The University of Texas at Tyler  
School of Education  
Summer I – 2017  
Term dates: June 5 – July 8  
READ 5301.060 (50091)  
Language, Literacy, & Culture  
Graduate—Online

A. Instructor Information  
Name: Gina M Doepker, Ph.D.  
Email: gdoepker@uttyler.edu  
Office Address: BEP 212B (School of Education)  
Office Phone: (903) 566-6206  
Office Hours: Physical Office: Mondays 11:00-2:00 and by appointment. Virtual Office: by appointment, phone, email, ZOOM, or Skype  
Last Day to Withdraw: June 26th

B. Catalog Course Description  

C. Knowledge Base(s)  
This graduate level course explores children’s literacy development with particular emphasis on cognitive, linguistic, and socio-cultural factors. Course content focuses on understanding the ways in which literacy practices are closely linked with linguistic, socio-cultural, and political circumstances. This understanding challenges autonomous models of literacy (Street, 1995) in which reading and writing are viewed in technical terms as cognitive accomplishments unrelated to any particular social or political context. Issues and questions addressed draw from theories and research that describe processes, forces, and tensions among the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development.

Course content incorporates the International Literacy Association (ILA, formerly International Reading Association or IRA) Standards for Reading Professionals ([https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals](https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals)) as well as the Texas Education Agency’s Approved Educator Standards for Master Reading Teachers ([http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)):

- ILA standards pertain primarily to Standard 1: Foundational Knowledge and Standard 4: Diversity.
- TEA Reading Professionals’ standards pertain primarily to Standard 1: Components of Reading; and Standard 3: Strengths and Needs of Individual Students.

D. Student Learning Outcomes  
Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop an understanding of language, its acquisition and role in first and second language literacy development.
2. Develop an understanding of historical and current research, policy, and practice related to children’s literacy development.
3. Critically examine the ways in which language, culture (and society) transact with literacy in the lives of children, youth, as well as adults, both in and out of classrooms.
4. Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings

E. Course Evaluation and Grading:
The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>Whole Class Discussions</td>
<td>10%</td>
<td>10</td>
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<tr>
<td>Individual Choice Book</td>
<td>20%</td>
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<tr>
<td>Small Group Collaborations</td>
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<td>15</td>
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<tr>
<td>Research Synthesis</td>
<td>35%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<td>Final Exam</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>100 Points</strong></td>
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<th>Performance standards</th>
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<tr>
<td>Points</td>
<td>Percent</td>
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<td>93-100</td>
<td>93%</td>
<td>A</td>
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<td></td>
<td>(Excellent) Superior</td>
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<td>84-92</td>
<td>84%</td>
<td>B</td>
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<td>(Good) Above Average</td>
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<td>75-83</td>
<td>75%</td>
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<td>(Undeveloped)Average</td>
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<td>66-74</td>
<td>66%</td>
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<td></td>
<td>(Poor) Below Average</td>
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<td>65% or below = “F”</td>
<td>F</td>
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<td>(Unacceptable)Mediocre</td>
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F. Assignments overview.

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<tr>
<th>By Week, Modules</th>
<th>Focus of Course Content</th>
<th>Assignments Overview:</th>
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<tbody>
<tr>
<td><strong>Week 1 Module</strong>: Develop an understanding of language, its acquisition and role in first and second language literacy development.</td>
<td><strong>Lecture - Content</strong>: Overview of first &amp; second language acquisition; Key components of language (phonology, morphology, semantics, and pragmatics)</td>
<td>*See “Tentative Course Calendar” and *See each week’s Module folder in Canvas, for the most up to date information about that week’s activities.</td>
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<td>*Specific readings will be assigned weekly from course texts, articles and videos. *Quiz *E-Learning Activities Assigned &amp; Due Weekly, as Indicated</td>
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<tr>
<td><strong>Week 2 Module</strong>: Develop an understanding of historical and current research, policy, and practice related to children’s literacy development.</td>
<td><strong>Lecture - Content</strong>: What research says about children’s literacy development; impact of policies; research-based literacy instruction</td>
<td>*Specific readings will be assigned weekly from course texts, articles and videos. *Quiz *E-Learning Activities Assigned &amp; Due Weekly, as Indicated</td>
</tr>
<tr>
<td><strong>Week 3 Module</strong>: Critically examine the ways in which language, culture (and society) transact with literacy in our lives and in schools.</td>
<td><strong>Lecture</strong> Roles of language, culture, and society in children’s literacy development and learning</td>
<td>*Specific readings will be assigned weekly from course texts, articles and videos. *Quiz *E-Learning Activities Assigned &amp; Due Weekly, as Indicated</td>
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</table>
Week 4 Module: Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings.

Lecture: Theory Meets Practice - Designing learning environments and invitations that are research-based for diverse learners

- Specific readings will be assigned weekly from course texts, articles and videos.
- Quiz
- E-Learning Activities Assigned & Due Weekly, as Indicated

Week 5 Module

Bringing it full circle. Completion of course. Research Synthesis final project. Final exam.

- Individual Choice Book final reflection
- Research Synthesis
- Final exam/reflection

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

#1 Whole Class Discussions (10 points).

Description: As graduate students it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course’s Canvas Discussion Forum feature for whole class discussions.

Main Tasks: Engage deeply with class texts; respond actively, substantively and thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

Because this is a graduate level course, expectations for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—are high and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions, collaborating with others, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a general guide for organizing your responses:

a. What are the main point(s) made or issue(s) raised in the assigned readings?

b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?

c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?

d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?

e. What are you thinking about differently as a result of this/these reading(s)? What questions does it raise for you?

Evaluation: Your discussion responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).
#2 Quizzes (10 points).
Description: You will be quizzed weekly over whole-class assigned readings and videos from the two textbooks, articles, and videos. Research shows that quizzes help to reinforce learning. Multiple choice, True-False, and/or Short Answer are among the question formats that may be used.

Main tasks: Every week, you will be quizzed on that week's assigned, whole-class readings and viewings.

Evaluation: Each quiz question carries a point value; the grade will be available to be seen in the Canvas gradebook.

#3 Individual Choice- Book (20 points)
Description: From a list of books provided to you for this purpose, you will select one and read it. As we are studying the intersections of language, literacy, and culture and how those intersections manifest in the lives of people, in general, and of children and youth, in particular, we will each read a book-length work. The stories that go with these intersections reflect the lives of actual people – a book length exploration is one important way that we, as scholars and practitioners, can really begin to understand what it means when we talk about the effects of language, literacy, and culture upon students.

Main Tasks:
Week #1, you will select your book. Upload a note to me in Canvas and identify your first and second choice.

Week #2, you will have your book and begin to read it.

Week #3, you will join a whole class, Canvas discussion board forum (Individual Choice Books-Week #3) and do an initial update on your book. This way we can learn more about all the other titles we did not select, and we can discover who else among us, if anyone, is also reading the same book. You will start a thread and briefly discuss:
- Tell us: Title, year, author, chapter titles.
- Discuss: What the book is ABOUT in an overview sense.
- COMMENT: No comments to peers required.

Week #4, you will again join a whole class, Canvas discussion board forum (Individual Choice Books-Week #4) and do another update on your book.
- In this update, you will let us know what’s going on in the narrative.
- Make connections with your text: Text to self; Text to text; Text to world
- COMMENT: No comments to peers required.

Week #5, you will again join a whole class, Canvas discussion board forum (Individual Choice Books-Week #5). By this time, you will have finished your book. In this week’s post address each of the following four questions that tie back in with the course’s learning objectives. (Aim for about 100 words PER QUESTION or 400-500 words overall.)
- How has this book contributed to your understanding of language acquisition and literacy development?
- How has this book contributed to your understanding of historical and current research, policy, and practice related to children’s literacy development?
- How has this book contributed to your ability to critically examine ways in which language, culture (and society) transact with literacy in the lives of children, youth, as well as adults, both in and out of classrooms?

1 Benefits of testing memory: Best practices and boundary conditions.
- How has this book contributed to your ability to make changes to your own thinking and practice as an educator? Be specific.
- **COMMENT** Get around to at least **THREE** other people and leave very short, collegial notes for them (1-2 sentences).

**Evaluation:** You will be evaluated on your timely, substantive addressing of the questions, per week, outlined above.

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**Choose from among these books for your choice book.**

(If you have located a similarly well written book about the intersections of language, literacy, and culture that you do not see here, please email me with your proposal. Include a full citation and your reasons.)

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td><em>Pedagogy of the oppressed</em></td>
<td>Paulo Freire</td>
<td>New York: Bloomsbury</td>
<td><a href="http://www.amazon.com/Pedagogy-Oppressed-Anniversary-Paulo-Freire/dp/0826412769/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1458329150&amp;sr=1-1&amp;keywords=pedagogy+of+the+oppressed">http://www.amazon.com/Pedagogy-Oppressed-Anniversary-Paulo-Freire/dp/0826412769/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1458329150&amp;sr=1-1&amp;keywords=pedagogy+of+the+oppressed</a></td>
</tr>
<tr>
<td><em>Ways with words</em></td>
<td>S. B. Heath</td>
<td>New York: Cambridge University Press</td>
<td><a href="http://www.amazon.com/Ways-Words-Communities-Classrooms-Cambridge/dp/0521273196/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1458328902&amp;sr=1-1&amp;keywords=ways+with+words">http://www.amazon.com/Ways-Words-Communities-Classrooms-Cambridge/dp/0521273196/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1458328902&amp;sr=1-1&amp;keywords=ways+with+words</a></td>
</tr>
<tr>
<td><em>Culture, literacy, and learning</em></td>
<td>C. D. Lee</td>
<td>New York: Teachers College Press</td>
<td><a href="http://www.amazon.com/s/ref=nb_sb_ss_i_1_16?url=search-alias%3Dstripbooks&amp;field-keywords=culture+literacy+and+learning+taking+bloom+in+the+midst+of+the+whirlwind&amp;sprefix=culture+literacy%2Cstripbooks%2C161">http://www.amazon.com/s/ref=nb_sb_ss_i_1_16?url=search-alias%3Dstripbooks&amp;field-keywords=culture+literacy+and+learning+taking+bloom+in+the+midst+of+the+whirlwind&amp;sprefix=culture+literacy%2Cstripbooks%2C161</a></td>
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#4 Literacy Research Synthesis/Literature Review (50/50 points)

**Description:** In this assignment, that spans the whole five weeks of the summer session, you will have the opportunity to investigate a question or issue and expand your knowledge of this through the completion of a literature review. You will work within a small group collaboration team to share ideas, and drafts, and give and take feedback as fellow writers and thinkers.

**Main Tasks:** Your task consists of the following:

(a) Select a research topic addressing a literacy and/or language issue or question that you have.

(b) Find no fewer than ten highly relevant empirical research studies published within the last ten years, that you find in high-quality, academic journals. You can also use additional sources (i.e. book chapters, research articles, etc...) which may be older than ten years.

(c) Read your ten research articles and create a table-synthesis for each (ten individual tables). This exercise will help you learn to quickly grasp the article as a whole and to identify salient features of each including the findings and conclusions. You will find that you become able to better see the “skeleton” of a research article as a result.
(d) Prepare a research synthesis of the literature reviewed. The synthesis should be a distillation of what research says about the selected topic and the implications of this research on literacy practice, not just a summary or an annotated bibliography of the studies reviewed.

(e) The final research synthesis paper/literature review should be no fewer than 5 pages and no more than 10 pages long (not including the cover page, abstract page, or References page) – Times New Roman font, size 12, black, double-spaced, paginated, and formatted using APA style.

- Include:
  - Cover page formatted according to APA style
  - An abstract: 100 word limit.
- In the body of the paper:
  - Introduction to the topic, to its importance; to your interest in it and reason for reviewing: at least 250 words.
  - Thematic discussions separated by headings (done according to APA style) of the ten+ research articles and up to five other sources – how they relate to your topic and question; and whether and how the articles “talk to each other”. This is the “meat” of the paper – most of the page count should be here.
  - Implications and Conclusion. So what do you think now that you’ve discussed all this research? What did you “used to think, but now you know”? What more do you need to investigate? Is there a study that you, yourself, might like to do? This section should address each question in Implications and Conclusion bullet, and be at least 250 words.
  - References page formatted according to APA style.
  - Appendices. Include all ten table synopses of articles.

Evaluation: You will be evaluated on how you adhered to the weekly process of developing your topic and drafts; how you worked in your peer group; the quality of your finished product in terms of focused discussion and meeting the tasks outlined above; and to the degree to which you adhered to APA style. You are highly encouraged to visit (in-person or virtual) with the UT-Tyler Writing Center [https://www.utt Tyler.edu/writingcenter/].

#5 Final Exam (10 points)
The final exam will consist of a final course reflection. This is a structured reflection geared toward uncovering applications of concepts that you have learned in this course. I will provide questions centering on your own learning, learning processes, and salient take-aways for the enhancement of your practice as a teacher and reading professional. More detailed instructions to follow.

G. Required Readings: Two Required Textbooks to Purchase
*Get the edition noted – older editions are not acceptable.


Note about the purchase of books: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.
To complement our textbook chapters, you will read specific articles each week. In addition, you can also expect online videos as well. You will use all of these as references in the whole class, Canvas discussions.

| Professional literacy-focused journals include (but not limited to) the following: |
|---|---|
| Reading & Writing Quarterly | American Educational Research Journal |
| Written Communication | Journal of Adolescent and Adult Literacy |
| Intervention in School and Clinic | Journal of Educational Psychology |
| Reading Improvement | Journal of Learning Disabilities |
| Middle School Journal | Journal of Literacy Research |
| Educational Researcher | Language Arts |
| Teaching and Teacher Education | Reading Research Quarterly |
| Journal of Literacy Research | Tapestry Journal |
| Research in the Teaching of English | The Reading Teacher |
| Anthropology and Education Quarterly | Elementary School Journal |
| Harvard Educational Review | Equity and Excellence in Education |

H. COURSE POLICIES:
This is a graduate course that is online and worth three graduate credits. If you are in the course, then it is up to you to meet the requirements and deadlines established. If you are traveling (for example) it still is expected that you will do what you must to meet course expectations.

CANVAS/EMAIL:
You will need Canvas learning management system; sound capacity; and to check your Patriot email on a daily basis for schedule change or announcements. A Canvas course has been created for this class, and all of the information, including the syllabus, course schedule, and any changes thereto, will be posted. Links to on-line readings will be posted periodically. Students are responsible for accessing and reading all materials. In addition, students are responsible for checking school email as it is the primary method of communication for the course. This means students are responsible for 1) immediately contacting the Information Technology services to be certain any problem with email and/or access to Canvas is completely resolved; and, 2) contacting me if either Canvas and/or email become a problem. If you experience technical problems or have a technical question about this course, you can obtain assistance by email itsupport@patriots.uttyler.edu or phone (903)565-5555 Option 2. You can also stop by Business (building) #101 where the Help Desk is located if you are in the Tyler area.

TURNING IN WORK:
Unless otherwise stated, all work will be turned in completed via electronic folder (as specified in each assignment’s instructions) on the date/time it is due. All work must have your NAME, the DATE, and the ASSIGNMENT written clearly along the top. All assignments will be turned in as ONE document.

LATE ASSIGNMENTS:
Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g. emergency) circumstances may result in a lowering of the assignment grade.
### Tentative Schedule Summer 1 - 2017

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>MODULE #</th>
<th>Begin Date</th>
<th>Activities and Assignments</th>
<th>DUE DATE</th>
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<tbody>
<tr>
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<td><strong>Important:</strong>&lt;br&gt;The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice will be given to students for any such changes.</td>
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<td>START of WEEK: For READ 5301, the start of each week is Monday. This means that materials and the lecture should be posted by Midnight (12:00 a.m.) on each Monday.</td>
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<td>END of WEEK: All your work is due BY Sunday nights at 11:59pm. This means that each week’s work must be completed and turned in by Sunday night by 11:59pm. It is up to you to organize your time and assignments to accomplish this.</td>
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<td>EXCEPTION: Week 5 – Last week of Summer 1 – see below.</td>
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<tr>
<td>Week 1</td>
<td>Module 1</td>
<td>M 6/5</td>
<td>Thematic Overview I: Develop an understanding of language, its acquisition and role in first and second language literacy development.</td>
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<td>READ:</td>
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<td></td>
<td>-Textbook #2 (Whole Book) - Reading and Linguistic Development by Menyuk</td>
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<td>LECTURE:</td>
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<td>-Content: Overview of first &amp; second language acquisition; Key components of language (phonology, morphology, semantics, pragmatics, etc.)</td>
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<td>VIEW:</td>
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<td>-Video 1: Introduction to Linguistics [Introduction and Overview] (14 minutes) <a href="https://www.youtube.com/watch?v=DF679Ks8ZR4">https://www.youtube.com/watch?v=DF679Ks8ZR4</a></td>
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<td>WHOLE CLASS DISCUSSION:</td>
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<td>-Introductions - Meet and Greet: Post a short self-introduction made up of a short bio, a photo, and a fun fact. SAY HI: Get around to five people you don't know and respond in a brief and friendly way to their posts.</td>
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<td>-Course Texts - Menyuk, Martinez Article, and Videos.</td>
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<td>INDIVIDUAL CHOICE BOOK:</td>
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<td>Select your book from list above. Write me a note, and tell me what book you ordered/acquired. If you’ve not yet ordered/acquired your book, tell me your first choice and second choice books.</td>
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</table>
RESEARCH SYNTHESIS:
Begin to consider THREE QUESTIONS or ideas that you might undertake in your research synthesis. Draw from your own teaching experience; or, draw from ideas you’ve encountered in your program here at UT-Tyler. What are your burning questions that have to do with the intersection of language, literacy, and culture?

Begin to complete a preliminary investigation of your research questions to see which question has the most relevant, substantive, and current research that will 1) help you to answer your question, and 2) help you to complete this research synthesis project.

NEXT WEEK be prepared to share with your small group collaboration team:
- your three research questions
- identify your final research question based on your preliminary investigation
- draft outline for your research synthesis (see syllabus for more details)
- preliminary findings

QUIZ:
- Week #1: Menyuk, Martinez article, and videos

Week 2
Module 2
M 6/12

Thematic Overview II: Develop an understanding of historical and current research, policy, and practice related to children’s literacy development.

READ:

LECTURE:
- Content: What research says about children’s literacy development; impact of policies; research-based literacy instruction

VIEW:
- Video 2: Ann Morgan, My Year of Reading A Book From Every Country (12 minutes) https://www.ted.com/talks/ann_morgan_my_year_reading_a_book_from_every_country_in_the_world

WHOLE CLASS DISCUSSION:
- Course Texts - Allington Chapters, Anyon Article, and Videos.

INDIVIDUAL CHOICE BOOK:
Begin reading your book.

SMALL GROUP COLLABORATION:
Post the research question that you have chosen and a short outline of your research synthesis (see directions above for project details) in your small group collaboration team. Share your progress with the group (i.e. early draft). Name articles and key findings, questions you are still having, and begin to address how these articles will help you answer your question. Respond briefly (appreciatively and with helpful thoughts and suggestions) to each member in your group.

**RESEARCH SYNTHESIS:**

Search for and select research articles that will answer your research question and that addresses aspects of language, literacy, and culture. Select THREE ARTICLES and create a TABLE SYNOPSIS for each article.

**QUIZ:**

- Week #2: Allington Prologue and Chapters, Anyon Article, & Videos.

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| Week 3 Module 3 | Thematic overview III: Critically examine the ways in which language, culture (and society) transact with literacy in the lives of children, youth, as well as adults, both in and out of classrooms. |
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**READ:**

- Textbook #1: Allington chapters 3 & 4 plus Appendices


- Optional Reading: Godley & Carpenter 2007 “I’ll speak in proper slang”: Language ideologies in a daily editing activity. Reading Research Quarterly.

**LECTURE:**

- Content: Roles of language, culture, and society in children’s literacy development and learning

**WHOLE CLASS DISCUSSION:**

- Course Texts: Allington chapters, and Brandt Article.

**INDIVIDUAL CHOICE BOOK:**

POST: an initial introduction to your book. Briefly discuss:

- Subject line: Last Name_Short Title_Week 3 (i.e. Doepker_Ways With Words_Week 3)
- Tell us: Title, year, author, and names of chapters.
- Discuss: What the book is ABOUT in an overview sense.
  - Aim for about 100-200 words.

Keep reading your book.

**SMALL GROUP COLLABORATION:**

Share your research synthesis draft at this point with your small group collaboration team. Name articles and key findings, questions you are still having, and continue to address how these articles are helping you to answer your question. Respond briefly (appreciatively and with helpful thoughts and suggestions) to each group member’s post.
**RESEARCH SYNTHESIS:**
Finish finding research articles and create table synopses for all articles. Consider finding and adding any additional texts.

**QUIZ:**
QUIZ over Week #3: Allington Chapters, and Brandt Article

**Week 4 Module 4 M 6/26**

**Thematic Overview IV:** Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings

**READ:**
- Textbook #1 - Allington chapters 5 & 6 plus Afterword.

**LECTURE:**
- Content: Discourses, Multimodal and Semiotic Approaches to Literacy

**WHOLE CLASS DISCUSSION:**
- Course Texts: Allington chapters, Moll et.al. Article.

**INDIVIDUAL CHOICE BOOK:**
At this point you should be almost finished reading your book.

POST: In this update, you will let us know what’s going on in the narrative. A kind of short, chronology of what you’ve read up to now. Make connections with your text: Text to self; Text to text; Text to world. Title your post with your last name and the short title of your book (i.e. Doepker_Ways_with_Words).

**SMALL GROUP COLLABORATION:**
SUBMIT: your research synthesis draft (minimum of three pages) or whole synthesis to your small group collaboration team. What do you want some final co-thinking about?

**RESEARCH SYNTHESIS:**
Keep going! You need to start working on the final draft for your research synthesis. All ten research articles should be selected, found, and synopsized in individual tables. Any additional sources should also be selected by now. Please see project requirements for final draft paper above.

**QUIZ:**
Week #4: Allington Chapters, and Moll et.al. Article.
INDIVIDUAL CHOICE BOOK:
By this time you will have finished your book. You will complete your FINAL Canvas Post by answering questions regarding your choice book.

RESEARCH SYNTHESIS:
Submit your final draft research synthesis. Make sure that the research synthesis follows APA guidelines and is ONE complete document which includes:
- Cover Page
- Abstract
- Body (introduction, discussion, implications, and conclusion)
- References
- Appendices (ten + individual research article synopsis tables)

FINAL EXAM:
Please respond to final exam response questions in Canvas and submit your word document by no later than July 7th at 11:59 p.m.

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

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free

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 Summer, the Census Date is June 8.) 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 (June 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/Accessibility Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA
Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning,
physical and/or psychological disabilities. If you have a disability, including non-visible diagnosis such as a learning
disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous
educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the
New Student application. The Student Accessibility and Resources (SAR) office will contact you when your
application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA
Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at
http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call
903.566.7079.

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 instructor 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.

**UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
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.

UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

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.

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*

Teacher Ethics: The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.

*Code of Ethics and Standard Practices for Texas Educators*
Texas Administrative Code

**TITLE 19**

**PART 7**

EDUCATION

STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247  EDUCATORS' CODE OF ETHICS

RULE §247.2  Purpose and Scope; Definitions

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) Ethical Conduct Toward Professional Colleagues.
(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

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

(3) **Ethical Conduct Toward Students.**

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

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

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

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

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

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

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

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

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

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