School of Education
READ 4326.002: Literacy Assessment & Instruction II
The University of Texas at Tyler
School of Education
Fall 2023
Dr. Joanna Neel

Semester:	**Fall 2023**
Time & Day:	**Virtual/ Online**
Location:	**Virtual/ Online**
Instructor:	**Dr. Joanna Neel, Associate Professor**
Office:	**BEP 248-B**
Phone:	**(903) 565-5750**
Email:	**jneel@uttyler.edu (preferred method of contact)**
Office Hours:	**Mondays: 11:00 AM-1:30 PM**
First Day of Class:	**Monday, August 21, 2023**
Labor Day Holiday:	**Monday, September 4, 2023**
Census Date:	**September 1, 2023**
Mid Term:	**September 24, 2023**
Last Day to Withdraw:	**October 20, 2023**
Thanksgiving Break:	**November 20-24, 2023**
Finals Week:	**December 4-9, 2023**
Grades Due:	**December 12, 2023**

*Last Day to Withdraw from Courses: October 30, 2023

NOTE: We will be tutoring at The University of Texas at Tyler's University Academy located on Old Omen Road, Tyler, after the first three weeks of class.

Catalog Description. A course designed to afford the student opportunity to implement the skills of assessment, instruction, and evaluation in a tutorial setting that utilizes a peer coaching model. Prerequisite: Admission to the School of Education. Must have completed the EC-6 Core Curriculum.

Knowledge Base(s)

This course introduces students to the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. Students will learn about the theories of early literacy development as well as research and effective instruction practices that have shape how teachers and others have approached their work

with young children. Course content incorporates the following standards for the preparation of reading professionals:

1. *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010);

Texas State Board for Educator Certification standards for the preparation of English Language Arts and Reading Generalist ED-6 teacher candidates (Texas State Board for Educator Certification, 2016);

Texas Educator Certification Examination Program Science of Teaching Reading

Domain I. Reading Pedagogy – Competencies 001-002

Domain II. Reading Development: Foundational Skills - Competencies 003-008

Domain III. Reading Development: Comprehension- Competencies 009-012

Domain IV. Analysis and Response- Competency 013

Please refer to a detailed list of competencies after the bibliography of this syllabus.

Engagement: *Students enrolled in this course will be given multiple opportunities to collaborate with peers in class to reinforce the readings and lectures. Guest Speakers are scheduled to add depth to the lectures. Students are encouraged to participate in research opportunities based on research questions that develop in the class.*
Group study sessions are offered throughout the semester by Dr. Neel to help students master ELAR Content for the state content test.
Class celebrations will also be scheduled on campus, to celebrate student successes.

Student Learning Outcomes
Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.
4. Develop an understanding of test-taking strategies including scenarios that will be on the state teaching exams. Key scenarios and practice exams will be infused across the semester.

Assessment and Standards Matrix:

Student Learning Outcomes	Topics/ Activities	Assessment (including performance-based)	Standards Alignment
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing	Posts in Canvas Review Key Topics	(1) **TES**: (A) (i) (ii) (iii) (B) (i) (ii) (iii) (C) (i) (ii) (D) (i) (E) (i) (ii) (F) (ii) (iii) (2) (B) (i) (C) (iii) (3) (B) (i) (ii) (iii)(C) (i)1Ai-ii. **TEKS:** ELAR K-6 **ELPS:** K-6 **Pre-K Guidelines:** all **College Readiness Standards:** ELAR: Reading & Writing **ISTE:** 1c **INTASC:** 2, 3, 4, 5, 7, 8
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.	Literacy Development Theories Research Effective Instructional Practices Reading Writing Oral Language Development	Canvas Discussions Quizzes	**TES 1: all; 2: all** **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** Overview **College Readiness Standards:** ELAR: Reading & Writing **ISTE:** 1a; 5a; 7b;7c **INTASC:** 2, 3, 4, 5, 7, 8
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	Develop, Implement, & Evaluate literacy instruction in EC-6 settings.	Literacy Articles Website, and Texas Education Agency/ International Literacy Association Resources Data Analysis Running Records Small Group Discussions Quizzes/	**TES:** 3Ai-iii; **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** Overview **College Readiness Standards:** ELAR: Reading & Writing **ISTE:** 1c; 7b; 7c **INTASC:** 7, 8

Course Evaluation and Grading

  The assignments and projects outlined below are designed to contribute in a different, yet complimentary way in achieving the stated learning outcomes.

1. **Class Participation** (20 points or 20% of course grade). Throughout the semester, you will be expected to attend every class, complete assigned readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom teacher. The following criteria will be used to evaluate your class participation and engagement.

-   0-10 points = Low level of participation and engagement
-   11-15 points = Moderate level of participation and engagement
-   16-20 points = High level of participation and engagement

2. **Project #1: Tutoring.** Tutoring at University Academy;(20 points or 20% of course grade). Students spend approximately five hours observing a classroom in action. They will collect three or more oral language, reading, and/ or writing samples from children differing in language background, socio-economic status, or educational achievement. They will write a report describing patterns of language, reading, and/or writing development with recommendations for further assessment and instruction. **Technology & Literacy Integration**: Included in this report will be a list of technology resources, sites, and books that integrate early literacy strategies that might help support and build language and literacy.

3. **Project #2: Tutorial Report. (20 points or 20 % of course grade).** Students will write a report discussing their tutorial experiences and the progress their student made in literacy, specifically in text reading levels; running record scores; phonemic & phonological development, and writing.

4. **Project #3: Tutorial Notebook.** (20 points or 20 % of course grade.) Students will submit a complete tutorial notebook with completed lesson plans and lesson reflections for each lesson taught at University Academy. Running Records; List of Books Read with text reading level; LLI lessons; Phonics Lessons; Writing Composition Notebook.

5. **Final: WIX Electronic Literacy Portfolio**. (20 points or 20% of course grade). Students will submit an electronic literacy portfolio with assignments from this course.

Evaluation and Grading Guidelines and Criteria: All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers). Properly labeled, and carefully proofread and edited. The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage.

	Projects & Grading Criteria		
Class Projects	Percentage of grade	Points	Due Dates
1. Class Participation	20%	20	On-going
2. Project #1: Tutoring at UA	20%	20	Week 14
3. Project #2: Tutorial Report	20%	20	Week 14
4. Project #3: Tutorial Notebook	20 %	20	Week 14
5. Final: WIX Electronic Portfolio	20%	20	Weekly
TOTAL=	100%	100 Points	
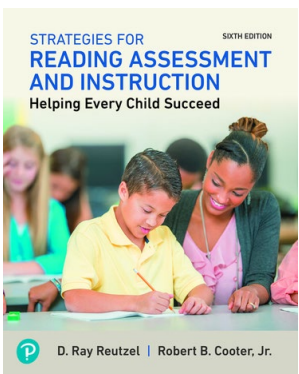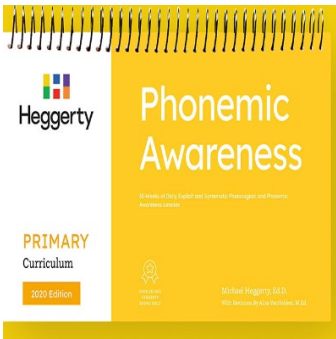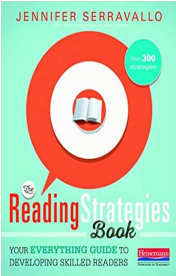
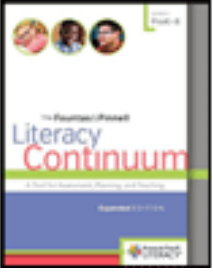| Performance standards			
Points	**Percent**	**Grade**	**Standard**
90-100	90%	A	(Excellent) Superior
80-89	80%	B	(Good) Above Average
70-79	70%	C	(Undeveloped)Average
60-69	60%	D	(Poor) Below Average
00-59	59% or below	F	(Unacceptable)Mediocre

Required Texts and Materials
Please NOTE: Four of the textbooks for this course, the Reutzel & Cooter Text; The Literacy Continuum, Reading Strategies, and Writing Strategies, are also required in READ 4320. This is strategic to help you build a strong foundational knowledge of literacy strategies with practical applications. This also save you money since the books are resources you will use repeatedly. It is recommended you purchase rather than rent these texts since they are valuable resources for your future classroom.
Core Readings: The core readings selected for purposes of this course consist of required texts and recommended materials. These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

Required Texts and Materials:

Textbook Cover:	Title:	Author:	ISBN #:	Publisher:
	Strategies for Reading Assessment & Instruction: Helping Every Child Succeed	Reutzel, R., & Cooter, R.	9780134986803	New York: Allyn & Bacon
	Primary Phonemic Awareness: 35 Weeks of Daily Explicit and Systematic Phonological & Phonemic Awareness Lessons	Michael Heggerty	9781947260-22-1	Literacy Resources LLC
	READING STRATEGIES BOOK	**Jennifer Serravallo**	9780325074337	**Heinemann**

	Literacy Continuum	Fountas & Pinnell	9780325060781	Heinemann
	Writing Strategies Book	Jennifer Serravallo	9780325078229	Heinemann

Bibliography:

Bransford, J., Brown, A., & Cocking, R. (2000). How people learn: Brain, mind, experience, and school (expanded edition). Washington, DC: National Academy Press.

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.

Nutta, J., Mokhtari, K., & Nutta, J. (Eds.). (2012). Preparing every teacher to reach English learners: A practical guide for teacher educators. Cambridge, MA: Harvard Education Press.

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

Vygotsky, Lev S. (1986). *Thought and language.* Newly revised and edited by Alex Kozulin. Cambridge, MA: The MIT Press.

Wormeli, R. (2007). Differentiation: From planning to practice grades 6-12. Portland, ME: Stenhouse Publishers.

Topical Outline & Schedule

Learning Outcomes:	Course Topics:	Readings & Project Due Dates:
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	• Literacy processes: reading, writing, listening, and speaking • Stages of language development • Stages of reading development • Stages of writing development • Stages of spelling development • Theoretical orientation to reading profile (pre-assessment)	• Literacy Continuum • Reading Strategies Book • Writing Strategies Book
2. Explore literacy development theories, research, and effective instructional practices, and how they can be used to inform and promote reading, writing, and oral language development in young children.	• Essential components of reading: Phonemic awareness, phonics, fluency, vocabulary, comprehension • Factors impacting literacy development among diverse learners • Understanding student needs relative to oral language, reading, and writing development	• Literacy Continuum • Reading Strategies Book • Writing Strategies Book
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	• Applying knowledge gained to understand students' needs relative to language, reading, and writing development • Applying knowledge gained to understand the students' contexts for instruction. • Theoretical orientation to reading profile (post-assessment) • Applying knowledge to develop List of technology sites and games that integrate early literacy strategies.	• Literacy Continuum • Reading Strategies Book • Writing Strategies Book

The assignments and projects outlined below are designed to contribute in different, and yet complementary ways in achieving the learning outcomes outlined above.

1. **Class Participation** (**20 points or 20% of course grade**). Throughout the semester, you will be expected to attend every class, complete assigned textbook and other readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom reading teacher. The following criteria will be used to evaluate your class participation and engagement.
   - 0-10 points = Low level of participation and engagement
   - 11-15 points = Moderate level of participation and engagement
   - 16-20 points = High level of participation and engagement

   Texas Educator Standard 1.a.i-ii;

2. **Project #1: Using Assessment Data to Inform Instruction: Tutorial Teaching (20 points or 20% of course grade).** In this assignment, you will have an opportunity to gain knowledge, skills, and experience in (a) using data-based decision-making techniques and procedures to gather, analyze, make sense of various types of literacy assessment data to identify students' strengths and needs, and (b) using information gained to design, implement, and evaluate literacy instruction for an individual and/or group of students in EC-6 grades. You will also learn how to adapt instruction for an individual student, a small group of students, or a whole classroom. More details about this project along with guidance will be provided throughout the course.

Texas Education 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

3. **BENCHMARK ASSIGNMENT: Project #2: Tutoring Report (20 points or 20 % of total grade).** In this assignment, you will have an opportunity to gain knowledge, skills, and experience in summarizing and repairing on your literacy work with students assigned to you. You will learn how to write a brief report supported by a portfolio of your work with the student, which could be organized along the following sections: A profile of your student(s), a summary of assessments used to determine strengths and needs, an outline of your goals for literacy improvement along with a sample lesson plan, and a reflective summary of progress made along with your growth as a literacy educator. More details about this project along with guidance will be provided throughout the course.
Texas Educator Standards (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.

4. **Tutorial Notebook: Project #3: (20 Points or 20 % of course grade).**
Students turn in tutoring notebook with lesson plans, reflections, running records, phonics lessons completed, and writing composition notebook in a tabbed, neatly organized notebook.

5. **WiX Electronic Literacy Portfolio: Final. (20 points or 20 % of course grade)**. Students complete an electronic literacy portfolio of work completed in READ 4326.

Evaluation and Grading Guidelines and Criteria: All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. The criteria for determining your final grade are outlined below.

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Class Participation	20%	20 points	On-going
2. Project #1: Tutorial Teaching	20%	20 points	Week 14
3. Project #2: Tutorial Report	20%	20 points	Week 14
4. Project #3: Tutorial Notebook	20%	20 points	Week 14
5. Final: WIX Electronic Literacy Portfolio	20%	20 points	Week 14

Totals	100%	100 points	

Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or Below	F	Mediocre

READ 4326: Assignment, Quiz & Project Due Dates Schedule:

Assignment	Due Date:	Date:	Completed:
Start Wix Electronic Literacy Portfolio	Week 1	Online Thurs. 8/24	
Philosophy of Literacy	Week 1	Online Thurs. 8/24	
Upload Syllabus & Topic Table into Portfolio	Week 1	Online Thurs. 8/24	
Science of Teaching Reading & Phonics/ Phonemic Awareness Practice Test	Week 1	Week 1 Thurs. 8/24	
Thursday Rule (Organization, Study Skills)	Week 2	Week 2 Thurs. 8/31	
Lesson Plans 1-10 Completed	Week 2	Week 2 Thurs. 8/31	
Jig Saw Power Points (Reutzel Text) Completed	Week 3	Week 3 Thurs. 9/7	
Lesson Plans 11-22 Completed	Week 3	Week 3 Thurs. 9/7	
Content Quiz #1: STR; Phonics; Phonemic Awareness; Letter ID; Decodable Passages/ Texts Reading; Morphology; Syllables; Rhyming; Etc.	Week 3	Week 3 Thurs. 9/7	
Notebook & Tutoring Supply Check	Week 3	Week 3 Thurs 9/7	
1st Day of Tutoring	Week 4	Week 4 Thurs. 9/11	
Lesson Plans & Reflections Due Weekly on Thurs.	Wks. 4-13	Weeks #4-13	
Science of Teaching Reading Module Completed including Phonics; Phonological & Phonemic Development; Reading Rope; Letter ID; Decodable Passages; Constructed Response	Week 13	Week 13 Thurs. 9/16	
Project #2: Tutorial Report	Week 13	Week 13 Thurs. 9/16	
Project #3: Tutorial Notebook	Week 13	Week 13 Thurs. 9/16	
WIX Electronic Literacy Portfolio	Week 15	Week 15 Thurs. 11/30	

Course Policies:

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

> 1 Absence =   No Point Loss
> 2 Absences = 10 Point Deduction* **Must schedule conference after 2nd absenc**e. 3 Absences = 25 Point Deduction
> 4 Absences = 40 Point Deduction

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

- **Written Assignments.** Written assignments MUST be typed using **double spaced lines and have page numbers**. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.

  Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma)

  Late Assignments (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.**

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

(iv) 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 syllabi.

- **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.
  o **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or other electronic communication devices during exams is prohibited. ***Text messaging should be done before or after class!***
  o **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".
- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 4269 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.

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.

For a full list of university policies including information related to the topics listed below, click here.

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/

- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

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.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.

READ 4326
Topic Table
Fall 2023
(Tentative Schedule – subject to changes).
Refer to Canvas for additional reading requirements or
changes to the following course calendar.
NOTE:
This course is designed to build on the readings, which means you are expected to have read the content prior to coming to class. Each week, we will be doing multiple activities in class that require you to be very familiar with the content in the assigned readings.

Date	Topic	Reading Assignment	Assignments & Due Dates:
Week 1 .	Course Overview/Introduction Syllabus Review/SOE Orientation Overview of all Domains: Texas Education Agency Reading Competencies & Science of Teaching Reading Competencies ***TEA Reading Competencies: Domain IV. Analysis and Response- Competency 013*** **Focus Discussion on *Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading. Key Vocabulary: Content, Professional, Literacy, Academic*** ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	Syllabus TEKS K-5 ELPS K-5 Pre-K Guidelines **READ:** Reutzel, R., & Cooter, R. (2019). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 1: Strategic Reading Instruction *Fountas & Pinnell Literacy Continuum:* *Interactive Read-Aloud & Literature Discussion* *Read Pages 11-99* ***Please read & review these pages in preparation of practicing tutorial lesson plans.*** *Jennifer Serravallo's Reading Strategies Book Introduction pages 1-19 Goal #1: Supporting Pre-Emergent & Emergent Readers pages 20-47* *Jennifer Serravallo's Writing Strategies Book Goal #1 Composing With Pictures pages 38-61*	**Upload Syllabus & Topic Table into Portfolio** Start Wix Electronic Literacy Portfolio Philosophy of Literacy Science of Teaching Reading Practice Reutzel Chapter Power Points Assigned

| Week 2 | Informal Reading Inventories ELPS K-5 Overview
Literacy assessment tools and strategies
Literacy Development Theories
Research
***Domain I. Reading Pedagogy – Competencies 001 Review Focus on Competency-002* Competency 002 (Foundations of Reading Assessment):**
Understand foundational concepts, principles, and best practices related to reading assessment.

READ 4320 Student Learning Outcomes:
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings | TEKS K-5
ELPS K-5 Professional Associations and Related Journals Dealing with Early Literacy
<mark>READ:</mark>
 Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed.
Ch. 2 Response to Intervention (RTI): Differentiating Reading Instruction for All Readers

Fountas & Pinnell Literacy Continuum:
Shared & Performance
Read Pages 101-160
Jennifer Serravallo's Reading Strategies Book Goal #2 Teaching Reading Engagement: Focus, Stamina, & Building A Reading Life pgs. 48-74

Jennifer Serravallo's Writing Strategies Book Goal #2 Engagement: Independence, Increasing Volume & Developing a Writing Identity pages 62-93 | Thursday Rule (Organization, Study Skills, & Classroom Management)

ILA & STR
Vocabulary Quiz #2 |
| Week 3 | Reading Assessment/ Teaching / Learning Cycles/ Effective Instructional Practices Reading/ Writing/ Oral Lang.
***Domain II. Reading Development: Foundational Skills - Competencies 003* Competency 003 (Oral Language Foundations of Reading Development):**
Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.
READ 4320 Student Learning Outcomes: | <mark>READ:</mark>
Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 3 Oral Language & Listening: Foundations of Literacy

Literacy Continuum:
Writing About Reading Pages 161-222
Jennifer Serravallo's Reading Strategies Book
Goal #3 Supporting Print Work: Increasing Accuracy & Integrating Sources of Information pages 80-107 | Content Quiz #1 |

	1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	*Jennifer Serravallo's Writing Strategies Book Goal #3 Generating & Collecting Ideas pages 94-135*	
Week 4	Preview Literacy Lessons Response to Intervention (RTI) ***Domain II. Reading Development: Foundational Skills - Competency 004 (Phonological and Phonemic Awareness):*** *Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.* ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	READ: Fountas & Pinnell: Literacy Continuum Writing-Pages 223-323 *Jennifer Serravallo's Reading Strategies Book Goal #4: Teaching Fluency: Reading with Phrasing, Intonation, & Automaticity pages 108-133* Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 4 Early Literacy Skills: Phonological & Phonemic Awareness; Letter Name Knowledge; Concepts About Print *Jennifer Serravallo's Writing Strategies Book Goal #4 Focus/ Meaning* *Pages 136-167*	Tutorials begin at the University of Texas at Tyler's University Academy, Tyler, Tx (on Old Omen). Lesson Plans #1 & 2 Due 11: 59 PM Reflections #1 & 2 Due Thursday 11:59 PM

| Week 5 | Assessment & Data
Analyzing students' literacy strengths and needs
Making sense of literacy assessment data.
Domain II. Reading Development: Foundational Skills -Competency 005 (Print Concepts and Alphabet Knowledge): *Understand concepts, principles, and best practices related to the development of **print concepts and alphabet knowledge,** including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.*

READ 4320 Student Learning Outcomes: 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings | <mark>READ:</mark> Reutzel, R., & Cooter, R. (2019). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 5. Phonics, Decoding; Word Recognition Skills

Fountas & Pinnell Literacy Continuum: Oral & Visual Communication & Technological Communication pages 325-356
Jennifer Serravallo's Reading Strategies Book Goal #5: Supporting Comprehension in Fiction: Understanding Plot & Setting pages 134-165

Jennifer Serravallo's Writing Strategies Book Goal #5 Organization & Structure pages 168-211 | Lesson Plans #3 & 4 Due 11: 59 PM

Reflections #3 & 4 Due Thursday 11:59 PM |
| Week 6 | Review and critique literacy articles, websites and programs. ***Domain II. Reading Development: Foundational Skills - Competencies 006** Competency 006 (**Phonics and Other Word Identification Skills**): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including* | <mark>READ:</mark> **Fountas & Pinnell Literacy Continuum: Phonics, Spelling & Word Study:** Developing Comprehension of Text and Concepts about Books

Reutzel, R., & Cooter, R. (2019). | Lesson Plans #5 & 6 Due 11: 59 PM

Reflections #5 & 6 Due Thursday 11:59 PM |

	related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills. **READ 4320 Student Learning Outcomes:** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	Strategies for Reading Assessment & Instruction: Helping Every Child Succeed Ch. 6 Reading Fluency Ch. Phonics & Decoding Skills *Jennifer Serravallo's Reading Strategies Book Goal #6 Supporting Comprehension in Fiction: Thinking About Characters pgs. 166-193* *Jennifer Serravallo's Writing Strategies Book Goal #6 Organization & Structure pages 168-211*	
Week 7	Word Work: Spelling/ Phonics ***Domain II. Reading Dev.: Foundational Skills* - Competency 007 (Syllabication and Morphemic Analysis Skills):** *Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.* **READ 4320 Student Learning Outcomes:** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how	Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 7 Reading Vocabulary *Fountas & Pinnell Literacy Continuum: Phonics, Spelling & Word Work* *Jennifer Serravallo's Reading Strategies Book Goal #7: Supporting Comprehension in Fiction: Understanding Themes & Ideas. Pages 194-221* *Jennifer Serravallo's Writing Strategies Book Goal #7: Word Choice pages 262-297*	Lesson Plans #7 & 8 Due 11: 59 PM Reflections #7 & 8 Due Thursday 11:59 PM

	they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings		
Week 8	Selecting the Just-Right Book Literature: Assessment ***Domain II. Development: Foundational Skills* - Competency 008 (Reading Fluency):** *Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.* ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	READ: Reutzel, R., & Cooter, R. (2019). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 8 Reading Comprehension of Narrative Texts Fountas & Pinnell Literacy Continuum: Guided Reading *Jennifer Serravallo's Reading Strategies Book Goal #8 Supporting Comprehension in Non-Fiction: Determining Main Topic(s) & Idea(s) pages 222-249* *Jennifer Serravallo's Writing Strategies Book Goal #8 Conventions: Spelling & Letter Formation Pages 298-323* Motivating Reading and Writing with Well-Known and New Literacies	Lesson Plan Writing: 20 Tutorial Lesson Plans Lesson Plans #9 & 10 Due 11: 59 PM Reflections #9 & 10 Due Thursday 11:59 PM

| Week 9 | Strategies for Teaching Literature

Develop, Implement, & Evaluate literacy instruction in EC-6 settings.

***Domain III. Reading Development: Comprehension-* Competency 009 (Vocabulary Development):**
Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

READ 4320 Student Learning Outcomes:
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 setting | Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed.
Ch. 9 Reading Comprehension: Narrative Texts

Fountas & Pinnell Literacy Continuum: Guided Reading Organizing and Managing the Literacy Program

Jennifer Serravallo's Reading Strategies Book Goal #9 Supporting Comprehension in Nonfiction: Determining Key Details pages250-273

Jennifer Serravallo's Writing Strategies Book Goal #9 Conventions: Grammar & Punctuation Pages 325-363

Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed.
 Ch. Strategies for Teaching Information Texts | Science of Teaching Reading:
Lesson Plans #11 & 12 Due 11: 59 PM

Reflections #11 & 12 Due Thursday 11:59 PM |
| Week 10 | Writing
Reciprocity of Reading & Writing

Establishing, Developing & Maintaining Literacy Partnerships

***Domain III. Reading Development: Comprehension-* Competency 010 (Comprehension Development):**
Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally | READ: Fountas & Pinnell Literacy Continuum;
Writing @ Reading p. 161-
Jennifer Serravallo's Reading Strategies Book Goal #10 Supporting Comprehension in Nonfiction: Getting the Most from Text Features pages 274-299
Jennifer Serravallo's Writing Strategies Book Goal #10: Collaborating With Writing Partners & Clubs pages 364-383 | Lesson Plans #13 & 14 Due 11: 59 PM

Reflections #13 & 14 Due Thursday 11:59 PM |

	appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies. ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	Reutzel, R., & Cooter, R. (2019). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 10 Extending Reading Summer Reading Loss; Family Involvement; Professional Learning Communities	
Week 11	Writer's Workshop Analyzing Student Writing Samples/Writer's Workshop ***Domain III. Reading Development: Comprehension-* Competency 011 (Comprehension of Literary Texts):** *Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.* ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they	READ: Fountas & Pinnell: Writing Section starting on page 223 *Jennifer Serravallo's Reading Strategies Book* *Goal #11 Improving Comprehension in Fiction & Non-Fiction: Understanding Vocabulary & Figurative Language* Hand-out: Getting Started With Writer's Workshop Student Writing Samples *Jennifer Serravallo's Writing Strategies Book Goal #10: Collaborating With Writing Partners & Clubs pages 364-383*	Lesson Plans #15 & 16 Due 11: 59 PM Reflections #15 & 16 Due Thursday 11:59 PM

	can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings		
Week 12	Comprehension: Informational Texts ***Domain III. Reading Development: Comprehension- Competency 012 (Comprehension of Informational Texts):*** *Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.* ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	*Jennifer Serravallo's Reading Strategies Book Goal #12: Supporting Students' Conversations: Speaking, Listening & Deepening Comprehension pages 328-353*	Lesson Plans #17 & 18 Due 11: 59 PM Reflections #17 & 18 Due Thursday 11:59 PM

Week 13	**_Domain IV. Analysis and Response-Competency 013 (Analysis and Response):_** _Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented._ **_READ 4320 Student Learning Outcomes:_** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	Fountas & Pinnell Literacy Continuum: Guided Reading _Jennifer Serravallo's Reading Strategies Book Goal 13 Improving Writing About Reading pages 354-380_	Lesson Plans #19 & 20 Due 11: 59 PM on Thursday Reflections #19 & 20 Due Thursday 11:59 PM Tutorial Report Tutorial Notebook
Week 14	**_Thanksgiving Holiday_** **_READ 4320 Student Learning Outcomes:_** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings		Work on WIX Electronic Portfolio

Week 15	*READ 4320 Student Learning Outcomes:* 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings		**Make Up Work**

Course Policies:

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

  1 Absence =   No Point Loss
  2 Absences = 10 Point Deduction* **Must schedule conference after 2nd absence**
  3 Absences = 25 Point Deduction
  4 Absences = 40 Point Deduction

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

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

  Late Assignments (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.**

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

- **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.

o **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or other electronic communication devices during exams is prohibited. ***Text messaging should be done before or after class!***

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

- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in READ 4326 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.

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.

For a full list of university policies including information related to the topics listed below, click here.

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

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.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.