TENTATIVE—SUBJECT TO CHANGES
The University Of Texas at Tyler
School of Education
Course Syllabus Spring 2015
Assessment for Instruction
EDUC 4365

Course: EDUC 4365
Semester & Year: Spring 2015
Time & Days: Wednesday 11:00 a.m. to 1:45 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 1:00 to 4:00 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>
</tr>
<tr>
<td>3. Describe legal issues that impact assessment</td>
<td>6</td>
<td>Tests, class discussion/activities assignments, Teacher Interview</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>6. Identify key components of reading skills in students with dyslexia</td>
<td>6</td>
<td>Test, class discussion/activities assignments</td>
</tr>
<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>
</tr>
<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>
</tr>
</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>
</tr>
</thead>
<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>Quizzes (4 @ 5 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Iris Center Modules (1 @ 12 points each)</td>
<td>12</td>
</tr>
<tr>
<td>Reflections (3 @ 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Misc. Learning Activities (3 @ 5 points each)</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Points 327

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
The 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. **Iris Center Module:** The Iris Center Module provide a unique opportunity to learn about Response to Intervention and curriculum based measures 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 (1 @ 12 points each = 12 points).

5. **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).

6. **Reflections:** Reflecting upon the assigned readings and module activities are one way to connect deeply with the key ideas and main concepts. Three times during the semester, you will reflect upon the assigned readings and activities in the module through informal writing assignments. Points will be based on Reflections of Reading and Module Activities Rubric (3 @ 5 points each = 15 points).

7. **Misc. Learning Activities** (Great Expectations; Questions—Chpt. 1; Exit Slips) These 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 (3 @ 5 points each = 15 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” 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 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 or 1 Absence = No Point Loss
- 2 Late Arrivals or 2 Absences = 15 Point Deduction * **Must schedule conference after 2nd Late Arrival or 2 Absences**
- 3 Late Arrivals or 3 Absences = 30 Point Deduction
- 4 Late Arrivals or 4 Absences = 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. 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. Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time. Assignments and due dates are noted on the course syllabus and in the modules.

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 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.rettyler.edu/education](http://www.rettyler.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 confusions he/she has concerning classroom policy or course requirements BEFORE an adverse effect on student’s grade results.

**UNIVERSITY POLICIES**

**UT Tyler Honor Code**
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.
Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.utttyler.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 Spring 2015, the Census Date is January 26th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.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 (January 26th) 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@utttyler.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.

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.

(I) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

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

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

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

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

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

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

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

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

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

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

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

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

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

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

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(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 in which new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

Standard #1: Learner Development (students in general)
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
*Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1*

Standard #2: Learning Differences (individual students)
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
*Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1*

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
*Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4*

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
*Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2*

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
*Texas Teacher Practice Standards: 1.5, 3.2, 3.3*

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
*Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2*

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

*Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4*

**Standard #8: Instructional Strategies**

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

*Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4*

**Standard #9: Professional Learning and Ethical Practice**

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

*Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4*

**Standard #10: Leadership and Collaboration**

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

*Texas Teacher Practice Standards: 6.3, 6.4*

**Standard #11: Technology**

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

*Texas Teacher Practice Standards: 1.5*
Class Schedule

(Tentative Schedule – subject to announced changes)

Class Meetings: Wednesday 11:00 AM - 1:45 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>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introduction</td>
<td>Jan 14 F2F</td>
<td>Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Course</td>
<td></td>
<td>Review of Syllabus and Course Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 2: Learning</td>
<td>Jan 15 – Jan 25 O/L</td>
<td>Learning Strategy</td>
<td>Quiz</td>
<td>Reflection # 1 Due</td>
</tr>
<tr>
<td>Strategies</td>
<td>Jan 28 F2F</td>
<td>Introduction/Progress Monitoring Video Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LINCS Vocabulary Strategy/Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitoring (Semester-Long) Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3: Overview of</td>
<td>Jan 29 – Feb 8 O/L</td>
<td>Overview of Assessment Video Lecture</td>
<td>Read Chapter 1</td>
<td>Submit 2 Questions—</td>
</tr>
<tr>
<td>Assessment</td>
<td>Feb 11 F2F</td>
<td></td>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quiz-Chpt. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LINCS Strategy—</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P.M. Check # 1 Due</td>
</tr>
<tr>
<td>Module 4: Basic</td>
<td>Feb 12 — Feb 22 O/L</td>
<td>Reliability and Validity: Technical</td>
<td>Read Chapter 4</td>
<td>Quiz-Chpt. 4</td>
</tr>
<tr>
<td>Psychometric Properties</td>
<td>Feb 25 F2F</td>
<td>Adequacy You Tube Lecture</td>
<td></td>
<td>Reflection # 2 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reliability &amp; Validity Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Descriptive Statistics In Class Discussion</td>
<td></td>
<td>LINCS Strategy—</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Activities</td>
<td></td>
<td>P.M. Check # 2 Due</td>
</tr>
<tr>
<td>Module 5: Midterm Exam</td>
<td>Feb 26 — March 8 O/L</td>
<td></td>
<td></td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Module: 6</td>
<td>Curriculum Based Measures:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norm Referenced Testing</td>
<td>March 26 – April 5 O/L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 16 – March 22 O/L</td>
<td>March 25 F2F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norm Referenced Testing Video Lecture</td>
<td>Norm Referenced Testing LINCS Final Project Criteria Iris Center Module Criteria/Rubric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read Chapter 5</td>
<td>Reflection #3 Due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LINCS Strategy—Progress Monitoring Check #3 Due</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 6: Curriculum Based Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Chapter 6 (Pages 165-179)</td>
</tr>
<tr>
<td>Quiz – Chpt. 6 Iris Center Module: RTI (Part Two)</td>
</tr>
<tr>
<td>Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 7: Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 6 – April 12 O/L</td>
</tr>
<tr>
<td>Field: Teacher Interview--Classroom Assessment Practices</td>
</tr>
<tr>
<td>Teacher Interview Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 8: Dyslexia</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 15 F2F</td>
</tr>
<tr>
<td>Dyslexia and Identification of Students with Reading Disabilities</td>
</tr>
<tr>
<td>LINCS Vocabulary Project Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 9: High Stakes Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 22 F2F</td>
</tr>
<tr>
<td>High Stakes Testing &amp; STAAR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 10: Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 29 O/L</td>
</tr>
<tr>
<td>FINAL EXAM 8:00 a.m. to 11:59 p.m.</td>
</tr>
</tbody>
</table>