

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
EDUC 4100 TExES State Certification Exam Preparation Seminar
Fall, 2014

COURSE DESCRIPTION

This course assists students in understanding the state and federal standards for their chosen certification areas. Students complete intensive reviews for their Pedagogy and Professionalism (PPR) and content area certification exams. They must successfully complete PPR and content area practice exams. This course must be completed prior to entering clinical teaching.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

In order to take this course, students must be admitted to the Teacher Preparation Program; have a degree plan on file in the Registrar's Office and have completed at least 90 hours of the coursework specified on the degree-plan. The course should be completed before clinical teaching.

DATE AND TIME OF CLASS MEETINGS:

Sat. Aug 23, 2014	9:00 am - 11:00 pm
Sat. Sept 13, 2014	9:00 am - 11:00 pm
Sat. Oct 11, 2014	9:00 am - 11:00 pm
Sat. Nov 1, 2014	9:00 am - 11:00 pm
Sat. Nov 15, 2014	9:00 am - 11:00 pm
Sat. Nov 22, 2014	8:00 am – 11:00 am

ROOM NUMBER: Hinton 202

INSTRUCTOR INFORMATION

Name/Title: Dr. Angelia Durand

E-mail: adurand@hbu.edu

Office Phone: 713-320-2579

Office Hours: *By appointment only*

LEARNING RESOURCES

TExES Pedagogy and Professional Responsibilities EC-12 (160) Secrets

978-1-61072-953-6

TExES Generalist EC-6 (191) Secrets

978-1-61072-925-3

TExES Social Studies 8-12 (132) Secrets

978-1-61072-977-2

TEExES English Language Arts and Reading 8-12 (131) Secrets

978-1-61072-911-6

TEExES Mathematics 4-8 (115) Secrets

978-1-61072-937-6

TEExES Mathematics 8-12 (135) Secrets

978-1-61072-9

FOR ALL STUDENTS:

- TExES Preparation Resources: <http://cms.texas-ets.org/texas/prepmaterials/>
- TExES Pedagogy and Professional Responsibilities Preparation Manual
http://cms.texas-ets.org/index.php/download_file/view/44/259/
Also available on class Blackboard site
- TExES Pedagogy and Professional Responsibilities Interactive Practice Test
<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/interactive-practice-test/>
- PPR Module: <http://pact.tarleton.edu/tcert> (Use TEA ID to access the module)

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- * the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- * essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- * an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATION TO THE GOALS AND PURPOSES OF THE SCHOOL OF EDUCATION & BEHAVIORAL SCIENCE

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- * courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- * courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- * coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and

* an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to

1. Demonstrate knowledge about pedagogy and professionalism
2. Demonstrate knowledge requisite to their chosen teaching field
3. Successfully complete the PPR and EC-subject area TExES practice exams as administered by HBU for their chosen teaching field.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Teacher Certification Exams and the Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES Competencies for this course is presented in the following manuals:
 - TExES Pedagogy and Professional Responsibilities Preparation Manual
http://cms.texas-ets.org/index.php/download_file/view/44/259/

The preparation manual for their chosen teaching field available at <http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/>

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. TExES Exam Requirements for Certification
2. The Structure of the TExES Exams
3. Available Resources for TExES Exam Preparation
4. The HBU Process for Qualifying to Take Certification Exams
5. Test-taking Strategies
6. Preparation for Specific TExES Exams
7. Completion of HBU Administered Practice Exams

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Discussion
2. Online learning modules
3. Practice Tests

4. Analysis of practice test data
5. Reflection (both oral and written)
6. Individual conferences

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

- 1 Descriptions and rubrics for assignments are included at the end of this document.
- 2 An average of these three grades (each calibrated on 100 points) will result in 10% of the final average.

Assignment ¹	Learning Objective(s)	Standards
PPR		
PPR Online Module	1	PPR Competencies
PPR Manual Practice Test		PPR Competencies
PPR Interactive Practice Test (ETS)		PPR Competencies
Analysis of PPR Sample Questions Missed		PPR Competencies
PPR Practice Test: HBU Administered		PPR Competencies
Content Area Test		
Online/Computer-based Module	2	Content Area Competencies
Manual Practice Test	2	Content Area Competencies
Analysis of Sample Questions Missed	2	Content Area Competencies
Practice Test: HBU Administered	5	Content Area Competencies

Grading Standards: This is a pass-fail course. No alphanumeric grade is assigned.

Pass: Successfully completed HBU administered practice tests for PPR and Content Area

Fail: Did not successfully compete HBU administered practice tests for PPR and Content Area

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Attendance. Because of the limited number of face-to-face sessions, attendance at these sessions is mandatory. Documentation of an approved reason for missing a class (e.g. illness or death in the family) is required.

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam,

deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup. Late work will only be accepted with proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in no more than one week after the student returns to class. **No work will be accepted after the last day of class.**

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Academic Accommodations:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties—If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Angie Durand

Instructor's Signature

August 4, 2014

Date

Course Name and Number
TENTATIVE Schedule: Fall 2014

This is a seminar in which a majority of the work is done independently via computer. Some of the activities are done as part of the regularly scheduled practice tests administered by HBU.

TOPIC(S)		ASSIGNMENTS * Due in class that day
Aug 23	<ul style="list-style-type: none"> • Introduction to Course • PPR Pretest • TExES Exam Requirements for Certification • The Structure of the TExES Exams • Available Resources for TExES Exam Preparation • The HBU Process for Qualifying to Take Certification Exams 	
Sept 13	The Domains and Competencies of the PPR	Reflection on Assigned Domain from PPR
Oct 11	PPR Module Exam Analysis of Module Results Sign up for practice test	Tarleton PPR Module ETS Interactive Practice Test Practice Test in Back of Manual
Nov 1	The Domains and Competencies of their Content Area Test	Reflection on Assigned Domain from Content Test
Nov 15	Content Area Module Exam Analysis of Module Results Sign up for practice test	Content Area Module Practice Test in Back of Manual
Nov 22	Take Content Area Practice Test Administered by HBU	8:00-11:00 am

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and pre-requisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc.);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;

HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;

- additional policies for this class: attendance, late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure.

DO NOT:

- Copy another person's paper/project/work or part of that and turn it in as your own;
- Copy a paper/project from the internet and turn them in as your own;
- Copy another paper/project (or cut and paste parts of internet articles), make changes to it, and submit it as your own;
- Include the work of others without documentation/reference (if seven or more words are taken directly from another source it must be quoted and referenced.);
- Submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (always get a professor's approval before using a prior work or topic from a different class.);
- Have someone write parts or all of your paper/project/work
- Share your work with others; and,
- Change references or make up references.
- Falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

*Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	1. Reading Instruction <i>Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.</i>	<ol style="list-style-type: none"> 1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency (words per minute correct) basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations) 	<i>exam</i>
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2	<i>exam</i>
I, II, III	3. Child Development	Programs will teach a variety of theories for child development.	<i>exam</i>
I, II, III,	4. Motivation	Programs will select from a variety of theories and methods appropriate for teaching motivation.	<i>exam</i>
I, II, III	5. Learning Theories	Programs will teach a variety of learning theories	<i>exam</i>
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/	<i>exam</i>
I, III	7. Content TEKS	http://ritter.tea.state.tx.us/teks/	<i>exam</i>
I, II, IV	8. TAKS Responsibilities	http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	<i>exam</i>
I, II, III	9. Curriculum Development and Lesson Planning	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	<i>exam</i>
I, III	10. Classroom Assessment and Diagnosing Learning Needs	Programs will select from a variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	<i>exam</i>
II, IV	11. Classroom Management	Programs will select from a variety of theories & methods appropriate for teaching classroom management.	<i>exam</i>
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual ELPS <ol style="list-style-type: none"> 1. learning strategies 2. listening 3. speaking 4. reading 5. writing B. G/T <ol style="list-style-type: none"> 1. Learner characteristics and development 2. Instructional strategies 3. Socio-cultural influences 4. Identifying GT C. Special Education <ol style="list-style-type: none"> 1. Acronyms/Terms 2. Modifications/ Accommodations 3. Inclusion 4. Parent Involvement 5. Discipline 	<i>exam</i>
III, IV	13. Parent Conferencing and Communication Skills	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	<i>exam</i>
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevel.asp	SBEC Technology Standards for All Teachers <ol style="list-style-type: none"> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students. 	<i>exam</i>
I, III, IV	15. Pedagogy/ Instructional Strategies http://olc.spsd.sk.ca/DE/PD/instr/index.html	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	<i>exam</i>
I, II, III, IV	16. Differentiated Instruction	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	<i>exam</i>
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies www.texas.ets.org	All Activities