



**READ 5307**  
**Literacy Instruction Practicum**  
**School of Education**  
**The University of Texas at Tyler**

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**Course:** READ 5307-060 (20529)  
**Semester & Year:** Spring 2020  
**Location:** Graduate - Online

**Instructor Information:** Dr. Gina M. Doepker  
Associate Professor of Literacy Education  
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**Important Reminders & Deadlines**

|                                     |                   |
|-------------------------------------|-------------------|
| First Class Day                     | January 13, 2020  |
| Registration for Summer 2020 Begins | February 3, 2020  |
| Deadline for Spring 2020 Graduation | March 2, 2020     |
| Spring Break                        | March 9-14, 2020  |
| Last Day to Withdraw from Course    | March 30, 2020    |
| Registration for Fall 2020 Begins   | April 1, 2020     |
| Final Exam Week                     | April 27-30, 2020 |

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**Course Description.** Field experience focused on addressing the **literacy instruction needs** of struggling readers and writers in PreK-12 clinical and/or classroom settings. Prerequisite: READ 5306. **A field-based practicum is required.** <https://catalogs.uttyler.edu/2019-2020/Catalog/Courses/READ-Reading-Education/5000/READ-5307>

READ 5307 builds on the knowledge, skills, and experiences gained in READ 5306, which is designed to prepare you for the supervised practicum. In this companion course, you will have an opportunity to apply what you learned about literacy assessment and instruction while working directly with school-aged children in real-world school settings.

### **Important Notes Re: Field-Based Practicum Requirements**

The program emphasis on field work is consistent with The Texas Administrative Code, which stipulates that each certificate program provide a minimum of 360 hours (200 coursework and 160 hours of field) for the Reading Specialist<sup>1</sup> certificate. Following these guidelines and consistent with the Texas Examination of Educator Standards (TExES) standards for the preparation of reading teachers, reading specialists, and master reading teachers, we have designed this practicum so that students spend approximately 160 hours engaging in field work that focuses on the identification of reading and writing difficulties, the design, implementation, and evaluation of evidence-based literacy instruction aimed at addressing these difficulties among normally-developing as well as struggling readers and writers.

Our program emphasis on field-work is also consistent with the new International Literacy Association standards (ILA, 2017), particularly Standard 7: **Practicum/Clinical Experiences**, which places particular emphasis on candidates' ability to apply theory and best practice in multiple supervised practicum/clinical experiences.

In addition to the instructional support and field coordination provided by the course instructor and the practicum coordinator that take place at the university level, the field practicum is supported by two additional interrelated structures. These include regular support provided by an assigned Mentor Teacher, an experienced individual currently in the field with whom the Practicum Candidate apprentices, and by a university assigned Field Supervisor, a qualified educator who helps support and supervise the work of the practicum candidate throughout the practicum experience.

To support candidate's field work, we have developed a Practicum Handbook, which provides more information about the graduate reading program and the field practicum, along with guidance on successfully completing course and practicum requirements. I will share a copy of the handbook and provide you with step-by-step guidance in completing this important field-based component of the program. I will also share a copy of the handbook with your assigned mentor teacher and university Field Supervisor who will be trained to assist with the implementation of the field practicum.

To facilitate and support your literacy coaching and mentoring, we will use **the Arc Media Library on Canvas**, an online coaching space that enables you to share your work with your mentor teacher, field supervisor, course instructor and practicum coordinator who will review video-taped lessons, reflect on the type and quality of work completed, provide coaching and mentoring support, and reflect on progress made in light of the overall goals of the practicum. Finally, while most of the work completed in this course will be focused on coaching and

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<sup>1</sup> Texas Administrative Code, Chapter 239, Subchapter D)

- TAC § 241.10 (b). The Reading Specialist preparation program shall include a field-based practicum whereby candidates must demonstrate proficiency in each of the standards identified in § 42.15 this title.
- TAC 228.35 (b) an educator preparation program shall provide a candidate [for Reading Specialist] with a minimum of 200 clock hours of coursework that is directly aligned to the state standards.
- TAC 228.25 (c) (3) an educator preparation program shall provide a practicum ... for a minimum of 160 clock hours [for Reading Specialist]

supervising your work as a reading specialist, it will be supported by a few course lectures, projects, and assigned readings, most of which will be focused on effectively teaching essential elements of reading and differentiating instruction for normally developing students as well as students with special needs (e.g., students suspected of having specific reading disabilities such as Dyslexia and English learners).

### **Knowledge Base(s) for This Course**

This graduate level course builds upon the knowledge base and experiences gained in prior graduate coursework addressing language and literacy issues. The course addresses clinical and classroom aspects of literacy assessment and instruction. Emphasis will be placed on examining the causal factors, which inhibit the students' developmental processes of learning to read and write, and how an understanding of these factors enables a teacher to develop an effective program of instruction for all students, including those with language and learning challenges.

Course content incorporates the International Literacy Association (ILA, 2017) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists (TEA, 2006). ILA standards pertain primarily to Standard 3: Assessment & Evaluation, Standard 4: Diversity, Standard 6: Professional Learning & Leadership, and Standard 7: Practicum/Clinical Experiences. TExES standards pertain primarily to Domain 1: *Instruction and Assessment: Components of literacy*, Domain 3: *Meeting the Needs of Individual Students*, and Domain 4: Professional knowledge and leadership.

Course content is grounded in literacy research, policy, and effective practices (e.g., Bell & McCallum, 2008; Gay, 2000; NICHD, 2000, Snow, Griffin, & Burns, 2005) that identify the knowledge, skills, and dispositions expected of effective reading professionals. Course content is further guided by the following state and national standards:

1. *International Literacy Association (ILA, 2017) [Standards for the Preparation of Reading Professionals](#)*, with a specific focus on Standard 3: Assessment & Evaluation, 4: Diversity, Standard 6: Professional Learning & Leadership, and Standard 7: Practicum/Clinical Experiences.
2. *Texas Examination of Educator Standards (TExES, 2006) [Standards for the Preparation of Reading Specialists](#)*, with a focus on Standard II: Assessment and Instruction, Standard III: Strengths and Needs of Individual Students, and Standard IV: Professional knowledge and leadership.
3. *Texas Educator Standards (2016) [Title 19: Chapter 149, Subchapter AA, Rule: 149.1001](#)*, which delineate the performance criteria to be used to inform the training, appraisal, and professional development of teachers. Standards pertaining specifically to this course include Standard 1: Instructional Planning and Delivery, Standard 3: Content Knowledge and Expertise, and Standard 5: Data-Driven Practice.

**Student Learning Outcomes (SLOs):** Upon successful completion of the requirements of this course, students will be able to:

1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction. (Service Learning)
2. Expand knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices. (Service Learning)

3. Develop expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs. (Service Learning)
4. Develop knowledge and skill in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia. (Service Learning)
5. Gain knowledge and skill in communicating literacy assessment and instruction results to students, parents, school administrators, and the public. (Service Learning)

**Standards Matrix:**

| <b>Student Learning Outcomes</b>   | <b>Activities</b>  | <b>Assessment</b>  | <b>Standards Alignment</b>  |
|--|--|--|---|
| 1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.   | Course Readings<br><br>Lectures<br><br>Assessment & Instruction Report | Class Participation & Discussions<br><br>Service Learning Reflection Log<br><br>Dyslexia Book Study<br><br>Assessment & Instruction Report<br><br>Portfolio Artifact | • ILA 1, 2; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 1a, b, c, 5 a, b, c, & 6 a, b, c, d ; InTASC 2, 6, 7; CCRS 1-10. |
| 2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs. | Course Readings<br><br>Lectures<br><br>Assessment & Instruction Report | Class Participation & Discussions<br><br>Service Learning Reflection Log<br><br>Dyslexia Book Study<br><br>Assessment & Instruction Report<br><br>Portfolio Artifact | • ILA 1, 2; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 1a, b, c, 5 a, b, c, & 6 a, b, c, d ; InTASC 2, 6, 7; CCRS 1-10. |
| 3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction   | Course Readings<br><br>Lectures  | Class Participation & Discussions<br><br>Service Learning Reflection Log<br><br>Dyslexia Book Study  | • ILA 1, 2; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 1a, b, c, 5 a, b, c, & 6 a, b, c, d ; InTASC 2, 6, 7; CCRS 1-10. |

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| approaches, measures, and practices   |  | Assessment & Instruction Report<br>Portfolio Artifact  |   |
| 4. Develop knowledge and skills in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia. | Course Readings<br>Lectures<br>Assessment & Instruction Report | Class Participation & Discussions<br>Service Learning Reflection Log<br>Dyslexia Book Study<br>Assessment & Instruction Report<br>Portfolio Artifact | ILA 1, 2; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 1a, b, c, 5 a, b, c, & 6 a, b, c, d ; InTASC 2, 6, 7; CCRS 1-10. |
| 5. Develop knowledge and skills in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.   | Course Readings<br>Lectures<br>Assessment & Instruction Report | Class Participation & Discussions<br>Service Learning Reflection Log<br>Dyslexia Book Study<br>Assessment & Instruction Report                       | ILA 1, 2; TExES 2, 3; TES 1, 3, 5; TPG 2, 3, 4; ISTE 1a, b, c, 5 a, b, c, & 6 a, b, c, d ; InTASC 2, 6, 7; CCRS 1-10. |

## COURSE EVALUATION AND REQUIREMENT DESCRIPTION

### Performance Assessments

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

The projects and assignments outlined below are designed to contribute in different but complementary ways to your knowledge and experiences in determining students' literacy strengths and needs and designing evidence-based instruction aimed at addressing those needs in clinical and school settings.

### Important Note about Assigned Readings

Each lecture has a set of readings to support the learning outcomes for that lecture and associated course objectives. The volume of assigned readings will depend on the nature of the topics addressed in each lecture. Some of the readings will be selected from course textbooks; others will be selected from articles and related materials outlined in the reference list. Please note that given the vast amount of information available in the area of K-12 literacy assessment and instruction, I will not have enough class time to "cover" all of the readings assigned. Consequently, I ask that you **COMPLETE ALL ASSIGNED READINGS**, and be prepared to discuss them with classmates via discussion forums. All assigned readings are important for successfully completing class activities, assignments, and project.

1. **Class Participation & Discussions** (20 points or 20% of course grade). Throughout the semester, you will be expected to engage individually or in small groups in practicum-related readings and assignments and/or activities that will help promote and support your work in identifying student strengths and needs; in designing, implementing, and evaluating evidence-based literacy assessment and instruction; and in engaging in leadership actions and practices within your classrooms, schools, and/or districts.

Active participation entails making sustained and substantive contributions by completing assigned readings, asking critical questions, collaborating with peers, and exploring implications and applications of knowledge gained for your own professional work. Your asynchronous discussion responses will be evaluated on the level of engagement (how thorough and detailed your contributions are), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to peers). The following criteria will be used to evaluate your class participation and engagement.

- At minimum, you should post one original response and two responses to peers' posts.
- Original responses should be at least 250 words in length and should present your thoughts in an organized and well-written manner.
- Responses to peers should be at least 75 words in length and contribute substantively to the conversation.

2. **Dyslexia Book Study** (10 points or 10% of course grade). From a list of books provided to you below, you will select one book and read it. The authors of these books go into sufficient depth, unattainable in an article that can help you turn up the heat under some aspect regarding dyslexia characteristics, dyslexia identification practices and policies, and effective instruction for students with dyslexia.

- **Week 3:** You will select your book and send me a note to identify your book choice.
- **Week 5:** You will have your book and begin to read it.
- **Week 7:** (3 points) You will join a whole class discussion forum in Canvas and provide an initial introduction to your book. This way we can learn more about all the other titles we did not select, and we can discover who else among us, if anyone, is also reading the same book. This discussion post will include:
  - Tell us: Title, author, year, chapter titles.
  - Tell us: What the book is ABOUT in an overview sense.
  - Comment: Get around to at least two other people and leave a collegial note for them regarding their book selection.
- **Week 10:** (7 points) You will again join a whole class discussion forum in Canvas. By this time, you will have finished your book. In this week's post, address the following questions that tie back in with the course's learning objectives.
  - How has this book contributed to your understanding of the characteristics of dyslexia?
  - How has this book contributed to your understanding pertaining to identification of dyslexia?
  - How has this book contributed to your understanding of historical and current research, policy, and practice related to dyslexia and literacy development?
  - How has this book contributed to your ability to critically examine ways in which you can provide effective, multisensory strategies for teaching students

- with dyslexia?
- How has this book contributed to your ability to make changes to your own thinking and practice as an educator? Be specific.
- Comment: Get around to at least two other people and leave a collegial note for them regarding their book selection.

| <b>DYLSEXIA BOOK STUDY CHOICES<br/>CHOOSE ONE FROM THE LIST BELOW.</b>   |
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| Shaywitz, S. (2003). <a href="#"><i>Overcoming dyslexia: A new and complete science-based program for reading problems at any level.</i></a> New York, NY: Vintage Books.      |
| Eide, B. L., & Eide, F. F. (2011). <a href="#"><i>The dyslexic advantage: Unlocking the hidden potential of the dyslexic brain.</i></a> New York, NY: Penguin Group.           |
| Siegel, L. (2016). <a href="#"><i>Not stupid, not lazy.</i></a> International Dyslexia Association.  |
| Moats, L C., & Dakin, K. E. (2007). <a href="#"><i>Basic facts about dyslexia and other reading problems.</i></a> International Dyslexia Association.                          |
| Lowell, S. C., Felton, R. H., & Hook, P. E. (2014), <a href="#"><i>Basic facts about assessment of dyslexia: Testing for teaching.</i></a> International Dyslexia Association. |
| Mather, N., & Wendling, B. J. (2012). <a href="#"><i>Essentials of dyslexia assessment and intervention.</i></a> Hoboken, NJ: John Wiley & Sons , Inc.                         |

3. **Service-Learning Field Reflection Log** (8 Logs @ 2 points each = 16 points). This field-based course is designed as a service-learning course. Throughout the semester you will be assessing, teaching, and progress monitoring a student or small group of students that are struggling in their literacy development in some way. Through this work you will be serving the needs of the student(s) that you are working with while also learning effective literacy assessment and literacy instruction/intervention methods at the same time. The Literacy Assessment & Instruction Field Practicum Report will serve as a culminating project of what you have learned throughout READ 5306 and READ 5307. (See #4 below for project details.)

Specifically, you will start working with your student(s) for a period of 12 weeks starting on or about the second week of class, and ending on or about the 14<sup>th</sup> week of the semester or after you have completed about 24 hours of instruction—assuming an average of 2.5 to 3.0 hours per week for 12 weeks. Be prepared to complete pre-assessments (e.g. QRI-6) during the second week of the semester, implement your evidence-based instructional/intervention plan during the third through the thirteenth week, and complete post-assessments (same measures as in pre-assessment) during the 13<sup>th</sup> or 14<sup>th</sup> week of the semester.

An important aspect of service-learning is reflection. For this assignment you need to post a weekly Service Learning Reflection Log for 10 consecutive weeks starting the fourth week of the semester and ending the 13<sup>th</sup> week of the semester regarding the work that you are completing with the student(s). You will specifically include a log of the days & times that you worked with the student(s) each week, and briefly answer questions a-e below with questions f-h being optional.

- a. How effective was your instruction during this week’s lessons? Explain.
- b. What was your strength as a teacher this week?

- c. How is/are your student(s) responding to your instruction? Explain.
- d. What do you need to do differently? Why?
- e. What is your next instructional step? Explain.
- f. What concerns you? Explain.
- g. What questions do you have?
- h. How can the practicum team support you during this field experience?

4. **Project: Literacy Assessment & Instruction Field Practicum Report (QEP)** (50 points or 50% of course grade). In this field practicum assignment, you will have an opportunity to apply what you learn about literacy assessment, instruction, and leadership in a real-world school setting. Consistent with TEA rules and guidelines, the field practicum will require you to spend 160 hours engaged in work designed to strengthen your knowledge, skills, and dispositions with regard to (a) identification of students’ literacy strengths and needs; (b) design, implementation, and evaluation of evidence-based literacy instruction; and (c) engaging in professional learning and leadership activities aimed at strengthening instructional practices and improving student’s literacy achievement outcomes within your classrooms, schools, and/or districts. The field-simulation work completed in READ 5306, which was designed to prepare you for the field practicum will count toward the 160 hours of field work. Throughout the field practicum, you will have an opportunity to gain practical experience and skill in:

- a. Assessing the literacy strengths and needs of students in classroom, small group, and/or one-on-one settings.
- b. Developing a literacy instruction plan aimed at addressing identified literacy needs.
- c. Implementing the literacy instruction plan as envisioned.
- d. Writing a report summarizing the outcomes of instruction and potentially the impact on student achievement and on your professional learning.
- e. Sharing your findings with fellow teachers, school leaders, and parents.

Specific details about when the field work starts, what it will entail, and how it will be implemented will be provided. Needless to say, you will be provided with guidance and assistance when determining students’ literacy strengths and needs, planning and delivering instruction pertaining to the needs identified, showcasing your field work, and writing a report summarizing the findings of your literacy field work.

To provide you with mentoring and coaching support, TEA requires that you have three formal “interactions” with field supervisor throughout the practicum period: One during the first third of the semester (Mid-February), one during the second third of the semester, (Mid-March) and one during the last third of the semester (Mid-April). During these three interactions, you will have an opportunity to engage in the following activities:

- (a) *Pre-conference.* During this initial pre-conference to be arranged individually with your mentor teacher (in school) and field supervisor (to be arranged online or person), you will have an opportunity to discuss your plans for field-work, which includes taping three 45-minute videos of your field work at designated times during the practicum period. You will then post taped videos via Canvas to be viewed by your field supervisor. *Please note that your mentor teacher will not have access to your posted videos via Canvas since they are able to observe you within your school. However, you are required to share a copy of the taped video with us as well.*

- (b) *Observation.* Your supervisor will have an opportunity to view your taped 45-minute videos, provide feedback, and complete an evaluation form documenting your work.
- (c) *Post-Conference.* During this time, you will have an opportunity to conference again with your field supervisor, who will share outcomes of their evaluation of your taped lessons, and offer guidance, mentoring and coaching as needed.

Please note that (a) your course instructor and practicum coordinator will view your taped videos and provide guidance and support as well throughout the practicum period; and (b) consistent with TEA guidelines, we will be maintaining verification of work related to your field practicum, which must be documented and made available for compliance audit purposes. More information about the requirements for the field practicum will be provided via lectures and associated assignments, as well as in the Practicum Handbook, which will be made available to you, your mentor teachers, and field supervisors.

#### 5. **Program Portfolio Artifact (QEP) (5 points)**

**Description:** This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished this semester; (2) select a national standard and a state standard about which this artifact is evidence of your mastery; (3) write your rationale for including this artifact to serve as professional evidence; and (4) write your reflection on ways in which the creation of this artifact stimulated within you a set of experiences the outcome of which is your own learning/change of mind/deeper understanding that is centered on the national and state standards for literacy professionals and leaders.

**Main Tasks:** Your task is to first complete the major assignments for this course. Second, you will select one or more of those assignments as artifactual evidence of your standards-based professional growth. Third, you select standards that your work exemplifies. Fourth, you will substantively write both a rationale for inclusion and a reflection on your own learning related to the artifact and the chosen standards. Expect to write a four to six sentence paragraph for each. You will submit the already-graded artifact and, on a separate Word document, the standards and written work required. You can expect instructor feedback and a grade on this assignment. At the conclusion of the course, it is expected that you will incorporate any feedback you receive and improve your rationale and/or reflection and that you will insert the artifact and your writing into your ongoing Wix portfolio.

**Evaluation and Grading Guidelines and Criteria:** All written work should be typed (single-spaced, using 12 pt. New Times Roman font, one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. Use APA style when citing references used in your work. The criteria for determining your final grade are outlined below.

***Last day to Withdraw from Course: Monday, March 30<sup>th</sup>***

## Projects & Grading Criteria

| Class Projects                        | Weight | Points     | Due Dates        |
|---------------------------------------|--------|------------|------------------|
| 1. Class Participation & Discussions  | 19%    | 19 points  | Ongoing          |
| 2. Dyslexia Book Study                | 10%    | 10 points  | Week 7 & Week 10 |
| 3. Service Learning Field Reflections | 16%    | 15 points  | Weeks 4-13       |
| 4. Program Portfolio Artifact         | 5%     | 5 points   | Week 14          |
| 5. Assessment & Instruction Report    | 50%    | 50 points  | Finals Week      |
| Totals                                | 100%   | 100 points |                  |

## Performance Standards

| Points | Percent      | Grade | Standard       |
|--------|--------------|-------|----------------|
| 93-100 | 93%          | A     | Superior       |
| 84-92  | 84%          | B     | Above Average  |
| 75-83  | 75%          | C     | Average        |
| 66-74  | 66%          | D     | Below Average  |
| 00-65  | 65% or Below | F     | Unsatisfactory |

### F. Required Texts and Materials:

1. Reutzel, R., & Cooter, R. (2019). [\*Strategies for Reading Assessment & Instruction: Helping Every Child Succeed \(6<sup>th</sup> ed.\)\*](#). Boston, MA: Pearson Education.
2. Leslie, L. & Caldwell, J. (2017). [\*Qualitative Reading Inventory – 6\*](#). Boston: Pearson.

### HIGHLY RECOMMENDED, BUT NOT REQUIRED

1. *Proust and the Squid: The Story and Science of the Reading Brain* by M. Wolf
2. *Show, Tell, Build: Twenty Key Instructional Tools and Techniques for Educating English Learners* By J. Nutta, C. Strebel, F. Mihai, E. Crevecoeur, and K. Mokhtari.
3. *3-Minute Reading Assessments: Word Recognition, Fluency, and Comprehension: Grades 1-4 (Three minute Reading Assessments)* by T. Rasinski and N. Padak
4. *3-Minute Reading Assessments: Word Recognition, Fluency, and Comprehension: Grades 5-8* by T. Rasinski and N. Padak
5. *In Pictures and In Words: Teaching the Qualities of Good Writing Through Illustration Study* by Katie Wood Ray
6. *Interventio Strategies to Follow Informal Reading Inventory Assessment: So What Do I Do Now? (3<sup>rd</sup> Edition) (Response to Intervention)* by Caldwell, J. S., & Leslie L.

Additional readings to supplement course content will be selected from literacy research and practice journals such as *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *Journal of Literacy Research*, *Middle School Research Journal*, *Reading Research Quarterly*, *TESOL Journal*, *Elementary School Journal*, *Educational Leadership*, *Exceptional Children*, *Reading Improvement*, *Voices in the Middle*, *Preventing School Failure*, and others (see sample references attached at the end of the syllabus).

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

**Course Alignment:**

| <b>Learning Outcomes</b>   | <b>Course Topics<br/>Lectures</b>   | <b>Readings &amp; Projects</b>   |
|--|---|--|
| 1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.   | <p><b>Lecture</b> Introduction &amp; Course Overview</p> <p><b>Lecture</b> Early Screening of Children with Dyslexia</p> <p><b>Lecture</b> Assessing and Teaching Morphology</p>  | <p>Class Participation &amp; Engagement</p> <p>Reutzel &amp; Cooter (2020)</p> <p>Dyslexia Book Study</p> <p>Service Learning Reflection Log</p> <p>Assessment &amp; Instruction Report</p> <p>Portfolio Artifact</p>  |
| 2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs. | <p><b>Lecture</b> Sharpening Instructional Purpose and Focus</p> <p><b>Lecture</b> Basics of Identifying and Teaching Students with Dyslexia</p> <p><b>Lecture</b> Strategies for Promoting Children's Oral Language and Literacy Development</p> | <p>Class Participation &amp; Engagement</p> <p>Reutzel &amp; Cooter (2020)</p> <p>Dyslexia Book Study</p> <p>Service Learning Reflection Log</p> <p>Assessment &amp; Instruction Report</p> <p>Portfolio Artifact</p>  |
| 3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices                 | <p><b>Lecture</b> Assessing and Teaching Morphology</p> <p><b>Lecture</b> The Critical Role of Morphology in Teaching Children to Read and Write</p>  | <p>Class Participation &amp; Engagement</p> <p>Reutzel &amp; Cooter (2020)</p> <p>Qualitative Reading Inventory-6</p> <p>Dyslexia Book Study</p> <p>Service Learning Reflection Log</p> <p>Assessment &amp; Instruction Report</p> <p>Portfolio Artifact</p> |

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|--|---|---|
| <p>4. Develop knowledge and skills in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.</p> | <p><b>Lecture</b> Early Screening of Children with Dyslexia</p> <p><b>Lecture</b> Basics of Identifying and Teaching Students with Dyslexia</p> <p><b>Lecture</b> Assessing and Teaching Students with Dysgraphia</p> | <p>Class Participation &amp; Engagement</p> <p>Reutzel &amp; Cooter (2020)</p> <p>Dyslexia Book Study</p> <p>Service Learning Reflection Log</p> <p>Assessment &amp; Instruction Report</p> <p>Portfolio Artifact</p> |
| <p>5. Develop knowledge and skills in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.</p>   | <p><b>Lecture</b> Writing Field Practicum Report</p>  | <p>Class Participation &amp; Engagement</p> <p>Assessment &amp; Instruction Report</p>  |

**READ 5307-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES  
Tentative Schedule SPRING 2020**

**Topical Outline & Schedule:** The following *tentative course calendar is subject to change* due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

| <b>WEEK #<br/>MODULE #<br/>Begin Date</b> | <b>Activities and Assignments</b>  | <b>DUE<br/>DATE</b> |
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|   | <p><b>Important:</b><br/><i>The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice will be given to students for any such changes.</i></p> <p><b>START of WEEK:</b> For READ 5307, the start of each week is Monday. This means that materials and the lecture should be posted by Midnight (12:00 a.m.) on each Monday.</p> <p><b>END of WEEK:</b> All your work is due BY Sunday nights at 11:59pm. This means that each week’s work must be completed and turned in by Sunday night by 11:59pm. It is up to you to organize your time and assignments to accomplish this.</p> <p><b>EXCEPTION:</b> Last week of Spring 2020 – see below.</p> |                     |

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| <p><b>Module 1</b><br/><b>M 1/13</b></p> | <p><i>Module Focus: Course Overview</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- Practicum Handbook</li> <li>- <a href="#">TEA Reading Specialist Requirements</a></li> <li>- <a href="#">TEA Practicum Requirements</a></li> <li>- <a href="#">Directions for Submitting an ARC/STUDIO Video</a></li> </ul> <p><b>VIEW:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">How to Submit an ARC/STUDIO Video</a></li> </ul> <p><b>LECTURE NOTES:</b></p> <ul style="list-style-type: none"> <li>- Course &amp; Practicum Overview</li> </ul> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- ARC/Studio Bio Video</li> <li>- Submit Draft Assessment &amp; Instruction Plan (READ 5306)</li> <li>- Field Practicum Expectations</li> </ul> | <p><b>1/19/20</b><br/><b>11:59 pm</b></p> |
| <p><b>Module 2</b><br/><b>M 1/20</b></p> | <p><i>Module Focus: Sharpening Instructional Purpose and Focus</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Fisher &amp; Frye: School-Wide Literacy Framework</a></li> <li>- <a href="#">Lesson Sample Using the Gradual Release of Responsibility</a></li> </ul> <p><b>VIEW:</b></p> <p><b>LECTURE NOTES:</b></p> <ul style="list-style-type: none"> <li>- Sharpening Instructional Purpose and Focus</li> </ul> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- <b>Practicum Conference</b> with Course Instructors</li> <li>- Discussion: Should Schools adopt a common framework to organize instruction?</li> </ul>  | <p><b>1/26/20</b><br/><b>11:59 pm</b></p> |
| <p><b>Module 3</b><br/><b>M 1/27</b></p> | <p><i>Module Focus: Basics of Identifying and Teaching Students with Dyslexia</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">The Dyslexia Handbook (TEA, 2018)</a></li> </ul> <p><b>VIEW:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">FAT City – Reading and Decoding</a></li> </ul> <p><b>LECTURE:</b></p> <ul style="list-style-type: none"> <li>- Basics of Identifying and Teaching Students with Dyslexia</li> </ul> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Dyslexia Book Study Selection</li> <li>- Discussion: Fat City – Reading &amp; Decoding</li> </ul>  | <p><b>2/2/20</b><br/><b>11:59 pm</b></p>  |

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| <p><b>Module 4</b><br/><b>M 2/3</b></p>  | <p><b>Module Focus:</b> <i>Early Screening of Children for Dyslexia</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Gaab: It's a Myth that Young Children Cannot Be Screened for Dyslexia!</a></li> <li>- <a href="#">At a Glance: How Reading Changes the Brain</a></li> <li>- <a href="#">Shaywitz: Dyslexia</a></li> </ul> <p><b>VIEW:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Do Dyslexia-Friendly Fonts Really Work?</a></li> <li>- <a href="#">Does Auditory Processing Disorder Cause Dyslexia?</a></li> <li>- <a href="#">Can I Get an fMRI Scan to Show that My Daughter Has Dyslexia?</a></li> </ul> <p><b>LECTURE NOTES:</b></p> <ul style="list-style-type: none"> <li>- Early Screening of Children for Dyslexia</li> </ul> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Service Learning Reflection Log</li> <li>- Discussion: Assessing and Teaching Children with Dyslexia</li> </ul>  | <p><b>2/9/20</b><br/><b>11:59 pm</b></p>  |
| <p><b>Module 5</b><br/><b>M 2/10</b></p> | <p><b>Module Focus:</b> <i>Two Texas Approaches to Teaching Students with Dyslexia</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Texas Dyslexia Laws</a></li> <li>- <a href="#">Dyslexia Pathways</a></li> <li>- IDA FAQ Sheets</li> </ul> <p><b>VIEW:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Mallary Lattanze Dyslexia Presentation</a></li> </ul> <p><b>LECTURE NOTES:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Dyslexia in Texas (TEA Powerpoint)</a></li> <li>- TEA HB 3 in 30 Video Series: <a href="#">Increasing Support fo Special Education, Improving Reading Outcomes, and the Dyslexia Allotment</a></li> <li>- <a href="#">Tamala Everett Dyslexia Information Powerpoint</a> <ul style="list-style-type: none"> <li>o <a href="#">Intervention Lesson Plan Outline</a></li> <li>o <a href="#">Coding Sheet for Parents</a></li> <li>o <a href="#">Sounds and Spellings</a></li> </ul> </li> </ul> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Practicum ARC/Studio Video #1</li> </ul> | <p><b>2/16/20</b><br/><b>11:59 pm</b></p> |
| <p><b>Module 6</b><br/><b>M 2/17</b></p> | <p><b>Module Focus:</b> <i>Effective Teaching Strategies to Promote Chidlrens Oral Language &amp; Literacy Development</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Consalvo &amp; Mokhtari: 3Rs Conversational Positioning Strategy for Elementary Grades</a></li> <li>- <a href="#">Worthy et al.: Restorying in a literacy workshop</a></li> </ul>   | <p><b>2/23/20</b><br/><b>11:59 pm</b></p> |

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|  | <p><b>VIEW:</b></p> <p><b>LECTURE NOTES:</b></p> <ul style="list-style-type: none"> <li>- Strategies for promoting children’s oral language &amp; literacy development</li> </ul> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Service Learning Reflection Log</li> <li>- Discussion: What Exemplary Teachers do to Promote Effective Teaching and Learning</li> </ul>  |  |
| <p><b>Module 7</b><br/><b>M 2/24</b></p> | <p><i>Module Focus: The Critical Role of Morphology in Teaching Children to Read and Write</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Mokhtari: Contribution of Morphological Knowledge</a></li> <li>- <a href="#">Kieffer &amp; Lessaux: Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom</a></li> </ul> <p><b>VIEW:</b></p> <p><b>LECTURE NOTES:</b></p> <ul style="list-style-type: none"> <li>- The Critical Role of Morphology in Teaching Children to Read and Write</li> </ul> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Service Learning Reflection Log</li> <li>- Dyslexia Book Study Introduction</li> </ul>   | <p><b>3/1/20</b><br/><b>11:59 pm</b></p> |
| <p><b>Module 8</b><br/><b>M 3/2</b></p>  | <p><i>Module Focus: Assessing &amp; Teaching Morphology</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Graves: Teaching Prefixes as good as it gets</a> <ul style="list-style-type: none"> <li>o <a href="#">Prefix and Suffix Families</a></li> </ul> </li> <li>- <a href="#">Mountain: ROOTing out meaning: More morphemic analysis for primary pupils</a></li> <li>- <a href="#">Sample Morphological Knowledge or Awareness Assessments</a></li> </ul> <p><b>VIEW:</b></p> <p><b>LECTURE NOTES:</b></p> <ul style="list-style-type: none"> <li>- Assessing and Teaching Morphology</li> </ul> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Service Learning Reflection Log</li> <li>- Discussion: Teaching Prefixes: Making Strong Instruction Even Stronger</li> </ul> | <p><b>3/8/20</b><br/><b>11:59 pm</b></p> |

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| <b>NO MODULE</b><br><b>M 3/9</b>                                 | <b>UT TYLER SPRING BREAK WEEK</b><br><b>KEEP WORKING ON YOUR PRACTICUM FIELD WORK</b>   | <b>3/15/20</b><br><b>11:59 pm</b> |
| <b>Module 9</b><br><b>M 3/16</b>                                 | <p><i>Module Focus: Morphology Matters in Learning How to Read</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Carlisle: Morphology matters in learning to read: a commentary</a></li> <li>- <a href="#">Singson et al.: The relation between reading ability and morphological skills: Evidence from derivational suffixes</a></li> </ul> <p><b>VIEW:</b></p> <p><b>LECTURE NOTES:</b></p> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Service Learning Reflection Log</li> <li>- Discussion: Morphology Matters in Learning how to Read</li> </ul>           | <b>3/22/20</b><br><b>11:59 pm</b> |
| <b>Module 10</b><br><b>M 3/23</b>                                | <p><i>Module Focus: Writing Field Practicum Report</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- Final Report Format</li> <li>- Final Report Sample</li> <li>- Final Report Rubric</li> <li>- Final Report Sample – Margaret Docherty</li> <li>- Final Report Sample – Ashlynn Jones</li> </ul> <p><b>VIEW:</b></p> <p><b>LECTURE NOTES:</b></p> <ul style="list-style-type: none"> <li>- Writing Field Practicum Report</li> </ul> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Dyslexia Book Study Final Reflection</li> <li>- Practicum ARC/Studio Video #2</li> </ul> | <b>3/29/20</b><br><b>11:59 pm</b> |
| <b>Module 11</b><br><b>M 3/30</b><br><b>LAST DAY TO WITHDRAW</b> | <p><i>Module Focus: How Does Morphology Instruction Help Comprehension?</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Mokhtari &amp; Thompson: How problems of reading fluency and comprehension are related to difficulties in syntactic awareness skills among fifth graders</a></li> <li>- <a href="#">Mokhtari &amp; Niederhauser: Vocabulary and Syntactic Knowledge Factors in 5<sup>th</sup> Grade Students' Reading Comprehension</a></li> </ul> <p><b>VIEW:</b></p> <p><b>LECTURE NOTES:</b></p>  | <b>4/5/20</b><br><b>11:59 pm</b>  |

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|   | <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Service Learning Reflection Log</li> <li>- Literacy Assessment &amp; Instruction Report DRAFT</li> </ul>   |   |
| <p><b>Module 12</b><br/>M 4/6</p>                     | <p><i>Module Focus: Assessing &amp; Teaching Students with Dysgraphia</i></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Reutzel: The Place of Handwriting in Early Education</a> <ul style="list-style-type: none"> <li>o <a href="#">Writing Quality Evaluation Rubric</a></li> <li>o <a href="#">Handwriting Assessment Rubric</a></li> </ul> </li> </ul> <p><b>VIEW:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Dysgraphia: What You Need to Know</a></li> </ul> <p><b>LECTURE NOTES:</b></p> <ul style="list-style-type: none"> <li>- Assessing and Teaching Students with Dysgraphia</li> </ul> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Service Learning Reflection Log</li> <li>- Discussion: Understanding Dysgraphia</li> </ul> | <p><b>4/12/20</b><br/><b>11:59 pm</b></p> |
| <p><b>Module 13</b><br/>M 4/13</p>                    | <p><i>Module Focus: Final Practicum Tutoring Work Week</i></p> <p><b>READ:</b></p> <p><b>VIEW:</b></p> <p><b>LECTURE NOTES:</b></p> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Service Learning Reflection Log</li> </ul>   | <p><b>4/19/20</b><br/><b>11:59 pm</b></p> |
| <p><b>Module 14</b><br/>M 4/20</p>                    | <p><i>Module Focus: Final Practicum Post-Testing Work Week</i></p> <p><b>READ:</b></p> <p><b>VIEW:</b></p> <p><b>LECTURE NOTES:</b></p> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Practicum ARC/Studio Video #3</li> <li>- Portfolio Artifact</li> </ul>   | <p><b>4/26/20</b><br/><b>11:59 pm</b></p> |
| <p><b>LAST WEEK</b><br/><b>Module 15</b><br/>4/27</p> | <p><i>Module Focus: Final Report</i></p> <p><b>READ:</b></p> <p><b>VIEW:</b></p> <p><b>LECTURE NOTES:</b></p> <p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>- Literacy Assessment and Instruction Report FINAL DRAFT</li> </ul>  | <p><b>4/27/20</b><br/><b>11:59 pm</b></p> |

## Bibliography

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## UNIVERSITY POLICIES

### UT Tyler Honor Code

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

### Students Rights and Responsibilities

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

### Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

### Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (Stewart Hall 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

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

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

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

### State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

## **Disability Services**

**Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

## **Student Absence due to Religious Observance**

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

## **Student Absence for University-Sponsored Events and Activities**

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

## **Social Security and FERPA Statement:**

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

## **Emergency Exits and Evacuation:**

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

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

- (i) "Cheating" includes, but is not limited to:
- copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

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

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

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

#### **UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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/>

### **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 21<sup>st</sup> 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***

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**(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

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

Name: \_\_\_\_\_

**Use of Assessment to Inform Instruction  
Project Evaluation Rubric  
(Total Points = 40)**

| <b>Criteria/<br/>Category</b>                             | <b>Exceeds Expectations<br/>(A)</b>   | <b>Meets Expectations<br/>(B)</b>   | <b>Needs Improvements<br/>(C)</b>   | <b>Does Not Meet Expectations<br/>(D)</b>  | <b>Points<br/>(Grade)</b> |
|---|---|---|---|--|---------------------------|
| Introduction & Student Profile Description (5)            | Critical information regarding the project and student profile are <i>expertly</i> described and presented.                           | Critical information regarding the project and student profile are <i>adequately described</i> and presented.                           | Critical information regarding the project and student profile are <i>poorly</i> described and presented.                           | Critical information regarding the project and student profile <i>ineffectively</i> described and presented.                               |                           |
| Assessment of Student Strengths & Needs (15)              | Assessment data obtained are <i>expertly</i> analyzed, interpreted, and used to inform instruction for target student.                | Assessment data obtained are <i>adequately</i> analyzed, interpreted, and used to inform instruction for target student.                | Assessment data obtained are <i>poorly</i> analyzed, interpreted, and used to inform instruction for target student.                | Assessment data obtained are <i>ineffectively</i> analyzed, interpreted, and used to inform instruction for target student.                |                           |
| Design of Instruction to Enhance Student Achievement (15) | Instructional plan is <i>expertly</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs. | Instructional plan is <i>adequately</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs. | Instructional plan is <i>poorly</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs. | Instructional plan is <i>ineffectively</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs. |                           |
| Writing Quality & Presentation (5)                        | Report is <i>expertly</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.        | Report is <i>adequately</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.        | Report is <i>poorly</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.        | Report is <i>ineffectively</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.        |                           |
| <b>Total Points</b>                                       |   |   |   |  |                           |

**Comments:** \_\_\_\_\_