

"You don't get harmony when everyone sings the same note."

Doug Floyd

SPED 3361-110. CRN 80344, SURVEY OF EXCEPTIONAL LEARNERS

Fall 2019

Texas A&M University - Central Texas

Monday 8:00-10:50

Warrior Hall 313

This course meets face-to-face, with some supplemental readings and activities made available online and/or on Canvas [<https://tamuct.instructure.com>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Amanda G. Allen, Ed.D.

Office: Warrior Hall 322 O

Phone: 254-519-5411

Email: agallen@tamuct.edu

Office Hours: Monday: 11:30-1:30; Tuesday: 9:00-1:00; Wednesday: 2:30-5:30; by appointment

Student-instructor interaction:

I will respond to email messages sent to the above email account. You may expect a response to your email message within 24-48 hours except on weekends. You may also call at the above number or make an appointment.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION:

Catalog Description

The characteristics of exceptional learners and educational programs for individuals with disabilities are surveyed. Additional course content includes the legislation and court cases related to special education and the referral, diagnosis, and placement of exceptional learners. **Prerequisite:** Admission into the Teacher Education Program; Field experience required.

Course Objective

Preservice teachers will develop an awareness of legal aspects of special education as well as the students who receive special education services and an overview of those services.

Student Learning Outcomes:

The candidates will

1. Define, characterize, and analyze teaching strategies of the 13 categories of students diagnosed with disabilities identified by IDEA.
2. Define and describe students with gifts and talents and students who are twice exceptional.
3. Articulate the basic tenets of PL 94-142, PL 99-457, PL 101-476, the Reauthorizations of IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973.
4. Describe the prereferral (RTI) and referral process.
5. Demonstrate knowledge of the IEP, IEP (ARD) Committee, due process, reasonable accommodations and modifications, and LRE.
6. Differentiate high and low tech assistive technology and the need of each to reach all students.
7. Identify evidenced-based strategies that address learning needs and differences.
8. Describe and define the characteristics, assessments, and teaching strategies of students with dyslexia.

Competency and Goals Statements:

Competencies and goals are the final documents of the syllabus as are the dates from the University's Academic Calendar.

Resources:

McLeskey, J., Rosenberg, M. S., & Westling, D. L. (2018). *Inclusion: Effective practices for all students* (3rd ed.). New York, NY: Pearson.

Texas Education Agency dyslexia modules from Region 10

ASSESSMENT COMPONENTS

Field experience (20 pts)

Complete a 15-hour field experience in a classroom with students with diagnosed disabilities and a certified special education teacher. This experience is to be as interactive as possible. You will keep a time sheet and a reflective journal according to the rubric/information provided. Documentation will be turned into me as scheduled.

SLO # 1, 2, 3, 5, 6, & 7; SPED Standards II-VII, X; Teacher Standard 6-D-i; PPR Standards 1-1.2k, 2-2.18k, 4-4.13k, 4.14k; InTASC Standards 1, 3-7

Resource File: (37) PPR I, III; SPED IV, VI, VII, X, XI, XII

Develop a resource file using a plastic file box, large notebook, or other container convenient for you. This should continue to be a work in progress throughout your career. Include the information listed below and any other information you feel would be beneficial in your classroom. Arrange your file in such a way that it will be a resource for you. **Clearly** label each section for easy accessibility. A rubric will be provided.

- Clearly labeled sections to provide easy access for you and your professor and to provide a professional appearance. (1)
- Include two bulletin board blue prints, one of which is interactive. Include a description of how you will use each in your classroom. You may **not** include one that is for announcements, lunch menu, etc. (4)
- Five, 15 to 30 - minute activities that you, an aide, or another teacher may perform with your students should you be called out of the classroom or your lesson runs ten to 15 minutes short. Include directions and all pieces that may be required. (20)
- Bibliographies and short synopses of five books you would like to use in your classroom. (10)
 - ✓ These may include fiction, nonfiction, alternative texts, resource books, etc. You may not use textbooks, encyclopedias, dictionaries, thesauri, etc.
 - ✓ Each synopsis will include **what** the book is about, **why** you want to use it, and **how** you plan to use it.
 - ✓ Correctly cite each book using APA 6th ed.
 - ✓ Write each book's information on a separate page.
- Websites –Develop a list of at least four websites that are information sources for different disabilities, disability groups and/or support groups, relevant teaching resources, etc. Write **your own** brief description of

each website. A colleague or parent should be able to read your description and clearly understand what the site offers. (4)

- * Three of the websites must be from local agencies and include the following information:
 - ✓ Services offered
 - ✓ Contact information – Agency name, contact name, physical address, phone numbers, email address(es)

Instructional materials project and presentation (included in the resource file)

Develop a non-reproducible project (not paper/pencil) reflecting an accommodation or modification to a skill or concept. Provide a 30-minute presentation of your project. A rubric will be provided and discussed in class. You must have your project at the time of your presentation. Within your presentation, discuss the interactions and responses when working with the student(s), if applicable. This project may be simplified or made less complicated when basing it on one of the student's skills in your field experience. A rubric will be provided.

SLO # 1, 3, 5, 6, & 7; SPED Standards I-VII, X; Teacher Standards 1-A-i & 2-B-ii; PPR Standards 1-1.4k, 1.14k, 1.16k, 1.2s, 1.7s, 2-2.18k, 3-3.5k, 3.7k, 3.15k, 3.16k, 3.1s, 4-4.13k; InTASC Standards 1, 3-5, 7

Modules and activities

- *Fat City* reflection (2 pts.) SLO # 1, 3, & 7; SPED Standard VI
- *Task analysis – in-class activity* (2 pts.) SLO # 1; SPED Standards IV & VI
- *Dyslexia* modules (2 pts.) SLO #8
- *Levine* modules and activities (2 pts.) SLO # 1 & 7

Quizzes: (10 pts.)

Chapter quizzes will be given periodically, both announced and unannounced. No make-up exams will be provided. Points may vary on each quiz.
SLO # 1-8; SPED Standards I – X

Final Exam: (10 pts.)

A cumulative final exam will be given at the end of the semester
SLO # 1-8; SPED Standards I – X

Professionalism: (5 pts)

Attendance, punctuality, preparedness, and active participation are expected. You are expected to demonstrate the attitudes and dispositions of a capable, competent, and caring professional educator. Represent yourself, the Teacher Education Program, and the University in the best light possible. Follow the TEA Code of Ethics that you agreed to uphold.

All work will be word-processed, double-spaced, 12 point font, and front side only. Please do not turn in hand-written work unless specified. Use person-first language in all documentation. Ensure that your work has correct grammar, mechanics, structure, and clarity. Points will be deducted for these errors. Please someone to proofread your work prior to submission. Staple all work of two or more pages. Do not use folders or sheet protectors.

Grading Criteria		Grades will be assigned at the end of the semester on the following basis:
Quizzes	10	100-90 = A
Field experience	20	89-80 = B
Resource file	37	79-70 = C
Transition skills/obj./lesson plan/ instruction	10	69-60 = D
Exam	10	59 > F
Levine modules	2	
Dyslexia modules	2	
Task analysis	2	
F.A.T. City	2	
Professionalism	5	
TOTAL	100	

Posting of Grades

Grades will be posted on Canvas. Grades will be generally posted one week after the assignment is submitted, depending upon the assignment. This timeline does not apply to late work. The instructor is not responsible for assignments that are not collected during the class period they are returned.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar: The calendar will appear in a separate document.

TECHNOLOGY REQUIREMENTS AND SUPPORT:

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES:

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately.

You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

University Library.

- The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
- Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES:

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Field Experience: Texas A&M University-Central Texas students working toward becoming teachers are guests in the schools in which they are placed. When you are at a local school, you will remove facial and/or multiple ear piercings. You will be clean and follow the rules of good hygiene. You will dress professionally. *Remember, every time you are in a school, you are on an interview.*

Attendance and Late Work Policy:

Attendance: Professional behavior and commitment to teaching are the expectations. Attendance and punctuality are required. It is not possible to make up the work missed during the class period since it involves interactions of students, instructor, and content.

Three class absences for any reason may result in lowering the final grade by a letter grade. Four or more absences may result in failure of the class. Tardies may result in the loss of professionalism points. Four (4) times a student is tardy or out of the classroom for 15 minutes or more is equal to one absence. Students missing class are responsible for notes, handouts, assignments, and any changes in schedules. Your commitment to becoming the best teacher possible includes regular, timely attendance and participation.

Late Work: Work is due according to the course calendar. No late work will be accepted except under extenuating circumstances of which are communicated directly to the professor in a timely manner. If an extension is granted, the late work may be subject to a deduction of points of 10% each day past the due date. If the late assignment is due on Canvas, the assignment date may not be reopened. Supplemental assignments are not available.

Class Participation: Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class. You are expected to read before the class session, actively participate in classroom assignments and discussions, and fully participate in online work. Any in-class presentations and activities cannot be made up.

The use of technology, including cell phones and other electronic devices, can enhance learning and the educational experience; however it can also become a distraction to the learning task at hand. Off-task technology usage will result in deduction in professionalism points.

Cell phones may be a beneficial tool in the classroom. They may also be a distraction. I may ask you to use your phones in class intermittently. If you must have your cell phone out during class on a consistent basis, place and leave it face down on the table. If you choose to use your cell phone at an inappropriate time, you choose to disrespect others and to lose professionalism points.

This syllabus is subject to change.

Competency and Goals Statements:Special Education EC-12 Standards

Standard I:* The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Standard II:* The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard III:* The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard IV:* The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard V:* The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard VI:* The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard VII:* The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard VIII:* The special education teacher understands assistive technology as defined by state and federal regulations.

Standard IX:* The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Standard X:* The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Teacher Standards

(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.

(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.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(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.

(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.

(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).

TEA Pedagogy and Professional Responsibilities Standards (EC-Grade 12) (PPR)

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)

- 1.2k the implications of students' developmental characteristics for planning appropriate instruction;
- 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of ~~English language learners~~;
- 1.7s exhibit appropriate knowledge of a subject to promote student learning

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)

- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.18k appropriate responses to a variety of student behaviors and misbehaviors.
- 2.21k procedures for ensuring safety in the classroom

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III. Competency 007-010)

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.14k how to use constructive feedback to guide each student's learning.
- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.
- 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)

- 4.2k appropriate ways for working and communicating effectively with families in varied contexts.
- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse); legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community)

InTASC Standards

The Learner and Learning

Standard 1: Learner Development:

The teacher understands how learners grow and develop, recognizing that patterns of learning and development may vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences:

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.

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.

Content Knowledge

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.

Standard 5: Application of the 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.

Instructional Practice

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 and learner's decision-making.

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.

ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

The following calendar is proposed and scheduled to change **without notice**.

Date	Description
August 26, 2019	Classes Begin for Fall Semester
August 26, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-week
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-week Classes with No Record
September 11, 2019	Deadline to drop 16-week Classes with No Record
October 1, 2019	Deadline for Teacher Education and Professional Certification Applications
October 4, 2019	Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)
October 15, 2019	Deadline for Clinical Teaching/Practicum Applications
October 18, 2018	Classes End for First 8-week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 22, 2019	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 25, 2019	Deadline for Graduation Application for Ceremony Participation
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 4, 2019	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 12, 2019	Registration opens for all students for the Spring Semester
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)