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

- o **SLO 1:** Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.
- o **SLO 2:** Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.
- o **SLO 3:** Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.
- o **SLO 4:** Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

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.

Block I – Field Observation Policy

Beginning in the Fall 2025 semester, all students in the Teacher Education Program Block I courses (EDUA 3302 and EDUA 4314) will complete their 15hrs of required field observations in real time at their local schools. Electronic observations via Educational Impact will NOT be accepted for completion of field observation hours.

- SRSU Alpine students, based in Alpine or the surrounding area, will coordinate with Dr. Jeanne Qvarnstrom in order to be added to the observation list with Alpine ISD, and complete all necessary background checks with the district.
- SRSU Alpine students, based in Andrews, TX, will coordinate with Dr. Krista Scott in order to make their required 15hrs of observations in each class (EDUA 3302 and EDUA 4314).
- SRSU-Alpine students, based outside of the Alpine area or Andrews, TX, are responsible for arranging their own school placements for observations. It is suggested that you contact the Human Resources Office of the district you wish to complete observation in as soon as possible at the beginning of the semester.
- SRSU-International students, based in Del Rio/Uvalde/Eagle Pass or surrounding areas, are responsible for arranging their own school placements for observations. It is suggested that you contact the Human Resources Office of the district you wish to complete observation in as soon as possible at the beginning of the semester.

Open Educational Resources

This course introduces students to the use of open educational resources (OER) by using a free, open-source textbook and sharing trusted tools like the What Works Clearinghouse. These resources help students explore evidence-based practices in education and support their understanding of how to find and use high-quality instructional materials.

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: Bluebonnet Lesson plan – students will develop a 3-day lesson segment **80 Points**
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 three hours of live instruction at a local school, equaling 15 hours of observation. There will be a total of five reports submitted. Students will also submit a formal form at the end of the semester for TEA Documentation. **200 points (40 points each x 5)**

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. **300 (60 points each x 5)**
7. Class participation- Good class participation throughout the semester, few absences, good classroom rapport with peers and instructor. **120 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.

LESSON PLANNING AND SKILL-BUILDING

This course includes dedicated weeks for lesson planning and live workshop sessions where students can ask questions, receive feedback, and refine their instructional strategies. These sessions support the development of lessons that reinforce key skills through repeated practice, helping students build automaticity and reduce cognitive load as tasks become more complex. Students will also learn to design instruction that encourages multiple ways of thinking, problem-solving, and representing ideas. Time will be provided for students to apply both conceptual understanding and procedural fluency in collaborative and independent settings. Additionally, students will practice analyzing instructional materials to ensure they support foundational literacy skills and use high-quality assessments to monitor student progress in those areas.

As part of the lesson planning process, students will learn to identify and apply the components of high-quality instructional materials. This includes evaluating materials for a logical scope and sequence, clear learning objectives, grade-appropriate content, explicit instruction, student engagement, academic language, deliberate practice, and effective assessment. Students will also analyze the benefits of using high-quality materials and apply this knowledge to select, adapt, or design instructional resources that connect students' prior knowledge and real-world experiences to new content and contexts. Students will also plan for the use of digital tools and resources to engage students in active, deep learning. Lesson plans will incorporate multiple means of engagement, varied ways of representing information, and options for students to demonstrate their learning, ensuring inclusive and effective instructional practices.

In this course, you'll learn how to respond to student mistakes and misunderstandings in ways that help build deeper understanding. Instead of simply correcting errors, you'll practice using thoughtful questions and prompts that connect new ideas to what students already know—supporting meaningful learning and growth.

As part of the lesson planning process, you will engage in reflection to help monitor your progress and growth. This reflection component is designed to support your ability to think critically about your instructional decisions and build the skills needed for continuous improvement.

Teacher candidates will learn how to create and maintain a safe, respectful, and productive learning environment that supports all students. This includes:

- Developing and implementing consistent classroom routines
- Communicating clear expectations for student behavior
- Using positive behavior interventions and supports
- Fostering respectful interactions and relationships with students
- Promoting high academic and behavioral expectations
- Supporting students in developing self-regulation and independence

During workshop days, students are encouraged to seek feedback and guidance on any assignments or lesson planning tasks. Additionally, students are welcome to submit drafts to the instructor throughout the semester for constructive feedback prior to final submission.

Bluebonnet Lesson Plan

Lesson Planning with High-Quality Instructional Materials (HQIM) – Bluebonnet OER

Purpose: This assignment will guide you in developing a lesson plan using High-Quality Instructional Materials (HQIM) as defined by the Texas Administrative Code (TAC §66.1307). You will learn to select and adapt TEKS-aligned, research-based lessons that include supports for all learners, using the Bluebonnet OER curriculum provided by the Texas Education Agency (TEA).

Who Must Use Bluebonnet Required:

- EC–6 certification students (ELAR or Math)
- 4–8 certification students (ELAR or Math)
- 7–12 certification students (ELAR or Math)
- Not Required:
- Students whose certification area is not Math or ELAR (e.g., Science, Social Studies, PE, Agriculture, etc.)

Assignment Instructions

Step 1 – Access Bluebonnet OER 1. Go to the TEA Bluebonnet Access Page: https://accessbluebonnet.tea.texas.gov/

- Click on "Log In."
- If prompted, create a free account or use your TEA login credentials.
- Navigate to your subject area (ELAR or Math) and grade band (EC–6, 4–8, or 7–12).
- Select one lesson that aligns with your certification area and TEKS.

Step 2 – Review HQIM Expectations

HQIM must be TEKS-aligned, research-based, and include supports for all learners (including differentiation). Review TEA's definition of HQIM here: https://tea.texas.gov/academics/instructional-materials/instructional-materials-terminology

Step 3 – Complete the SRSU Lesson Plan Template

1. Download the SRSU Lesson Plan Template from Blackboard (or the course's shared folder).

2. Fill in all required sections:

· TEKS and ELPS (copy directly from Bluebonnet and ensure correct citations)
· Learning Objective(s) using Who, What, How, How Much format
· Essential Question, Academic Language, Academic Supports
· Materials (include Bluebonnet resources and any additional tools)
· Assessment/Evaluation (include both formative and summative examples)
· Differentiation (describe how you will adapt the Bluebonnet lesson for diverse learners)
· Lesson sequence: Introduction → Fluency Practice → Concept Development ("I Do" & "We Do") → Application Problem ("You Do") → Closure
· Appendices: Upload any resources, worksheets, or rubrics provided in Bluebonnet or created by you.

Step 4 – Submission Requirements

· Submit your completed SRSU Lesson Plan Template as a Word document.
· Ensure all sections are fully completed according to the rubric (80 points possible).
· Cite Bluebonnet as the instructional material source in your Materials section.

Grading Criteria (80 Points Total)

· Follows SRSU Lesson Plan Template structure and rubric
· TEKS/ELPS accuracy and relevance
· Clear, measurable learning objectives
· Proper integration of HQIM/Bluebonnet materials
· Differentiation strategies for diverse learners
· Completeness and professionalism of the plan

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS

Domain I — Designing Instruction and Assessment to Promote Student Learning

1.001.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.

1.001.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.

1.001.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.

1.002.A Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning and assessment.

1.002.D Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs. (Differentiated Instruction; ELPS Lesson Plan)

1.002.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. (Differentiated Instruction; ELPS Lesson Plan)

1.002.G Understands the instructional significance of varied student learning needs and preferences.

1.002.H Knows the ELPS in the domains of listening and speaking in accordance with the proficiency-level descriptors for the beginning, intermediate, advanced and advanced- high levels.

1.002.I Knows the ELPS in the domains of reading and writing in accordance with the proficiency-level descriptors for beginning, intermediate, advanced and advanced-high levels.

1.003.A Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives. (Lesson Plan alignment practice)

1.003.B. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs and interests; alignment with campus and district goals.

1.003.C. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.

1.003.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. (Analyzes mock data to write lesson plan)

1.003.F. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.

1.004.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).

1.004.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.

1.004.N. Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS.

1.004.O. Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's level of English language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS.

Domain II — Creating a Positive, Productive Classroom Environment

2.006.I. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.

Domain III — Implementing Effective, Responsive Instruction and Assessment

3.007.A. Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests and backgrounds.

3.008.C. Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.

1.8 D. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs.

3.008J. 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.

3.009F. 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.

1.9 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.

3.10 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.

Domain IV — Fulfilling Professional Roles and Responsibilities

4.012.I. Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.

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.

CURRENT DEVELOPMENTS AND NEW APPROACHES

This course will explore the use of artificial intelligence (AI) in education to stay current with new developments and teaching approaches. Students will be introduced to AI tools as a way to support learning. However, AI should be used as a resource—not as a replacement—for completing assignments. All submitted work must reflect your own understanding and effort

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

§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).

(b) 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).

Professional Practices and Responsibilities

This course will prepare teacher candidates to understand and uphold the professional standards expected of educators. Candidates will learn to:

- Demonstrate self-awareness and engage in ongoing professional growth
- Collaborate effectively with colleagues and other educational professionals
- Communicate regularly and appropriately with families and stakeholders
- Maintain professional relationships built on respect and integrity
- Comply with federal, state, and local laws and policies
- Model ethical behavior and conduct themselves with integrity in all educational settings
- Establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

Through reflection, discussion, and practical application, candidates will develop the skills necessary to navigate the professional responsibilities of teaching with confidence and ethical clarity.

AI in the Classroom

In this course, we will thoughtfully integrate generative AI tools as part of our learning process. These tools can support creativity, reflection, and deeper engagement with course content. However, it is essential that your initial input into any AI tool be authentic, grounded in your own experiences, understanding, and critical thinking.

AI tools are resources, not replacements. They are meant to assist in idea generation, organization, and refinement, not to produce content on your behalf. Submissions that rely solely on AI-generated output without meaningful student input or reflection will not meet the expectations of this course. As a future teacher, it is important to take accountability for your work so you can ensure that you are preparing yourself to take on the role of a classroom teacher. By using AI responsibly, we can explore its potential while maintaining academic integrity and honoring the value of your unique voice and perspective.

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 Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@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	TAC 235 Standards
1	8/28/2025	Welcome, Course Expectations, Observation Reports	Discussion Board 1 due: 8/31/2025	E) Content Knowledge and Expertise F) Learning Environment
2	9/4/2025	Guest Speaker: Please make sure to attend this class. Andrew Oswald: SLL "How-to" session. (required process for the Education Dept)	Discussion Board 2 (SPED TRAINING REFLECTION) due: 9/7/2025	E) Content Knowledge and Expertise F) Learning Environment
3	9/11/2025	Piaget's Theory of Cognitive Development and Bandura's Social Learning Theory	Discussion Board 3: 9/14/2025 Observation Report #1 due: 9/14/2025	E) Content Knowledge and Expertise F) Learning Environment
4	9/18/2025	Lesson Planning/Commentary	Observation Report #2 due: 9/21/2025	B) Instructional Preparation C)Instructional Delivery and Assessment D) Knowledge of Students and Student Learning
5	9/25/2025	Lesson Planning/Commentary		B) Instructional Preparation C)Instructional Delivery and Assessment D) Knowledge of Students and Student Learning

6	10/2/2025	Bloom's Taxonomy & Gradual Release of Responsibility	Observation Report #3 due: 10/5/2025	E) Content Knowledge and Expertise F) Learning Environment
7	10/9/2025	Erikson's Social Emotional Stages	Discussion Board 4 due: 10/12/2025	E) Content Knowledge and Expertise F) Learning Environment
8	10/16/2025	Vygotsky's Socio-Cultural Learning Theory and Opportunity Gaps Theories Applied Project details	Discussion Board 5 due 10/19/2025	E) Content Knowledge and Expertise F) Learning Environment
9	10/23/2025	Skill Building Day	Observation Report #4 due: 10/26/2025	
10	10/30/2025	Motivation Theory or Maslow's Hierarchy of needs		E) Content Knowledge and Expertise F) Learning Environment
11	11/6/2025	Kohlberg's Theory of Moral Development	Observation Report #5 due: 11/9/2025	E) Content Knowledge and Expertise F) Learning Environment
12	11/13/2025	Skill-Building Day	Theories Applied Project due: 11/16/2025	
13	11/20/2025	Skill-Building Day		
14	11/27/2025	Thanksgiving	Lesson Plan and Commentary due: 11/30/2025	
15	12/4/2025	Dead Day	Effective Teacher Essay due: 12/7/2025	
16	12/11/2025	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.