

EDUC 4331 110
Curriculum & Instruction for Secondary Teachers
CRN 80150
Fall 2022
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course meets face-to-face on Monday/Wednesday from 11am-12:15 pm in Warrior Hall Room 305, from August 22, 2022 to Wednesday December 14, 2022, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System <https://tamuct.instructure.com/>

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Linda Black, PhD
Office: WH 322P
Phone: 832-372-7640 (cell)
Email: linda.black@tamuct.edu

In Person Office Hours: MW 10-10:45 am; 2-5 pm
Tuesday 12:30- 3 pm
Online Tuesday 5-5:45 & 8:30-9 pm
Thursday By appointment

Student-instructor interaction You may meet with me during scheduled office hours or by appointment. Often, multiple students ask the same questions via email. In these instances, I typically respond through Canvas in an announcement to clarify concerns for the entire class. I respond to emails within 24 hours. Whether texting or leaving a voice mail, please tell me your name and which class you are taking. I usually respond to phone calls or text messages the same day, unless in a meeting or at a conference.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com]. To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below: o iPhone/iPad:

[<https://apps.apple.com/app/safezone/id533054756>] o Android Phone / Tablet
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]

2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University website

[<https://www.tamuct.edu/covid19/>]

COURSE INFORMATION

Course Overview and Description

Examine students in learner-centered schools. Study lesson planning, lesson cycles, learning styles and strengths of diverse learners, learner-centered instructions and strategies, brain-based learning, cooperative learning, assessment (EDUC 4317), classroom management (EDUC 4332), integration of technology, TEKS and the state-adopted curriculum. Examine the relationship between the state-adopted curriculum, learner-centered proficiencies, and best practices. Field experiences are required (**Field experiences will be completed in EDUC 4332**).

Prerequisite: Admission to Educator Preparation Program.

Course Objectives

Upon completion of this course students will understand and be able to implement the elements of effective instruction. Upon successful completion of this course, the pre-service teacher will:

1. Know the lesson cycle and how it relates to lesson planning.
2. Know how to use the Texas Essential Knowledge and Skills in lesson planning.
3. Know how to write effective lesson plan objectives.
4. Know the importance of how and when to utilize Bloom's taxonomy.
5. Know the various types of assessments and their uses (In EDUC 4317).
6. Know and apply best practices of teaching.
7. Know how to implement technology in the classroom.

Student Learning Outcomes:

1. The student will be able to design instruction appropriate for all students that reflects an understanding of relevant content that is based on continuous and appropriate assessment.
2. The student will 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.
3. The student will 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.
4. The student will 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. (**In EDUC 4317**).

5. The student will use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

6. The student will acquire, analyze, and manage content from digital resources.

Competency Goal Statements- Pedagogy and Professional Responsibilities (PPR), state certification standards

<https://tea.texas.gov/sites/default/files/PPR%20EC-12%20Standards.pdf>

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.

Standard II. *The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

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.

Standard IV. *The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

ISTE Technology Standards

1. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

2. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

3. Educators inspire students to positively contribute to and responsibly participate in the digital world.

4. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

5. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6. Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

7. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Required Textbook

For all students:

Doyle, T. & Zakrajsek, T. 2nd Edition. (2019). *The new science of learning: How to learn in harmony with your brain, 2nd Edition*. Sterling, Virginia: Stylus Pub. ISBN 978-1-62036-657-8

For different majors:

Johnson, M., Kay, M., & Stuart, D. (2022). *Answers to Your Biggest Questions about Teaching Middle & High School ELA*. California: Corwin. (**For ELA majors only) ISBN 9781071858042

Dillon, F., Perry, A. Cheng, A. & Outzs, J. (2022). *Answers to Your Biggest Questions about Teaching Secondary Math*. California: Corwin. (**For MATH majors only) ISBN 9781071870792

Haydn, T. & Stephen, A. (2022). *Learning to Teach History in The Secondary School*. New York: Routledge. ISBN 978-0-367-18338-3 (** For History majors only)

Suggested Readings (Optional)

- Armstrong, T. (2017). *Multiple Intelligences in the Classroom*. Alexandria, Virginia: ASCD.
- Jones, L. A. (2005). *The Cultural Identity of Students: What Teachers Should Know*. *Kappa Delta Pi Record* 2005 (Summer): 150-151.
- Martinez, M. E. (2010). *Human memory: The Basics*. *Phi Delta Kappan*, v9, n8: 62-63.
- Sousa, D. A. (2016). *How the Brain Learns*. Thousand Oaks, CA: Corwin.

Course Requirements/Assignments/Assessments

a. Authentic Assessment, Course Design: *Getting to Know You* Sheet (100 pts.)- Students will complete a *Getting to Know You* sheet for themselves (50 pts.) and share with the class, as well as create a *Getting to Know You* sheet for a future classroom (50 pts.). ****Supports the Dept. of C&I Goals #2, 4, & 10, Student Learning Outcomes #5, PPR State Standard II, and ISTE Technology Standards 7a, 7b, 7c.**

b. Formative Assessments (100 pts.)- Students will complete various types of formative assignments to process and reflect on learning gained from homework assignments, textbook readings, classroom instruction and discussion, and collaboration with peers. ****Supports the Dept. of C&I Goals #1, 2, 3, 4, 7, Student Learning Outcomes #1, 3, 4 and 6, PPR State Standards, and ISTE Technology Standards 1a.**

c. Analysis of Videos about Curriculum Theories (80 pts.): Each student will identify and analyze a video from the Internet about the following curriculum terms: student-centered classroom and differentiated instruction. Part of the analysis should reflect on the usefulness of the video to the student in expanding or deepening his/her understanding of the particular curriculum term. ****Supports the Dept. of C&I Goals #3, 6, & 7, Student Learning Outcomes #2 & 6, PPR State Standards I & III, and ISTE Technology Standards 1b & 5a.**

d. Authentic Formative Assessment- Parts of the Instructional Design Plan throughout the semester (350 pts.) Each student will create the following parts of an instructional design plan to be assessed separately: a curriculum map (scope and sequence) (50 pts.), one unit plan (100 pts.), three detailed lesson plans (150 pts.) and a reflection on planning (50 pts.). These assignments will be reviewed by the course instructor as well as the student's cooperating teacher in EDUC 4332 field experience, if possible, for feedback and revision. ****Supports the Dept. of C&I Goals #1, 2, 3, 4, 7, Student Learning Outcomes #1, 3, 4 and 6, PPR State Standards, and ISTE Technology Standards 1a, 5a, 5b, 5c.**

As part of the Instructional Design Plan, students are required to list the appropriate standards from ALL three of the following state of Texas educational standards:

- (1) Texas Essential Knowledge Skills (TEKS), (2) English Language Proficiency Skills (ELPS) and (3) College Readiness Skills (CCRS)** are available at:

http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785

e. Three Course Assessments over Curriculum & Instruction Information (200 pts.)- Each student will be assessed over coursework at mid-term, over Bloom's taxonomy, and a final exam at

the end of the semester. ****Supports the Dept. of C&I Goals #1, Student Learning Outcomes #3, PPR State Standards #1 & 3, and ISTE Technology Standards #1, 4, &5.**

f. Summative Assessment: Project-Based Learning for A Future Classroom (100 pts.)- Students will design a project for their future classroom that includes elements of project-based learning, hands-on active engagement, differentiates for more than one modality or multiple intelligence, and promotes relevance to students' lives. This will include student directions and a rubric for evaluation, as well as an informal class presentation of the project. Students may work individually, with a partner or in a group. Feedback will be provided by peers, the instructor, and the mentor, if possible. ****Supports the Dept. of C&I Goals #1, Student Learning Outcomes #3, PPR State Standards #1 & 3, and ISTE Technology Standards #1, 4, &5.**

g. Digital Literacy for Curriculum & Instruction Resources (100 pts.)- Working with a partner or group in the same content area, students will identify and annotate a list of ten digital teacher resources for use in their future classrooms. ****Supports the Dept. of C&I Goals #2 & 7, Student Learning Outcomes #2 & 6, PPR State Standards #3, and ISTE Technology Standards #1a, 1b, 1c, 4a, 4c, 5a, 5b, 5c.**

h. Class Participation (100 pts.) Each student is required to participate in class through discussion, collaboration, active listening, and teaching. ****Supports the Dept. of C&I Goals #1, 2, 4, 6, 9, 10 and Student Learning Outcomes #1, 3 & 6.**

i. Professional Growth Opportunities (20 pts. each)- Just as professional educators have the opportunity for continued professional growth, students will be given the opportunity to extend, elaborate, and apply their classroom learning to two educational experiences outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. ****Supports the Dept. of C&I goal #11.**

Summary of Course Grades

Getting to Know You	100 pts.
Formative Assignments	100 pts.
Analysis of Videos	100 pts.
Two Quizzes & Final Exam	300 pts.
Parts of an Instructional Design Plan	350 pts.
Project for Future Class	100 pts.
Digital Literacy List of Resources	100 pts.
Class Participation	100 pts.

Grading Criteria Rubric and Conversion

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
Below 60%	= F

Posting of Grades

Grades from assessments will be posted within seven working days, unless it is a major assignment. Posting of grades for major assignments will be discussed in class.

Grading Policies

Quality of Assignments- High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.). All assignments are to be submitted in a timely, professional manner. This includes use of English, correct grammar and spelling, and appropriate formatting. Remember that the quality of work you present reflects your desire to be a professional educator. **All submitted work should be typed unless otherwise noted.**

Late Work Policy- Missed exams and quizzes may only be re-scheduled in cases of excused absences and must be made up within 2 weeks of the original date. Late work will be accepted for no penalty for university-excused absences. For other late work due to extenuating circumstances, please speak with the professor privately.

Course Outline and Calendar

Week	Topics/Articles/Text Readings/Assessments
Aug. 22/24	Syllabus & course expectations; key teaching skills of effective 21st century teachers; Teacher's role in 21st century classrooms, constructivism, active/passive learning, student-centered/teacher-centered classrooms, scaffolding.
Aug. 29/31	Analyze video of novice teacher; Read & discuss research about learning & memory <i>New Science of Learning</i> text pp 7-10, 100-102, 105-106, 108-110.
Sept. 5	LABOR Day Holiday
Sept. 7	Jigsaw activity <i>Human Memory</i> ; Review for Quiz, Explain digital resource list assignment: Review PPR type multiple choice questions
Sept. 12	QUIZ ; Sensory learning/modalities and <i>New Science of Learning</i> text pp 65-78;
Sept. 14	Use this day to complete hours with your mentor.
Sept. 19/21	Multiple Intelligences, and <i>New Science</i> text Ch. 5 Patterns in Learning; Bloom's taxonomy and its application.
Sept. 26/28	State standards: TEKS, ELPS, CCRS, Cross Disciplinary; Differences between goals, objectives & SE's (student expectations) for instructional planning; Instructional Design Plan assignment; Curriculum map/scope & sequence assignment.
Oct. 3/5	QUIZ Bloom's taxonomy; Lesson plan assignment to teach in your mentor's class; Differentiated instruction;
Oct. 10/12	Curriculum Map due ; Designing unit plans; common parts of a lesson cycle
Oct. 17/19	One Unit Plan due ; Types of lesson models- direct instruction & interactive presentation;
Oct. 24/26	Lesson models: 5E & interactive lesson models; videos of lesson models.
Oct. 31 Nov. 2	Opening & closing a lesson; Steps to creating a lesson; Lesson plan assignment to teach in your mentor's class;
Nov. 7/9	Grouping & cooperative learning; Project-based learning and Project Assignment

Nov. 14/16	Conference about lessons taught in mentor's classroom; Initial draft of project assignment
Nov. 21/23	THANKSGIVING
Nov. 28/30	Project Assignment for your Future Classroom Due
Dec. 5	Review for final exam;
Dec. 7	*Final Exam- human memory & learning, modalities, Multiple Intelligences, differentiated instruction, state standards, lesson models, grouping & cooperative learning, lesson design, direct instruction, scaffolding.

Important University Dates

http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/

University Closed- Thursday Nov. 11 Veteran's Day, Nov. 26-27 Thanksgiving

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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

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 Warrior Center for Student Success, Equity 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]

Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request [Dynamic Form](#) In Warrior Web.

Faculty 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. All academic misconduct concerns will be referred 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].

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

[Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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, 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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu. To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WConline <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any

assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OPTIONAL POLICY STATEMENT

University Library

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here:

<https://tamuct.libcal.com/appointments/?g=6956>

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>

OPTIONAL POLICY STATEMENTS

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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral 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.

OTHER POLICIES

Class Attendance

Regular, punctual attendance, documented participation, and submission of completed assignments are expected at all classes, field experience, and other activities for which the student is registered. Failure of students to adhere to these requirements may influence the course grade, financial assistance, and/or enrollment status. Students may be excused from attendance for reasons such as health/medical reasons, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Make-up work must be completed as soon as possible after returning from an absence.

A. Personal Days-Students are expected to attend all classes, arrive on time, sign in, and actively participate in class, including online courses. Students are allowed **two "personal days" of absence that they may take at their discretion, but only with prior notification**. You may notify the instructor by phone, email, or during class time.

B. Excused Absences-You also have officially excused university days available to you that are covered under university policy- health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

C. Unexcused absences- If there is a situation for an absence beyond your two personal days, please communicate with your instructor. **It is YOUR responsibility to NOTIFY the instructor of your absent.**

D. Tardies- Two tardies of over 20 minutes late will count as one absence, unless there are extenuating circumstances. This is the same rule as in Clinical Practice (Student Teaching).

Mobile technology: Please turn off any mobile phones prior to the beginning of class unless we are using them to complete a class assignment. If you are expecting an important call during class time, please inform the instructor before class.

Code of Ethics for Texas Educators

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall

respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evalu

[ation-FAQs/](#).

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas.

Participation, Personal Responsibility and Professional Dispositions

Stay in Touch with the Instructor

Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important and rewarding job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students' lives. There is much to do to prepare for taking on the demands of leading a classroom so we ask you to put in your best effort. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that's a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

Discussions

Discussions will take place with class members outside of class and during class. I expect you to share your ideas, listen to and try to understand the ideas of others, ask each other questions about the topic of discussion and ideas shared, build on each other's ideas, cite examples from the texts or your experiences to support your ideas, and treat each other with respect. As a participant in discussions, do what you can to encourage your peers to participate, move the discussion forward, and make the classroom safe for different perspectives.

Consider the following behavioral practices to support active listening as you participate in class: Good practice includes looking at the person who is talking to you; making an effort to hear the exact words the speaker is saying; reflecting back what you hear; responding to others' ideas by extending, supporting, or challenging those ideas with your own thoughts; using specific examples from course readings to support your ideas or connect to the ideas of others; and use nodding or other signs to show that what a classmate says matters.

Some cautions to avoid include interrupting before the person has finished speaking, being preoccupied with other things, conveying immediate disagreement or impatience by how you look at the person, or quickly suggesting other perspectives without understanding those of the speaker.

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