EDUC 4369
Instructing Diverse Learners
University of Texas at Tyler – College of Education

Course: EDUC 4369.001
Semester & Year: Spring, 2015
Time & Days: Wednesday: 2:00-4:45
Location: The Salvation Army, Tyler, Texas

Instructor Information  Priscilla Gilpin M. Ed.
Office: BEP 244
Office Hours: Monday by appointment only; Tuesday: 10-1
E-mail: pgilpin@uttyler.edu (preferred method of contact)

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>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>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</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>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, Lesson Plans</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><strong>1. Punctual Attendance and class participation/Activities</strong></td>
<td></td>
<td>REQUIRED</td>
</tr>
<tr>
<td><strong>2. Classroom Application (12 tutoring sessions)</strong></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><strong>Total Classroom Tutoring</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
3. Student Notebook

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance Log</td>
<td>5</td>
</tr>
<tr>
<td>Student Profile</td>
<td>5</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>625</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>50</td>
</tr>
<tr>
<td><strong>Open House</strong></td>
<td>50</td>
</tr>
</tbody>
</table>

**Total Maximum Available Points** 825

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

\[
\frac{\text{Total points you accumulated}}{\text{Maximum points possible (925)}} \times 100 = \%\]

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

   **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. Class activities may include pop quizzes, 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 625 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.
   v. The Lesson Plan for the session and reflection will be submitted at the close of the session.

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: April 29th

4. Other Learning Activities and Supplemental Assignments
Students will read assigned reading materials (i.e., from the text or posted on Blackboard), participate in class 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. The instructor will lecture, lead in-class discussion; monitor tutoring sessions, and select appropriate presentations for class activities. The following instructional strategies will be employed during this class:

- Lecture, 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.utttyler.edu](http://www.blackboard.utttyler.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.utttyler.edu/education](http://www.utttyler.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: April 29th

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

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.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 (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@uttyler.edu

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

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

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

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

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

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

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

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

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

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

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

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

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

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

(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.

(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*

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**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
# Student Profile

Student: ___________________________  Teacher: __________________

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Concerns:</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Interests:</th>
<th>Learns best by:</th>
</tr>
</thead>
<tbody>
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</table>

Recommendations:

<table>
<thead>
<tr>
<th>Educational Goal:</th>
<th>Possible Strategies and Procedures to support goal accomplishment:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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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.

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. Are your goals and evaluations clear? Is the information and wording in the report appropriate for review by the family?
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)

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?
**EDUC 4369 – Course Schedule**  
*Syllabi Attachment VII*  
**Wednesday 2:00-4:45**  
Course Calendar (tentative – subject to announced changes)

<table>
<thead>
<tr>
<th>Class Schedule: 2:00-4:45</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Class Lecture: 2:00-3:00</td>
<td></td>
</tr>
<tr>
<td>Prepare to tutor 3:00</td>
<td></td>
</tr>
<tr>
<td>Tutor: 3:15-4:20</td>
<td></td>
</tr>
<tr>
<td>Return to Debrief :4:20-4:30</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1-14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet at Salvation Army</td>
<td></td>
</tr>
<tr>
<td>Overview of the Course; Review of Syllabus</td>
<td></td>
</tr>
<tr>
<td>- Development of classroom rules (EDUC 4369 students)</td>
<td></td>
</tr>
<tr>
<td>- Review of Assessment Plan, Educational Plan, Lesson Plans, review notebooks</td>
<td></td>
</tr>
<tr>
<td><strong>Class discussion:</strong> Activities for next week</td>
<td></td>
</tr>
<tr>
<td>- all about me books (yourself)</td>
<td></td>
</tr>
<tr>
<td>- all about me activities (for your student)</td>
<td></td>
</tr>
<tr>
<td>- assessments (personality, curriculum based, etc.)</td>
<td></td>
</tr>
<tr>
<td>- Review development of student rules</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1-21</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Assignments/Support Groups</td>
<td>I will email this!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1-28</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Meet Salvation Army</td>
<td></td>
</tr>
<tr>
<td><strong>1st Tutoring Session</strong></td>
<td></td>
</tr>
<tr>
<td>- Greet students</td>
<td></td>
</tr>
<tr>
<td>- Provide intro letter to student in sealed envelope to send home to parent(s)</td>
<td></td>
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<tr>
<td>Begin “all about me” activities &amp; begin Student Profile</td>
<td></td>
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<tr>
<td>Begin Student Attendance Roster</td>
<td></td>
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<tr>
<td>Begin assessment</td>
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<tr>
<td>- Family Intro letter</td>
<td></td>
</tr>
<tr>
<td>- Assessment - Goal Development – Lesson Plan Development; Academic/Behavioral Goals</td>
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<tr>
<td>; Progress Monitoring; Planning and Teaching for Understanding</td>
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</table>

<table>
<thead>
<tr>
<th>2-4</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>2nd tutoring session</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Class discussion:</strong> Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Curriculum based assessment and measurement</td>
<td></td>
</tr>
<tr>
<td>Prepare to tutor</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Date</th>
<th>Session Type</th>
<th>Class Discussion</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>2-11</td>
<td>3rd tutoring session</td>
<td>Class Discussion: Mathematics - Assess performance levels &amp; begin Student Profile</td>
<td>1st lesson Plan Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formulate educational &amp; behavioral goals Discuss Lesson Planning</td>
<td></td>
</tr>
<tr>
<td>2-18</td>
<td>4th TUTORING SESSION</td>
<td></td>
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<tr>
<td>2-25</td>
<td>5TH TUTORING SESSION</td>
<td>Class Discussion: Response to Intervention Accommodations vs. Modification Power point</td>
<td>2nd lesson plan due</td>
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<tr>
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<td>Assessment Results Report Due Educational Plan Due.</td>
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<td>3-4</td>
<td>6th Tutoring session</td>
<td>Class Discussion: Promoting Social Acceptance and Managing Behavior</td>
<td>3rd lesson plan due</td>
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<tr>
<td>3-11</td>
<td><strong>Spring Break!</strong></td>
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<tr>
<td>3-18</td>
<td>7th tutoring session</td>
<td>Class Discussion: Behavior Continued 5th tutoring session Behavior scenario</td>
<td>4th lesson plan due</td>
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<tr>
<td></td>
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<td></td>
<td>2nd letter to instructor for approval, finalized and prepared for presenting to family Progress Monitor</td>
</tr>
<tr>
<td>3-25</td>
<td>8th tutoring session</td>
<td>Class Discussion Coteaching and Collaboration</td>
<td>5th Lesson Plan Due</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Present 2nd letter to student in sealed envelope to take home</td>
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<tr>
<td>4-1</td>
<td>9th tutoring session</td>
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<td>6th lesson plan due</td>
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<td>4-8</td>
<td>10th tutoring session</td>
<td>Class Discussion: Assessing and Teaching Content Area</td>
<td>Reading to be assigned</td>
</tr>
<tr>
<td>Date</td>
<td>Learning</td>
<td>Progress Monitor</td>
<td></td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>4-15</td>
<td>11\textsuperscript{th} tutoring session</td>
<td></td>
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</table>
| 4-22   | 12\textsuperscript{TH} Tutoring session  
Class Discussion: Finalize Open House Plans  
Class Discussion: Assessing and Teaching Language  
Preparation of Graphs  
Final Assessment of Student Progress | Notebooks due  
Final Letter Due to Professor for Approval  
**Student Notebook Due***                                                                 |
| 4-29   | OPEN HOUSE!                                                                                                                                                                                                |                                                                                  |

\textbf{NOTE}: This schedule is tentative and subject to change given certain circumstances and professor discretion.