

TENTATIVE—SUBJECT TO CHANGES
The University Of Texas at Tyler
School of Education
Course Syllabus Fall 2014
Assessment for Instruction
EDUC 4365

Course: EDUC 4365
Semester & Year: Fall 2014
Time & Days: Monday 11:00 a.m. to 1:40 p.m.
Location: BEP Bldg Room -- 213

Instructor Information
Jessica A. Rueter, PhD
Assistant Professor of Special Education
School of Education
Office: BEP 240
Office Hours: Tuesday 1:30 to 4:30 p.m. and following scheduled F2F class sessions
E-Mail: jrueter@uttyler.edu (preferred method of contact)
Department Phone: 903-566-7133

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 visit with me during office hours, after class, or schedule a Zoom conference session if you need any assistance or wish to discuss your grades or class performance. Office appointments scheduled in advance are appreciated, preferred, and given priority, but are not required.

Course Catalog Description:
A study of assessment in education. Includes formal and informal assessment procedures, due process, procedural safeguards, and parents' rights.

Course Prerequisites and Co requisites:
Prerequisites to this course are the following; READ 4350, READ 4337; Admission to the educator preparation program.
**Student Learning Outcomes & Assessments**

Each student in EDUC 4365 will participate in class assignments and activities that include informal and formal assessment procedures. You will apply information obtained in the assessment process to guide instructional decisions and recommendations.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>INTASC Principles</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the conclusion of this course, the student will:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Apply the assessment cycle</td>
<td>6</td>
<td>Test, class discussion/activities, LINCS Strategy, reflective summary, teacher interview, Iris Center Modules</td>
</tr>
<tr>
<td>2. Apply basic psychometric principles</td>
<td>6</td>
<td>Test, class discussion/activities assignments</td>
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<tr>
<td>3. Describe legal issues that impact assessment</td>
<td>6</td>
<td>Tests, class discussion/activities assignments, Teacher Interview</td>
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<tr>
<td>4. Identify informal assessments (Formative and Summative)</td>
<td>6</td>
<td>Class assignments, tests, class discussion/activities, Teacher Interviews, reflective summary</td>
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<tr>
<td>5. Compare and Contrast norm-referenced instruments, criterion-referenced, and informal assessment procedures.</td>
<td>6</td>
<td>Test, class discussion/activities assignments</td>
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<tr>
<td>6. Identify key components of reading skills in students with dyslexia</td>
<td>6</td>
<td>Test, class discussion/activities assignments</td>
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<tr>
<td>7. Progress-monitor and chart data to inform instructional decisions.</td>
<td>6</td>
<td>Test, class discussion/LINCS Strategy, Iris Center Module, reflective summary</td>
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<tr>
<td>8. Critique information obtained in the assessment process to inform classroom instructional practices</td>
<td>6, 7</td>
<td>Test, class discussion/activities assignments, teacher interview, reflective summary</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>Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>LINCS Progress Monitoring Project</td>
<td>115</td>
</tr>
<tr>
<td>Exams (2 at 50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Teacher Interview</td>
<td>50</td>
</tr>
<tr>
<td>Reflective Summary</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes (4 @ 5 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Iris Center Modules (2 @ 12 points each)</td>
<td>24</td>
</tr>
<tr>
<td>Discussion Board Activities (3 @ 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Misc. Learning Activities (2 @ 5 points each)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>384</strong></td>
</tr>
</tbody>
</table>

A = 90-100%       Point value for “A” - 346 - 384
B = 80-89%        Point value for “B” - 308 – 345
C = 70-79%        Point value for “C” - 269 - 307
D = 60-69%        Point value for “D” - 231 - 265
F = 68% and below  Point value for “F” - <264

Grades earned will be frequently posted in Blackboard throughout the semester. I typically return your assignments with feedback and grades within one week of your due date.

Description of Course Assignments, Evaluation, and Grading:

1. **LINCS Progress Monitoring Project**: This is a major, semester-long project and one of the most critical concepts you will learn in this course; assessment is how we, as educators, measure student performance. In this project, we will practice the LINCS Strategy in order to learn progress monitoring -- one of many assessment techniques you can use to frequently monitor students’ academic and social behaviors.

   In this project, you will progress monitor and chart your acquisition of assessment vocabulary, including TExEs vocabulary through demonstration of the LINCS Vocabulary Strategy. Your grade will be based on guidelines/criteria discussed in class and outlined on the LINCS Progress Monitoring Project rubric. (115 points).

2. **Exams**: Exams are one way in which you can demonstrate your knowledge and skills over the semester. Your exams may cover textbook readings, online
module and in class learning activities, and may be objective or essay or a combination of both. (2 @ 50 points each = 100 points)

3. **Teacher Interviews:** By the end of this course, you will interview a public school teacher about their assessment practices in the classroom. This interview will provide you with a real-world perspective of a classroom teacher and the data they’re collecting. We will compare your findings to the information we’re discussing in class to find the similarities and disparities in what actually happens in the classroom and current best practices. Narratives of your interview will be scored based on guidelines/criteria outlined on the Teacher Interview rubric. (50 points)

4. **Reflective Summary:** At the completion of the requirements of this course, you will write a three page reflective summary with respect to the course content, activities, assignments. This summary will include an in-depth reflection on the preservice teacher and the role of assessment in the classroom. Stepping out of the day-to-day activities, you will think about all of the ideas and concepts we’ve discussed on how to be more reflective and intentional to benefit your students. Reflective summaries will be scored based on guidelines/criteria outlined on the Reflective Summary rubric (50 points).

5. **Iris Center Modules:** The Iris Center Modules provide a unique opportunity to learn about Response to Intervention through the Iris Center website; this is a valuable assessment tool you can use in your classrooms to help identify students who are struggling to learn. Grades will be determined according to the Iris Center Module Rubric (2 @ 12 points each = 24 points).

6. **Quizzes:** Throughout the semester, online quizzes will be given. Quizzes will cover the topics discussed in online class sessions (4 @ 5 points each = 20 points).

7. **Discussion Board:** Throughout the semester, you will have the opportunity to discuss topics via the discussion board in Blackboard as a way to check your own understanding and learn from each other about some of the major themes in the course. Posts will be graded according to the Discussion Board Scoring Rubric (3 @ 5 points each = 15 points).

8. **Misc. Learning Activities** (Minute Paper/2 Questions—Chpt. 1) These two learning activities provide a way for you to experience some of the assessment strategies you can use in your own teaching, as well as to demonstrate your own knowledge and skills. Points will be based on quality of work produced (2 @ 10 points).
Teaching Strategies

The following instructional strategies will be employed during this class: lecture, class discussion, Blackboard activities and learning modules, cooperative learning, multimedia and simulations.

Required Text and Related Readings


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 Blackboard. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Blackboard.

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 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 posted 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 (i.e. open dialogue). If you have questions about grades or your performance in the class, I’m happy to meet with you during my office hours or to schedule a Zoom conference.

- **Attendance and Late Arrivals.** Attendance and punctuality are essential skills you will need in your own teaching career: all of us need to show up, be on time every day, and be prepared and ready to go. You simply will not be able to do well in the class without prompt and regular attendance; as a hybrid class, missing a class session means you are missing half of the information and activities discussed for a module.

Class will begin on-time. You are expected to arrive early and be prepared to begin class when class is scheduled to begin. **Arriving to class after instruction begins and/or from mid-class break will be considered late.** The daily attendance log is the official documentation of your attendance to class.

- 1 Late arrival = No Point Loss
- 2 Late Arrivals = 15 Point Deduction * **Must schedule conference after 2nd Late Arrival**
- 3 Late Arrivals = 30 Point Deduction
- 4 Late Arrivals = 45 Point Deduction

- **Participation:** I want you to use this course as an opportunity to take active responsibility for your learning and the learning of your peers as we build a scholarly and professional community. This means being well prepared to engage in discussion on the day’s scheduled subject matter. Participation in this class means all of us will come prepared for discussion; demonstrate professional body language; be actively engaged and proactive, not reactive; and ask relevant questions.

- **Late Work and Make Up Exams.** Because this is a hybrid class, you have a lot of flexibility in where and when you complete many of your assignments. If you are absent on the day an assignment is due, you have many opportunities to submit the assignment on time (e.g., via Blackboard, or through another student). If you must submit an assignment late due to an unexcused absence, points will be deducted from the final assignment grade as follows:
Hard copies of assignments are due at the beginning of class. Online assignments are due the following Sunday of the online class session at 11:59 p.m. 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 the absence is excused due to an emergency. Relevant documentation must be submitted (i.e. doctor’s note) in the event of a make-up activity to receive full credit.

• Course Organization: The course is organized into learning modules. A typical module will begin with online learning activities and will conclude with anchoring ideas and concepts in the face-to-face class sessions. Modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. Unless otherwise noted, all assignments, activities, and quizzes for the module must be completed and posted by 11:59 p.m. Sunday evening according to the Course Schedule.

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

• Cell Phone / Pager / PDA / Blackberry usage: When we are in class, I want everyone, including myself, to be fully present, demonstrate undivided attention, and actively engage with one another. Cell phones, pagers, etc., will not to be used during class. Please turn such devices off or on vibrate and do NOT access them during class, and the use of cell phone or other electronic communication devices during exams is prohibited. Text messaging should be done before or after class! If you have personal circumstances when you must leave your phone on, please let me know before the class meeting.

• Teacher Candidate Dispositions. The University of Texas at Tyler School of Education has developed Teacher Candidate Disposition Assessment outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDUC 4365 will adhere to and demonstrate these teacher candidate dispositions at all times.
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 confusion he/she has concerning classroom policy or course requirements BEFORE an adverse effect on student’s grade results.

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;

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• 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.

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.

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

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.

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

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

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

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.

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.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

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.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

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.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

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.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

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.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**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
SCHOOL OF EDUCATION PROGRAM STANDARDS

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model—new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

**Standard #1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Standard #11: Technology**
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

Teacher Standards
Chapter 149. Commissioner’s Rules Concerning Educator Standards
Subchapter AA. Teacher Standards
§149.1001. Teacher Standards

(a) Purpose: The standards identified in this section shall be used to align with 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-drive, 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 lesson plans 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.
      ii. Teachers plan student groupings, including pairing and the 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, encourage 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 learners in their pursuit of academic and social-emotional 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 comprehensive 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 lesson plans 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 understand 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 participate, 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 discipline 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 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 furthers 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 lesson plans and set academic as well as social-emotional goals for each student in response to previous outcomes form 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 comprehensive 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’ strength 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 learning 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 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.
Class Schedule
(Tentative Schedule – subject to announced changes)
Class Meetings: Monday 11:00 AM - 1:40 PM

Refer to Blackboard for additional reading requirements or changes to the following course calendar.

**Assigned readings should be completed prior to the scheduled class session.**

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>What’s Due</th>
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<tr>
<td>Module 1: Introduction To Course</td>
<td>Aug 25 F2F</td>
<td>Introductions Review of Syllabus and Course Requirements/Expectations</td>
<td>Journal Article--Learning Strategies An Instruction Alternative for Low-Achieving Adolescents</td>
<td>Quiz Discussion Board—Article Discussion (Small groups)</td>
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<tr>
<td>Module 2: Learning Strategies</td>
<td>Aug 26 – Sept 7 O/L</td>
<td>Learning Strategy Introduction/Progress Monitoring Video Lecture Discussion Board Criteria Video Discussion</td>
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<td>Sept 8 F2F</td>
<td>LINCS Vocabulary Strategy/Progress Monitoring (Semester-Long) Project</td>
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<td>Module 3: Overview of Assessment</td>
<td>Sept 9 – Sept 21 O/L</td>
<td>Overview of Assessment Video Lecture</td>
<td>Read Chapter 1</td>
<td>Submit 2 Questions—Chapter 1 Quiz-Chpt. 1 LINCS Strategy—P.M. Check #1 Due</td>
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<td>Sept 22 F2F</td>
<td>Assessment vs. Testing</td>
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<td>Module 4: Basic Psychometric Properties</td>
<td>Sept 23 — Oct 5 O/L</td>
<td>Reliability and Validity: Technical Adequacy You Tube Lecture</td>
<td>Read Chapter 4</td>
<td>Quiz-Chpt. 4 Discussion Board—Chapter Discussion (Small groups)</td>
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<td>Module</td>
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<td>Module 5: Norm Referenced Testing</td>
<td>Oct 6 F2F</td>
<td>Reliability &amp; Validity Review Descriptive Statistics In Class Discussion and Activities</td>
<td>Read Chapter 3 LINCS Strategy—P.M. Check #2 Due</td>
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<td>Module 6: Response to Intervention</td>
<td>Oct 7—Oct 19 O/L</td>
<td>Norm Referenced Testing Video Lecture</td>
<td>Read Chapter 5 MIDTERM 1 Minute Paper LINCS Strategy—Progress Monitoring Check #3 Due</td>
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<td>Oct 20 F2F</td>
<td>Norm Referenced Testing LINCS Final Project Criteria Iris Center Module Criteria/Rubric</td>
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<td>Oct 21—Nov 9 O/L</td>
<td>Response to Intervention Overview Video Lecture Teacher Interview Criteria Video Discussion Curriculum Based Measures Video Lecture</td>
<td>Read Chapter 7 Quiz -- Chpt. 6 &amp; 7 Iris Center Module: RTI (Part One) Due</td>
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<td>Module 7: Dyslexia</td>
<td>Nov 10 F2F</td>
<td>Dyslexia and Identification of Students with Reading Disabilities</td>
<td>LINCS Vocabulary Project Due</td>
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<td>Module 8: Field Experience</td>
<td>Nov 11—Nov 23 O/L</td>
<td>Field: Teacher Interview--Classroom Assessment Practices Reflective Summary Criteria Video Discussion</td>
<td>Journal Article--High Stakes Testing and Impact on Teachers Teacher Interview Due Discussion Board—Article Discussion (Small groups)</td>
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<td>Nov 24—Nov 30</td>
<td>Thanksgiving Holiday 😊</td>
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<td>Module 9: High Stakes Testing</td>
<td>Dec 1 F2F</td>
<td>High Stakes Testing &amp; STAAR</td>
<td>Reflective Summary Due</td>
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<td>Module 10: Final Exam</td>
<td>Dec 8 O/L</td>
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