



EDUC 4334.060 Methods for Teaching Elementary English Language Learners

Fall 2026

Semester:	Fall 2026-August 24 – December 12
Course Location:	Online
Credit:	3 hours
Instructor Information:	Dr. Jill Carter
Office:	BEP 248-A
Student Hours:	Tuesday & Thursday: 1:00pm – 2:30pm (in person & virtually) You may attend in person in my office or via Zoom. No appointment is needed. Please feel free to drop by! If these hours do not fit with your schedule, I will be happy to meet with you by appointment. You can schedule this by sending me an email request.
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****Please put your course number and section in your email subject (EDUC 4334.060)**

The last day to withdraw from this course is Friday, October 30th.

Course Description

EDUC 4334 focuses on teaching EC–6th grade ELLs and examines characteristics of English Language Learners (ELLs) and English as a Second Language (ESL) teaching methodologies in relation to children's cognitive and linguistic development in multilingual school settings. The course covers theory, research, and policy foundations for effective instruction and practice with ELLs. Course content includes historical and current issues affecting ELLs, techniques in instructing and assessing students at all stages of English language development, and the identification and assessment of ELLs' strengths and needs to design classroom language and content-area learning experiences based on language and academic standards. The course includes alignment with the Texas English Language Proficiency Standards (ELPS).

Student Learning Outcomes

- Promote diversity, inclusion, and cultural awareness in classroom settings, and understand the issues involved in student acculturation and/or assimilation to American society and the American educational system.
- Demonstrate the ability and commitment to implement effective instructional methods in English language development (ELD) and specially designed academic instruction in English (SDAIE) to promote successful language acquisition.
- Design instruction for EC–6th grade ELLs aligned with the Texas English Language Proficiency Standards (ELPS), using a variety of methods and materials to create age/grade appropriate instruction that is developmentally and culturally appropriate.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, to best support your learning, you must complete all graded assignments without the assistance of AI tools to generate any course content (e.g., text, video, audio, images, code, etc.) for any assignment. You may, however, use AI for the following purposes:

- Clarifying concepts you do not understand after completing the assigned readings or videos
- Checking grammar, spelling, or clarity in your writing (AI may not generate substantive content)
- Brainstorming ideas *after* you have written your initial draft

If you use AI for these purposes, all ideas and wording in the final submitted work must still be your own. Include this statement at the end of your assignment: "AI assistance was used only for grammar/clarity review and not for generating ideas or content."

Violating this AI policy will result in a zero for the assignment and a report filed with the university for violation of academic integrity.

Assessment and Standards Matrix

Course Topics and/or Student Learning Outcomes	Required Activities	Assessment (including performance-based)	Standards Alignment
Demonstrate an understanding of the process of second language acquisition and the importance of providing instruction to meet the linguistic needs of all children.	Reading Assignments Online discussion board	Discussion Questions Quizzes / TIP activities Philosophy Statement	TES: 2.b.i, 2.b.iii ISTE: 1b, 2b, 3a, 3b, 6a INTASC: 1, 2, 3, 7 ELPS: 1, 2, 3, 4, 5, 6, 7
Demonstrate an understanding of Language and Education Policy for English Language Learners.	Reading Assignments Online discussion board	Discussion Questions Quizzes Philosophy Statement	TES: 2.1.i, 2.a. ii, 2.b.i ISTE: 1.b, 2.b, 3.a, 3.b, 6.a INTASC: 2, 3, 4, 7, 9 ELPS: 2, 7
Analyze the relationship between environment and learning for English Language Learners.	ELL Student Assessment Online discussion board	Discussion Questions Quizzes / TIP activities Philosophy Statement	TES: 2.1. i, 2.a.ii, 2.b.i ISTE: 1.b, 2.b INTASC: 2, 3, 4, 7, 9 ELPS: 2, 3, 4, 5, 6
Write objectives, lessons/units, and assessments that are appropriate for English Language Learners at different stages of language development.	Lesson Plan Standards Alignment with ELPS and development of Performance Indicators	Lesson Plan Standards Alignment with ELPS and Performance Indicators (Theory in Practice Activities)	TES 1. c. i, 1.c.ii, 1.c.iii ISTE: 1.b, 5.a INTASC: 1, 2, 3, 4, 5, 6, 7 ELPS: 2, 4, 5, 6

Key Assignment Descriptions (Detailed instructions in Canvas):

Performance Assessments: Grading is based on the total number of points earned/accumulated by each student at the end of the semester on self-assessments, reading assignments and discussion board entries, theory into practice activities (ELL profile summaries and ELPS lesson plan design), as well as performance on quizzes and the end of course reflective exam (philosophy paper).

1. Self-Assessment

Students are required to respond to introductory questions at the beginning of the course as well as complete additional self-monitoring assessments/checks for understanding throughout the course. Points will be awarded for providing an introduction (5 points), completing three (3) self-assessments/checks for understanding (20 points). These activities (25 pts) comprise 5% of the final grade earned in the course.

2. Reading Assignments and Discussion Board Participation

Students are expected to respond to all assigned discussion prompts as well as review and respond to entries made by their peers in the course. The Discussion Board fulfills several important functions, including:

- Ensuring students keep up with the required readings and online discussions;
- Enabling students to utilize higher order thinking skills and critically reflect on readings;
- Providing opportunities for greater interaction within the course online environment;
- Providing opportunities to learn from classmates;
- Preparing students to create a personal philosophy of teaching ELLs; and
- Preparing students to complete weekly quizzes and future teacher certification exams.

To earn full credit (5pts per discussion), students must sufficiently respond to all discussion prompts in a manner that provides evidence that the student reviewed each model and understood the readings, videos and other resources provided. Discussion entries must include key terms covered and reference citations from the materials reviewed. A penalty will be assessed for responses that do not adequately address the discussion prompts, and/or which do not provide evidence that the student read/reviewed all required materials included in each module. When responding to peers, students are expected to maintain a high level of professionalism and add additional information or suggestions cited from the materials covered in each module. It is fine to disagree and discuss alternative views, however “flaming” (hostile, insulting and/or disrespectful online interactions) or other inappropriate posts will not be tolerated, and will receive zero credit.

All discussion responses are due by the date and time indicated on the course schedule. No credit will be given for late/missing posts. There are 11 discussion questions (55 total points; 40% of final grade). For more information, see the Discussion Board Grading Rubric in Canvas.

3. Quizzes

Weekly quizzes will cover the required readings from the textbook and other online sources, as well as include information from discussions. Quiz dates are indicated in the course schedule. There are 10 quizzes, each worth 15 points (150 total points; 20% of final grade).

4. Theory into Practice (TIP)

An important component of this course involves applying theory and research learned through course readings, videos, and discussions in class into real-world practice through alignment of English Language Proficiency Standards (ELPS) with Texas Essential Knowledge and Skills (TEKS); and development of objectives, performance indicators, sheltered instructional strategies and assessments. Four (4) TIP activities are required: an ELL pre- and post-profile summary

assignment (total 20 points; 5% of final grade) and two ELPS lesson plan alignment activities (total 60 points; 15% of final grade).

5. Final: ELL Philosophy Statement

Students will develop a reflective philosophy statement regarding teaching English Language Learners incorporating information gleaned from all aspects of the course (60 total points; 15% of final grade).

Grading

Key Assignment Summary	Weight	Points
Self-Assessment	5%	25
Discussion Posts	40%	55
Quizzes	20%	150
TIP Assignments-ELL Profile	5%	20
TIP Assignments-Lesson Planning	15%	60
Final: ELL Philosophy Statement	15%	60
Total	100%	370

Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Excellent
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
50-59	59% or Below	F	Not Acceptable

***The minimum grade on submitted assignments is 50%. However, if no assignment is submitted a grade of zero will be earned. Incomplete assignments will not be counted as submissions.**

Materials and Texts

Required Text

Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (3rd Ed.). Caslon Publishing. ISBN: 987-1934000-366.

Be sure to purchase the 3rd edition of the text.

Recommended Text

Education Service Center Region 13. (2026). *ELPS toolkit: Integrating content-based language instruction into every classroom*.

If you choose to purchase this resource, make sure only to buy the 2026 edition. The ELPS have been revised, so other editions will be out of date.

*Additional readings to supplement course content may be selected from various journal publications book chapters and reports. These will be provided at no extra cost to students.

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.*

Additional Resources:

- Adger, C. T., Snow, C. E., & Christian, D. (2018). *What teachers need to know about language* (2nd Ed.). Pennsylvania: Multilingual Matters.
- Cloud, N., Lakin, J., Leininger, E., & Maxwell, L. (2010). *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School*. Philadelphia, PA: Caslon Publishing. ISBN: 987-1-934000-00-7.
- Echevarria, J., Vogt, M., & Short, D. J. (2023). *Making Content Comprehensible for English Language Learners: The SIOP Model* (3rd ed.). Pearson Allyn and Bacon.
- Fairbairn, S., & Jones-Vo, S. (2019). *Differentiating instruction and assessment for English language learners: A guide for K-12 teachers* (2nd Ed.). Philadelphia: Caslon Publishing.
- Farrell, T. C., & Jacobs, G. M. (2020). *Essentials for successful English language teaching* (2nd ed.). Bloomsbury Academic.
- Fenner, D. S., & Snyder, S. (2017). *Unlocking English learners' potential*. Corwin.
- Hollie, S. (2018). *Culturally and linguistically responsive teaching and learning* (2nd ed.). Shell Education.
- Nemeth, K. N. (2014). *Young dual language learners: A guide for preK-3 leaders*. Philadelphia: Caslon Publishing.
- Soto, M., Freeman, D. E., & Freeman, Y. S. (2020). *Equitable access for English learners, grades K-6: Strategies and units for differentiating your language arts curriculum* (2nd ed.). California: Corwin/SAGE Publishing.
- Sousa, D. A. (2011). *How the ELL brain learns* (6th ed.). California: Corwin/SAGE Publishing.
- Walqui, A., and van Lier, L. (2010). *Scaffolding the academic success of adolescent English language learners: A pedagogy of promise*. San Francisco: WestEd. ISBN: 978-0-914409-75-5.

Overview of Topics and Schedule

Schedule is tentative and the most up-to-date information can be found in Canvas.

Week	Content	Readings	Assignments
Week 1 8/24 - 8/30	Who are English Language Learners?	- Wright, W. E. (2019). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (3rd Ed.). Caslon Publishing. READ: Chapter 1-<i>Who Are English Language Learners?</i> - Office of English Language Acquisition. (2023, February). <i>The top languages spoken by English learners in the United States</i> [PDF]. https://ncela.ed.gov/sites/default/files/2023-02/OELATopLanguagesFS-508.pdf	Class Introduction Post (Due Tues. 8/25) Self-Assessment 1 Course Structure (Due Fri. 8/28)
Week 2 8/31 – 9/6	What are the ELPS?	- Farrelly, R. (2022, October 3). <i>If we must label language learners: EL vs. MLL</i>. TESOL Career Center. https://careers.tesol.org/article/if-we-must-label-language-learners-el-vs-ml - McLaughlin, B. (1995). <i>Fostering second language development in young children</i> (ED386950). ERIC. https://files.eric.ed.gov/fulltext/ED386950.pdf 19 TAC § 120: English Language Proficiency Standards, Adopted 2024.	Discussion 1 (Due Sat/ 9/5 & Sun. 9/6) Quiz 1 (Due Sun. 9/6)
Week 3 9/8– 9/13	Language	- Wright, W. E. (2019). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (3rd Ed.). Caslon Publishing. READ: Chapter 2-<i>Language</i> - Education Service Center Region 13. (2026). <i>ELPS toolkit: Integrating content-based language instruction into every classroom</i>.	Discussion 2 (Due Sat. 9/12 & Sun. 9/13) Quiz 2 (Due Sun. 9/13)

		READ: <i>Classroom Environment & Differentiated Instruction</i>, pp. 103-118. - Fillmore, L.W. & Snow, C. (2000). <i>What elementary teachers need to know about language</i>. (ED447721). ERIC. https://files.eric.ed.gov/fulltext/ED447721.pdf - Ford, K. (n.d.). <i>Differentiated instruction for English language learners</i>. Colorín Colorado. https://www.colorincolorado.org/article/differentiate-d-instruction-english-language-learners	
Week 4 9/14 – 9/20	Language Learning and Teaching	- Wright, W. E. (2019). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (3rd Ed.). Caslon Publishing. READ: Chapter 3-<i>Language Learning and Teaching</i>. - Schütz, R. E. (2019). <i>Stephen Krashen's theory of second language acquisition</i>. https://www.sk.com.br/sk-krash-english.html - International Dyslexia Association. (2023). <i>English learners and Dyslexia</i>. https://app.box.com/s/mtuh2c436ogbt576kh1ezpm76c1g4vzk.	Discussion 3 (Due Sat. 9/19 & Sunday 9/20) Quiz 3 (Due Sun. 9/20) TIP ELL Profile 1 Submission (Due Sun. 9/20)
Week 5 9/21 – 9/27	Language and Education Policy	- Wright, W. E. (2019). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (3rd Ed.). Caslon Publishing. READ: Chapter 4- <i>Language and Education Policy</i> - Wright, W. E. (2025). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (4th Ed.). Caslon Publishing. READ: pp. 89-90.	Discussion Post 4 (Due Sat. 9/26 & Sun. 9/27) Quiz 4 (Due 9/27)

		- Najarro, I. (2024, January 19). How a 1974 U.S. Supreme Court case still influences English-learners education. <i>Education Week</i>. https://www.edweek.org/teaching-learning/how-a-1974-u-s-supreme-court-case-still-influences-english-learner-education/2024/01 - Barnum, M. (2022, May 11). <i>What you should know about Plyler, the case protecting undocumented students' education rights</i>. Chalkbeat. https://www.chalkbeat.org/2022/5/11/23067472/plyler-supreme-court-abbott-undocumented-students-schools	
Week 6 9/28 – 10/4	Program Models for ELLs	- Wright, W. E. (2019). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (3rd Ed.). Caslon Publishing. READ: Chapter 5-Program Models for ELLs - Ford, K. (n.d.). <i>8 strategies for preschool ELLs' language and literacy development</i>. Colorín Colorado. https://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development Read one of the following: - Blackburn, T. (2018, August). <i>The right fit</i> [Infographic]. REL Northwest. https://ies.ed.gov/use-work/resource-library/resource/fact-sheetinfographicfaq/right-fit-selecting-english-learning-program-your-students Or - Mitchell, C. (2018, September 15). Dual-language learning: 6 key insights for schools. <i>Education Week</i>. https://www.edweek.org/teaching-learning/dual-language-learning-6-key-insights-for-schools/2018/09	Discussion Post 5 (Due Sat. 10/3 & Sunday 10/4) Quiz 5 (Due Sun. 10/4) TIP ELL Profile 2 Submission (Due Sun. 10/4)
Week 7 10/5 – 10/11	Assessment	Wright, W. E. (2019). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (3rd Ed.). Caslon Publishing.	Discussion Post 6 (Due Sat. 10/17)

		READ: Chapter 6-<i>Assessment</i> - Education Service Center Region 13. (2026). <i>ELPS toolkit: Integrating content-based language instruction into every classroom</i>. READ: <i>Assessment</i>, pp. 151-160. - CSET. (2013). <i>Key principles for ELL instruction</i>. https://ul.stanford.edu/resource/key-principles-ell-instruction - Savas Learning Company. (2025). SIOP: Writing effective content and language objectives. https://savvas-sc-content-hub-cdn.azureedge.net/api/public/content/7bdac3e1365c4265809238dcb606d3c7	and Sun. 10/18) Quiz 6 (Due Sun. 10/11)
Week 8 10/12 – 10/18	Applying the ELPS	Himmel, J. (2012). <i>Language objectives: The key to effective content area instruction for English learners</i>. Colorín Colorado. https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners	Self-Assessment 2 Course Progress (Due Sun. 10/18) TIP ELPS Alignment 1 Submission (Sun. 10/18)
Week 9 10/19 – 10/25	Listening and Speaking	- Wright, W. E. (2019). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (3rd Ed.). Caslon Publishing. READ: Chapter 7-<i>Listening and Speaking</i> - Kumar, S. (2018). <i>Using content and language objectives to help all students in their learning</i>. Achieve the Core. https://achievethecore.org/peersandpedagogy/using-content-and-language-objectives-to-help-all-students-in-their-learning - Continental. (2023). <i>How to integrate higher-order thinking skills into your ELL lesson plans</i>.	Discussion Post 7 (Sat. 10/24 & Sun. 10/25) Quiz 7 (Due Sun. 10/25)

		https://www.continentalpress.com/blog/integrate-hots-into-ell-lesson-plans/	
Week 10 10/26 – 11/1	Reading	- Wright, W. E. (2025). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (4th Ed.). Caslon Publishing. READ: Chapter 8-<i>Reading</i>, pp. 213-252 - Robertson, K. & Breiseth, L. (n. d.). <i>Reading 101 for English language learners</i>. Colorín Colorado. https://www.colorincolorado.org/article/reading-101-english-language-learners Reading one of the following: - Schwartz, S. (2024). English learners need equal access to rich texts. <i>Education Week</i>, 43(14), 13-14. - Schwartz, S. (2024). A reading comprehension glossary: Learn about the key components for success. <i>Education Week</i>, 43(14). - Waterford (n.d.). <i>Why bilingual students have a cognitive advantage for learning to read</i>. https://www.waterford.org/blog/why-bilingual-students-have-a-cognitive-advantage-for-learning-to-read/	Discussion Post 8 (Due Sat. 10/31 and Sun. 11/1) Quiz 8 (Due Sun. 11/1)
Week 11 11/2 – 11/8	Writing	- Wright, W. E. (2025). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (4th Ed.). Caslon Publishing. READ: Chapter 9-<i>Writing</i>, pp. 255-296 - Vos, L. (2023, January 30). <i>How to help ESL students improve writing skills</i>. eSchool News. https://www.eschoolnews.com/innovative-teaching/2023/01/30/how-to-help-esl-students-improve-writing-skills/	Discussion Post 9 (Due Sat. 11/7 and Sun. 11/8) Quiz 9 (Due Sun. 11/8)
Week 12 11/9 - 11/15		Wright, W. E. (2019). <i>Foundations for teaching English language learners: Research, theory,</i>	Discussion Post 10 (Due

	Content-Area Instruction for ELLs	<i>policy, and practice</i> (3rd Ed.). Caslon Publishing. READ: Chapter 10-Content Area Instruction for ELLs - Education Service Center Region 13. (2026). <i>ELPS toolkit: Integrating content-based language instruction into every classroom</i>. READ: <i>Assessing Prior Knowledge</i>, pp. 125-128. - Mendelson, L (2025, December 17). <i>Differentiated instruction for English language learners</i>. EducaSciences. https://www.educasciences.org/differentiated-instruction-strategies-differentiated-instruction-for-english-language-learners - Herrmann, E. (2019, March 18). <i>Brain breaks for English learners increase focus, motivation, and engagement</i>. Multibriefs. http://exclusive.multibriefs.com/content/brain-breaks-for-english-learners-increase-focus-motivation-and-engagement/education. - Breiset, L. (n.d.). <i>Academic language and ELLs: What teachers need to know</i>. Colorín Colorado. https://www.colorincolorado.org/article/academic-language-and-ells-what-teachers-need-know	Sat. 11/14 & Sunday 11/15) Quiz 10 (Due Sun. 11/15)
Week 13 11/16– 11/22	Translanguaging, Effective Instruction, and Advocacy	- Wright, W. E. (2019). <i>Foundations for teaching English language learners: Research, theory, policy, and practice</i> (3rd Ed.). Caslon Publishing. READ: Chapter 11-Translanguaging, Effective Instruction, and Advocacy for English Language Learners - Najarro, I. (2023). The evolution of terms describing English learners: An ELL glossary. <i>Education Week</i>, 42(31), 12–13. - Najarro, I. (2023). What is translanguaging and how is it used in the classroom? <i>Education Week</i>, 43(1), 15.	Discussion Post 11 (Due Sat. 11/21 and Sunday 11/22) TIP ELPS Alignment 2 Submission (Due Fri. 11/22)

		Funfe Tatah Mentan, C., Lazarus, S. S., Thurlow, M. L., & Liu, K. K. (2019). <i>Building successful communication between teacher and parent or guardian: Information for teachers</i> [Brief]. University of Minnesota, Improving Instruction for English Learners Through Improved Accessibility Decisions. https://nceo.umn.edu/docs/OnlinePubs/II_comm_brief_teacher_english.pdf	
Thanksgiving 11/23-11/29	No Topic	No Readings	No assignments due.
Week 14 11/30 – 12/6	Course Summary & Practice Test	Cornwall, G. (2022, March 24). Eight best practices for teaching in dual language and other bilingual programs. <i>School Library Journal</i>. https://www.schoollibraryjournal.com/story/eight-best-practices-for-teaching-in-dual-language-and-other-bilingual-programs	Self-Assessment 3 Practice Test & Results Submission (Due Wed. 12/2)
Week 15 12/7– 12/11	Final ELL Philosophy Paper		ELL Philosophy Paper (Due Wed. 12/9)

Course Policies

- Active Participation.** In an online environment, active participation (attendance) is measured by each student's online presence in the course learning environment (Canvas) as well as completion of assigned activities. The Canvas system records time spent on pages, etc. The importance of regular logins and active participation cannot be overstated. Participation is gauged by regular, on-time discussion forum postings and responses.
- Written Assignments.** Please complete your written assignment in a 12-point, easy to read font (Times New Roman, Helvetica, Tahoma), double space, and include page numbers. All assignments must be typed. Proofread your assignments so they do not contain typos and grammatical errors. This adds clarity to your work and helps avoid misunderstanding of your message.
- Make-Up Quizzes.** Quizzes must be completed on time. If you are unable to complete a quiz due to an emergency, please reach out to me to discuss options. Relevant documentation (e.g., doctor's note, funeral notice, etc.) is required when requesting a make-up quiz.

- **Late Assignments.** Turning assignments in on time will help you stay on track in the course and avoid accumulating work, making it difficult to catch up. I understand that extenuating circumstances may cause you to need an extension on the due date of a particular assignment. Please reach out to me to request an extension if you will not be able to submit an assignment on time. **All course work other than your final ELL Philosophy Paper must be submitted no later than Friday, December 4, 2026, to receive credit.**
- **Academic Dishonesty.** To be successful in this class, you must invest time in studying. 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 syllabus.
- **Canvas:** You will find all materials for this course in Canvas. Any changes to the course schedule or assignments will be posted in Canvas. Please check Canvas regularly for updates and download any class handouts or materials as required. All course assignments have a designated Canvas page for submission. Assignments must be submitted in Canvas. Assignments submitted by email will not be accepted.
- **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: <https://www.uttyler.edu/academics/colleges-schools/education-psychology/departments/education/undergraduate/dispositions/>. Students enrolled in EDUC 4334 should adhere to and always demonstrate these teacher-candidate dispositions.

University Policies & Resources

Use the following link to review important university policies and information:

[University Policies](#)

Use the following link to access resources available to UT Tyler Students:

[Student Resources](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The School of Education prepares educators and leaders who transform lives through learning. Through excellence in teaching, scholarship, innovation, and partnership, we strengthen the educator workforce, advance educational opportunity, and improve outcomes for learners, schools, and communities across East Texas and beyond.

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](#).

The [Code of Ethics and Standard Practices for Texas Educators can be accessed here](#).