The University of Texas at Tyler
College of Education and Psychology
School of Education

EDUC 3315 Texas Schools and Students
Masks are not required, but encouraged.

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I will respond to emails within 24 hours, but typically sooner. The best way to reach me is via email at fdykes@uttyler.edu. I check my email throughout the day Monday-Friday. On Sunday, I only check email in the evening. I do not check email on Saturday (I prioritize one day per week for family). With this in mind, if you have general questions, please email me and I will get back to you OR check our Coffee and Conversations page on Canvas where general questions are posted. If there is an emergency (see emergency guidelines below), you can call or text me between 8am to 7pm).; please do not call me outside of these hours. The following issue qualifies as an emergency (and, as such, you can call or text me as long as it is between 8am to 7pm);

- *You are in the middle of a one-time only test and experience an interruption or technology glitchthat mandates resetting the exam.*

Please note that the following items are NOT an emergency:

- Questions about course content or assignments.
- Personal issues that prevent completion of course assignments.
- Technology issues accessing the course (contact IT support).
- Questions about grades or assignment feedback.

Course Catalog Description:
This course provides a foundation of Texas schools and students. Students will explore the Texas educational code, national policies that Texas schools must follow, and the Texas accountability system for students, teachers, and schools. Students will also examine the different characteristics of special populations and the issues associated with those students. Students will participate in 12 hours of field experience.

Student Learning Outcomes:

Learning Objectives *The student will*	INTASC Principles	Texas Educator Standards	Activities
(1) Identify issues influencing the field of education and instruction including STAAR, TEKS, ELPS, PK Guidelines, ethics and school law.	1	3 (A)(iii)	Lecture, EdPuzzle, Kahoot, Quiz, Discussion
(2) Analyze the culture of schooling and classrooms from the perspective of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.	2,6	3 (B) (ii),	Lecture, EdPuzzle, Kahoot, Quiz, Discussion
(3) Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.	2,4,5,7	2 (B) (ii), 6 (A) (i) (iii), (D) (i)	Teaching Observations

TOPICS COVERED IN THE COURSE:

- Demographics of Texas Schools and Teachers
    - General Facts about Texas Schools
    - General Facts about Texas Public School Students
        - Examination of race, socio-economic, ability levels, mental/emotional status
- The Texas Accountability System
    - STAAR
    - A-F Grading System
    - T-TESS
    - Understanding the Texas Academic Performance Report
- Using State Standards to Guide Student Learning
    - Texas Essential Knowledge and Skills (TEKS)
    - English Language Proficiency Skills (ELPS)
    - College and Career Readiness Standards (CCRS)
    - Pre-Kindergarten Guidelines
- The Instructional Cycle
    - Use of Data

- o   Knowledge of Students
- o   Planning Lesson
  - ▪   Using formative assessment and a variety of instructional strategies
- o   Implementing Lesson
- o   Reflecting on Effectiveness and Needed Next Steps
- School Law
  - o   Federal Educational Rights and Privacy Act (FERPA)
  - o   Child Abuse Prevention and Treatment Act (CAPTA)
  - o   Texas Educators' Code of Ethics (Texas Administrative Code)
  - o   Individuals with Disabilities Education Act (IDEA)
  - o   Every Student Succeeds Act (ESSA)
  - o   Copyright Law
  - o   Lau vs. Nichols
  - o   Brown vs. Board of Education
  - o   Title IX
  - o   Suicide Prevention & Mental Health (Texas Administrative Code)

ASSESSMENTS:

- o   Module Quizzes 13 x 5 pts= 65 points
- o   Module Assignments/Activities 13 x 10 points= 130 points
- o   Research Participation –30 points*
      *The 30 points may be earned through an alternative assignment
- o   Mid-term – 30 points
- o   Completion of time log and observation hours/reflections – 100 points (Note: must be completed to get a grade for the course)
- o   Final – 50 points
- o   Class Attendance/Participation-Required

Total Points Possible= 405 points

Grading Scale (% of total points)

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=0-59%

Last Day to Withdraw from Course: November 1

TEXTBOOK:

Hickey, W. D., and Oliveras-Ortiz, Y. (2017). *Proficient to Distinguished: Mastering the T-TESS*. Dubuque, Iowa: Kendall Hunt Publishers.

Other Readings:

Texas Essential Knowledge and Skills: https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills

English Proficiency Standards:
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4

College Readiness Standards: http://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/texas-college-and-career-readiness-standards/

 COURSE POLICIES:

Online Lectures:

- Lecture outlines of important topics and issues that relate to the readings will be presented. The lectures are not designed to imitate the text, but are intended to summarize the materials as well asexpand upon it. Lectures may also incorporate PowerPoint presentations, videos, computer-based simulations, and activities to assist you in understanding of key topics.

Reading Assignments:

- Reading assignments are indicated in Canvas modules. In order to benefit from the class and keep up with the pace of instruction, it is essential that you complete readings in a timely manner. Reading thetextbook and any articles provided will be an essential aspect of successful completion of the course. You may be assigned journal articles or websites.

- **Attendance**. Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day's scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). Points will be deducted from the final grade due to absences. Students will not be penalized for religious holidays. Absences will be treated as follows:

   1 Absence = No Point Loss

   2 Absences = 10 Point Deduction* **Must schedule conference after 2nd absence**

   3 Absences = 25 Point Deduction

4 Absences = 40 Point Deduction

- **Make/Up exam.** There will be NO make/up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, tow-truckreceipt, etc.) when requesting a make/up activity.

- **Written Assignments.** Written assignments MUST be typed using **double spaced lines and have page numbers**. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily-readable 12 point (e.g.Times New Roman, Helvetica, Tahoma)**

    Late Assignments:

    Assignments and projects are expected to be handed in on time. An assignment will be considered late if it is not turned in the day it is due. Assignments are expected to be dropped in the assignment box on Canvas even if you are not in class. You may turn in your assignment early. *Late assignments are not accepted unless prior arrangements have been made with the instructor.* Assignments and due dates are posted on the course syllabus. To see if you are really reading this syllabus, please email me a picture of your favorite animal by September 6 and I will add 2 points to your midterm exam grade. Don't alert your peers. Let's see if everyone is reading their syllabus.

- **Academic Dishonesty.** To be successful in this class, you must invest time for study. Honesty is expected. Academicdishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one'sown (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.

- **Canvas:** Students will access class notes, assignments, grades and course information through Canvas. Any changesto the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts. Please refer tohttp://www.Canvas.uttyler.edu for more information.

- **DEVICES IN CLASS**: Out of respect for your fellow students, your professor, and the educational process, alltechnology devices (i.e. cell/smart phones, lap tops, iPads, etc.) must be powered down and put away unless otherwise indicated by the professor. Cell phones may be left on vibrate for emergency notification purposes only. Students will be allowed to use the electronic devices during designated technology breaks.Texting or other cell phone use during class time

may result in a reduction of your participation points

- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".

- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 3354will adhere to and demonstrate theseteacher candidate dispositions at all times.

Safe Zone

The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless ofgender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment

Technical Information for Hybrid Sections

- Canvas access; sound capacity; check your Patriot email daily for schedulechanges or announcements.
- Technical Support: If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu . When you email IT support, be sure to include a complete description of your question or problem including:
    - the title and number of the course
    - the page in question
    - if you get an error message, a description and message number
    - what you were doing at the time you got the error message
- Plug-ins and Helper Applications: UT Tyler fully online and hybrid courses use Java, Javascript,browser plug-ins, helper applications and cookies. It is essential that you have these elementsinstalled and enabled in your web browser for optimal viewing of the content and function of your online/hybrid course.
    - Adobe Reader allows you to view, save, print Portable Document Format (PDF) files.

- o Java Runtime Environment (JRE) allows you to use interactive tools onthe web. http://www.java.com/en/download/
- o Adobe Flash Player allows you to view content created with Flash suchasinteractive web applications and animations.

  http://get.adobe.com/flashplayer/

  - o Quicktime allows users to play back audio andvideo files. http://appl e.com/quicktime /download/
  - o Windows Media Player allows you to view, listen, and downloadstreaming video and audio. http://windows.microsoft.com/en-US/windows/products/windows- media-player

Research Pool Policy Overview
School of Education

General Information

Students enrolled in EDUC 3315 (Texas Schools and Students), EPSY 3330 (Child Development and Learning), and EPSY 3340 (Adolescent Development and Learning) must fulfill a research pool requirement each semester. **The research pool requirement must be completed before the final week of the academic semester.**

The research requirement for these courses can be satisfied in one of two ways. First, students can fulfill the research pool requirement by volunteering to participate in approved research studies offered by the School of Education. Alternatively, students can satisfy the research pool requirement by completing alternative assignments that are equal in time and effort to the research opportunities

Participating in Approved Studies

Education is considered a data-driven discipline meaning that much of what we know about effective teaching practices and the factors that maximize student learning is the result of empirical research studies. Therefore, it is critical that students interested in pursuing an education-related degree become familiar with the process of educational research through personal experience. Further, student participation in these investigations may lead to valuable insights with the potential to expand our understanding of the determinants of student success.

To complete the research requirement, **students must complete 3 hours of research credit.** Research credits are earned by completing approved research studies offered by the School of Education. The number of research credits students receive in exchange for their participation is tied to the amount of time it takes to complete each research study. In general, students will

receive **one-half research credit for every 30 minutes** devoted to the completion of approved research studies.

Research Credit Overview:

0 – 30 minutes = 0.5 Research Credits

35 – 60 minutes = 1 Research Credits

61 – 90 minutes = 1.5 Research Credits

91 – 120 minutes = 2 Research Credits

All available research opportunities will be listed on the departmental SONA systems website. The SONA systems software is a research pool management tool that students will use to schedule data collection sessions for face-to-face research opportunities and where students will access survey links for investigations relying on online data collection methods (i.e., Qualtrics, Survey Monkey, Psytoolkit, et.c). Further, the SONA system software will track the amount of research credit earned by each student meaning individual instructors will not be responsible for assigning or tracking research credits.

Because all research credits will be managed using SONA systems, students must register for a SONA systems account before they can participate in research studies. We highly suggest that all students create a SONA account within the first week of classes. **The registration process will take only a few minutes and will include a brief survey to collect demographic data**. This data will serve as a screening tool to determine potential study eligibility.

Students Enrolled in Multiple Courses:

There are rare situations where a student may be enrolled in multiple courses that require students to complete the research pool requirement (i.e., a student enrolled in both EDUC 3315 & EPSY 3330/3340). The research requirement will be "capped" at 3 hours of research credit per semester to avoid placing an undue burden on students enrolled in multiple courses with the research pool requirement. Stated another way, **students enrolled in multiple classes with the research pool requirement will only be required to obtain 3 hours of research credit to fulfill the research requirement for both courses.**

Alternative Assignments

Alternative assignments will be made available for those students who do not wish to take part in research studies. The alternative assignments involve finding, reading, and summarizing educational research. Specifically, students who choose to complete the alternative assignment will be required to read an empirical research article that is related to their personal interests and complete a 400 – 500 word critique. The critique should include a summary of the research article (i.e., purpose and findings) and a critical evaluation of the information contained within the research. The critical overview should focus on the association between the research results and information contained within the School of Education courses as well as implications the findings have for teaching practice. Students will receive one hour of research credit for each research summary that is completed and that meets quality standards. The

course instructor will provide more detail regarding the proper format and expectations of the research.

How the Research Pool Requirement Affects Grades

The research pool requirement will be incorporated into EDUC 3315, EPSY 3330, and EPSY 3340 as an assignment that contributes to the final course grade. The overall point value (or weight) of the research pool requirement will be at the discretion of the course instructor.

FIELD ASSIGNMENT:

The components of this assignment include:
- o Completing and Submitting Time Log
- o Observation Field Report

Field Observation Guidelines

One aspect of EDUC 3315 is an opportunity to observe elementary, middle, and secondary classrooms. The 12 hours of field observation (Field) are tied to a final Field Report due at the end of the semester. Twelve (12) hours of observation include four hours at the elementary level, four hours at the middle level, and four hours at the secondary level are required. More information regarding the field observations are located in the Canvas module.

There are unique element/characteristics associate with elementary, middle, and high school learning environments. The following prompts will help you target your observations in the schools. The prompts also will assist you in writing the reflection for each of your observations.

- o Describe the behavior of the teacher in the classroom. How does she/he interact with the students?
- o Describe the classroom. Look for learning centers, computer areas, music stations, etc. What do the walls look like?
- o What instructional strategies is the teacher using?
- o Where are the students in relation to the teacher? Does this make a difference in learning?
- o How do students move from one activity to the next (within the classroom, to the cafeteria, bathrooms, etc.)
- o What modifications does the teacher make for particular students?

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community

of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA

Rule: 149.1001

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

    (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

    (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

    (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

  (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

    (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

    (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

    (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

  (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

    (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

    (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

    (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

  (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

    (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

    (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

    (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

  (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

    (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

    (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and

giftedness, and know how to effectively address these needs through instructional strategies and resources. Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

<div align="center">SCHOOL OF EDUCATION PROGRAM STANDARDS</div>

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model in which new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

Standard #1: Learner Development (students in general)
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1

Standard #2: Learning Differences (individual students)
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Texas Teacher Practice Standards: 1.5, 3.2, 3.3

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Texas Teacher Practice Standards: 6.3, 6.4

Standard #11:Technology
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

Texas Teacher Practice Standards: 1.5

Teacher Ethics: The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19   EDUCATION
PART 7   STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247   EDUCATORS' CODE OF ETHICS

RULE §247.2   *Purpose and Scope; Definitions*

(b) Enforceable Standards.
    (1) Professional Ethical Conduct, Practices and Performance.

        (A) *Standard 1.1.* The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

        (B) *Standard 1.2.* The educator shall not knowingly misappropriate, divert, or use monies, personnel,

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property, or equipment committed to his or her charge for personal gain or advantage.

(C) *Standard 1.3.* The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) *Standard 1.4.* The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) *Standard 1.5.* The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) *Standard 1.6.* The educator shall not falsify records, or direct or coerce others to do so.

(G) *Standard 1.7.* The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) *Standard 1.8.* The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) *Standard 1.9*. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) *Standard 1.10* The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) *Standard 1.11*. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) *Standard 1.12*.The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) *Standard 1.13*. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) *Standard 2.1.* The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(B) *Standard 2.3.* The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(C) *Standard 2.4.* The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(D)*Standard 2.5.* The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(E) *Standard 2.6.* The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(F) *Standard 2.7.* The educator shall not retaliate against any individual who has filed a complaint

with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) *Ethical Conduct Toward Students.*

(A) ***Standard 3.1.*** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) ***Standard 3.2.*** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) ***Standard 3.3.*** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) ***Standard 3.4.*** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) ***Standard 3.5.*** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) ***Standard 3.6.*** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) ***Standard 3.7.*** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) ***Standard 3.8.*** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) ***Standard 3.9.*** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 (i)   the nature, purpose, timing, and amount of the communication;
 (ii)   the subject matter of the communication;
 (iii) whether the communication was made openly or the educator attempted to conceal the communication;
 (iv)   whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 (v)   whether the communication was sexually explicit; and
 (vi)   whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

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EDUC 3315

Tentative Schedule

(subject to change; please check Canvas for changes)

Week	Topic
Module 1: August 23-29 Meet Face to Face on August 29	See Canvas Module
Module 2: August 30-September 5 Meet Face to Face on August 30	See Canvas Module
September 6 LABOR DAY HOLIDAY	
Module 3: September 13-19 Meet Face to Face September 13	See Canvas Module
Module 4: September 20-26 ONLINE THIS WEEK	See Canvas Module
Module 5: September 27-October 3 ONLINE THIS WEEK	See Canvas Module
Module 6: October 4-10 Meet Face to Face October 4	See Canvas Module
Module 7: October 11-17 Meet Face to Face October 11	Midterm Exam
Module 8: October 18-24 Meet Face to Face October 18	See Canvas Module

Module 9: October 25-October 31 Meet Face to Face October 25	See Canvas Module
Module 10: November 1-7 Meet Face to Face November 1	See Canvas Module
Module 11: November 8-14 Meet Face to Face November 8	See Canvas Module
Module 12: November 15-21 Meet Face to Face November 15	See Canvas Module
Module 13: November 22-28 THANKSGIVING HOLIDAY WEEK	

Module 14: November-December 5 Meet Face to Face on November 14	Course Wrap Up
Module 15: December 6 Final Exam ONLINE	Final Given on Monday, December 6th