

\*All students are required to take this test for this course unless you have already taken the PPR and passed it, and in that case, your final test will be exempted from the gradebook. After going through the coursework, it is important that you take the final.

**\*\*YOU WILL NOT BE APPROVED TO TAKE THE PPR TEST UNTIL YOU PASS YOUR CONTENT TEST.**

When taking your pre-cert test for the PPR, you **must have a proctor** for your test. Please find the proctor agreement under **PPR Resources** on Blackboard. Please read this carefully. It must be completed, signed, and submitted to the Education Office by the deadline. (see schedule) This is also a grade.

\*\*If you do not pass the pre-cert PPR exam during this course, please come to the SRSU Education office and take the mandatory final test to pre-certify you to take the actual PPR. The **minimum passing score is 260** for you to qualify. (see schedule) There are three chances to pass the pre-certification test, two on CT and one on paper.

## **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.

### **Grading:**

**This class is based on percentages of your quizzes, pre-cert test, and quiz boards.**

**90-100 A**

**80-89 B**

**70-79 C**

**60-69 D**

**59 and below F**

- Grades will be posted in 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.
- All assignments are due on the dates posted. (See LATE WORK.)

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

### **ADA Statement**

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. Alpine Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, 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 [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 C122, Sul Ross State University, Alpine, Texas, 79832.

### **Library Information**

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).



## **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.

## **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; 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.

## **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 on the basis of 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 syllabus may be changed at any time by the instructor.*