

READ 5306.60: Literacy Assessment Practicum
[ONLINE]

School of Education
The University of Texas at Tyler
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A. Instructor Information

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Important Reminders

First Class Day:	August 29, 2016
Census Date:	September 12, 2016
Fall (Thanksgiving) Break:	November 21-25, 2016
Final Exam Week:	Week of December 5-9, 2016

B. Course Description

READ 5306: Literacy Assessment Practicum. Field experience focused on addressing the literacy assessment needs of struggling readers and writers in PreK-12 clinical and/or classroom settings. **A field-based practicum is required.**

The content of READ 5306: Literacy Assessment Practicum, offered during Fall semesters, is intricately linked and coordinated with the content of READ 5307: Literacy Instruction Practicum, offered during spring semesters. In READ 5306, you will have opportunities to develop or expand essential literacy assessment and instruction knowledge and skills. In READ 5307, you will engage in a supervised practicum, which will provide you with opportunities to apply what you learned about literacy assessment and instruction by working directly with school-aged children in real-world school settings.

Important Notes Re: Field-Based Practicum Requirements

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:

LITERACY EDUCATOR FIELD-BASED PRACTICUM (160 Field Hours as Required By the Texas Administrative Code, Chapter 239, Subchapter D)		
Course	Projects	Field Hours
READ 5306: Literacy Assessment Practicum	Practicum Simulation Project Guided and Supervised by Course Instructor/Practicum Coordinator	30
READ 5307: Literacy Instruction Practicum	Practicum Project Guided and Supervised by Course Instructor/Practicum Coordinator, University Supervisor, and Mentor Teacher	80
READ 5309: Foundations of Literacy Coaching	Literacy Coaching Observation & Interview Project Guided and Supervised by Course Instructor/Practicum Coordinator	20
	School-based Professional Development Design Project Guided and Supervised by Course Instructor/Practicum Coordinator	30

Our literacy team has developed a *Professional Practicum Handbook*, which provides more information about the requirements for the field-based practicum associated with READ 5306 and READ 5307. We will share a copy of the handbook during the course of the semester and provide guidance in completing this important field-based component of the program.

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]

C. Knowledge Base(s) for This Course

This graduate level course builds upon the knowledge base and experiences gained in prior graduate coursework addressing language and literacy issues. The course addresses clinical and classroom aspects of literacy assessment and instruction. Emphasis will be placed on examining the causal factors, which inhibit the students' developmental processes of learning to read and write, and how an understanding of these factors enables a teacher to develop an effective program of instruction for all students, including those with language and learning challenges.

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). IRA standards pertain primarily to Standard 2: *Instructional strategies and curriculum materials* and Standard 3: *Assessment, diagnosis, and evaluation*. TExES Standards pertain primarily to Domain 1: *Instruction and Assessment: Components of literacy*, Domain 3: *Meeting the Needs of Individual Students*, and Domain 4: *Professional knowledge and leadership*.

Course content is grounded in literacy research, policy, and practice findings (e.g., Bell & McCallum, 2008; Gay, 2000; NICHD, 2000, Snow, Griffin, & Burns, 2005) that identify the performance criteria demonstrated by effective reading professionals. Course content is further guided by the following state and national standards:

1. *International Literacy Association (ILA, 2010) Standards for the Preparation of Reading Professionals*, with a specific focus on Standard 1. Foundational Knowledge, Standard 2: Curriculum & Instruction, Standard 3. Assessment and Evaluation, and Standard 4: Diversity.
2. *Texas Examination of Educator Standards (TExES, 2006) Standards for the Preparation of Reading Specialists and Master reading Teachers*, with a focus on Standard 2: Instructional strategies and curriculum materials and Standard 3: Assessment, diagnosis, and evaluation. TExES Standards pertain to Domain 1: Instruction and Assessment: Components of literacy, Domain 3: Meeting the Needs of Individual Students, and Domain 4: Professional knowledge and leadership.
3. *Texas Educator Standards (2016) Title 19: Chapter 149, Subchapter AA, Rule: 149.1001*, which delineate the performance criteria to be used to inform the training, appraisal, and professional development of teachers. Standards pertaining specifically to this course include Standard 1: Instructional Planning and Delivery, Standard 3: Content Knowledge and Expertise, and Standard 5: Data-Driven Practice.

D. Student Learning Outcomes

Teacher candidates successfully completing the requirements of this course will have an opportunity to:

1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.
2. Expand knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices.
3. Develop expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.
4. Develop knowledge and skill in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.
5. Gain knowledge and skill in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.

E. Course Evaluation and Grading

The assignments and projects outlined below are designed to contribute in a different, and yet significant way to your knowledge and experiences in assessing and using assessment data to inform instruction for striving readers and writers in clinical and school settings.

Important Note about Assigned Readings. Each lecture (approximately 12) has a set of readings to support the learning outcomes for that lecture and associated course objectives. The volume of assigned readings will depend on the nature of the topics addressed in each lecture. Some of the readings will be selected from course textbooks; others will be selected from articles and related materials outlined in the reference list. Specific assigned readings will be announced during each lecture. Please note that given the vast amount of information available in the area of K-12 literacy assessment and instruction, I will not have enough class time to “cover” all of the readings assigned. Consequently, I ask that you **COMPLETE ALL ASSIGNED READINGS**, at your convenience, and be prepared to discuss them with classmates via discussion forums. All assigned readings are important for successfully completing class activities, assignments, projects, and quizzes.

1. **Class Participation & Engagement** (20 points or 20% of course grade). Throughout the semester, you will be expected to engage either individually or in small groups in a series of relatively brief but useful reading assignments and activities that will help increase your knowledge, skills, and experiences in using assessment data to inform the design, implementation, and evaluation of effective literacy programs for students with diverse needs.

Unless otherwise indicated, we will use the Blackboard Discussion Forum as a venue for responding to assigned readings, sharing lessons learned about new and emerging media tools and resources, or exploring questions related to new or emerging media literacies.

Active engagement entails making sustained and substantive contributions by completing assigned readings, asking critical questions, collaborating with others online and offline, and exploring implications and applications of knowledge gained for your own professional work. Your asynchronous discussion responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members). The following criteria will be used to evaluate your class participation and engagement.

- At minimum, you should post one original response (worth 1.5 points) and two follow up responses to other posts (worth 0.5 points each) per lecture.
 - Original responses should be at least 250 words in length and should present your thoughts in an organized and well-written manner.
 - Follow-up responses should be at least 75 words in length and contribute substantively to the conversation, not just echo the original post.
2. **Review & Analysis of Selected Literacy Assessments** (10 points or 10% of course grade). In this assignments, you will have an opportunity to develop expertise in selecting valid and reliable literacy assessments (e.g., informal, norm-referenced, criterion-referenced tests) to help you identify the literacy strengths and needs of diverse students in your classrooms. To this end, you will:
 - a. Select three assessments including an Informal Reading, Writing, or Spelling Inventory (e.g., Qualitative Reading Inventory, Ganske’s Developmental Spelling Analysis, etc.),

a Criterion-Referenced Reading test (e.g., STAAR, MAP, etc.), and a Norm-Referenced Reading or Writing test (e.g., Dyslexia Early Screening Test, Gates-MacGinite, G.R.A.D.E., etc.).

- b. Conduct a thorough review of each of the tests selected.
- c. Write a review of the tests selected summarizing your findings.
Through lectures and other means, I will provide you with step-by step guidance in selecting, reviewing, and writing this report.

3. **“Using Assessment to Inform Instruction: A Field-Based Simulation Assignment** (40 points or 40% of course grade). This field-based assignment (Approximately 30 field-work hours) is designed to engage you in field work that will help prepare you to participate in the supervised practicum to be completed in READ 5307 in the spring semester. By completing this assignment, you will have an opportunity to develop or expand expertise in identifying students’ literacy strengths and needs and using information obtained to design literacy interventions aimed at addressing the needs identified in clinical and classroom settings. Your specific tasks are as follows:

- a. Identify a child (or a small group of K-12 children) underperforming in the areas of reading and/or writing.
- b. Administer a set of informal and formal assessment measures to determine literacy strengths and needs. Assessments would ideally be collected from multiple sources including (a) administration of specific assessments directly to the child (e.g., an informal reading inventory, an attitude survey, and a developmental spelling test); (b) obtaining archival assessment data from school records (e.g., MAP results, other assessments); and soliciting informal assessments from the child’s parents and/or teachers (e.g., interest surveys, parent and/or teacher interviews).
- c. Analyze and interpret the assessment data obtained with the goal of diagnosing students’ literacy strengths and needs.
- d. Use the findings obtained from the assessment measures used to develop a draft of an evidence-based literacy intervention (e.g., over a period of 12-weeks, 60 minutes a day, 2-3 times per week) aimed at addressing the literacy needs identified.
- e. Prepare a “Use of assessment to inform instruction” report describing the work accomplished (e.g., student profile, assessments used, interpretation of assessment results, literacy intervention proposed), and reflecting on your professional learning and growth as a result of completing this project.

I will guide you step by step in planning for, completing, and writing a 5-7 single-space page report for this project, which will help set the stage for the field work you will complete in READ 5307: Literacy Instruction Practicum, during the spring semester.

The criteria for evaluating the “Use of assessment to inform instruction” report will focus on the extent to which you have (a) effectively conducted and used assessment data to inform literacy instruction, (b) designed an effective intervention program to address the needs of your student(s), and (c) reflected on your professional learning and growth, and (d) produced a well written report that showcases your literacy assessment and instruction expertise (see attached project evaluation rubric.)

2. **Exams and Quizzes** (30 points or 30% of course grade). There will be three scheduled exams/quizzes (10 points each) covering content addressed in lectures, discussions, and assigned readings. The content of exams/quizzes, which will consist of a mix of objective and/or constructed

response answers, is designed to probe your level of preparedness in assessing and teaching K-12 students having difficulty in reading and/or writing in clinical and/or classroom settings. Students who miss exams/quizzes will not be able to schedule retakes without legitimate documentation.

Evaluation Guidelines

All written work should be typed (single-spaced, using 12 pt. New Times Roman font, one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. Use APA style when citing references used in your work. The criteria for determining your final grade are outlined below.

Class Projects	Weight	Points	Due Dates
1. Class Participation & Engagement	20%	20 points	Ongoing
2. Analysis of Literacy Assessments	10%	10 points	Week 10
3. Assessment & Instruction Report	40%	40 points	Finals Week
4. Quizzes	30%	30 points	5 th , 10 th , 15 th Weeks
Totals	100%	100 points	

Performance Standards

Points	Percent	Grade	Standard
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66-74	66%	D	Below Average
00-65	65% or Below	F	Unsatisfactory

F. Required Texts and Materials:

1. Reutzel, R., & Cooter, R. (2016). *Strategies for Reading Assessment & Instruction: Helping Every Child Succeed*. Boston, MA: Pearson Education.
2. Leslie, L. & Caldwell, J. (2017). *Qualitative Reading Inventory – 6*. Boston: Pearson.

Recommended Texts—Select one or more depending on your needs and interests

- Fuhrken, C. (2012). *What every elementary teacher needs to know about reading tests*. Portland, ME: Stenhouse.
- Fuhrken, C. (2012). *What every middle school teacher needs to know about reading tests*. Portland, ME: Stenhouse.
- Leslie, L. & Caldwell, J. (2013). *Intervention strategies to follow Informal Reading Inventory assessments: What do I do now?* Boston: Pearson.
- Shanker, J., & Cockrum, W. (2013). *Ekwall/Shanker Reading Inventory (6th Edition)*. Boston: Pearson.

Additional readings to supplement course content will be selected from the following literacy journals and related professional organizations (see references attached at the end of the syllabus).

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.*

G. 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. Specific agendas for each session will be provided as determined by progress made throughout the semester.

Learning Outcomes	Lectures & Readings		Projects & Due Dates
August-September	Lectures	Readings	Readings & Assignments
1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.	<p>Lecture 1: Introduction & Course Overview</p> <p>Lecture 2: The critical role of assessment for all students.</p> <p>Lecture 3: Using Informal Reading Inventories to Assess literacy Strengths & Needs.</p> <p>Lecture 4: Guidelines and strategies for identifying Students' literacy strengths & needs.</p>	<p>Reutzel & Cooter (2016)—</p> <p>Chapter 1: Classroom Reading Assessment and the Teaching/Learning Cycle</p> <p>Chapter 2: Response to Intervention (RTI): Differentiating Instruction for Struggling: Readers</p>	<p>In addition to chapters from the Reutzel & Cooter text, additional readings will be selected from articles, chapter books, and other online resources.</p> <p>Projects & Due Dates are tentatively scheduled as follows:</p> <p>Class Participation & Engagement, Progress Report Provided Every 5th, 10th, and 15th weeks</p> <p>Analysis of Literacy Assessments, Due November 1, 2016 (Midnight)</p> <p>Assessment & Instruction Report, Due December 5, 2016 (Midnight)</p> <p>Quizzes given during the 5th, 10th, and 15th weeks</p>
2. Expand expertise in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.	<p>Lecture 5: Using Assessment data to inform literacy instruction.</p> <p>Lecture 6: Designing Effective Literacy Interventions for Struggling Readers.</p>	<p>Chapter 3: Oral Language Assessment and Development</p> <p>Chapter 4: Children's Concepts about Print</p> <p>Chapter 5: Phonemic Awareness and Alphabetic Principle</p>	
3. Strengthen knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices.	<p>Lecture 7: Assessing & Teaching Vocabulary.</p> <p>Lecture 8: Assessing & Teaching Reading fluency.</p> <p>Lecture 9: Assessing and teaching reading comprehension skills and strategies.</p>	<p>Chapter 6: Phonics and Decoding Skills</p> <p>Chapter 7: Reading Fluency</p> <p>Chapter 8: Teaching and Assessing Vocabulary Development</p> <p>Chapter 9: Reading Comprehension: Focus on the Reader</p>	
4. Develop knowledge and skill in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.	<p>Lecture 10: Assessing & Teaching English Learners.</p> <p>Lecture 11: Guidelines and strategies for assessing students with dyslexia.</p> <p>Lecture 12: Designing literacy interventions for students with dyslexia.</p>	<p>Chapter 11: Academic Literacy and New Literacy Studies</p>	
5. Develop knowledge and skill in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.	<p>Lecture 13: Writing Literacy Assessment & Instruction Reports.</p>	<p>Chapter 12: Making School-Family Connections</p>	

H. Selected Readings

- Alexandrowicz, V. (2002). Effective instruction for second language learners: What tutors must know. *Reading Improvement*, 39 (2), 71-78.
- Bennett, M. (2003). From practice to preaching: Helping content area teachers teach comprehension. *Voices in the Middle*, 11 (1), 31-34.
- Denton, C., Parker, R., & Hasbrook, J. (2003). How to tutor very young students with reading problems. *Preventing School Failure*, 48 (1), 42-44.
- Dewitz, P., & Dewitz, P. (2003). They can read the words, but they can't understand: Refining comprehension assessment. *The Reading Teacher*, 56 (5), 422-435.
- Drucker, M. (2003). What reading teachers should know about ESL students? *The Reading Teacher*, 57 (1), 22-29.
- Duke, N. (2003). *Informational books in early childhood*. The National Association for the Education of Young Children. Reprints online at www.naeyc.org/ressources/journal.
- Duke, N., & Stewart, B. (1997). Standards in action in a first-grade classroom: The purpose dimension. *The Reading Teacher*, 51, 228-237.
- Ganske, K. (2000). *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. New York: The Guilford Press.
- Ganske, K. (2006). *Word Sorts & More: Sound, Pattern, and Meaning Explorations K-3*. New York: The Guilford Press.
- Gentry, R. (2004). *The science of spelling: The explicit specifics that make great readers and writers (and spellers)*. Portsmouth, NH: Heinemann.
- Kear, D., Coffman, G., McKenna, M., & Ambrosio, A. (2000). Measuring attitude toward writing: A new tool for teachers. *The Reading Teacher*, 43(8), 626-639.
- Leslie, L. & Caldwell, J. (2000). *Intervention Strategies to follow Informal Reading Inventory assessment: So what do I do now?* New York, NY: Addison Wesley.
- Mather, N., Sammons, J., & Schwartz, J. (2006). Adaptations of The Names Test: Easy-To-Use Phonics Assessments. *The Reading Teacher*, 60 (2), 114-122.
- McCutchen, D., Green, L., & Abbott, R. D. (2008). Children's morphological knowledge: Links to literacy. *Reading Psychology: An International Journal*, 29, 289-314.
- McKenna, M.C., & Kear, D.J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher*, 54 (1), 10-23.
- Mokhtari, K. & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.
- Mokhtari, K. & Thompson, B. (2006). How problems of reading fluency and comprehension are related to difficulties in syntactic awareness skills among fifth graders'. *Reading Research & Instruction*, 46 (1), 73-96.
- Mokhtari, K., Hutchison, A., & Edwards, P. (2010). Organizing instruction for struggling readers in tutorial settings. *The Reading Teacher*, 64 (4), 287-290.
- Mokhtari, K., Niederhauser, D., Beschoner, B., & Edwards, P. (2011). F.A.D.: A Basic Procedure for Filtering Out, Analyzing, and Diagnosing Students' Reading & Writing Difficulties. *The Reading Teacher*, 64 (8), 631-635.
- Mokhtari, K., Porter, L., & Edwards, P. (2010). Responding to reading instruction in a primary grade classroom. *The Reading Teacher*, 63 (8), 692-697.
- Mokhtari, K., Rosemary, C., & Edwards, P. (2007). Making instructional decisions based on data: What, how, and why. *The Reading Teacher*, 64 (4), 354-359.
- Roller, K. (1998). *So...what's the tutor to do?* Newark, DE: International Reading Association.
- Tancock, S. (1994). A literacy lesson framework for children with reading problems. *The Reading Teacher*, 48 (2), 130-141.
- Wade, S. E. (1990). Using think alouds to assess comprehension. *The Reading Teacher*, 43 (2), 442-451.
- Yopp, H. K. (1995). A Test for Assessing Phonemic Awareness in Young Children. *The Reading Teacher*, 49(1), 20-29.

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:

- 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 instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

UT Tyler Resources for Students:

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

(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

Name: _____

**Use of Assessment to Inform Instruction
Project Evaluation Rubric
(Total Points = 40)**

Criteria/ Category	Exceeds Expectations (A)	Meets Expectations (B)	Needs Improvements (C)	Does Not Meet Expectations (D)	Points (Grade)
Introduction & Student Profile Description (5)	Critical information regarding the project and student profile are <i>expertly</i> described and presented.	Critical information regarding the project and student profile are <i>adequately described</i> and presented.	Critical information regarding the project and student profile are <i>poorly</i> described and presented.	Critical information regarding the project and student profile <i>ineffectively</i> described and presented.	
Assessment of Student Strengths & Needs (15)	Assessment data obtained are <i>expertly</i> analyzed, interpreted, and used to inform instruction for target student.	Assessment data obtained are <i>adequately</i> analyzed, interpreted, and used to inform instruction for target student.	Assessment data obtained are <i>poorly</i> analyzed, interpreted, and used to inform instruction for target student.	Assessment data obtained are <i>ineffectively</i> analyzed, interpreted, and used to inform instruction for target student.	
Design of Instruction to Enhance Student Achievement (15)	Instructional plan is <i>expertly</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	Instructional plan is <i>adequately</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	Instructional plan is <i>poorly</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	Instructional plan is <i>ineffectively</i> designed, coherent, focused. Proposed instruction is supportive of student strengths and needs.	
Writing Quality & Presentation (5)	Report is <i>expertly</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	Report is <i>adequately</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	Report is <i>poorly</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	Report is <i>ineffectively</i> organized, well presented, well written. Proposed instructional plan is clear and easy to implement.	
Total Points					

Comments: _____

