EDUC 4376
Collaborating with Families and Communities
University of Texas at Tyler
School of Education

Course: EDUC 4376
Semester & Year: Fall, 2014
Time & Day: Online

Instructor Information
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It is my desire that each of you profit 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.

Course Description

This course will allow you to delve into the diverse home and life situations your future students might have. It is important to understand and be comfortable working with students who are different from you—not just in race, but in areas such as SES, family-status, religion, etc. This course will prepare you to work with parents and communities—important allies in our students’ educational experiences.

This course will primarily be reading and exposing yourself to different situations/people, engaging in scenarios, and writing reflective responses. It could be that you decide to use several of the products from this course as rationale and artifacts for your Program Standards required in the Student Teaching Seminar.
Student Learning Outcomes and Assessment

Upon completing this course, the student will:

- Describe the influences of families and communities on the learning, behavior, and disposition of students.
- Develop strategies for effectively communicating and collaborating with parents to address the educational issues of students.
- Reflect on the value of valuing and respecting students, parents, and communities that are different from your own.
- Describe solutions to address various real world situations that occur with students, families, and communities.
- Develop strategies for collaboration in the IEP process.
- Describe special concerns that must be met as they relate to working with parents of children with special needs.
- Develop communication strategies that will help in communicating with culturally and linguistically diverse families who have special needs children.

Pedagogy and Professional Responsibilities Competencies for this Course:

Competency 2

(C) Knows strategies for enhancing one’s own understanding of students diverse background and needs.

(E) Knows how to plan and adapt lessons to address students varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities.

(F) Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.

(G) Understands the instructional significance of varied student learning needs and preferences.

Competency 4

(J) Analyzes ways in which factors in the home and community (e. g., parent expectations, availability of community resources, community problems) impact student learning and plans instruction and assessments with awareness of social and cultural factors to enhance all students learning.
Competency 11

(A) Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.

(B) Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.

(C) Interacts with appropriately with families, including those that have diverse characteristics, backgrounds and needs.

(D) Communicates effectively with families on a regular basis (e.g., to share information about students progress) and responds to their concerns.

(E) Conducts effective conferences with parents, guardians, and other legal caregivers.

(F) Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

Competency 12

(A) Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).

(B) Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students learning and to achieve campus and district goals.

(C) Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., by participating in decision-making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).

(D) Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision-making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).

(G) Works productively with supervisors, mentors, and other colleagues to address issues and to enhance professional knowledge and skills.

Competency 13

(A) Knows legal requirements for educators (e.g., those related to special education, students and families rights, student discipline, equity, child abuse) and adheres to legal guidelines in education-related situations.
Evaluation and Grading

Students will be assessed according to the stated objectives in this syllabus including: written work, exams and presentations.

**Grading**

Summary of Course Assignments: Maximum Points

- Reading quizzes 4x 25 points 100
- Introduction Posting 25
- Scenario Activity 15
- Reflection papers 180
- Video Response 25

**Total Points** 345 points

**Total Available Points**

**Grading Rubric:**

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

\[
\frac{\text{Total points you accumulated}}{\text{Maximum points possible (350)}} \times 100 = \text{____
}\%
\]

90 to 100% = A  80 to 89% = B  70 to 79% = C  60 to 69% = D  59 & Less = F

**Course Assignments:**

This course is composed of four strands: Special Education, English as a Second Language, Community Involvement and Challenging Interactions. For some strands, you will have a choice in what assignments you complete. For others, you will need to complete the specific assignments outlined by the professor.

**Teaching Strategies**

The following instructional strategies will be employed during this class:

- Lecture, multimedia, and simulations
- Cooperative learning
- Written assignments
Required Text and Related Readings.


Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For fall 2014, the Census Date is September 8th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 8th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

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

Disability Services

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

Student Absence due to Religious Observance

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

Student Absence for University-Sponsored Events and Activities

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

Social Security and FERPA Statement:

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

Emergency Exits and Evacuation:

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

Student Standards of Academic Conduct:

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

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

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

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

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

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

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

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

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.

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

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

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

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242
SCHOOL OF EDUCATION PROGRAM STANDARDS

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

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

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

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

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

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

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

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

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

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

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

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


§149.1001. Teacher Standards

(a) Purpose: The standards identified in this section shall be used to align with the training, appraisal, and professional development of teachers.

(b) Standards

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

   a. Teachers design clear, well-organized, sequential lessons that build on students’ prior knowledge.

      i. Teachers develop lesson plans that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

      ii. Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

      iii. Teachers connect students’ prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

   b. Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

      i. Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

      ii. Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

      iii. Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

   c. Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

      i. Teachers differentiate instruction, aligning methods and techniques to diverse student needs.

      ii. Teachers plan student groupings, including pairing and the individualized and small-group instruction, to facilitate student learning.

      iii. Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
d. Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts.

   i. Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

   ii. Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.

   iii. Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

e. Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

   i. Teachers set high expectations and create challenging learning experiences for students, encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

   ii. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

   iii. Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

f. Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

   i. Teachers monitor and assess student progress to ensure that their lessons meet students’ needs.

   ii. Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

   iii. Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

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

   a. Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all learners in their pursuit of academic and social-emotional success.
i. Teachers purposefully utilize learners’ individual strengths as a basis for academic and social-emotional growth.

ii. Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

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

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

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

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

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

c. Teachers facilitate each student’s learning by employing evidence-based practices and concepts related to learning and social-emotional development.

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

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

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

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

a. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
i. Teachers understand how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

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

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

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

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

ii. Teachers understand, actively participate, and adapt instruction to address common misunderstandings and preconceptions.

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

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

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

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

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

a. Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.

i. Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.

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

b. Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
   
   i. Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

   ii. Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

c. Teachers establish and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

   i. Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

   ii. Teachers maintain a strong culture of individual and group accountability for class expectations.

   iii. Teachers cultivate student ownership in developing classroom culture and norms.

d. Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

   i. Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

   ii. Teachers maximize instructional time, including managing transitions.

   iii. Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

   iv. Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthers their students’ achievement goals.

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

   a. Teachers implement both formal and informal methods of measuring student progress.

   i. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to
instructional objectives and outcomes that are accurate measures of student learning.

ii. Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.

b. Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

i. Teachers develop lesson plans and set academic as well as social-emotional goals for each student in response to previous outcomes form formal and informal assessments.

ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.

iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensive feedback so they understand students’ goals and progress.

c. Teachers regularly collect, review, and analyze data to monitor student progress.

i. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

ii. Teachers combine results from different measures to develop a holistic picture of students’ strength and learning needs.

d. Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short-and long-term plans accordingly.

i. Teachers design instruction, change strategies, and differentiate their learning practices to improve student learning based on assessment outcomes.

ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

6) Standard 6: Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
a. Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

   i. Teachers reflect on their strengths and professional learning needs, using this information to develop action plans for improvement.

   ii. Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students’ needs.

   iii. Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

b. Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

   i. Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

   ii. Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

c. Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

   i. Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

   ii. Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

d. Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

   i. Teachers adhere to the educators’ code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

   ii. Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

Teachers serve as advocates for their students, focusing attention on students’ needs and concerns and maintaining thorough and accurate student records.
VII. Code of Conduct
Please see section 2.098 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct.

Course Policies:

- **Responsibility** Take personal responsibility to read and review content materials by scheduling at least 6-7 hours per week for studying and working on related activities.

- **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.

- **Late Assignments** No late assignments are allowed without the prior consent of the instructor

- **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.uttyle.edu/education](http://www.uttyle.edu/education) (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 4360 will adhere to and demonstrate these teacher candidate dispositions at all times.

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

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**TExES Preparation Resource from Certify Teacher**

The School of Education has worked out an agreement with Certify Teacher to provide you with additional online TESEs preparation resources for your content area(s) and the PPR TExES exams for a minimal cost. Certify Teacher provides online support in many ways: test taking tips, two different types of study modes, exam modes, flashcards and more. This program evens times your work in the session so you can earn a certificate documenting your six hours of TExES Preparation.
We have worked out an agreement with Certify Teacher where you get a greatly reduced rate (over 50% off) to access resources for your content area and the PPR. (With this reduced pricing, your cost for most tests will be $25 per test.) Here are the steps to get access to the Certify Teacher Materials.

**How Does It Work?**

1. Go to [http://www.certifyteacher.com](http://www.certifyteacher.com)
2. **Select the study guide you need** – make sure to select the online version option – access is granted every 30-35 days up to three years or until you receive a passing grade from the state. You just have to click on your renew button to continue your access to the tests for which you select.
3. Select **Login** under the **Apply Promo Code option** in the **My Shopping Cart page**
4. You will be asked to create an account – make sure to create an account using your patriots.uttyler.edu email address – the promo code will not work for any other e-mail.
5. Enter the Promo Code **TYLER4728** when prompted. The price will drop to the discount price after that.
6. Select **Accept** in the **Six Clock-Hours Requirement** window for your promo code to be validated.  
   *Note: If you do not agree to have your name added to the Control Panel by clicking Accept to the Six Clock-Hours Requirement, you will not get the discounted price. This is also how they track your time so you can get the certificate showing that you have completed six hours of TExES preparation.*
7. Complete the purchase transaction by providing your credit card information. You will be able to access your online readiness review solution seconds after the purchase transaction is complete.
8. When you’re ready, click the **Online Practice Exams** tab at the top of the home page to access your solution. You will be able to study from any computer, iPad or mobile device connected to the Internet.

*Study guides are available for: Math 4 – 8, Science 4 – 8, ELAR 7(8)-12; History 7(8)-12, Science 7(8)-12, Educational Diagnostician, ESL-Supplement, PE EC-12, Special Education EC-12, Music EC-12, EC-6 Generalist, Math 7(8)-12, PPR, and the Bilingual Target Language Proficient Test-Spanish (download option only).

**You will still have access to all the resources that the School of Education provides.** You can find this on our TExES Information webpage (http://www.uttyler.edu/education/texes/index.php). This is just another additional resource available to you at a very economical price.
## Tentative Schedule

**EDUC 4376**

Be sure to check Blackboard for the most up-to-date information

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Aug. 25-30</td>
<td>Overview of Course</td>
<td>Berger &amp; Riojas-Cortez&lt;br&gt;• pages 3-15, 18-38</td>
<td>65 points total&lt;br&gt;• Reading quiz (25)&lt;br&gt;• Post and respond to peers (25)&lt;br&gt;• Scenarios (15)</td>
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<td></td>
<td>• Expectations</td>
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<td>• Initial understanding of working with Parents, Families, and Communities</td>
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<td>• Building Community in our Class</td>
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<td>• Initial Scenarios</td>
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<td>Sept. 1-20</td>
<td>Special Education Module</td>
<td>Read Chapter 13 Families with Children with Special Needs (Knowing and Serving Diverse Families)&lt;br&gt;Read Special education articles from Teaching Exceptional Children</td>
<td>65 points total&lt;br&gt;• Reading quiz (25)&lt;br&gt;Reflection papers (2@20)</td>
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<tr>
<td>Sept. 22-</td>
<td>English as a Second Language Module</td>
<td>Read Chapter 3 Working with Culturally and Linguistically Diverse Families (Parents as Partners)</td>
<td>65 points total&lt;br&gt;• Reading quiz (25)&lt;br&gt;Reflection papers (2@20)</td>
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<td>Oct. 11</td>
<td>Interacting with Different Cultures Module</td>
<td>Hildebrand, Phenice, Gray, &amp; Hines&lt;br&gt;• Part II, Read Ch. 4-6&lt;br&gt;• Part III, Read Chapter 11 and 14</td>
<td>65 points total&lt;br&gt;• Reading quiz (25)&lt;br&gt;• Culture Reflection (20)&lt;br&gt;• Cultural event reflection (20)</td>
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<td>Oct. 13-</td>
<td>Challenging Interactions with Parents, Families, and Communities Module</td>
<td>Payne&lt;br&gt;• entire book&lt;br&gt;Berger &amp; Riojas-Cortez&lt;br&gt;• pages 108-141</td>
<td>65 points total&lt;br&gt;Video ( 25)&lt;br&gt;• Poverty Reflection (20)&lt;br&gt;• Challenging parents Reflection (20)</td>
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<td>Nov. 1-22</td>
<td>Conclusion Module</td>
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<td>20 points total&lt;br&gt;• Growth paper (20)</td>
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<td>• Concluding Scenarios</td>
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<td>• Reflecting on Our Growth</td>
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