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 11:00-1:00 & 4:00-5:00 and/or by appointment
Virtual Office: by appointment, phone, email, or Skype gmdoepker

B. Course Description:

“Field experience focused on expanding literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching work in authentic PreK-12 clinical and/or school settings.”

C. Knowledge Base(s) and Rationale:

This graduate level course is designed as a practicum for prospective and practicing teachers and instructional leaders who wish to develop and/or expand their literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching work in authentic school settings.

Course content is informed by various research, policy, and practice resources, which contribute in different but complementary ways to the preparation of reading specialists/literacy coaches and instructional leaders. Research and theory addressed in the course will draw from several fields of inquiry, including adult learning, professional development, teacher quality and student achievement, and school improvement.

Course content incorporates the International Reading Association (IRA) as well as the Texas Examination of Educator Standards (TExES) standards for the preparation of reading specialists/literacy coaches (IRA, 2010; TEA, 2006). IRA standards pertain primarily to Standard 6: Professional Learning and Leadership. Candidates recognize the importance of, demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility. Specific indicators of this standard pertain to (a) foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture (IRA 6.1); (b) espousing positive dispositions related to one’s own reading and writing, the teaching of reading and writing, and pursuing the development of individual professional knowledge and behaviors (IRA 6.2); (c) participation in, design, facilitation, leading, and evaluation of effective and differentiated professional development programs (IRA 6.3); and (d) understanding and influencing local, state, or national policy decisions (IRA 6.4). TExES Standards pertain primarily to Domain IV: 6: Professional Knowledge and Leadership as they relate to the preparation of Reading Specialists and Master Reading Teachers roles.
D. Student Learning Outcomes (SLOs):
Upon successful completion of the requirements for this course, teacher candidates will be able to:
(a) Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.
(b) Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.
(c) Apply knowledge and skills gained about literacy coaching research and best practices in the design of professional development programs for individual teachers, grade levels, and schools.

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

1. Online Contributions (25 points or 25% of course grade). Throughout the semester, you will be expected to engage actively in online assignments and activities aimed at strengthening your ability to critically read, synthesize, and interpret literacy research findings, as well as engage in literacy research activities. Your contribution to specific online activities is a significant part of the course grade and an important component of our shared pedagogical experience. Your active participation will help me to evaluate your overall performance as a class member, as well as making the class more interactive and engaging for all of us. To help promote a high level of engagement and reflection, and to give you an opportunity to play a leadership role in this class, I will ask each of you to assume responsibility for leading the discussion of a literacy coaching issue or a problem addressed in specific readings or instructional contexts. The main goal for leading discussion is to bring out the main points and issues of the readings but your facilitation should go beyond summarizing the readings. I suggest using the following questions as a general guide for your thinking while completing the readings:
   a. What are the main points made or issues raised in the assigned reading(s)?
   b. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
   c. In what ways will the knowledge gained from the assigned reading(s) help you enhance your role and/or work as a literacy specialist/coach?

Active engagement entails making sustained and substantive contributions by completing assigned readings, asking critical questions, collaborating with others online, and exploring implications and applications of knowledge gained for your own professional work. The following criteria will be used to evaluate your class participation and engagement.

- 0-10 points = Low level of participation and engagement
- 11-20 points = Moderate level of participation and engagement
- 21-25 points = High level of participation and engagement

2. Literacy Coaching Observation & Interview (25 points or 25% of course grade). In this assignment you will have an opportunity to learn about the roles and responsibilities of a literacy coach as they function within your own school setting. If your school or district does not employ literacy coaches, identify a teacher leader, a school principal, or a central office person who has the primary responsibility for improving student literacy achievement.
To complete this project, you will engage in two related tasks. First, conduct an interview with the literacy coach you have identified. I will provide you with an interview guide that will help in organizing information for purposes of conducting the interview. Second, arrange to observe your literacy coach as they complete their work three or more times during the semester. Ideally, you may want to observe your literacy coach while they engage in different roles and responsibilities (e.g., conducting a professional development session for teachers, addressing curriculum or assessment issues related to student's literacy achievement, assisting individual teachers with specific issues pertaining to instructional practices). You should plan on spending approximately 20 clock hours in completing both tasks (i.e., observations and interview) of this project. Keep track of the amount of time and effort devoted to the completion of this project.

Write a brief report (750-1000 words) summarizing your findings based on the interview and observations completed. Prepare the report so that it can be shared with your school principal and/or fellow teachers within your school. Organize your report around the following Headings:

a. Project Overview: Describe the purpose of the project, what you did to complete it, and how?

b. Project Findings: Provide a summary of the main findings of the observations and interview. Analyze these findings in light of current literacy coaching research and best practices, particularly as they pertain to the roles and responsibilities of literacy coaches in enhancing instructional practices and increasing student achievement outcomes.

c. Reflections & Applications: Reflect on what you have learned about literacy coaching as a result of completing this project. Discuss the implications or applications of what you have learned for your own teaching and continuous professional learning.

Your final report will be evaluated on the following criteria: Documentation of time and effort devoted to the two main tasks of this project: clarity and organization of information pertaining to project description, project findings, and reflections; and quality of writing and presentation.

3. Designing a School-Wide Professional Development Plan (50 points or 50% of course grade).

In this semester-long, field-based project, you will have an opportunity to engage in an important component of literacy coaching work, which consists of designing and putting in place a school-wide professional development plan.

To complete this project, you will be asked to engage in two closely related tasks. First, you will conduct a needs analysis for teacher professional development in the area of literacy instruction. I will provide you with a guide that will help in conducting the needs analysis. Second, you will engage in developing a tentative action plan aimed at improving instructional practices, which will eventually enhance student literacy achievement outcomes in your school.

For purposes of this project, you will have the option of completing this project with a classmate if schedules and circumstances permit. You will also have the option of limiting the needs analysis and professional learning plan to a single teacher in a particular grade, a group of teachers in a particular grade or grade bands, or an entire school or district depending upon your needs, expertise, and teaching or coaching experience. You should plan on spending approximately 40 clock hours in completing both tasks (i.e., needs analysis and professional learning plan) of this project. **Keep track of the amount of time and effort devoted to the completion of this project using a log into which you enter each day’s clock time, hours’ total, and task.** Write a report (1000-1500 words) describing the project in terms of processes (what was done and how) and products (what was accomplished), particularly as they related to the literacy needs analysis and professional development plan. Prepare the report so that it can be shared with your school.
principal and/or fellow teachers within your school. Organize your report around the following headings:

a. Project Overview: Describe the purpose of the project. What you did to complete it and how?

b. Literacy Needs Analysis: Describe the steps involved in conducting the literacy needs analysis that enabled you to determine strengths, challenges, and needs. Such steps may involve review of student literacy achievement outcomes data, examination of school-adopted core reading curriculum materials, interviews with school administrators, etc.

c. Proposed Professional Development Plan: Describe your proposed professional development plan for your selected teacher, group of teachers, school. In developing professional learning plans, literacy coaches often use what they know about current research, policy, and best practices relative to enhancing literacy instruction; school characteristics (e.g., student demographics), analysis of student assessment data, and input gleaned from teachers and other school personnel relative to increasing students literacy achievement. The proposed professional development plan, to be shared with the school’s leadership, should (a) articulate your vision and action plan for enhancing students’ literacy achievement outcomes, (b) be guided and informed by credible literacy coaching models and practices with documented effectiveness, and (c) be realistic with concrete steps and strategies for the school to support and implement it. The overall goal is to for you to help lead the school in improving all aspects of literacy teaching and to guide them in the implementation and evaluation of the proposed plan of action.

d. Reflections & Applications: Reflect on what you have learned about analyzing the needs for literacy and designing a professional development plan as a result of completing this project. Discuss the implications or applications of what you have learned for your own teaching and continuous professional learning.

More specific information and step-by-step guidance in developing ideas for and completing this project will be provided throughout the semester.

**Project Evaluation Criteria:** The criteria for evaluating the final research proposal paper will be based on the extent to which you have adequately described (a) the overall purpose of the project, (b) the steps involved in conducting the literacy audit, (c) the use of data available to develop the proposed professional development action plan for the selected classroom, school, or district; (d) the overall plan for implementation, and evaluation in target settings, and (e) the reflective statement relative to your learning and growth as a literacy leader following completion of this project and course. A project evaluation rubric using these elements will be used to evaluate the merits of the report.

**F. Evaluation and Grading Guidelines and Criteria:**

All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

**Projects & Grading Criteria**

<table>
<thead>
<tr>
<th>Class Projects</th>
<th>Weight</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online Contributions</td>
<td>25%</td>
<td>25 points</td>
<td>On-going</td>
</tr>
<tr>
<td>2. Coaching Observation/Interview</td>
<td>25%</td>
<td>25 points</td>
<td>Week 10</td>
</tr>
<tr>
<td>3. Professional Development Plan</td>
<td>50%</td>
<td>50 points</td>
<td>Week 15</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>100 points</td>
<td></td>
</tr>
</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>Superior</td>
</tr>
<tr>
<td>84-92</td>
<td>84%</td>
<td>B</td>
<td>Above Average</td>
</tr>
<tr>
<td>75-83</td>
<td>75%</td>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>66-74</td>
<td>66%</td>
<td>D</td>
<td>Below Average</td>
</tr>
<tr>
<td>00-65</td>
<td>65% or Below</td>
<td>F</td>
<td>Mediocre</td>
</tr>
</tbody>
</table>

G. Required Texts, Materials, & Supplies:
2. Standards Documents
3. Literacy Coaching Clearinghouse Resources—[http://www.literacycoachingonline.org](http://www.literacycoachingonline.org)
4. Assigned Readings & Resources—Most available in electronic format.

**Note:** 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.

5. Additional readings to supplement course content will be selected from various journal publications (see sample journals below), book chapters and reports (see sample resources in attached references).
   b. *Educational Leadership* ([www.ascd.org](http://www.ascd.org))
   c. *Journal of Adolescent and Adult Literacy* ([www.reading.org](http://www.reading.org))
   d. *Journal of Educational Psychology* ([www.apa.org](http://www.apa.org))
   e. *Journal of Learning Disabilities* ([www.ldanatl.org](http://www.ldanatl.org))
   g. *Language Arts* ([www.ncte.org](http://www.ncte.org))
   h. *Reading Research Quarterly* ([www.reading.org](http://www.reading.org))
   i. *Tapestry Journal* ([www.tapestry.usf.edu](http://www.tapestry.usf.edu))
   j. *The Reading Teacher* ([www.reading.org](http://www.reading.org))

H. Topical Outline & Schedule:

The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.
<table>
<thead>
<tr>
<th>Class Modules</th>
<th>Focus of Course Content</th>
<th>Readings &amp; Project Due Dates</th>
</tr>
</thead>
</table>
| **Module 1: Literacy Coaching Research, Policy, & Practice** | • Lecture 1.1: Course Overview  
• Lecture 1.2: Standards for Coaching  
• Lecture 1.3: Models of Coaching  
• Lecture 1.4: Research-Based Coaching Practices  
• Lecture 1.5: Coaching Adult Learners | • Course Syllabus  
• Specific readings will be assigned weekly from course text (Bean, 2015), standards documents, and journal articles (See reference List)  
• **Online Contributions**  
  **Assigned & Due Bi-Weekly**  
  (First Due Monday September 5th, 2016 at noon). Others Due Every Other Monday by noon. |
| **Module 2: Data-Based Decision-Making**           | • Lecture 2.1: Role of Assessment in Coaching  
• Lecture 2.2: Making Instructional Decisions Based on Data | • Specific readings will be assigned weekly from course text (Bean, 2015), standards documents, and journal articles (See reference List)  
• **Online Contributions**  
  **Assigned & Due Bi-Weekly**  
• Coaching Observation & Interview Report Due Monday October 31st, 2016 at noon. |
| **Module 3: Design, Implementation, & Evaluation of Professional Development Programs** | • Lecture 3.1. Basics of Professional Development  
• Lecture 3.2 Observing Literacy Coaches at Work  
• Lecture 3.3: Providing Professional Support | • Specific readings will be assigned weekly from course text (Bean, 2015), standards documents, and journal articles (See reference List)  
• **Online Contributions**  
  **Assigned & Due Bi-Weekly**  
• Professional Development Plan Report Due Monday December 5th, 2016 at noon. |
Important Notes Re: The Field-Based Practicum

Our MEd-Reading program places a great deal of emphasis on field-work that enables program graduates to apply knowledge and skills gained in real-world instructional settings. While field-work is emphasized to varying degrees across all courses, it is most evident in READ 5306: Literacy Assessment Practicum, READ 5307: Literacy Instruction Practicum, and READ 5309: Foundations of Literacy Coaching (see Table below).

Our emphasis of field work is consistent with The Texas Administrative Code, which stipulates that each certificate program provide a minimum of 360 hours (200 coursework and 160 hours of field) for the Reading Specialist¹ and the Master Reading Teacher² certificates. Following these guidelines and consistent with the Texas Examination of Educator Standards (TExES) standards for the preparation of reading teachers, reading specialists, and master reading teachers, we have designed this practicum so that students spend approximately 160 hours engaging in field work that focuses on the identification of reading and writing difficulties using a set of assessments tools, and designing evidence based literacy instruction aimed at addressing these difficulties among struggling readers and writers. The 160 practicum hours will be distributed across three courses within the program as follows:

<table>
<thead>
<tr>
<th>LITERACY EDUCATOR FIELD-BASED PRACTICUM</th>
<th>(160 Field Hours as Required By the Texas Administrative Code, Chapter 239, Subchapter D)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Projects</strong></td>
</tr>
<tr>
<td>READ 5306: Literacy Assessment Practicum</td>
<td>Practicum Simulation Project Guided and Supervised by Course Instructor/Practicum Coordinator</td>
</tr>
<tr>
<td>READ 5307: Literacy Instruction Practicum</td>
<td>Practicum Project Guided and Supervised by Course Instructor/Practicum Coordinator, University Supervisor, and Mentor Teacher</td>
</tr>
<tr>
<td>READ 5309: Foundations of Literacy Coaching</td>
<td>Literacy Coaching Observation &amp; Interview Project Guided and Supervised by Course Instructor/Practicum Coordinator</td>
</tr>
<tr>
<td></td>
<td>School-based Professional Development Design Project Guided and Supervised by Course Instructor/Practicum Coordinator</td>
</tr>
</tbody>
</table>

¹ Requirements for the preparation of Reading Specialists in the State of Texas (Texas Administrative Code, Chapter 239, Subchapter D)
- TAC § 241.10 (b). The Reading Specialist preparation program shall include a field-based practicum whereby candidates must demonstrate proficiency in each of the standards identified in § 42.15 this title.
- TAC 228.35 (b) an educator preparation program shall provide a candidate [for Reading Specialist] with a minimum of 200 clock hours of coursework that is directly aligned to the state standards.
- TAC 228.25 (c) (3) an educator preparation program shall provide a practicum … for a minimum of 160 clock hours [for Reading Specialist]

² Requirements for the Preparation the Master Reading Teachers in the State of Texas (Texas Administrative Code (Chapter 239.101).
- TAC 239.101-[The Master Reading Teacher preparation program] shall include a field-based practicum.
- TAC 228.35 (b) an educator preparation program shall provide a candidate [for Master Reading Teacher] with a minimum of 200 clock hours of coursework that is directly aligned to the state standards.
- TAC 228.25 (c) (3) an educator preparation program shall provide a practicum … for a minimum of 160 clock hours [for Master Reading Teacher]
I. SELECTED READINGS


Brozo, W., & Hargis, C. (2003). Taking seriously the idea of reform: One high school’s efforts to make reading more responsive to all students. *Journal of Adolescent and Adult Literacy, 47* (1), 14-28.


**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 Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

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

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
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@utt Tyler.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/
**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.

(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