TENTATIVE—SUBJECT TO CHANGES
The University Of Texas at Tyler
School of Education
Course Syllabus Fall 2018
Seminar-Learning and Neurological Disabilities
EDSP 5360
University of Texas at Tyler School of Education

Course: EDSP 5360
Semester & Year: Fall 2018
Time & Days: Online
Location: Online

Instructor Information:

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Use this link to access Virtual Office Hours via Zoom. Join from PC, Mac, iOS or Android: https://uttyler.zoom.us/j/4154056690

It is my desire that each of you profits from this course. I believe in open communication so we can all learn from each other. Please use the Coffee & Conversations discussion board in Canvas so we may practice open dialogue.

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

Course Catalog Description
This course provides a study of the behavioral, motor, and learning characteristics of individuals with learning and neurological disabilities.

Major area: Special Education – Educational Diagnostician

Student Learning Outcomes:

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

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<th>Standards:</th>
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<td>SBEC</td>
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<td>CEC</td>
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<tr>
<th>Demonstrate an understanding of learning disabilities and ADHD to include characteristics, legal issues and philosophical issues</th>
<th>Domain II-Standard IV&lt;br&gt;ED2K4&lt;br&gt;ACC5K1</th>
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<th>Demonstrate critical thinking, independent inquiry, analysis, and scholarly writing.</th>
<th>Domain IV-Standard I, II&lt;br&gt;ACC3S1</th>
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<th>Demonstrate understanding of the evolution of theories and practices within the field of learning disabilities.</th>
<th>Domain I-Standard V&lt;br&gt;ED1K4&lt;br&gt;ACC2K2</th>
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<th>Demonstrate understanding and critical thinking regarding future trends in the field of learning disabilities</th>
<th>Domain IV-Standard I, II</th>
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<th>Demonstrate understanding of least restrictive environment for student with learning disabilities, placement options, and decisions and the procedures for determining least restrictive environment and home and family guidance.</th>
<th>Domain II-Standard IV&lt;br&gt;ACC2K3&lt;br&gt;ACC2S1</th>
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<th>Demonstrate understanding of specific areas of learning disabilities, instructional strategies, and remedial and accommodating approaches.</th>
<th>Domain III-Standard X&lt;br&gt;ACC2K2&lt;br&gt;ACC2K6</th>
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**Evaluation and Grading**

**Percentage of Weight by Assignment**

1. Exams 10%
2. Module Quizzes 10%
3. Article Review 20%
4. Discussion Board Conversations 35%
5. TEA Dyslexia Module 10%
6. Embracing Dyslexia Critique 15%

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<td>A = 90-100%</td>
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<td>B = 80-89%</td>
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<td>C = 70-79%</td>
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<td>D = 60-69%</td>
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<td>F = 68% and below</td>
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Your grade will be determined based on your performance on particular assignments and/or category of assignments, which are weighted according to the percentage specified.

Keep track of your scores for the course through Canvas’s Student Tools folder.
It is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

Last Day to Withdraw from Class: Monday, November 5, 2018

Description of Course Assignments, Evaluation, and Grading:

1. **Exams**: Exams are one way in which you can demonstrate your knowledge and skills over the semester. Your exams may cover textbook readings, online modules assignments and activities, and may be objective or short answer responses or a combination of both (50 points each).

2. **Quizzes**: After you have completed the module activities, you will take a quiz as noted on the course schedule. Items and learning activities contained in the module are potential questions for quizzes. For example -- chapter readings, outside reading assignments, articles, video clips, Tegrity lectures, assignments/activities, etc. (10 points each).

3. **Article Review**: Reading outside journal articles facilitates deeper understanding of the topics presented. A template for the article review and scoring rubric will be posted on Canvas (20 points each).

4. **Discussion Board**: Throughout the semester, you will have the opportunity to discuss case study scenarios involving students with varied learning disabilities via the Discussion Board. The purpose is on the Statement of Eligibility and the thinking that goes into making these critical decisions.

   Original posts to the Discussion Board topic must be made during the Open Period (Monday at 6:00 a.m. to Friday at 8:00 a.m.) to be awarded credit. After the Open Period closes, the Response Period will open from Friday at 8:01 a.m. to Sunday at 11:59 p.m. During the Response Period, you will post responses to each other posts. You will not receive credit for the Discussion board if an original post is made after the Open Period closes.

   In this class Discussion Board posts and responses are formal assignments and should approached as such. That is well-thought out and detailed responses to posts are required to earn credit. Posts will be graded according to the Discussion Board Scoring Rubric (27 points each).

5. **TEA Dyslexia Module**: Because the majority of students that will be referred to you will struggle with reading, you will need a solid foundation in understanding the characteristics of reading related disorders. This TEA approved module will help you gain a deeper understanding of children who struggle with reading and/or dyslexia (20 points).
6. **Embracing Dyslexia Movie Critique:** Reflecting upon the main ideas and themes presented in this documentary is one way that you can connect to students who struggle with reading disabilities. Points will be based on the Movie Critique Rubric (20 points).

**Teaching Strategies**

The following instructional strategies will be employed during this class: Tegrity lectures, You Tube video clips/lectures, Canvas activities, multimedia and simulations.

**Required Text and Related Readings**


**Bibliography:**


**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.

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

**Code of Conduct**
Please see section 2.098 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct. It is the responsibility of the student to bring to the instructor’s attention any question, misunderstanding or confusions he/she has concerning classroom policy or course requirements BEFORE an adverse effect on student’s grade results.

**Course Policies:**

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

- **Safe Zone:** I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.

- **Communication:** You’ll need to log in to Canvas regularly (at least once a week) to view that week’s assignments and check announcements and the Coffee & Conversations discussion board – this is a forum in Canvas that is for you to pose questions and general musings about the course. Before emailing me with questions, please post them here because 1) your classmates will respond more quickly with an answer, and 2) everyone in the class has the benefit of that answer. My goal is to check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. However, I reserve the right to respond or not respond to any question that is posed. That said, I encourage you to use Coffee and Conversations as an environment to interact with and support one another throughout the semester.

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

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

- **Course Organization and Frequent Logins:** This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to
complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

- **Late assignments:** Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. *You will need to be proactive and plan ahead to submit assignments on time even if you are temporarily unavailable or your student/client is temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.).* At the end of this program, you will be an educational diagnostician. Special education directors are very firm about due dates. The consequences of not meeting due dates are serious and can be cause for contracts not being renewed.

Assignments are due Sundays at 11:59 p.m. as determined by the course schedule. The submission link expires at 11:59 p.m. so you will need to make plans to submit prior to this time. If you wait until 11:59 p.m. the submission link will have expired and you will not be able to submit your assignment. *Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time.* Assignments and due dates are noted on the course schedule located in the syllabus.

There will be **NO make-up activities or exams** for this course unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant documentation must be submitted (i.e. doctor’s note) in the event of a make-up activity to receive full credit.

- **Assignment Submissions:** Assignments will only be accepted via the designated submission links/sites that are specifically noted in each module. I do not accept assignments via email. If the submission link and/or time have expired you have lost the opportunity to submit your assignment.

- **Resubmissions:** It is our policy that once an assignment is submitted that it is considered your best work and is the final draft. Therefore, we do not allow for assignments to be resubmitted even when you do not obtain a passing grade.

- **Turnitin:** All written assignments will be submitted via the Canvas submission link that utilizes Turnitin. Turnitin is a plagiarism detection device. A similarity match of 25% or greater indicates that you engaged in unethical behavior. Any written assignment with a 25% or greater match will receive a grade of zero.

- **Written assignments:** Possessing the ability to clearly communicate in writing is an essential skill in our jobs as educational diagnosticians for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. **All written assignments must be submitted via Word – (NO PDFs).**
• **Canvas:** You will access class lectures, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.

• **Technology:** Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines.

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

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

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

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

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

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

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

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

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

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

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

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

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Texas Educator Standards

Title 19: Chapter 149, Subchapter AA
Rule: 149.1001

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
   (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
   (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
   (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
   (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
   (iii) Teachers cultivate student ownership in developing classroom culture and norms.
(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
   (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
   (ii) Teachers maximize instructional time, including managing transitions.
   (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
   (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
(5) Standard 5—Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
   (A) Teachers implement both formal and informal methods of measuring student progress.
      (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
      (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
   (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
      (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
      (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
      (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
   (C) Teachers regularly collect, review, and analyze data to monitor student progress.
      (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
      (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
   (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
      (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
      (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.
(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
   (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
      (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

### Code of Ethics and Standard Practices for Texas Educators

**Texas Administrative Code**

**TITLE 19** EDUCATION

**PART 7** STATE BOARD FOR EDUCATOR CERTIFICATION

**CHAPTER 247** EDUCATORS’ CODE OF ETHICS

**RULE §247.2 Purpose and Scope; Definitions**

(b) **Enforceable Standards.**

1. **Professional Ethical Conduct, Practices and Performance.**
   
   (A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

   (B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

   (C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

   (D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

   (E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

   (F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

   (G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

   (H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

   (I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

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.

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.

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;
whether the communication was sexually explicit; and
whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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

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

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

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

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

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

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

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

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

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

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

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

CEC ADVANCED SPECIAL EDUCATION DIAGNOSTICIAN SPECIALIST STANDARDS

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and
challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: Program Development and Organization

Special educators apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3: Research and Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 4: Individual and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence-based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Advanced Standard 6: Collaboration
Special educators prepared at the advanced level have a deep understanding of the **centrality and importance of consultation and collaboration to the roles within special education** and use this deep understanding to **integrate services for individuals with exceptional learning needs**. They also understand the significance of the role of collaboration for both internal and external stakeholders, and **apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders** to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs**.