Course Websites: Blackboard  Book Companion site: www.wileyplus.com

Course Description
The study of contemporary theories and principles of development, learning, and motivation as they relate to the educational process. Special emphasis will be placed on applications to the early and middle childhood period as well as adolescence. The primary goal of this course is to introduce you to the research that underlies effective teaching practices and give you practice applying content. You will be exposed to the psychology behind teaching and learning, as it exists in classrooms and beyond. The course will help you develop your identity as a future teacher and understand the role of your students’ identities in the classroom.

Course Goals

<table>
<thead>
<tr>
<th>Apply course content to real-life teaching situations</th>
<th>Apply course content in understanding one’s role as an educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on and adapt teaching practices in light of educational psychology research</td>
<td>Develop an basic understanding of educational psychology research and what it means for teachers’ everyday activities</td>
</tr>
</tbody>
</table>

Required Materials

2. Supplemental readings (journal articles or book chapters) to be posted on Blackboard site (See grading section for details on this)

You may use an older edition of the textbook, but I strongly advise checking with classmates to ensure reading assignment page numbers are accurate.

I recommend bringing the textbook to class as a reference when we are discussing content.

Course Policies

Attendance
Attendance of all classes is required in accordance with the university attendance policy. I will record attendance daily. Excused absences are those due to religious activities or authorized extracurricular and athletic activities. Religious observance absences must be reported by Week 2 of the class and all other absences must be reported to me 2 weeks in advance in compliance with School policy. Work for another class or a paid job are not excused absences.
You also have 2 free unexcused absence days that you may use whenever you please, although these cannot be used to postpone an exam, to become exempt from a quiz, avoid an assignment due date, or skip a presentation. These free days do not need to be reported to me before use, but absence without notice will result in use of a free absence.

Technology use
Please refrain from using cell phones to make or receive calls and/or text messages. If you absolutely must have a cell phone on, it must be in silent mode at all times during the class. If you have an emergency call coming in during the class, make sure to take it outside the classroom. If you are using a laptop in class, I expect that you will use it for the purposes of class only. Checking email, going websites that we are not looking at as a class (including using Blackboard at inappropriate times), playing games, and using text or chat all are considered inappropriate uses of technology. I deduct participation points for inappropriate uses of technology in class; it will be treated as a half-absence. Frequent interruptions due to cell phone notifications or repeated taking of calls will also lead to participation grade reductions.

Academic Integrity
The University’s student standards of academic conduct apply to this course, as with any other course (http://www.uttyler.edu/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf). All assignments should be your original work (or original group product, where required). Working together on an assignment is forbidden except where otherwise stated. I will be very explicit about which assignments may be done with friends or a group throughout the course, as I do often offer assignments on which I strongly encourage collaboration. If at any point during the semester, you need help understanding this policy or are concerned that you may be breaking this policy, please contact me directly. Violations will be handled in accordance with University policy.

Accommodations for Students with Disabilities
Any member of the class with a disability can be provided with appropriate accommodations. You should contact the Student Accessibility and Resources office as soon as possible so your accommodations can be put in place. 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.
## Professor’s Expectations in this Course

<table>
<thead>
<tr>
<th>For You</th>
<th>For Professor</th>
</tr>
</thead>
</table>
| **Respect**                                                            | - Carefully listening when others speak  
- Respectfully responding to peer questions  
- Constructive feedback for peers and instructor (no insults, respectful disagreement when appropriate)  
- Not engaging in activities irrelevant to the class (e.g. Facebook, texting, side chat)  
- Carefully listening when others speak  
- Respectfully responding to student questions  
- Constructive feedback for students  
- Actively seeking students’ input about how the course is going for them and how the course can be improved  
- Not engaging in activities irrelevant to the class (e.g. outside work, texting, online activities) |
| **Active Participation**                                               | - **Attempting to connect the material to real-life**  
- Offering examples in discussion  
- Sharing ideas with classmates and instructor  
- Pursuing understanding by asking questions  
- Providing guiding questions and structure as necessary  
- Providing examples in discussion  
- Being available via email, office hours, and phone as necessary  
- Promoting student engagement and motivation for the course material |
| **Accountability for Understanding**                                   | - **Knowing the content of the syllabus**  
- Asking questions when something isn’t understood  
- Sharing with classmates who have trouble understanding  
- Reading material prior to class  
- Completing assignments on time  
- **Complying with Standards of Academic Conduct**  
- Clarifying material when students are having difficulty  
- Being prepared for discussion section  
- **Enforcing Standards of Academic Conduct**                                                                          |
| **Timeliness**                                                         | - **Being on time for class**  
- **Keeping lateness and absence to a minimum**  
- Being on time with assignments  
- Not waiting until the last minute to contact instructor  
- Complying with and understanding attendance policy  
- Be on time for class  
- Be on time with assignments  
- Not waiting until the last minute to contact students  
- Enforce attendance policy |
Course Grading

Students will be required to complete a number of assignments over the duration of the course. You may earn a total of 100 points based on your performance on the criteria listed below. Note some extra credit opportunities will be available, as well.

Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Course Assignments

<table>
<thead>
<tr>
<th>Task</th>
<th>Maximum Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation/Group work</td>
<td>10 points</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>10 points</td>
</tr>
<tr>
<td>Exam 1 (Midterm)</td>
<td>20 points</td>
</tr>
<tr>
<td>Exam 2 (Final)</td>
<td>20 points</td>
</tr>
<tr>
<td>Response Paper 1</td>
<td>10 points</td>
</tr>
<tr>
<td>Response Paper 2</td>
<td>10 points</td>
</tr>
<tr>
<td>Case Study Project</td>
<td>20 points</td>
</tr>
</tbody>
</table>

Total = 100 points

1. Attendance/Participation/Group Work (10 points)
Points for this criterion will be assigned in accordance with the attendance policy, technology use policy, and instructor expectations as outlined previously within this syllabus.

2. Midterm Exam (20 points)
There will be a mandatory midterm exam. The exam will consist of a mix of short answer and multiple choice questions with one essay question. Make-ups will not be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

3. Weekly Quizzes (10 points)
Small weekly quizzes will take place at the beginning of class once per week. The quizzes will be assigned a grade in order to provide feedback on your understanding of the material, although the total points assigned for quizzes will be calculated from your quiz average. Your 2 lowest quiz grades will be dropped.

4. Case Study Project (20 points)
Over the course of the semester, you will identify a child (age 6 to 12) or adolescent (age 12 to 18) who is willing to serve as a “case study” for the course. You will need to gain parental permission to interview the individual (if under the age of 18) and the individual’s own consent if 12 or older. You will collect information about the child/adolescent and their experiences, background, opinions, and worldview. You will produce a short report (no more than 5 pages) explaining your observations and interpretations in light of what we cover in this course about
theories of child and adolescent development. No acceptance of late assignments will take place.

5. Writing assignments – Response Papers (10 points each)
The purpose of the writing assignments is to reflect on the connection of the readings to your personal life, giving focus to your future teaching role. Each paper should highlight the main points of the readings for the chosen week and include discussion of questions raised for you by the readings as well as thoughts about the significance of the content for your future teaching. Additionally, you should make connections to previous readings where appropriate. The length of each writing assignment is 2-3 pages double-spaced, using Times New Roman 12-point font. **You will choose any two weeks during the semester for which you will write a response paper. Each writing assignment is due the week after the topic has been covered in class; no late assignments will be accepted.** You will also be able to revise and resubmit your lowest graded paper to recover up to half of the points deducted.

Evaluation of Written Work
Your written work (i.e. response papers, final paper project) will be evaluated using the following criteria. **Look in Blackboard under “Course Documents” for a rubric for all papers.** The guidelines will be strictly applied in grading papers:

- **Timeliness and Appropriate Submission:** Was the paper submitted on time? Was the paper submitted online through Blackboard? Was a paper version submitted in class?
- **Responsiveness to the task or question:** Are you fulfilling the requirements of the assignment?
- **Clarity and organization of writing:** Are your ideas presented clearly and in a well-organized fashion?
- **Conciseness:** Is the writing excessively wordy or redundant?
- **Originality of ideas:** Do the ideas presented build upon and go beyond the sources cited in writing the paper? (Creative application of content is highly encouraged)
- **Completeness and depth:** Is adequate detail and evidence offered to support arguments? Is there evidence of deep reflection on the meaning of the material for one’s future teaching role? Are alternative perspectives considered and handled appropriately?
- **Attention to professional style and ethics:** Is the paper typed using 12-point Times New Roman font and double-spaced? Are references listed where appropriate? Is cited material paraphrased (rather than direct quoted) whenever possible? Use APA format with appropriate header seriation, in-line citations, title page, and reference list (see Purdue OWL website if you do not have a style guide: http://owl.english.purdue.edu/owl/resource/560/01/)
Course Information & Advice for Successful Learning

- Understanding the material and how it applies to real-life work in classrooms should be your primary goal in this class; I am here to assist you in meeting that goal successfully.
- Active participation is also mandatory in this class: as you will learn in the course, discourse and collaboration are understood to be central to the learning process in social constructivist approaches to learning.
- Do not hesitate to discuss questions and readings with classmates to assist you in understanding the material. If you have further questions, feel free to bring them to class and schedule office hours or email me.
- You will receive feedback of some sort for all assignments; use that feedback to help you gauge your own progress in meeting the goal of understanding the course material and its application to real teaching.
- Come prepared for each class ready to ask questions for clarification and discussion.
- You will better understand the content if you attempt to apply it/practice it. Try using the strategies we will discuss and try to analyze teaching/learning situations that you observe in terms of what we discuss in this class.
  - I also recommend getting involved with students now if you are interested in becoming a teacher: engaging in activities like volunteer tutoring can help you get in touch with the different ways children think, how children relate to adults in educational settings, and also give you an opportunity to see how the principles we discuss work in real life. I am able to connect you with afterschool tutoring and play program opportunities if you’re interested! This will also make the case study easier and more meaningful.
### Tentative Course Outline and Important Dates

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>August 25</td>
<td>Science of Learning &amp; Teaching</td>
<td>“How People Learn” Chapter 1</td>
</tr>
<tr>
<td></td>
<td>August 27</td>
<td>Science of Learning &amp; Teaching</td>
<td>“How People Learn” Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>September 1</td>
<td>Effective Teaching Across Disciplines</td>
<td>Chapter 2: 36-59</td>
</tr>
<tr>
<td></td>
<td>September 3</td>
<td>Effective Teaching Across Disciplines</td>
<td>“How People Learn” Chapter 7 (Assigned Topic Only)</td>
</tr>
<tr>
<td>Week 3</td>
<td>September 8</td>
<td>Behavioral Learning Theory</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td>September 10</td>
<td>Behavioral Learning Theory</td>
<td>Chapter 8, 254-261</td>
</tr>
<tr>
<td>Week 4</td>
<td>September 15</td>
<td>Cognitive Learning Theory</td>
<td>Chapter 7, 222-238</td>
</tr>
</tbody>
</table>
|        | September 17| Cognitive and Social Cognitive Learning Theories | Chapter 3, 72-85  
                                                |                                           | Chapter 9, 300-302                        |
| Week 5 | September 22| Cognitive and Social Cognitive Learning Theories | Chapter 3, 85-93  
<pre><code>                                            |                                           | Chapter 8, 268-285                        |
</code></pre>
<p>|        | September 24| Complex Cognition &amp; Strategy Use  | Chapter 8, 262-268                        |
| Week 6 | September 29| Complex Cognition &amp; Strategy Use  | “Strategy Use” Chapter in Blackboard, End of 130-160 &amp; Fig. 7.1 (p. 120) |
|        | October 1  | Teachers’ Identities               | See mandatory readings in Blackboard      |
| Week 7 | October 6  | Issues in Diversity                | See mandatory readings in Blackboard      |
|        | October 8  | Issues in Diversity                | See mandatory readings in Blackboard      |
| Week 8 | October 13 | MIDTERM EXAM                        |                                           |
|        | October 20 | Social Development                 | Chapter 4: 108-126                        |</p>
<table>
<thead>
<tr>
<th>Week 9</th>
<th>October 22</th>
<th>Social Development</th>
<th>Chapter 4: 127-149</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>October 27</td>
<td>Individual Differences and Special Needs</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 10</td>
<td>October 29</td>
<td>Classroom Management</td>
<td>Chapter 6, 186-206</td>
</tr>
<tr>
<td></td>
<td>November 3</td>
<td>Classroom Management</td>
<td>Chapter 6, 207-221</td>
</tr>
<tr>
<td>Week 11</td>
<td>November 5</td>
<td>Learning from Peers</td>
<td>Chapter 9, 290-304</td>
</tr>
<tr>
<td></td>
<td>November 10</td>
<td>Learning from Peers</td>
<td>Chapter 9, 304-315</td>
</tr>
<tr>
<td>Week 12</td>
<td>November 12</td>
<td>Learning from Peers</td>
<td>Chapter 9, 316-330</td>
</tr>
<tr>
<td></td>
<td>November 17</td>
<td>Motivation to Learn</td>
<td>Chapter 11, 372-386</td>
</tr>
<tr>
<td>Week 13</td>
<td>November 19</td>
<td>Motivation to Learn</td>
<td>Chapter 10, 334-356</td>
</tr>
<tr>
<td></td>
<td>November 24</td>
<td>Motivation and Engagement</td>
<td>Chapter 10, 356-365</td>
</tr>
<tr>
<td>Week 14</td>
<td>November 26</td>
<td><strong>THANKSGIVING BREAK</strong></td>
<td></td>
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<td></td>
<td>December 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>December 3</td>
<td>Motivation and Engagement</td>
<td>Chapter 14, 483-520</td>
</tr>
<tr>
<td></td>
<td>December 8-12</td>
<td></td>
<td><strong>Review Session</strong></td>
</tr>
<tr>
<td>Finals Period</td>
<td></td>
<td></td>
<td><strong>FINAL EXAM TBA</strong></td>
</tr>
</tbody>
</table>
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 Fall 2015, the Census Date is September 4th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

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

The Census Date (September 4th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

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

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

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

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

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

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

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, 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.
Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

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

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

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

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

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

*Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1*

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

*Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1*

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

*Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4*

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

*Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2*

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

*Texas Teacher Practice Standards: 1.5, 3.2, 3.3*

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

*Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2*

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

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

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

*Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4*
Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Texas Teacher Practice Standards: 6.3, 6.4

Standard #11: Technology
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.
Texas Teacher Practice Standards: 1.5

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

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
(b) Standards.
(1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
   (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
       (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
       (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
       (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
   (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
       (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
       (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
       (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
   (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
       (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
       (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

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

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

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

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

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

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
   (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
   (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

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

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

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

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

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

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

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

(ii) Teachers maximize instructional time, including managing transitions.

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

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

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

(A) Teachers implement both formal and informal methods of measuring student progress.

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

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

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

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

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

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

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

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

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

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

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

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

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

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

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

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

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

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

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

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

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

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

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

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

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

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.