TENTATIVE—SUBJECT TO CHANGES
The University Of Texas at Tyler
School of Education
Course Syllabus Fall 2014
EDSP 5368
Educational Strategies for Special Education

Course:
EDSP 5368
Semester & Year: Fall 2014
Time & Days: Online
Location: Online

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School of Education
Office: BEP 240
Office Hours: Virtual (Email/Zoom)
E-Mail: jrueter@uttyler.edu

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 Blackboard so we may practice open dialogue.

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

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

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Standards:</th>
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<tbody>
<tr>
<td></td>
<td>SBEC</td>
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<td></td>
<td>CEC</td>
</tr>
<tr>
<td>Identify types and sources of</td>
<td>Domain III-Standard X</td>
</tr>
<tr>
<td>information to formally or</td>
<td>ACC2K5</td>
</tr>
<tr>
<td>informally assess student’s</td>
<td>ACC2S3</td>
</tr>
<tr>
<td>skill levels and establish</td>
<td>ED4S1</td>
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<tr>
<td>data based instructional goals</td>
<td></td>
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<tr>
<td>and objectives for students</td>
<td></td>
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<td>with a range of support needs</td>
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<tr>
<td>and demonstrate application</td>
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<td>of information derived through</td>
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<td>a variety of assessment and</td>
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<td>data management techniques.</td>
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<tr>
<td>Demonstrate use of progress</td>
<td>Domain III-Standard X</td>
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<tr>
<td>monitoring techniques for</td>
<td>ACC4K4</td>
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<tr>
<td>pre-screening and monitoring</td>
<td>ED4S9</td>
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<tr>
<td>student progress.</td>
<td>ED4S10</td>
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<tr>
<td>Identify and demonstrate</td>
<td>Domain III-Standard X</td>
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<tr>
<td>effective teaching strategies</td>
<td>ACC3S3</td>
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<tr>
<td>and individual learning</td>
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<td>experiences based on current</td>
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<td>research into effective</td>
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<td>teaching practices.</td>
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<tr>
<td>Demonstrate appropriate</td>
<td>Domain III-Standard X</td>
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<tr>
<td>methods to task analyze</td>
<td>ACC2S4</td>
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<tr>
<td>goals and objectives and use</td>
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<td>this information to develop</td>
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<tr>
<td>goals, objectives, lesson</td>
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<td>plans and effective approaches</td>
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<td>and strategies for students</td>
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<td>with a wide range of support</td>
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<tr>
<td>needs.</td>
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<tr>
<td>Identify and implement ways</td>
<td>Domain III-Standard X</td>
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<tr>
<td>to modify curricula,</td>
<td>ACC2K6</td>
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<tr>
<td>materials, and the</td>
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<tr>
<td>environment to accommodate</td>
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<td>individual differences.</td>
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<tr>
<td>Interact with families,</td>
<td>Domain IV- Standard VII</td>
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<tr>
<td>students, and all constituents</td>
<td>ACC6S1</td>
</tr>
<tr>
<td>in a professional manner</td>
<td>ACC6S2</td>
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<tr>
<td>effective communication and</td>
<td>ED5S1</td>
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<tr>
<td>maintaining open and timely</td>
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<tr>
<td>communication. Maintain</td>
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<tr>
<td>confidentiality.</td>
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</tbody>
</table>
Evaluation and Grading

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

Possible Points

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launching Your Project</strong></td>
<td>44 Points</td>
</tr>
<tr>
<td>Zoom Conference # 1</td>
<td>10 points</td>
</tr>
<tr>
<td>Iris Center Progress Monitoring Module</td>
<td>12 points</td>
</tr>
<tr>
<td>Article Review</td>
<td>20 points</td>
</tr>
<tr>
<td>Consent for Intervention</td>
<td>2 points</td>
</tr>
<tr>
<td><strong>Part I: Description of Learner</strong></td>
<td>60 points</td>
</tr>
<tr>
<td>Student Characteristics</td>
<td>10 points</td>
</tr>
<tr>
<td>Socioeconomic/Cultural Factors of Family</td>
<td>10 points</td>
</tr>
<tr>
<td>Educational History</td>
<td>10 points</td>
</tr>
<tr>
<td>Summary of Current FIE/ARD—Summary of Current Informal/Classroom Achievement Testing</td>
<td>10 points</td>
</tr>
<tr>
<td>Present Level of Academic and Functional Performance</td>
<td>10 points</td>
</tr>
<tr>
<td>Targeted Goal and Objectives</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Part II: Literature Review</strong></td>
<td>120 points</td>
</tr>
<tr>
<td>Zoom Conference # 2</td>
<td>10 points</td>
</tr>
<tr>
<td>Literature Review</td>
<td>100 points</td>
</tr>
<tr>
<td>Online Writing Center Tutorial Evidence</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Part III: Implementation</strong></td>
<td>447 points</td>
</tr>
<tr>
<td>Tutoring Activities/Lesson Plans (6 @ 50 points)</td>
<td>300 points</td>
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<tr>
<td>Reflective Journals (6 @ 10 points)</td>
<td>60 points</td>
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<tr>
<td>Log of Hours (6 @ 2 points each)</td>
<td>12 points</td>
</tr>
<tr>
<td>Progress Monitoring Graphs (6 @ 5 points each)</td>
<td>30 points</td>
</tr>
<tr>
<td>Video Recording of Intervention Session</td>
<td>25 points</td>
</tr>
<tr>
<td>Description of Progress Monitoring Plan/Assessment Plan</td>
<td>10 points</td>
</tr>
<tr>
<td>Description of the Design of Intervention</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Part IV: Intervention Project Wrap-Up</strong></td>
<td>40 points</td>
</tr>
<tr>
<td>Results of Intervention</td>
<td>10 points</td>
</tr>
<tr>
<td>Summative Graph Progress Monitoring Graph</td>
<td>5 points</td>
</tr>
<tr>
<td>Future Recommendations</td>
<td>5 points</td>
</tr>
<tr>
<td>Final Presentation/Discussion of Results—Zoom # 3</td>
<td>10 points</td>
</tr>
<tr>
<td>Final Reflection of Learning</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>TOTAL COURSE POINTS</strong></td>
<td>711 points</td>
</tr>
</tbody>
</table>
A = 90-100%  Point value for “A” - 640 - 711
B = 80-89%  Point value for “B” - 569 - 639
C = 70-79%  Point value for “C” - 498 - 568
D = 60-69%  Point value for “D” - 427 - 491
F = 68% and below  Point value for “F” - <490

1. **Zoom Videoconferences:** You will have the opportunity to participate in three Zoom Conferences throughout the semester. The primary purpose of these videoconferences is to facilitate conversations about Intervention Project, strategic instruction/interventions, and progress monitoring. The secondary purpose is to build an on-line community of learners.

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

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

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

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

   • You will implement an evidence-based intervention for 6 weeks with a child who is struggling to learn for a minimum of 1-2 hours of intervention each week, for a minimum of 6 to 8 hours over the course of the semester.
• Intervention sessions will be conducted weekly. You may conduct 1-hour intervention sessions or you may spread sessions in $\frac{1}{2}$ hour to 45 minutes segments throughout the week as long as 1-2 hours per week of intervention is documented. Length of intervention sessions should be based on needs of learner and the literature review.

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

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

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

Teaching Strategies

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

Required Text and Related Readings

NO TEXT REQUIRED

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

Code of Conduct

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

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” an 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 Blackboard 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 Blackboard 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. I will check this board throughout the week and answer any questions that have not been answered by your classmates or that still seems to be unclear. 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.* Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

• **Late Work and Make Up Exams.** 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. If you must submit an assignment late, points will be deducted from the final assignment grade as follows:

  Assignments are due Sundays at 11:59 p.m. as determined by the module schedule. **Assignments that are one day late will be lowered 20%. Assignments that are two days late will be lowered 50%**. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.

  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.

• **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.

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

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

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

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://www2.uttyler.edu/wellness/rightsresponsibilities.php

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. (For fall 2014, the Census Date is September 8th.) 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 (Sept. 8th) 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
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, Cynthia Lowery Staples. 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.
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.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS’ CODE OF ETHICS
RULE §247.2 Purpose and Scope; Definitions

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.
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) whether the communication was made openly or the educator attempted to conceal the communication;

(iii) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(iv) 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.

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.
### Tentative Schedule/Topical Outline

*Be sure to check Blackboard frequently for any changes to the schedule.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>What’s Due</th>
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| Module 1:         | **Launching Your Projects** August 25 – September 7 | Welcome—Get Started  
Strategic Instruction  
Learning Strategies Lecture / Progress Monitoring Lecture  
Read assigned articles and write article review.  
Iris Center Progress Monitoring Module | Zoom # 1 – Welcome/ Intervention Project Overview  
Article Review  
Iris Center Module Consent for Intervention |
| Module 2:         | **Description of Learner** September 8 to September 21 | *Part I: Description of Learner*  
Write Part I of Intervention Project | Part I Due |
| Module 4:         | **Literature Review** September 22 to October 5 | *Part II: Literature Review*  
Participate in Zoom # 2  
Literature Review Lecture & Examples  
Write Lit Review  
Online Writing Center Appts. | Zoom # 2 – Literature Review  
Online Writing Center Appt.  
Documentation Due  
Part II Due |
| Module 5:         | **Implementation** October 6 to November 16 | *Part III: Implementation*  
*For each of the 6 weeks during the Implementation Phase you will complete the following:*  
1. Lesson Plans for each tutoring session  
2. Reflective Journals for each tutoring session  
3. Log of Hours for each week  
4. Progress  
Tutoring Sessions one through six activities are due Sundays at 11:59 p.m. during each week of the Implementation Phase  
Video Recording of Summative Tutoring Session due by Nov 16. |
| Module 5: Project Wrap Up  
November 17 to November 23 | Part IV: Intervention Project Wrap-Up | Write Part IV of intervention project | Part IV Due |
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<tbody>
<tr>
<td>November 24 to November 30</td>
<td>Thanksgiving Holiday (\text{😊})</td>
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| Module 6: Course Wrap-Up  
December 1 to December 7  | Project Presentations | Participate in Zoom # 3  
\(\text{Zoom # 3 – Presentations and Course Wrap Up}\) |            |
Minor (Under age 18)

Permission Form

I give permission for my daughter/son, _________________________________, to participate in individual tutoring sessions with __________________________, a graduate student in the School of Education at The University of Texas at Tyler. I understand the purpose of these tutoring sessions are instructional in nature and is being conducted as part of course requirements, that the results will be kept confidential, and that the results will not be used for placement or decision making purposes. I understand that I may contact the instructor of the course, Dr. Jessica A. Rueter at 903-565-5544 or jrueter@uttyler.edu should I have any questions or concerns.

Parent’s or Legal Guardian’s Signature: _____________________________________________

Date: __________________________________________________________________________

Telephone Number: ______________________________________________________________

Child’s Date of Birth: ___________________________________________________________________

Signature of Graduate Student: _________________________________________________________

Date: __________________________________________________________________________