It is my desire that each of you profits from this course. Please contact me via e-mail or phone or meet with me during office hours if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

I. Course Description
Presentation and application of instructional and behavioral strategies for individuals with special learning needs. Investigation and application of differentiated instruction and data-based decision making associated with the education of diverse and special learners. Clinical experience req.

II. Student Learning Outcomes & Assessments

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>INTASC Principles</th>
<th>How will this objective be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify rationale for providing special education and the critical elements of special education service delivery</td>
<td>1</td>
<td>Class Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection assignments</td>
</tr>
<tr>
<td>Demonstrate the ability to identify types and sources of a variety of curriculum based assessments and to apply information learned to assess student's skill levels and monitor student progress.</td>
<td>6</td>
<td>Notebook (Assessment &amp; Educational Plan), Tutoring</td>
</tr>
<tr>
<td>Establish measurable instructional goals, document an educational plan and implement a tutoring plan grounded in curricula based assessment results for students with a range of diverse needs.</td>
<td>7,8</td>
<td>Educational Plan, Tutoring, Notebook</td>
</tr>
<tr>
<td>Assess student behavior in a functional learning environment to identify behaviors that interfere with learning.</td>
<td>3,6</td>
<td>Educational Plan, Tutoring, Notebook</td>
</tr>
<tr>
<td>Develop and implement behavior change objectives to decrease behaviors that interfere with learning.</td>
<td>1,2,3</td>
<td>Educational Plan, Tutoring, Notebook</td>
</tr>
<tr>
<td>Demonstrate appropriate methods to task analyze goals and objectives to support effective approaches and strategies for students with a wide range of diverse needs.</td>
<td>1, 2, 7,8</td>
<td>Notebook (Educational and Lesson Plans), Tutoring</td>
</tr>
<tr>
<td>Develop and implement lesson plans that are aligned with</td>
<td>7,8</td>
<td>Notebook (Educational Plan), Tutoring</td>
</tr>
</tbody>
</table>
### Learning Objectives

The student will be able to

<table>
<thead>
<tr>
<th>Professional curriculum standards and that demonstrate knowledge of human development and learning theory.</th>
<th>INTASC Principles</th>
<th>How will this objective be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>and Lesson Plans), Tutoring</td>
</tr>
<tr>
<td>Identify and demonstrate effective teaching strategies and individual learning experiences based on current research into effective teaching practices for students with diverse needs.</td>
<td>7,8</td>
<td>Tutoring, Notebook,</td>
</tr>
<tr>
<td>Deliver instruction that provides higher category thinking skills.</td>
<td>4,5,7,9</td>
<td>Tutoring, Lesson Plans, Reflections</td>
</tr>
<tr>
<td>Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences.</td>
<td>3</td>
<td>Tutoring, Notebook (lesson plans)</td>
</tr>
<tr>
<td>Structure and support learning environments through application of effective classroom management strategies (e.g., behavioral control, positive discipline, self-management strategies). Demonstrate understanding of behavioral techniques to manage learning effectively (a) with a variety of students and situations, (b) to increase learner active participation and (c) that demonstrate development of collaborative learning environments.</td>
<td>3, 5, 6</td>
<td>Tutoring, Notebooks (lesson plans &amp; reflections)</td>
</tr>
<tr>
<td>Demonstrate an understanding of data based decision-making for determining student progress.</td>
<td>4,6,7,9</td>
<td>Lesson Plans, Notebooks</td>
</tr>
<tr>
<td>Demonstrate evaluation of teaching effectiveness and modification to teaching style and methods based on reflective teaching activities.</td>
<td>4, 6, 7, 9</td>
<td>Tutoring, Notebooks, Lesson Plan, Reflection,</td>
</tr>
<tr>
<td>Interact with families, students, and all constituents (university, school district, etc.) in a professional manner at all times. Maintain confidentiality.</td>
<td>10</td>
<td>Tutoring, Notebook</td>
</tr>
<tr>
<td>Identify characteristics of dyslexia and select appropriate materials and strategies for instruction</td>
<td>3,4,6,7,8,</td>
<td>Tutoring, Notebook, Class Activities</td>
</tr>
</tbody>
</table>

### III. Evaluation and Grading

Students will be assessed according to the stated objectives in this syllabus including: tutoring, written work, observations, and presentations. Grading will be based on the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Maximum Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Punctual Attendance and class participation/Activities</td>
<td>REQUIRED</td>
<td></td>
</tr>
<tr>
<td>2. Classroom Application (12 tutoring sessions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Plan available at the beginning of session</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Preparation (materials and supplies available &amp; appropriate)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Activity based on prepared lesson</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Flexibility (ability to adapt to changing circumstances)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Total Classroom Tutoring</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Student Notebook

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance Log</td>
<td>5</td>
</tr>
<tr>
<td>Student Profile</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum Based Assessment &amp; Assessment Results</td>
<td>50</td>
</tr>
<tr>
<td>Education &amp; Behavioral Goals</td>
<td>30</td>
</tr>
<tr>
<td>Lesson Plans (6 @ 50 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Lesson Plan reflection / evaluation (6@25 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Summary/ Graph of Academic Progress and interpretation</td>
<td>20</td>
</tr>
<tr>
<td>Summary/ Graph of Behavioral Progress and interpretation</td>
<td>20</td>
</tr>
<tr>
<td>First (intro) Letter to Parent</td>
<td>10</td>
</tr>
<tr>
<td>Second Letter to Parent</td>
<td>10</td>
</tr>
<tr>
<td>Final Letter to parent</td>
<td>15</td>
</tr>
<tr>
<td>Neatness &amp; Organization of notebook</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Available Points for Notebook</strong></td>
<td>630</td>
</tr>
<tr>
<td>Reading Reflections 7@10 points each</td>
<td>70</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>50</td>
</tr>
<tr>
<td>Open House</td>
<td>50</td>
</tr>
</tbody>
</table>

### Total Maximum Available Points

900

Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula.

\[
\text{Total points you accumulated} \times 100 = \text{___} \%
\]

Maximum points possible (925)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; Less</td>
</tr>
</tbody>
</table>

Keep track of your scores for the course through Blackboard’s Student Tools folder.

### Description of Course Assignments, Evaluation, and Grading:

1. **Course Attendance and Participation (REQUIRED)**

   **Attendance:** Regular and punctual attendance is required. The activities in the class require tutoring of students and class participation with the instructor and with your fellow students. **Your punctual attendance is imperative. If you miss more than one tutoring session due to your absence, you will be required to make up the tutoring session with your tutee. If you miss more than two class sessions, a disposition conference will be held and a disposition written.**

   Should you have to miss class, **(first) you are required to make arrangements for the tutoring of your assigned student with one of your team members.** Secondly, you are **required to notify the instructor** as soon as possible in advance of the class period to be missed and explain arrangements that you have made for tutoring.

   **If for any reason, you are absent more than one time, you are required to make up the tutoring session. You will schedule this with a Salvation Army employee.**
Participation: Active involvement is the key to learning! Your participation is important and required to do well in this course. Students are expected be well prepared to engage in scholarly discussion of the scheduled subject matter. All students are expected to fully participate in all class activities. Students are expected to respect (not necessarily agree with) opinions of classmates. Become an active participant by extending ideas presented by sharing new information and new resources on the subject area. Ask questions and demonstrate being prepared (having read assigned materials).

Students must be prepared for class by reading assigned materials prior to class, preparing the lesson plan for the day’s tutoring session with their student and having all supplies and materials available to complete the tutoring activity and completing all assignments made throughout the semester. **On-line activities may include pop quizzes, reflective Q&A and article reviews. Due Date: Ongoing**

2. **Classroom tutoring activities – maximum available points 100**

The major responsibility of students in this class is to tutor an assigned student(s). Tutoring responsibilities may be shared with peers, but each person enrolled in EDUC 4369 will maintain primary responsibilities for tutoring a particular student(s) and final preparation of the notebook described below.

Students enrolled in EDUC 4369 will be assigned to groups (of 3 or 4 peers) in order to share responsibilities, substitute in the absence of a group member, assist with evaluation and feedback, and otherwise provide tutoring support. Tutoring sessions may be photographed or videotaped for future discussion and feedback.

 Responsibilities of tutors include (not an inclusive list):

A. Make the student feel welcome and comfortable with tutoring situation
B. Determine and administer appropriate curriculum based assessments, prepare an assessment report (see format in Attachments)
C. Prepare an educational plan outlining academic and behavioral goals based on assessment results (see format in Attachments)
D. Prepare a Student Profile (see format in Attachments) summarizing student personal and focus information for tutoring
E. Prepare lesson plans prior to each tutoring session after your assessment and educational plan completed
F. Tutor assigned student using prepared lesson plan
G. Support tutoring activities of team members
H. Show evidence of preparation. Activities should be well planned. Materials and supplies needed to carry out the lesson plan and appropriate to the task and student’s age / developmental level and interest should be available.
I. Show evidence of flexibility and adaptability
J. Show evidence of application of research based teaching strategies
K. Communicate with family members via letter and when they pick up their student from BGC
L. Demonstrate interest in the activity
M. Maintain a clean and orderly environment (remember, others have to use these classrooms when we are through)
N. Work constructively and collaboratively with others (including school personnel, families, etc.)
O. Maintain a record of your student’s progress
P. Maintain confidentiality of all information. Information on the students you tutor and his/her family is strictly confidential and restricted to use in this class only.
Q. Enjoy yourself and help those around you enjoy themselves

Due Date: Ongoing

3. Student Notebook – maximum 630 points

Each student will be required to maintain a notebook on their assigned student(s). Notebooks should consist of

A. Student Attendance Record and Student profile – background of the student (e.g., any relevant personal, educational, medical, physical development, or behavioral history). See forms developed for gathering background information. Relevant background information will be supplemented by student personal / personality information that you acquire during assessment and “get acquainted” sessions.

B. Assessment Results Report – (see format in Attachments)

C. Educational Plan – (see format in Attachments). After the instructor approves your educational and behavioral goals, they will remain constant throughout the semester unless the instructor approves a revision. The Education Plan will be accompanied by data sheets illustrating how achievement on both the instructional and behavioral goals will be recorded.

D. Lesson Plans (6 lesson plans)) – (see format in Attachments)
   i. Lessons plans are to be available at the beginning of each class when tutoring is to take place and throughout the tutoring session.
   ii. Lesson plans must relate to accomplishment of the instructional goal shown on the approved educational plan
   iii. Lesson plan must reflect at least 2 activities to be completed for the session (NOTE: Completion of a “worksheet” DOES NOT constitute a teaching activity.)
   iv. An evaluation / reflection of the lesson (both what went right and any concerns) should be recorded on the lesson plan at the close of the tutoring session. This reflection is due within 24 hours of the completion of the tutoring session.
   v. The Lesson Plan for the session should be visible at the time of the tutoring session. At the end of each tutoring session, a folder will be provided for you to hand in the hard copy.

E. A graph/ summary of academic progress throughout the semester with interpretation
F. A graph/summary of behavioral progress throughout the semester with interpretation

G. 3 letters to the family (due dates shown on the Class Schedule)
   i. To be presented to the student in a sealed envelope at the first (intro) session providing expectations, emergency contact information, etc.
ii. To be prepared per Class Schedule due date or as directed by the instructor based on student attendance, approved by the instructor and provided to the family at the following session.

iii. To be prepared and approved by the instructor and given to the family at the final session (Open House). Minimally, the final letter will contain (a) a summary of student performance suitable for sharing with the family (b) data with graphs showing student progress, (c) selected portfolio materials, if appropriate, and (d) recommendations for enhancing future learning.

3. Open House (50 Points)
The final class period is reserved for an end of semester Open House. During this session, tutoring students and their families will be invited to participate in a celebration with opportunity for the student to “show off” his or her work and for you to have a debriefing time with families. This session is intended to bring closure to this experience for the children as well as provide you opportunity to experience a parent-teacher conference and school “open house” experience. WITH YOUR ASSISTANCE, each student will be requested to present to the group a final project that should briefly summarize or illustrate what he or she has learned. It is important for you to keep this outcome in mind throughout the semester in order to be prepared for this session. Grading will be based on:

- Your pre-planning and preparation activities (final product, working with the student, etc.)
- Preparation of a portfolio of student work for display or showing to families
- Your participation in planning and preparing for the event (invitations, decoration, room set-up, refreshments, etc.)

Due Date: Final Class Tentative: December 2nd.

4. Other Learning Activities and Supplemental Assignments: 7@ 10 points each = 70
These will be set up in Blackboard under Modules.

On-line Reading Reflection and activities:
Students will read assigned reading materials (i.e., from the power points, articles, IRIS modules…
Students will be required to, participate in class and on-line discussions and activities, tutor assigned student(s), demonstrate teaching competencies, demonstrate understanding of assessment techniques and results, and demonstrate knowledge of course materials and topics for assigned class discussions.

IV. Teaching Strategies
A. Due to the nature of this course and the availability of the facility at the Salvation Army, you will have 7 on-line assignments that will be submitted through Blackboard.
B. I will monitor tutoring sessions. The following instructional strategies will be employed during this class:
- On-line assignments, multimedia, case studies, and simulations
- Demonstration and tutoring
- Written assignments

V. Related Field Experiences
Supervised field experience is not required for this class. Supervised tutoring is to be completed during scheduled class sessions.

**Required Course Materials:** There are no textbooks required for this class. Reading materials will be assigned by the instructor.

**VII. Course Policies**

- **Code of Conduct:** Please see section 2.09 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.

- **Blackboard:** Students will access class notes, assignments, grades and course information through Blackboard. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Blackboard. Students are expected to regularly check blackboard for updates and to download any class handouts. Please refer to [http://www.blackboard.uttler.edu](http://www.blackboard.uttler.edu) for more information.

- **Academic Dishonesty:** Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Additional information on Academic Dishonesty is found in Section IX.B of this syllabi (Selected University Policies).

- **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class especially during tutoring activities. Turn such devices off or on vibrate and do NOT access them during class unless specifically related to tutoring activities.

- **Person First Language:** Our language is a reflection of our attitudes. 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”.

- **Written Assignments.** Written assignments MUST (a) be typed using double spaced lines and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.

- **Late Assignments** (turning in after due date) will result in a decrease of 10 points for each day the assignment or class activity is not turned in after the due date unless a prior
agreement has been made with the instructor. **Assignments over a week late will not be accepted.**

- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: [www.uttyler.edu/education](http://www.uttyler.edu/education) (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDUC 4369 will adhere to and demonstrate these teacher candidate dispositions at all times.

VIII. **Topical Outline:**
See attached Course Calendar for a tentative schedule and due dates for all assignments
Final Exam: **Open House: December 2nd.**

**Syllabi Attachments:**

- Attachment I - College of Education and Psychology Standards and Principles (INTASC Standards)
- Attachment II – Student Profile
- Attachment III - Assessment Results (format)
- Attachment IV - Educational and Behavioral Goals (format)
- Attachment V - Lesson Plan format
- Attachment VI - Course Schedule

**ATTACHMENT I**

**UNIVERSITY POLICIES**

**UT Tyler Honor Code**
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.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 2015, the Census Date is September 4th.) Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](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 (September 4th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

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

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

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

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

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

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

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

(i) “Cheating” includes, but is not limited to:
   - copying from another student’s test paper;
   - using, during a test, materials not authorized by the person giving the test;
   - failure to comply with instructions given by the person administering the test;
   - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
   - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
   - collaborating with or seeking aid from another student during a test or other assignment without authority;
   - discussing the contents of an examination with another student who will take the examination;
   - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
   - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
   - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, homework 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.
(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) Ethical Conduct Toward Professional Colleagues.

(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.
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

Texas Educator Standards
Title 19: Chapter 149, Subchapter AA
Rule: 149.1001

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

(b) Standards.

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

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
   (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
   (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
   (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
   (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
   (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
   (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
   (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
   (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
   (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
   (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
   (ii) Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.
   (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
   (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
   (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
   (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
   (i) Teachers monitor and assess student progress to ensure that their lessons meet students’ needs.
   (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
   (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

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

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
   (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
   (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
   (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
   (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
   (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
   (iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
   (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
   (ii) Teachers maximize instructional time, including managing transitions.
   (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
   (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5—Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.
   (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
   (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
   (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
   (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
   (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.
   (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
   (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
   (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
   (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional
relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
   (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
   (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
   (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
   (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
   (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
   (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
   (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
   (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
   (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
   (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.
### Student Profile

**Student:** _____________________________  **Teacher:** __________________

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<thead>
<tr>
<th>Strengths:</th>
<th>Concerns:</th>
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<tr>
<th>Interests:</th>
<th>Learns best by:</th>
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**Recommendations:**

<table>
<thead>
<tr>
<th>Educational Goal:</th>
<th>Possible Strategies and Procedures to support goal accomplishment:</th>
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EDUC 4369 Course Syllabi – Attachment III

ASSESSMENT RESULTS

Student: 

Date(s) of Assessment: 

Teacher: 

Areas Assessed: 

Assessment Instruments/Procedures: 

Formal: (review of any formal assessment information provided to you by the school or family)

Informal: (what Curriculum Based Measures you used):

Assessment Results: 

Recommendations: 

Behavioral Assessment: (assessment of any behaviors that interfere with learning such as attention span, in-seat behavior, participation, etc.):

Recommendations: 

Your assessment report should be typewritten in this format. Part of your grade will be based on professional preparation of your report (grammar, punctuation, etc.) and in ease of understanding. Is it clear what you assessment you used and how you reached your conclusion? Is the information and wording in the report appropriate for review by the family?
EDUCATIONAL & BEHAVIORAL GOALS

Student:  
Date:  
Teacher:  
Content Area:  

I. Assessment Results (copied directly from your Assessment Results Report):

II. Instructional Goal: Your goal MUST be observable and measurable. Ask yourself: Does your goal include an ACTION that you can see or hear when it has been accomplished? Will it be demonstrated orally or in writing? (for example, “The learner will “count to 10”, “write their name”; “skip count by 2s from 1 to 50”; “write all 52 upper and lower case letters”; “after reading a 5th grade TAKS release passage, answer 90% of questions correctly”).

Evaluation Procedures/Mastery Criteria: (how will you know? For example, “on a 2 minute test administered on 3 consecutive weeks, the learner will…”)

III. Behavioral Goal: Your behavioral goal must include an action that is observable and measurable and will benefit the learner’s educational performance. You must be able to count or time if the targeted action has taken place. (for example, TLW “remain in seat for 5 minutes”; “read a level 2 reader for 3 minutes without asking for a new book”; “begin working at a math game on the computer within 2 minutes of being asked”)

Evaluation Procedures/Mastery Criteria: (how will you record and measure performance?) The Education Plan will be accompanied by data sheets illustrating how achievement on both the instructional and behavioral goals will be recorded.
Teacher Directed Tutoring Lesson Plan

Student Tutored

Objective: (Observable and Measurable)

Standards: (TEKS )

Materials:

Content to be taught/ reinforced

**Activity # 1 : Procedures**

Informal Assessments

**Modifications/ Extensions/ Accommodations:** Must be addressed.

**Activity #2**

**Reflection / Evaluation/Observations: ( 25 POINTS) The reflection must be submitted within 24 hours of tutoring session.**

*Questions for Consideration: What worked today? What did not work today? What are some strategies that you used? What was your tutees behavior today? Would you do anything different?*
### Course Calendar (tentative – subject to announced changes)

**Class Schedule:** 2:00-4:45  
**On-line assignment:** 2:00-2:45  
**Class Meeting time @ The Salvation Army:** 2:45  
**Prepare to tutor:** 3:15  
**Tutor:** 3:15-4:15  
**Return to Debrief:** 4:20-4:30

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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| 8/26  | Overview of the Course; Review of Syllabus  
- *We will meet at UT TYLER: Room HPR 135 @ 2:00*  
  Development of classroom rules (EDUC 4369 students)  
  - Review of Assessment Plan, Educational Plan, Lesson Plans, review notebooks  
  **Class discussion:** Activities for next week  
  - All about me books (yourself)  
  - All about me activities (for your student)  
  - Assessments (personality, curriculum based, etc.)  
  - Review development of student rules | |
| 9/2   | Meet at Salvation Army  
**Time TBA**  
**SAFE FROM HARM TRAINING** | Tutoring Assignments/Support Groups |
| 9/9   | Meet Salvation Army – 2:45  
**1st Tutoring Session**  
- Greet students  
  - Provide intro letter to student in sealed envelope to send home to parent(s)  
Begin “All About Me” activities & begin Student Profile  
Begin Student Attendance Roster | Prepare to tutor  
Student Rules (to be developed with your student)  
**Intro Letter** Presented to student  
**All About Me Activities**  
**First Parent Letter Due** |
<table>
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<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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| 9/16     | Meet at the Salvation Army @ 2:15           | 2nd tutoring session
Class discussion: Lesson Plans                                    |
|          | On-line Assignment Module #1: Due 9-22      | Math/ Accommodations vs Modifications                                  |
| 9/23     | 3rd tutoring session                        | Class Discussion: Mathematics                                          |
|          | On-line Assignment: Module # 2              | Due 9-29
Assessment and Behavioral Plan                                        |
|          | 1st lesson Plan Due                         |                                                                       |
| 9/30     | 4th Tutoring Session                        | 2nd lesson plan due                                                    |
| 10/7     | 5th Tutoring Session                        | Class Discussion:                                                     |
|          | On-line Assignment: Module #3              | Due 10-13
Response to Intervention                                              |
|          | 3rd lesson plan due                         |                                                                       |
| 10/14    | 6th Tutoring session                        | Assessment Results Report Due
Educational Plan Due. Student Profile Due                               |
<p>|          | NO formal lesson plan due in writing.       | You are still responsible for teaching 2 activities.                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Activities</th>
<th>Assignment Details</th>
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<tbody>
<tr>
<td>10/21</td>
<td>7th</td>
<td>7th tutoring session&lt;br&gt;Progress Monitor Check&lt;br&gt;Include as one of your activities.</td>
<td>4th lesson plan due On-line Assignment: Module # 4&lt;br&gt;DUE : 10-27&lt;br&gt;Promoting Social Acceptance and Managing Behavior 2nd letter to instructor for approval, finalized and prepared for presenting to family</td>
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<tr>
<td>10/28</td>
<td>8th</td>
<td>8th tutoring session</td>
<td>5th Lesson Plan Due On-line Assignment: Module # 5&lt;br&gt;Due: 11-3&lt;br&gt;Co-teaching and Collaboration Present 2nd letter to student in sealed envelope to take home</td>
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<tr>
<td>11/4</td>
<td>9th</td>
<td>9th tutoring session</td>
<td>On-line Assignment: Module # 6&lt;br&gt;Due: 11-10&lt;br&gt;Gifted and Talented 6th lesson plan due</td>
</tr>
<tr>
<td>11/11</td>
<td>10th</td>
<td>10th tutoring session&lt;br&gt;Final Assessment of Student Progress</td>
<td>On-line Assignment: Module # 7&lt;br&gt;Due: 11-17&lt;br&gt;Instructional Strategies</td>
</tr>
<tr>
<td>11/18</td>
<td>We will meet at the Salvation Army at 2:15!!&lt;br&gt;11th tutoring session</td>
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<td>Progress Monitoring graphs due in notebook! Notebooks due Final Letter Due to Professor for Approval</td>
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<td>Class Discussion: Finalize Open House Plans</td>
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<td>Date</td>
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<tr>
<td>11/25</td>
<td>Happy Thanksgiving</td>
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<tr>
<td>12/2</td>
<td>OPEN HOUSE!</td>
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**NOTE:** This schedule is tentative and subject to change given certain circumstances and professor discretion.