Spring 2018  
Term dates: January 16-May 5, 2018  

School of Education  
The University of Texas at Tyler  

READ 5308.060 (20504)  
Action Research for Literacy Educators  
3 Credits  

100% ONLINE  

Last day to withdraw from course: April 2, 2018  

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A. Instructor Information  
Name: Annamary L. Consalvo, Ph.D., Assistant Professor, Literacy  
Email: aconsalvo@uttyler.edu (best way to reach me)  
Office Address: BEP 212D; School of Education, 3900 University Blvd. Tyler, TX 75799  
Office Phone: (903) 565-5576  
Office Hours: By appointment, or, Tuesdays and Thursdays 2:30-4:00pm  

B. Course Description  
“Exploration and application of action research approaches and methods for examining and enhancing classroom instruction practices and increasing student literacy achievement outcomes in PreK-12 clinical and/or school settings.”  

C. Knowledge Base(s) and Rationale  
This graduate level course builds upon the knowledge base and experiences gained in prior graduate and/or undergraduate coursework addressing language and literacy development issues. Particular focus is placed on critical reading, analysis, and synthesis, and application of educational research to addressing literacy issues in school settings.  

Course content incorporates the International Literacy Association (ILA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (ILA, 2010; TEA, 2006). ILA standards pertain primarily to Standard 1: Foundational Knowledge
and Standard 6: *Professional Learning and Leadership*. TExES Standards pertain primarily to Domain 1: *Instruction and Assessment-Components of Literacy*, and Domain 4: *Professional Knowledge and Leadership*.

### D. Student Learning Outcomes

<table>
<thead>
<tr>
<th># SLO</th>
<th>Student Learning Outcome (SLO): The student will...</th>
<th>Assessment</th>
<th>Standards</th>
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<tbody>
<tr>
<td>1</td>
<td>Develop: Develop and write a research plan for conducting a basic action research study following established academic guidelines and conventions.</td>
<td>IRB Training&lt;br&gt;Quizzes&lt;br&gt;E-Learning Activities and Discussions&lt;br&gt;Literacy Action Research Project (LARP)</td>
<td>*TExES Domain 4&lt;br&gt;*TES 1Bi, ii, iii; 1Ci, ii, iii; 2Aii, iii; 2Bi, iii; 3Aii, iii; 3Bi, iii; 3Ci, ii. *ILA 3; 6</td>
</tr>
<tr>
<td>2</td>
<td>Explore: Read, analyze, and interpret findings from different literacy research, policy, and practice documents while identifying and using online resources for conducting research on specific questions related to literacy teaching and learning.</td>
<td>Literacy Action Research Project (LARP)&lt;br&gt;Quizzes</td>
<td>*TExES Domains 1, 2&lt;br&gt;*TES 3Ai, ii, iii; 3Bi, ii, iii; 5Ai, ii; 5Ci, ii; 5Dii. *ILA 1; 2; 4; 5</td>
</tr>
<tr>
<td>3</td>
<td>Apply: Bring evidence-based research to bear on persistent challenges of personal teaching practices and more broadly, classroom practices, by reflecting on one’s teaching practices, assessing one’s professional learning, and developing one’s own plan to better support student literacy.</td>
<td>E-Learning Activities and Discussions&lt;br&gt;Literacy Action Research Project (LARP)&lt;br&gt;Presentations of LARPs</td>
<td>*TExES Domains 1, 2, 3, 4&lt;br&gt;*TES 1Bi, ii, iii; 1Ci, ii, iii; 2Aii, ii, iii; 2Bi, iii; 4Aii; 4Ci, ii, iii; 4Di, ii, iii, iv; 6Ai, ii, iii; 6Bi, iii; 6Di. *ILA 2; 3; 4; 5; 6</td>
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### E. Course Evaluation & 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>E-Learning Activities and Discussions</td>
<td>35%</td>
<td>35</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
<td>10</td>
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<tr>
<td>IRB Training</td>
<td>10%</td>
<td>10</td>
</tr>
<tr>
<td>Literacy Action Research Project (LARP)</td>
<td>40%</td>
<td>40</td>
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<tr>
<td>LARP Narrated Presentation and Comments (final)</td>
<td>5%</td>
<td>5</td>
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</tbody>
</table>

### Performance standards

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>93%</td>
<td>A</td>
<td>(Excellent) Superior</td>
</tr>
<tr>
<td>84-92</td>
<td>84%</td>
<td>B</td>
<td>(Good) Above Average</td>
</tr>
<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>(Undeveloped) Average</td>
</tr>
<tr>
<td>66-74</td>
<td>66%</td>
<td>D</td>
<td>(Poor) Below Average</td>
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<tr>
<td>00-65</td>
<td>65% or below</td>
<td>F</td>
<td>(Unacceptable) Mediocre</td>
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### F. Assignments Overview:

**Assignment Descriptions:**

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

#### #1) E-learning discussions and activities (35/35=100% grades taken incrementally).

**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 asynchronous (and sometimes synchronous) 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 Blackboard 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 are high for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions (of the readings, of yourself, of colleagues), collaborating with others asynchronously, 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?

E-Learning activities may include (for example):

- Discussion board posts in large and/or small groups. See above.
- Week 1’s Meet and Greet: Directions in Week 1’s Module folder
- A whole class Pinterest board or other time-limited social media experiment.
- Notebook work that may entail vocabulary work and other emergent activities based on the needs of the course.
- Building your collegial network: Between weeks 5-8 (your choice) Coffee Meet (2.5/2.5=100%) – Zoom or Skype or meet in-person with one other classmate. I strongly encourage you to aim for a synchronous, or real-time meet up. However, I know this may not always be possible. Alternatively, you could email, text message, or create a Zoom recorded video for each other. Aim for a visit of about 15-30 minutes. You will have had an opportunity to get a sense of others through the Meet and Greet, the Discussion Forums, and through other means to determine who might be a compatible connection. The idea is for you to start to identify colleagues, early in the semester, with whom you may share interests and/or similar teaching contexts so that you can build your collegial network that may still available to you after you graduate from the program (your Patriots email will not last long after graduation). Think of this as “going for coffee” with someone. For example, you can talk about your action research ideas, your own contexts, and/or your own professional goals for once you complete the program.
  - Evaluation: Write me a short “letter” in the message pane of the “Coffee Meet turnin folder” in the Course Menu. Tell me who you reached out to, the date, time and mode of your meet-up, and a little bit about how it went. It’s up to you both as to whether and how you may wish to exchange any other contact information. I recommend Zoom as it is a platform that the university uses. Due by the end of Week 8.

Evaluation: Your asynchronous discussion (and occasionally synchronous) 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 (10/10 =100%)

Description: You will be quizzed weekly over whole-class assigned readings and videos from the textbook, articles, and videos. Research shows that quizzes help to reinforce learning. Multiple choice, True-False, and Essay are among the question formats that will be used. Extra credit questions may be a bonus.

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**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 final grade will be available to be seen in the gradebook.

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**#3) Institutional Review Board (IRB) Training (10 points 10/10=100%)**

**Description**: In this assignment, you will have an opportunity to learn about the processes involved in conducting research with human subjects in clinical or school settings. This knowledge that you develop through this series of IRB modules, combined with topics covered in our lectures, textbook, and articles, will be evident in your Literacy Action Research Project plan that you write.

**Main Tasks**: Your task is to complete the IRB training online. The site for the IRB training and other resources is located at [http://www.uttyler.edu/research/compliance/irb/](http://www.uttyler.edu/research/compliance/irb/).

There are eight modules, which will take 1.5-3.0 hours to complete depending on your reading pace. When you successfully complete these modules you will be emailed your IRB Training Certificate.

**End Product**: Turn in a copy of the IRB training certificate. You will receive a certificate upon completion of the IRB training modules. Specific directions to follow regarding how to turn in the certificate.

**End Evaluation**: The criteria for evaluating this assignment include

- (a) successful completion of the IRB training modules verified by the Certificate of Completion, and
- (b) a well-written paragraph in your Method section of your Literacy Action Research Project that deals knowledgeably and appropriately with confidentiality and privacy concerns of human subjects in data collection and analysis.

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**#4) Literacy Action Research Project (40 points 40/40=100%)**

**Description**: In this major course assignment, which will be designed around your particular professional learning needs and research interests, you will have an opportunity to engage in an important aspect of action research, also known as teacher research, which will expand your knowledge about the various ways in which literacy research informs and enriches teacher practices and student achievement outcomes. Creating this project will be an incremental process spanning six-to-eight weeks of the semester. You will take your project through multiple drafts. Some of these draft stages will call for peer input and the input of experts (e.g. the instructor; University Writing Center tutors).

**Main Tasks**: Your task is to develop an action research plan or proposal, which seeks to examine a specific literacy issue or question in clinical or school settings. You will be guided in selecting a research topic addressing a pertinent literacy issue or question; reviewing relevant research literature on the topic; and developing a research plan for future (not during the course) data collection, procedures, and analysis.

**To Recap**: Your task, overall, is to develop an action research proposal that examines a particular literacy problem that you have uncovered in your classroom (or in a clinical setting). **You will not conduct the research as a part of this class, only design it.**

You will:

- select a pertinent research topic that pertains to the problem you see manifested in your students’ literacy learning;
synthesize extant, current research literature on the subject to compose a review of literature;

- develop a methodological plan for data collection, procedures, and analysis; and

- pass the Human Subjects Training module prepared by the university’s Internal Review Board (IRB). This will help you be more cognizant of necessary precautions to take when designing research with people of any age, and in particular, people who are in positions of vulnerability (e.g. children, pregnant women, prisoners, etc.).

Once this plan is fully developed, you could, after the semester is concluded, seek IRB approval in order to conduct the actual research for a later thesis or a report.

**Timeline of Project** (instructions for each step, some of which will include small group work, will be given in appropriate module):

- **Week 1**: Introduction to assignment
- **Week 2**: Brainstorm topics and questions of those topics 5-10)
- **Week 3**: Zero in on a short list (3) of topics and their questions; How would you know When your question is answered? Broadly sketch out how you would collect data.
- **Weeks 4-8**: Fifteen research articles published in peer-reviewed journals since 2006 are required. You may use up to five “other” pieces Collect and chart your 15 research articles (published since than 2006) according to a template that will be made available to you; find up to five “other” pieces, to supplement your argument (these don’t have to be charted). These “other” pieces can include, for example, chapters, conceptual pieces, books, Government Reports, and important or “classic” meaning oft-cited in (Google Scholar) articles that were the quality of the synthesis of the relevant research literature related to the topic selected all of which will be charted.
- **Week 4**: Settle on one topic and question. Sketch out your rationale as to why this study, now, for your students, school and your own practice; and collect three (of your 15) research articles. Chart the articles.
- **Weeks 5, 6, 7, 8**: Collect and chart three more of your research articles each week.
- **Weeks 6 & 7**: Method section drafted. Recommend that you make Writing Center appointment for Week 8, 9, 10 OR 11.
- **Weeks 8 & 9**: Discussion and Implications section drafted. (Since this is not a study that you will conduct, you will need to imagine three scenarios and consider their what-ifs. 1) What are the imaginable implications for results that you could reasonably “expect”; 2) What are the imaginable implications for results that you might think of as surprising or unexpected outcomes? And 3) What are some imaginable implications for the field of teaching?
- **Week 9**: IRB Training certificate due.
- **Weeks 10 & 11**: Last set of revisions
- **Week 12**: Draft your author’s note and reflection.
- **Week 13**: Final version of project due.

**End Product**: A well written, carefully researched 12-15 page typed, double-spaced paper, that adheres to APA Style, and is written in size 12 font, Times New Roman, black ink, describing the main components of the research proposal including a descriptive title, an abstract, a research synthesis pertaining to the topic selected, and a detailed research method section, which delineates your research questions, study participants, data collection procedures, and data analyses. Other sections will include Discussion/Implications, and a Conclusion. See directions for required Appendices. Specific information [with step-by-step guidance in developing ideas for and completing this project] will be provided at the appropriate times during the semester.
Required: Documented visits (in-person or virtual) with the UT-Tyler Writing Center
https://www.uttyler.edu/writingcenter/

APA Style: Your written work should be typed (double-spaced, using a 12 pt. Times New Roman font, with one-inch margins, & pages numbered), properly labeled, carefully proofread, edited, and, your written work should show consistent and correct use of American Psychological Association (APA) style guidelines http://libguides.uttyler.edu/content.php?pid=5001&sid=31080 and/or https://owl.english.purdue.edu/owl/resource/560/01/ for writing style, citations, and referencing. APA is the style used in the scholarship of the social sciences including that of education. Also, see APA Resources folder in Course Documents.

The UT-Tyler Writing Center: Is open 11am-2pm Tuesdays, 2pm-5pm Wednesdays, and EITHER 11am-2pm OR 2pm-5pm Thursdays. Visit the center’s webpage for more information on the schedule: www.uttyler.edu/writingcenter. The center is located in BUS 202 and they can tutor students face-to-face or digitally. (You do not have to be on campus to use the Writing Center – they can do it virtually with you!). As a student of UT-Tyler, you are paying for this excellent professional development service. This is not “remediation” – this is what scholars and writers do—they seek expert and peer consultation to improved themselves. I have to pay for this kind of assistance and I do with every article I submit for publication.

Evaluation: The criteria for evaluating the action research proposal will based on the degree to which each section is well thought-out, well researched, well developed, and well written including that APA style is adhered to throughout.

#5) LARP Narrated Presentation and Comments (final) (5 points 5/5=100%)

Weeks 14 & Finals week:
Presentation over your LARP using presentation software (e.g. PowerPoint; Keynote; Prezi) and narrating over it. Using recording software such as Zoom or Tegrity will allow you to upload a link to Canvas Discussion forum.

G. Required Readings:
One Required Textbook to Purchase
Note: I recommend strongly that you get the edition noted – older editions will be paginated differently and contain irrelevant content as well as be missing more current content. Quizzes will be based on the 2017 edition, without exception.

Here is a link to the book on Amazon: https://www.amazon.com/Action-Research-Improving-Empowering-Educators/dp/1483389057/ref=dp_ob_title_bk

➢ 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.
**Articles (free):** To complement our textbook chapters, you will read specific articles each week. In addition, you can expect videos to be assigned on a weekly basis. All these you will use as references in whole class, discussions. The schedule for readings will be in the Activities Calendar.

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<thead>
<tr>
<th>Professional literacy-focused journals include (but not limited to) the following:</th>
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<tbody>
<tr>
<td>Reading &amp; Writing Quarterly</td>
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<td>Written Communication</td>
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<tr>
<td>Intervention in School and Clinic</td>
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<tr>
<td>Reading Improvement</td>
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<td>Middle School Journal</td>
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<td>Educational Researcher</td>
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<tr>
<td>Teaching and Teacher Education</td>
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<tr>
<td>Journal of Literacy Research</td>
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<tr>
<td>Research in the Teaching of English</td>
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<tr>
<td>English Education</td>
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<tr>
<td>Anthropology and Education Quarterly</td>
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<tr>
<td>Harvard Educational Review</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY**


Ortiz, A. (et al.) (2014). Teacher research on boys’ literacy in one elementary school. *Voices of Practitioners, 9*(1), 1-19.


H. Course Policies

**Internet; email; Canvas**

Everything Canvas: [http://www.uttoyl.edu/canvas/](http://www.uttoyl.edu/canvas/)

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well. This is an online course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
• It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.
• You have elected to take an online class, and it is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member’s home) in the event that your home internet service fails.

Technology Troubles?
Start here: http://www.uttoyer.edu/canvas/
For any difficulties associated with technology, you may contact IT Support on their 24/7 student webpage, http://www.uttoyer.edu/it/support/student-support.php
Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttoyer.edu

Computer Literacy Requirement
You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in plain text is not acceptable, while Times New Roman in Microsoft Word is acceptable. The university has deep discounts available to students for software packages All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style.

Bookmark UT-Tyler’s Information Technology (IT) page https://www.uttoyer.edu/it/

From here, https://www.uttoyer.edu/it/ on the left margin, click on “Campus Computing Services”. Then, on the left margin, click on “Campus Computing Purchases”. The last item on the drop-down menu is “Discount Software”. Explore this page – and for Microsoft software, click on the Microsoft icon at the top of the page. Go here to explore MS Office packages that are very deeply discounted for students https://store.hied.com/products/Microsoft/Office

When you post something to a Discussion Forum, copy and paste your text into the message pane; do not attach a document unless the assignment specifically instructs you to do so. Do not expect myself or classmates to have to open your documents to read your post or your response. We won’t. You’ll lose points.

PDF is the most stable of the formatting options; however, MS Word will work for uploading some assignments.

Internet research: Throughout this course, you will be expected to use the Internet as a source of research, as well as that of library sources. Online discussions (Discussion, wikis), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. You are expected to use the library, and to ask for help when you need it. http://library.uttoyer.edu This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!! Check out this help page too http://library.uttoyer.edu/help

Clear identification of work: Name, Date, Topic
All work must be neat, paginated, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_LARP; or Consalvo_Short Bio_meet & greet; or, Consalvo_Memoir_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I will not spend my time figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning
You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, **it is important that you establish immediately regular and reliable access to printing and scanning services** whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

**Neatness and professionalism in submitted work:**

I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf.

To do this you may have to:
1) format each individual page;
2) print it out; and/or
3) scan it in to make a single pdf out of the whole document.

This is where access to a print shop, like Staples; Kinkos, or Office Max can be a life-saver. The design of your work is an important factor in its readability.

**APA Citation help:**

Correct attribution of work that someone else did is expected of an educated person. In this class, **as educators, you will adhere to the accepted “style” called APA** – for the American Psychological Association.

The OWL at Purdue: The Online Writing Lab at Purdue University is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

- The OWL at Purdue [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/)
- Here at UTT we have many citation resources available to you. Style and Citation Guides available through UT-Tyler [http://libguides.utttyler.edu/citations](http://libguides.utttyler.edu/citations)

**Timeliness and Participation: REALLY IMPORTANT!**

Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus’ Activities Schedule and/or by the timeline on any given assignment’s handout. To not do so WILL affect your grade. Assignments are due on the day and by the time on which they appear in the syllabus’s Activities Schedule.

As a professional preparation class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and are factored into your grades. Students who must miss a number of classes due to extenuating circumstances should contact the Dean’s Office. **Students are responsible for all work despite any missed modules/classes.**

**Late/Incomplete Work**

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

**How the Grading Works for Late Assignments:**
For each day that an assignment is late, the final grade will be docked one letter grade for up to three days, assuming that it is “A” quality work; then, on day #4, it reverts to 50%; then, on day #6 the grade reverts to zero.

**UNIVERSITY POLICIES (Spring 2018)**

**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 Spring, the Census Date is January 29.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

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

The Census Date (January 29) 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.

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.
• UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

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     EDUCATION
PART 7       STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247  EDUCATORS' CODE OF ETHICS

RULE §247.2  Purpose and Scope; Definitions

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

   (L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

**(2) Ethical Conduct Toward Professional Colleagues.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tentative Schedule
of Activities and Assignments Due

Important:
The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice (three-day minimum) will be given to students for any such changes.

<table>
<thead>
<tr>
<th># Week</th>
<th>Spring 2018 Date(s)</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Tuesday TOPIC(S):</td>
<td></td>
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| Class #1 | 1/16-1/21 at 11:59pm | *Course Overview: What you should expect to gain from this course, and what you need to do to successfully complete its requirements  
**LARP Week 1:** Introduction to assignment  
READ:  
1) Pine (2009) Ch. 11 “Conducting teacher action research” (pp. 234-262)  
2) Hatch (2008) “Teacher research: Questions for teacher educators” (pp. 1-5 all)  
LEARNING ACTIVITIES: Discussion forum “Week 1: Teacher research?” Post and comment on two classmates posts (see directions).  
**_due: Meet and Greet — short self-introduction; short bio, photo; fun fact. (due online by the start of class) |
| --- | --- | --- |
| **Week 2**  
**Class #2**  
Monday 1/22 – Sunday 1/28 at 11:59pm | **TOPIC(S):**  
* What does teacher research or action research look like?  
**LARP Week 2:** Brainstorm five to ten topics and questions of those topics  
READ:  
* Introduction to Part I and all of Chapter 1, Mertler (2017), “What is action research?” (pp. 1-33)  
* Article(s) & view video(s) see Module for Week 2  
LEARNING ACTIVITIES:  
E-Learning activities: see Module for Week 2 |
| **Week 3**  
**Class #3**  
Monday 1/29 Sunday 2/4 at 11:59pm | **TOPIC(S):**  
* What does research-based literacy instruction mean?  
**LARP Week 3:** Zero in on a short list of three topics (from Week 2) and their questions; How would you know When your question is answered? Broadly sketch out how you would collect data.  
READ:  
* Chapter 2, Mertler (2017), “Overview of the action research process” (pp. 34-50).  
* Article(s) & view video(s) see Module for Week 3  
LEARNING ACTIVITIES:  
E-Learning activities: see Module for Week 3 |

**Due: Online Quiz over Chapter 1 — (due online by Sunday at 11:59pm)**
| Week 4 | Monday 2/5  
Sunday 2/11 at 11:59pm | **TOPIC(S):**  
*Strategies for identifying, and conducting library research on specific literacy topics, issues, or questions*  
**LARP Week 4:** Settle on one topic and question. Sketch out your rationale as to why this study, now, for your students, school and your own practice; and collect three (of your 15) research articles. Chart the articles.  
**READ:**  
*Introduction to Part II and all of Chapter 3, Mertler (2017), “Planning for action research & reviewing related literature” (pp. 51-85).*  
*Article(s) & view video(s) see Module for Week 4*  
**LEARNING ACTIVITIES:**  
E-Learning activities: see Module for Week 4  
❖ **DUE:** Online Quiz over Chapter 2 – (due online by Sunday at 11:59pm) |
| --- | --- | --- |
| Week 5 | Monday 2/12– Sunday 2/18 at 11:59pm | **TOPIC(S):**  
*Developing a research plan to engage in action research in clinical and classroom settings: Focus on literature reviews*  
*Conducting research with human subjects in school settings*  
**READ:**  
*Chapter 4, Mertler (2017), “Developing a research plan” (pp. 86-126).*  
*Article(s) & view video(s) see Module for Week 5*  
**LEARNING ACTIVITIES:**  
E-Learning activities: see Module for Week 5 (‘Coffee Meet’ between weeks 5-8)  
❖ **DUE:** Online Quiz over Chapter 3 – (due online by Sunday at 11:59pm) |
| Week 6 | Monday 2/19 – Sunday 2/25 at 11:59pm | **TOPIC(S):**  
*Developing a research plan to engage in action research in clinical and classroom settings: Focus on research methodology*  
**LARP Weeks 5, 6, 7, 8:** Collect and chart three more of your research articles each week.  
**LARP Weeks 6 & 7:** Method section drafted. Recommend that you make Writing Center appointment |
<table>
<thead>
<tr>
<th>Week</th>
<th>Class #</th>
<th>Monday</th>
<th>Sunday</th>
<th>TOPIC(S):</th>
<th>LARP Weeks 5, 6, 7, 8: Collect and chart three more of your research articles each week.</th>
<th>LARP Weeks 6 &amp; 7: Method section drafted. Recommend that you make Writing Center appointment for Week 8, 9, 10 OR 11.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Class #7</td>
<td>Monday 2/26 – 3/4 at 11:59pm</td>
<td>Online Quiz over Chapter 4 – (due online by Sunday at 11:59pm)</td>
<td>*Developing a research plan to engage in action research in clinical and classroom settings: Focus on data analysis and report writing</td>
<td>*Strategies for using research insights to inform literacy assessment and instruction in your classroom</td>
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<td>Sunday 3/4 at 11:59pm</td>
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<tr>
<td>Week 8</td>
<td>Class #8</td>
<td>Monday 3/5 – 3/11 at 11:59pm</td>
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<td>Writing your Discussion and Implications section.</td>
<td>Tips for distinguishing among and critically reading research, policy, and practice documents</td>
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READ:
*Introduction to Part III and all of Chapter 5, Mertler (2017), “Collecting data” (pp. 127-169).
*Article(s) & view video(s) see Module for Week 6

LEARNING ACTIVITIES:
E-Learning activities: see Module for Week 6 (“Coffee Meet” between weeks 5-8)

**DUE:** Online *Quiz* over Chapter 4 – (due online by Sunday at 11:59pm)
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<tbody>
<tr>
<td></td>
<td>READ: *Chapter 8, Mertler (2017), “Writing an action research report” (pp. 232-255). *Article(s) &amp; view video(s) see Module for Week 9</td>
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<td>LEARNING ACTIVITIES: E-Learning activities: see Module for Week 9</td>
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<td>✤ DUE: Online Quiz over Chapter 6 – (due online by Sunday at 11:59pm)</td>
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<td>✤ DUE: Short letter via turnin folder about “Coffee Meet” up (see directions).</td>
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<td>SPRING BREAK MARCH 12-17</td>
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<tr>
<td>Week 10 Class #10</td>
<td>Monday 3/26 – Sunday 4/1 at 11:59pm</td>
<td>TOPIC(S): What is revision? How does it look in a project design? LARP Weeks 10 &amp; 11: Last set of revisions</td>
</tr>
<tr>
<td></td>
<td>READ: *Chapter 9, Mertler (2017), “Sharing and reflecting” (pp. 256-280). *Article(s) &amp; view video(s) see Module for Week 10</td>
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<td>LEARNING ACTIVITIES: E-Learning activities: see Module for Week 10</td>
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<td>✤ DUE: Online Quiz over Chapter 8 – (due online by Sunday at 11:59pm)</td>
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<tr>
<td>Week 11</td>
<td>Monday 4/2 – Sunday 4/8 at 11:59pm</td>
<td>TOPIC(S): Strategies for getting your work published: The Review process</td>
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<tr>
<td>Class #11</td>
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<td>LARP Weeks 10 &amp; 11: Last set of revisions</td>
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<td>LARP: Week 11: Writing Center appointment completed by end of week.</td>
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<td>*Article(s) &amp; view video(s) see Module for Week 11</td>
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<td>LEARNING ACTIVITIES:</td>
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<td>E-Learning activities: see Module for Week 11</td>
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<td>✤ DUE: Online Quiz over Chapter 9 (due online by Sunday at 11:59pm)</td>
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<tr>
<th>Week 12</th>
<th>Monday 4/9 – Sunday 4/15 at 11:59pm</th>
<th>TOPIC(S): Reflection is the key.</th>
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</thead>
<tbody>
<tr>
<td>Class #12</td>
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<td>LARP Week 12: Draft your author’s note and reflection.</td>
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<td>READ:</td>
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<td>*Article(s) &amp; view video(s) see Module for Week 12</td>
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<td>LEARNING ACTIVITIES:</td>
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<td>E-Learning activities: see Module for Week 12</td>
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<thead>
<tr>
<th>Week 13</th>
<th>Monday 4/16 – Sunday 4/22 at 11:59pm</th>
<th>TOPIC(S): Presenting your work.</th>
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<tbody>
<tr>
<td>Class #13</td>
<td></td>
<td>READ:</td>
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<td>*Article(s) &amp; view video(s) see Module for Week 13</td>
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<td>LEARNING ACTIVITIES:</td>
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<td>E-Learning activities: see Module for Week 13</td>
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<td>✯ DUE: Literacy Action Research Project - Submit to “Final LARP” Turnin folder</td>
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<tr>
<th>Last week of classes: Week 14</th>
<th>Monday 4/17 – Sunday 4/29 at 11:59pm</th>
<th>TOPIC(S): TBD based on needs of class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #14</td>
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<td>READ:</td>
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<td>Article(s) &amp; view video(s) see Module for Week 14</td>
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<td>E-Learning activities: see Module for Week 14</td>
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<td>✯ DUE: LARP Narrated Presentation via link embedded into Forum “LARP Presentations” by 11:59pm.</td>
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</tbody>
</table>

<p>| Finals | DUE: Comments due to at least two classmate’s |</p>
<table>
<thead>
<tr>
<th>UT-Tyler</th>
<th>LARP presentations by Wednesday May 2, by 11:59pm.</th>
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<tbody>
<tr>
<td>5/1/18-5/5/18</td>
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<tr>
<td><strong>End of Term</strong></td>
<td><strong>Sat 5/5/18</strong></td>
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