EDSP 3351
Managing and Instructing Diverse Learners
University of Texas at Tyler – College of Education

Course: EDSP 3351
Semester & Year: Fall 2015
Time and Days: Tuesday 2:00 – 3:20 p.m. – Face-to-Face (F2F);
Thursday – Online
Location: BEP 215

Instructor Information
Staci M. Zolkoski, PhD
Office: BEP 241
Office Hours: Tuesday 10:00 a.m. – 1:00 p.m. and other days by appointment
Phone: 903-565-5612
E-mail: szolkoski@uttyler.edu (Preferred method of contact)
** Please put your course and section number in your email subject line, e.g. EDUC 3351

A. Catalog Course Description
An orientation to the field of special education and student diversity, including characteristics of individuals with special needs, cultural and/or linguistic differences, gifts and talents, and appropriate services for each population. Includes effective discipline models and behavior modification principles for managing diverse student populations. Prerequisites: EPSY 3340. Co-requisites for Secondary Only: EDUC 4320.

B. Student Learning Outcomes & Assessments

1. Program Outcomes and Key Assessments

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Standard</th>
<th>TEAC Key Assessment</th>
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<tbody>
<tr>
<td>Each student in EDSP 3351 will complete a case study applying interventions and strategies to a specific learning situation.</td>
<td>1, 2, 3, 4, 5, 7, 8</td>
<td>Instructor designed rubric</td>
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2. Course Outcomes and Assessments

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>INTASC Standards</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Demonstrate an understanding of the unique abilities and disabilities of groups of individuals classified as exceptional, including gifted and special populations addressed in IDEA.</td>
<td>1, 3</td>
<td>Exams, Quizzes, Case Study, Modules, Reflections</td>
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<tr>
<td>Task</td>
<td>Relevant Exams/Quizzes/Case Study/Modules/Reflections</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Demonstrate an understanding of cultural, ethic, and socioeconomic diversity.</td>
<td>1, 3, 10 Exams, Quizzes, Case Study, Modules, Reflections</td>
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<td>Identify major concepts, ideas, and themes relevant to the education of individuals identified as exceptional.</td>
<td>2, 3 Exams, Quizzes, Case Study, Modules, Reflections</td>
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<td>Identify major legislation and political events that have affected the education of individuals with disabilities.</td>
<td>1 Exams, Quizzes, Case Study, Modules, Reflections</td>
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<td>Identify appropriate educational delivery systems for diverse and exceptional populations.</td>
<td>1, 2, 5, 6 Exams, Quizzes, Case Study, Modules, Reflections</td>
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<td>Demonstrate strategies for establishing positive interactions between students with and without special needs.</td>
<td>8 Exams, Quizzes, Case Study, Modules, Reflections</td>
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<td>Demonstrate interest in the welfare of individuals with diverse needs and recognition of society’s challenge to help them realize their potential.</td>
<td>2 Exams, Quizzes, Case Study, Modules, Reflections</td>
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<td>Identify and assess behavioral problems.</td>
<td>4, 6 Exams, Quizzes, Case Study, Modules, Reflections</td>
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<td>Identify antecedent and consequential events and other environmental assessments and behavioral intervention plans.</td>
<td>4, 6 Exams, Quizzes, Case Study, Modules, Reflections</td>
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<td>Utilize techniques of positive behavioral support, including functional behavioral assessments and behavioral intervention plans.</td>
<td>4, 6 Exams, Quizzes, Case Study, Modules, Reflections</td>
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<td>Highlight strategies to promote socially appropriate behavior.</td>
<td>1, 5, 8 Exams, Quizzes, Case Study, Modules, Reflections</td>
<td></td>
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<tr>
<td>Recognize peer influences on behavior.</td>
<td>1, 5, 8 Exams, Quizzes, Case Study, Modules, Reflections</td>
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</table>
Acquire skills for promoting appropriate social interactions with peers and adults. 1, 5, 6, 10

Exams, Quizzes, Case Study, Modules, Reflections

C. Evaluation and Grading
Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including class activities, assignments, quizzes, and exams.

<table>
<thead>
<tr>
<th>Summary of Course Assignments:</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>100 points</td>
</tr>
<tr>
<td>In-Class/Online Activities</td>
<td>200 points</td>
</tr>
<tr>
<td>Teacher Interview</td>
<td>50 points</td>
</tr>
<tr>
<td>Case Study</td>
<td>150 points</td>
</tr>
<tr>
<td>Exams</td>
<td>300 points</td>
</tr>
<tr>
<td><strong>Total Points Available</strong></td>
<td><strong>800 points</strong></td>
</tr>
</tbody>
</table>

Grading is based on your accumulated score as a percent of the total cumulative score available. *You can keep track of your grades via Blackboard.* Turn around time for grading is one week. *It is my policy not to discuss grades via email. If you need to discuss grade issues, please schedule a time you can visit with me in my office.*

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

D. Course Attendance, Participation, and Activities

Course Attendance and Participation – 100 maximum points
No more than 1 absence from our face-to-face class meetings is excusable. **Each unexcused absence reduces your final course grade by a minimum of one letter grade.**
- No make-up work will be possible if you miss the face-to-face session.
- Email me in advance of the class to be missed.
- Leaving early or arriving late is considered as ½ an absence. Email me with a significant reason.

In-Class Activities – 100 maximum points
Throughout the semester, you will be expected to participate with your peers in class activities. These activities are extensions of the topic being discussed during the class session. You must be present during class to receive these points. **Due Date: Unscheduled**
Online Assignments/Activities – 100 maximum points
Throughout the semester, a variety of online activities/assignments will be assigned. These activities are extensions of the topic discussed throughout the online modules.

Teacher Interview – Maximum 50 points
This activity will require you to interview your respective cooperating teacher. See Appendix A for specific requirements

Case Study – Maximum 150 points
This activity will require you to use research and problem solving skills to find appropriate instructional strategies to meet a student’s academic and behavioral needs. This is a major assignment for the course and is required as part of the Phase III program. See Appendix B for specific requirements.

Exams (3 x 100) – 300 maximum points
These are intended to measure student comprehension of course material (lectures, handouts, class discussions, and assigned readings). See Course Schedule for exam dates. Exams will be given online and your grade will be available immediately.

E. Teaching Strategies
The following instructional strategies will be employed during this class:
• Lecture, multimedia, and simulations
• Demonstration and case studies
• Cooperative learning
• Written assignments

F. Required Text and Related Readings


2. Other readings as assigned in class.

3. Students will access class notes, assignments, grades and course information through Blackboard. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Blackboard. Students are expected to regularly access Blackboard to check for updates, announcements, and for any handouts to be brought to class.

NOTE: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.
G. Course Policies

Code of Conduct. Please see section 2.09 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct. It is the responsibility of the student to bring to the instructor’s attention any question, misunderstanding, or confusions he/she has concerning classroom policy or course requirements BEFORE an adverse effect on the student’s grade results.

Attendance. The attendance policy recommended by the University is followed in this course. You are expected to attend every face-to-face class meeting. Course objectives and performance outcomes cannot be met unless you attend class and participate in class activities. If you are absent for an extended period of time, you should make arrangements to explore options such as retaking the course or taking an incomplete grade. If you miss more than two in-class periods, you will need to make an appointment with the instructor for a Disposition Conference. If you are going to be absent for an exam, you must contact the instructor on or before the scheduled time the exam is to be given.

Make-up Work. 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) 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. Assignments should be typed in Times New Roman with 12-point font.

Late Assignments. It is expected that assignments be turned in on time. An assignment will be considered late if it is not turned in one the day it is due. If you do not have a working computer, you need to make arrangements to use the campus computers. Assignments should be submitted in the assignment folder on Blackboard even if you are not in class. Late assignments are not accepted unless prior arrangements have been made with the instructor 24 hours in advance. Assignments and due dates are posted on the course syllabus.

Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (e.g., 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 (a) the use of unauthorized materials, (b) any communication with peers during quizzes, (c) representing another’s work as one’s own (i.e. plagiarism), or (d) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabus.
Blackboard. Students will access class notes, assignments, grades, and course information through Blackboard 8. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Blackboard. Students are expected to regularly check blackboard for updates and to download any class handouts. Please refer to [http://www.blackboard.uttyler.edu](http://www.blackboard.uttyler.edu) for more information.

Electronic Devices. All electronic devices need to be set to silent mode during class time. Cellphones, laptops, and iPads may be used for class activities ONLY (not web surfing, Facebook, email, etc.).

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](http://www.uttyler.edu/education) (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 3351 will adhere to and demonstrate these teacher 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 of gender, 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.

H. Technical Information for Hybrid Sections

- Blackboard access; sound capacity; check your Patriot email daily for schedule changes 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 elements installed and enabled in your web browser for optimal viewing of the content and function of your online/hybrid course.

- Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/)

### UNIVERSITY POLICIES

#### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

#### Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

#### Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring 2016, the Census Date is February 1st.) Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (February 1st) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

#### State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a
dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct:** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

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.

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, 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.

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

(C) **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.

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

(E) **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.

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

(G) **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:

1. the nature, purpose, timing, and amount of the communication;
2. the subject matter of the communication;
3. whether the communication was made openly or the educator attempted to conceal the communication;
4. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
5. whether the communication was sexually explicit; and
6. 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

**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

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**SCHOOL OF EDUCATION PROGRAM STANDARDS**

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

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.

(iii) 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.
Appendix A
Case Study – EDSP 3351

A case study approach allows prospective educators to use research and problem solving skills; helping to bridge the gap between theory and classroom practice. For this assignment, students will apply interventions and strategies to a specific learning situation. This case study approach requires each student to develop goals and strategies appropriate for an assigned case (student description provided by the instructor). This assignment will be due in sections according to the course schedule.

Each case study paper must contain the following elements:

- **Brief Description:** A brief description of the student relevant to the focus area selected (based on the case study assigned). This should not be a verbatim repetition of the case study information, but should be a summary of the important aspects from the child’s description provided and how the child’s learning challenges impact his/her education. There should be a correlation between the significant points you choose to highlight and the objectives written for the child. For example, if you choose to write an objective about handwriting, you will want to emphasize handwriting skills in your brief description.

- **Measurable Goal:** Based on the case study presented, you will select one of the following instructional areas listed below and write a measureable instructional goal for the student. Instructional areas may include: math calculation, math reasoning, reading comprehension, social skills, handwriting, written expression, reading fluency or life skills. Your objective should include the condition, the behavior to be exhibited, and the criteria. (For example, “When presented with 10 subtraction flashcards, Suzy will correctly answer 4 out of 5 subtraction problems”).

- **Instructional Strategies:** You will describe three instructional strategies that you would use to differentiate instruction to support the child in accomplishing the instructional goal you have devised. You may include drawings, graphics, or other
descriptions to best illustrate the selected strategies. The instructional strategies
description must include the following:
  o a statement of justification for each of the selected strategies. Why did you
    choose this strategy for this student?
  o a statement of how the strategy could be modified to assist an English
    language learner and a gifted student.
  o A description (or illustration) of how at least one of your strategies could
    be self-correcting (allowing the student to self-manage his/her
    performance).
  o The strategies chosen must be supported by research. You must
    provide a citation for each strategy. A minimum of three resources
    must be used. References must be in APA 6th edition format.

• **Evaluation (Progress Monitoring) Plan:** Based on one of your instructional
  strategies, what data would you keep? How will you know if the student is
  learning? Describe how you would monitor progress for the student (include your
  schedule of progress monitoring and how you would assess).

• **Assessment Plan:** An assessment plan needs to be included that describes how or
  what you would use to assess the child’s present levels of performance. Based on
  the information presented in the case study, you will determine what specific
  areas need to be addressed and what formal or informal measures could be used to
  assess the child.

Based on the elements required in the case study assignment, it is expected that the case
study report will be approximately 10-15 pages long. The case study report must be typed
in a double-spaced format using 12 point Times New Roman font. You will submit your
case study through Blackboard on the date designated in your syllabus. A grading rubric
will be used to assess your case study. A copy of the rubric is included in your syllabus.
**The maximum points that you can earn for this assignment is 150 points**
Case Study Template

Teacher: (Your Name)
Student Name:
Grade:

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**Brief Description:** In this section provide a brief description of the student. This section should be ½ to 1 page in length. See the case study assignment section for specifics.

**Measurable Goal:** Write an objective to improve an instructional area in which you have chosen to focus your instruction. Is the objective measurable- that is, can you see, hear our count to make sure it has been accomplished? See case study handout for specific instructions criteria for the objective.

**Instructional Strategies:** You will fully describe three instructional strategies that you would use to differentiate instruction to support the child in accomplishing the objective you have described in the previous section. This is the most substantial part of your case study. Be sure to provide specific details. For example, “When presenting new letters to Marcus, I will use shaving cream. I will…”

- **Strategy #1**
- **Strategy #2**
- **Strategy #3**

Each strategy should be approximately 2-3 pages in length. Refer back to the case study assignment handout for the specifics that must be included in this section.

**Evaluation (Progress Monitoring) Plan:** In this section of the report, you need to choose of the strategies you detailed in the previous section and discuss how you would keep data to show that the student is making progress toward reaching the objective. This section should describe how you would monitor the progress and the schedule for progress monitoring. This section should be approximately 1-2 pages in length.

**Assessment Plan:** What areas have you chosen to assess? How will you assess your student? Approximately 1-2 pages
Appendix B
Teacher Interview

***You will need to find a current K-12 public school teacher to interview. **This interview should be face-to-face.** You will be required to write a report (minimum of 5 pages) on your experience.

The report should include:

- **Teacher Description.** This would include such information as: number of years teaching, number of years in current teaching position, subjects taught during teaching career and type of degree.
- **Information obtained from the teacher.** You will use the list of mandatory questions below for your teacher interview. **DO NOT PLAN FOR A LENGTHY INTERVIEW AND BE SENSITIVE TO FEELINGS AND EMOTIONS DURING THE INTERVIEW.**

**MANDATORY QUESTIONS**

- As a college student or teacher trained through an alternative certification program, what preparation did you receive in working with students with disabilities?
- What type of training does the school district/campus provide for working with students with disabilities?
- How are you made aware that a student with a disability will be in your classroom?
- In what ways do you collaborate with the special education staff on your campus?
- How are you involved in the development of a student’s IEP?
- What strategies do you find the most effective in working with students with learning disabilities?
- When changes are made in special education law or in district special education procedures, how are you made aware?
- How is a student on the campus referred for special education?
- Outside of the report card, what other ways do you communicate the academic progress of special education students in your classroom?
- If you could change one thing about special education, what would it be?

Your 5-page field report will also need to include the following information:

- Your reaction/reflection on the experience
- What did you learn that would make you a better teacher?