EDSP 5368
Educational Strategies for Special Education
The University of Texas at Tyler
School of Education

Course: EDSP 5368
Semester & Year: Fall 2021
Time and Days: Online
Location: Online

Instructor: Staci M. Zolkoski, PhD
Office: BEP 241
Office Hours: Monday 11:30 a.m. – 1:00 p.m., Tuesday 10:00 a.m. – 12:30 p.m.**,** and
Virtual by appointment
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** Please put your course and section number in your email subject line, e.g. EDUC 5368

*I also welcome you to visit with me in email if you need assistance or to schedule a Zoom
conference if you wish to discuss your grades or class performance.*

1. **Course Catalog Description**
   The presentation and application of major educational strategies for individuals with
   disabilities including: investigation of methodology, materials, state-mandated
   assessments, and augmentative/assistive technology; application of current teacher
   evaluation system with special educational programs. Clinical experience included.
   Prerequisite: EDSP 5364 and additional 12 semester hours in special education, or
   consent of instructor.

   EDSP 5368 is a designated Service Learning course. **Service learning** is a teaching
   and **learning** strategy that integrates meaningful community **service** with instruction
   and reflection to enrich the **learning** experience, teach civic responsibility, and
   strengthen communities (Learn and Serve America National **Service Learning**
   Clearinghouse).

2. **Student Learning Outcomes**
   The following student learning outcomes are aligned with the standards as delineated
   by the specific learning outcomes of the Educational Diagnostician State Board for
   Educator Certification (SBEC) and the Council for Exceptional Children (CEC)
   Advanced Special Education Diagnostician Specialist Standards.

3. **Student Learning Outcomes & Assessments**

   Diagnostician Student Learning Outcomes:

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Special Education Diagnostic Specialist

Objectives and Learning Outcomes	Standards: SBEC/CEC
Identify types and sources of information to formally or informally assess student's skill levels and establish data based instructional goals and objectives for students with a range of support needs and demonstrate application of information derived through a variety of assessment and data management techniques.	*Domain III- Standard X* SEDS1.S1 SEDS1.S6 SEDS1.S7
Demonstrate use of progress monitoring techniques for prescreening and monitoring student progress.	*Domain III- Standard X* SEDS.1.S1 SEDS.1.S2 SEDS.1.S7 SEDS.4.K1
Identify and demonstrate effective teaching strategies and individual learning experiences based on current research into effective teaching practices.	*Domain III- Standard X* SEDS.3.S2 ACSI3.K6 ACSI.4.K1 ACSI.4.S3
Demonstrate appropriate methods to task analyze goals and objectives and use this information to develop goals, objectives, lesson plans and effective approaches and strategies for students with a wide range of support needs.	*Domain III- Standard X* ACSI.3.K6 ACSI.3.S1 SEDS.3.S1 SEDS.3.S2 ACSI.4.S2 ACSI.4.S3
Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences.	*Domain III- Standard X* ACSI.3.K6 SEDS.1.S6 SEDS.1.S7
Interact with families, students, and all constituents in a professional manner effective communication and maintaining open and timely communication. Maintain confidentiality.	*Domain IV- Standard VII* ACSI.7.K1 ACSI.7.S1 SEDS.6.S1 SEDS.7.S1

4. **Required**
   - *APA Manual 7th edition*

Bibliography

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do.* San Francisco, CA: Jossey- Bass.

Mitchell, D. (2014). *What really works in special and inclusive education* (2nd edition). New York, NY: Routledge.

Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd edition). Alexandria, VA: ASCD.

Torres, C., Farley, C. A., & Cook, B. G. (2014). A special educator's guide to successfully implementing evidence-based practices. *TEACHING Exceptional Children, 47*(2), 85-93.

5. **Evaluation and Grading**
   Your course grade will be based on the total number of points accumulated at the end of the semester for all of your evaluations including quizzes, assignments, and class activities.

Possible Points

Assignments	Maximum Points
Progress Monitoring	
Zoom Conference #1	25 points
Iris Center Progress Monitoring Module	25 points
Article Reviews	50 points
Consent for Intervention	2 points
Evidence-Based Practices	
Research Evidence-Based Practices	50 points
Part I: Description of Learner	
Zoom Conference #2	25 points
Student Characteristics	10 points
Socioeconomic/Cultural Factors of Family	10 points
Educational History	10 points
Summary of Current FIE/ARD—Summary of Current Informal/Classroom Achievement Testing	10 points
Present Level of Academic and Functional Performance	10 points
Targeted Goal and Objectives	10 points

Part II: Literature Review	
Literature Review	200 points
Online Writing Center Tutorial Evidence	10 points
Part III: Implementation Plan	
Description of the Design of Intervention	10 points
Description of Progress Monitoring Plan/Assessment Plan	10 points
Part IV: Implementation of Intervention	
Tutoring Activities/Lesson Plans (3 @ 50 points each)	150 points
Reflective Journals (6 @ 10 points each)	60 points
Log Hours (6 @ 2 points each)	12 points
Progress Monitoring Graph (6 @ 5 points each)	30 points
Video Recording of Intervention Session	25 points
Part V: Intervention Project Wrap-Up	
Results of Interventions	10 points
Summative Graph Progress Monitoring Graph	5 points
Future Recommendations	5 points
Final Presentation/Discussion of Results – Zoom #3	30 points
Final Reflection of Learning – Zoom #3	25 points
TOTAL COURSE POINTS	*744 POINTS*

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

The last day to withdraw from courses is Monday, November 1st.

6. **Course Policies and Guidelines**
   a. **Assignment Submission:**
   For written assignments a "page" is defined as:
   - 8½" x 11" paper
   - Times New Roman or Arial 12-point font
   - Double-spaced (unless otherwise directed)
   - 1-inch margin on all sides.
   - Put page numbers on the top right-hand side.
   - Put the title of the assignment at the top and centered on your paper.
   - Upload written assignments on the Canvas website under the assignment tab

- Your name/date/class number should NOT be included for electronic submissions.

7. **Activities and Assignments**

   1. **Zoom Video Conferences.** You will have the opportunity to participate in three Zoom conferences throughout the semester. The primary purpose of these video conferences is to facilitate conversations about the intervention project, strategic instruction/interventions, and progress monitoring. The secondary purpose is to build an on-line community of learners.
      a. **You are required to be present at the time you signed up for to receive points for attending the zoom conference.**

   2. **Iris Center Module.** The Iris Center Module provides a unique opportunity for you to learn how to monitor students' progress via the Iris Center website. Progress monitoring is a valuable assessment tool that you will use in your intervention project and can be used in your classrooms to help identify students who are struggling to learn. Grades will be determined according to the Iris Center Module Rubric.

   3. **Article Reviews.** Reading outside journal articles facilitates deeper understanding of the topics presented. You will read two assigned journal articles discussing strategy instruction, and write a review on them. A template for the article review and scoring rubric will be posted on Canvas.

   4. **Evidence-Based Practices.** Researching evidence-based practices for students with disabilities is essential. This will allow you to learn how to do it and will help you be prepared for completing a literature review.

   5. **Intervention Project (Service Learning Project).** This is a major, semester-long project and one of the key critical concepts you will learn from this course. Implementing an intervention with fidelity over a sustained period of time is crucial in school practice and is a key component of response to intervention frameworks. In this project, you will implement an evidence-based intervention for a sustained period of time with a child who is struggling to learn. A broad overview of the project is provided below. For specific details of intervention project, see Intervention Project Guidelines and Intervention Project Rubrics.

      - You will identify a child between the ages of **6 years to 18 years of age** who has an identified area of atypical development. The child does not have to be identified as eligible for special education services; however, he/she should be considered or diagnosed as experiencing (or at risk of experiencing) a learning disability, attention deficit disorders, cognitive disability, autism spectrum disorder, behavior disorders, etc. The child may be a family member such as niece, nephew, cousin, etc. *However, your own children/stepchildren cannot be selected for the purposes of this project.* You may select a student in your

school, child of a neighbor, friend, church acquaintance, etc. You should have sufficient access to working with the child and family to complete the remaining requirements of the project (i.e., once weekly).

- You will implement an evidence-based intervention for 6 weeks with a child who is struggling to learn for a minimum of 1-2 hours of intervention each week, for a minimum of 6 to 8 hours over the course of the semester.

- Intervention sessions will be conducted weekly. You may conduct 1-hour intervention sessions or you may spread sessions in 1/2 hour to 45 minutes segments throughout the week as long as 1-2 hours per week of intervention is documented. Length of intervention sessions should be based on needs of learner and the literature review.

- You will graph progress-monitoring data. A minimum of six data points (excluding baseline data) should be depicted on a graph at the conclusion of the intervention project. You will collect progress-monitoring data at least once weekly throughout the duration of the project and clearly depict baseline, weekly, and summative data points.

- You will video-record the summative intervention session for review by me. Video recordings should clearly depict you and the child engaged in the intervention during summative intervention session.

- At the conclusion of project, you will present results of the intervention in a Summative Zoom Conference as scheduled.

8. **Teaching Strategies**
   The following instructional strategies will be employed during this class: Lectures, YouTube video clips/lectures, Canvas activities, multimedia, and simulations.

9. **Required Text and Related Readings**

   - APA Manual 7th edition

   There will be other readings as assigned in class. You will access all of our class notes, assignments, grades, and course information through Canvas. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted in Canvas.

10. **Criteria for all assignments** will be posted online unless otherwise notified by the instructor.

    Canvas: Students will access class notes, assignments, grades, and course information through Canvas. Any changes to 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.

11. **Course Policies**

   People First Language/Class Etiquette
   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 child.

   Safe Zone
   I consider 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 my expectation that ALL students consider the classroom a safe environment.

   Communication
   You'll need to log in to Canvas regularly (at least once a week) to view that week's assignments and check announcements.

   If you need to email me privately, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

   Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate and I can hear your perspective and you can hear mine as this promotes open dialogue. If you have questions about grades or your performance in this class, I'm happy to meet with you in a Zoom conference or if you reside close to our campus during a face to face office visit.

   Course Organization and Frequent Logins
   This course is organized into learning modules. The modules will open Sundays at 11:59 p.m. and close Sundays at 11:59 p.m. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

   Late Work
   Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. 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. Assignments should be submitted in the assignment folder on Canvas. *Late*

assignments are not accepted unless prior arrangements have been made with the instructor. Assignments and due dates are posted on the course syllabus.

Written assignments
Possessing the ability to clearly communicate in writing is an essential skill in our jobs as educational diagnosticians for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. Plagiarism is not tolerated.

Consent for Intervention
Because you will be working with a minor child who may be a child with a disability, you must obtain informed written consent from the parent(s)/guardian(s). Prior to the first intervention session, you must submit informed written consent. The Consent for Intervention Form is included in this syllabus. If informed written consent is not obtained prior to the first intervention session, a grade of zero will be recorded for all parts of the intervention project.

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.

> ***Plagiarism.*** Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.
>
> ***Unicheck*** *is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating.*
>
> **Dispositions -** All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. These dispositions are listed at the following website: **http://www.uttyler.edu/education/documents/Dispositions.pdf**

Canvas
You will access class lectures, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.

Technology
Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines. For issues related to Canvas, please contact IT Support at itsupport@uttyler.edu.

Code of Conduct
Please see section 209 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct.

12. Class Schedule
This is a tentative schedule and subject to announced changes. Please frequently refer to your email and announcements on Canvas for any schedule changes.

Class Schedule – EDSP 5368
Tentative Schedule – subject to announced changes

Date	Topic	Activities
Module 1 Aug. 23rd –29th	Class Introduction and Progress Monitoring	• Zoom Conference #1 – Welcome and Intervention Project Overview • Module 1 Activities Due August 29th at 11:59 p.m.
Module 2 August 30th– September 5th	Evidence-Based Practices	• Module 2 Assignments Due September 5th at 11:59 p.m.
Module 3 Sept. 6th – 12th	Part I: Description of Learner	• Zoom Conference #2 – Literature Review • Intervention Project Part I Due September 12th at 11:59 p.m.
Module 4 Sept. 13th– Oct. 3rd	Part II: Intervention Review	• You must get approval on intervention choice prior to writing paper • Intervention Project Part II Due October 3rd at 11:59 p.m. • Online Writing Center Appt. Documentation Due
Module 5 Oct. 4th – 10th	Part III: Implementation Plan	• Plan for intervention implementation and progress monitoring • Due October 10th at 11:59 p.m.
Module 6 Oct. 11th – Nov. 21st Thanksgiving Break: Nov. 22nd– 28th	Part IV: Implementation	• Intervention Project Part III Due Weeks 1, 3, and 6 on Sundays at 11:59 p.m. totaling 3 turn-in periods • Video Recording of Summative Tutoring Session due by November 21st at 11:59 p.m.
Module 7 Nov. 29th – December 5th	Part V: Project Results/Reflection	• Zoom Conference #3 – Project Results Presentations

The University of Texas at Tyler
School of Education

Minor (Under age 18)

Permission Form

I give permission for my daughter/son, _____, to

participate in individual tutoring sessions with _____, a

graduate student in the School of Education at The University of Texas at Tyler. I

understand the purpose of these tutoring sessions are instructional in nature and is being

conducted as part of course requirements, that the results will be kept confidential, and

that the results will not be used for placement or decision making purposes. I understand

that I may contact the instructor of the course, Dr. Staci M. Zolkoski at 903-565-5612 or

szolkoski@uttyler.edu should I have any questions or concerns.

Parent's or Legal Guardian's Signature: _____

Date: _____

Telephone Number: _____

Child's Date of Birth: _____

Signature of Graduate Student: _____

Date: _____

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.

    (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.

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

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, 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:

    (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

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

CEC ADVANCED SPECIALTY SET:
EDUCATIONAL DIAGNOSTICIAN SPECIALIST STANDARDS
Adopted July 2020

Advanced Standard 1 – Assessment. Educational diagnosticians demonstrate best practices of assessment, procedures, and report writing. It is critical that nonbiased assessment procedures are used in the selection of instruments, methods, and procedures for individuals with exceptional learning needs. Educational diagnosticians apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, recommendations for special education eligibility, monitoring and reporting learning progress in the general education curriculum, and other individualized educational program goals.

Advanced Standard 2 – Curricular Content Knowledge. Educational diagnosticians seek to deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

Advanced Standard 3 – Programs, Services, and Outcomes. Educational diagnosticians apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Advanced Standard 4 – Research and Inquiry. Educational diagnosticians know models, theories, and philosophies, and research methods that form the basis for evidence-based practices in special education. They use educational research to improve instructional techniques, intervention strategies, and curricular materials.

Advanced Standard 5 – Leadership and Policy. Educational diagnosticians learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. They promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.

Advanced Standard 6 – Professional and Ethical Practice. Educational diagnosticians are guided by the professional ethics and practice standards. They have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice.

Advanced Standard 7 – Collaboration. Educational diagnosticians have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate

services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide service to individuals with exceptional learning needs and their families.