EDUT 3371: Classroom Interactions
SPRING 2015
(T /TH 9:30 – 10:45 HPR 135)

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Office Hours: Monday 10:30-3:30 / Wednesday 8:30 – 4:00 (other times by appt)

Course Catalog Description
Principles of delivering effective instruction in various formats (lecture, lab activity, collaborative settings);
examination of gender, disability, class, race, and culture in mathematics and science education; overview of policy
related to mathematics and science education. Thirty hours of field experience are required.

Student Learning Outcomes & Assessments
The students will be able to:
• Discuss and critique the merits of multiple models of teaching (including direct instruction, inquiry teaching and
use of small groups)
• Summarize and evaluate research related to best practices in the planning, implementation, and reflection in the
teaching profession.
• Discuss and critique the merits of and instructional practices related to equity topics such as gender, ethnicity,
limited English proficiency, socioeconomic status, gifted education, and learning disabilities like dyslexia and
dyscalculia.
• Observe and analyze classroom instruction as it relates to the planning, implementation, and reflection of the
teacher with regard to equitable and diverse populations.
• Plan and teach, with a small group of peers, multi-day high school mathematics/science lessons on an assigned
topic.
• Demonstrate familiarity with several important types of teaching technology (presentation software, computer
simulation software, graphical analysis and representation software) and analyze how technology can affect
classroom interactions.
• Present findings from research to their peers and apply it to classroom experiences.

Evaluation and Grading
| Evaluations and Assessments Paper | 10% |
| Teacher Lesson Plans and Analyses | 30% |
| Professional Journal Article Summary | 10% |
| Online Quizzes and Reflections | 20% |
| Oral Exam | 10% |
| Portfolio Presentation | 20% |
| TOTAL | 100% |

A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 0-59%

NOTE: It is an expectation that for every hour spent in class, two hours should be spent outside of class reading and
working on assignments.

Related Field Experiences
A student must successfully pass field in order to pass this class. Passing field is based on three factors:
1. completion of a minimum 30 contact hours in the traditional field placements
2. active participation during field contact hours, and
3. observable improvements in implementation of prepared lessons (minimum of TWO university supervisor
observations)

CLASS REQUIREMENTS
Interviews and Observations Paper: During the course of the semester, you will be required to conduct one teacher
interview with your mentor teacher along with two official observations of your mentor teacher’s classroom and
teaching, and one interview of students following your first teaching lesson. You will be required to summarize and
critique the results of these interviews and observations in a paper structured by the planning, implementation, and
reflection practices of the observed classroom teacher and students.
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*Teacher Lesson Plans and Analyses:* You will be required to teach three complete lessons in your field experience. At the beginning of the semester, you will teach one class period in your mentor teacher’s classroom. Towards the end of the semester you will teach two consecutive days in your mentor teacher’s classroom. You will create draft lesson plans for these two field teaching experiences, you will present these drafts to your peers, and you will create a final lesson plan prior to both teaching experiences. The lesson plans will need to be detailed and descriptive and follow the School of Education lesson plan formats provided in Dropbox. You will also have to complete a Knowledge Package for each lesson plan and Analysis following each lesson. In addition to these Teach Events in the field, you will write another lesson plan in class using paper and pencil throughout the semester that will incorporate the direct teaching model of instruction. This lesson plan will then be typed written and submitted for assessment in Dropbox.

*Professional Journal Summary:* The student will be required to summarize and discuss one professional journal article pertaining to best teaching practices in a select equity topic. The requirements and example are provided at the end of the syllabus.

*Online Quizzes and Reflections:* The student will be required to complete online quizzes and discussions related to required readings throughout the semester. Questions will be formatted in conjunction with the PPR.

*Oral Exam:* The student will schedule an interview with the professor at the end of the semester. This interview will consist of questions related to the planning, implementation, and reflection practices of teachers. The student will be required to treat this interview like a job interview and utilize knowledge obtained from the course to successfully answer questions.

*Portfolio Presentation:* Students will be required to work throughout the semester preparing their professional portfolio. Artifacts from all aspects of teaching will be collected and displayed to the whole class. In addition, students will reflect on required protocols of teaching and how they are growing into a research practitioner of education.

*Field Experience:* A major portion of this course is the field experience. You are required to have a total of 30 contact hours in the classroom observing and teaching during the Semester. These hours are to be set up and scheduled by you with the assigned mentor teacher that best suits your schedule. You will interview and observe classroom teachers and teach twice in high school classrooms. These teaching experiences will be observed by a UTeach Master Teacher and you will be evaluated using the UT Tyler School of Education Classroom Observation Rubric (COR). **You must pass field in order to earn credit for this course.**

**Required Text, Materials/Supplies, and Related Readings**

There is no required text for this course. All related readings will be provided on Blackboard.

**Internet Resources**

- TEA [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/)
- National Technology Standards [http://cnets.iste.org/index2.html](http://cnets.iste.org/index2.html)
- National Council of Teachers of Mathematics [http://www.nctm.org](http://www.nctm.org)
- National Science Teachers Association: [http://www.nsta.org](http://www.nsta.org)
- Shodor Interactivate [http://www.shodor.org/interactivate](http://www.shodor.org/interactivate)
- Database search for educational journals [http://library.uttler.edu/](http://library.uttler.edu/)
- Creative Publications [www.creativepublications.com](http://www.creativepublications.com)
- EAI Education [www.eaieducation.com](http://www.eaieducation.com)
- AIMS [www.AIMsEdu.org](http://www.AIMsEdu.org)
- Eye on Education [www.eyeoneducation.com](http://www.eyeoneducation.com)
- NASCO [www.eNASCO.com](http://www.eNASCO.com)
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Course Policies (attendance, make-up assignments, etc.)
All assignments are due on or before the dates provided in the Dynamic Calendar in BlackBoard. Ten percentage points will be subtracted from your assignment score for each calendar day the assignment is late. Assignment dates may be moved to later (but not earlier) scheduled dates during the course of the semester. All exam dates are final. If an exam is not taken due to a documented illness, funeral, or other university related activity, then a make-up date must be scheduled with the professor. Note that the Blackboard program SafeAssign will be used during the semester to make sure no assignment has been plagiarized. This program will check your assignment against their database of resources then produce a percentage match. This percentage will indicate much of your assignment matches the resources available. Each student may submit his or her assignments as drafts prior to final submission to check this percentage.

TENTATIVE SCHEDULE: Revisions may be required - please check Blackboard regularly for updates and changes. If changes are made, they will be announced in class. Due dates will only be moved later, not sooner.
The Classroom Interactions course materials are organized into 10 modules that are arranged in conjunction with the field component of the course. The 10 modules are:

Module 1: Course Orientation (1.5 hours)
Module 2: Interactions with content (4-5 hours)
Module 3: Designing for learner-centered instruction (7-8 hours)
Module 4: Preparation, Implementation, and Analysis of Teaching Event 1 (7-9 hours)
Module 5: Teacher-student interactions (4-5 hours)
Module 6: Facilitating student-student interactions (3 hours)
Module 7: Equity in classroom interactions (5-8 hours)
Module 8: Preparation, Implementation, and Analysis of Teaching Event 2 (11-14 hours)
Module 9: Course wrap-up (1 hour)
Module 10: Final Project (5-6 hours)

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Reading List By Topic:
Curriculum:

Instruction:

Equity:

Additional Readings:

You will also read additional articles describing research on student thinking and/or teacher strategies in the particular subject areas that you are assigned for Teach 1 and Teach 2 and on the topic you select for the equity poster session. A list of sample articles will be posted, but you are also welcome to identify articles on your own.
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**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 link: www.uttyle.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.uttyle.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 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@uttyle.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

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• 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. This environment empowers individuals 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 A&M Institutional Code

TI T LE 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, standard educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification 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 board policies and state/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.
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(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, 1.5, 2.2, 3.2, 4.1*

**Standard #2: Learning Differences (individual students)** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive, developmentally appropriate, and challenging learning experiences. 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

**Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 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, 2.2, 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, 2.2, 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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After reading this syllabus, please print, sign, and turn in this page to Ms. Wise:

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EDUT 3371:001 Syllabus Acknowledgement

I have read, understand, and agree to abide by the standards set in the EDUT 3371 syllabus.

I have also been given the opportunity to ask for clarification of syllabus content.

Signature__________________________________________
Print Name________________________________________
Date__________________________
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