EDUC 4317

Assessment & Interpretation for Secondary Teachers

CRN

Fall 2022
3 credit hours
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management system https://tamuct.instructure.com/. This course begins August 29, 2022, and ends December 9, 2022. All materials are made available online through the A&M-Central Texas Canvas Learning Management System https://tamuct.instructure.com/.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Janet Tareilo Ed.D.
Office: NA
Phone: 936-414-6563 (cell)
Email: j.tareilo@tamuct.edu

Online Office Hours: By appointment. Email for times.

Student-instructor Interactions
Students are welcome to send an email at any time for academic support, questions, or concerns. In the case of students having the same questions or concerns, an email will be sent to all class members via email. A response will be sent within 24 hours. In the case of phone calls or texts, please leave a message that includes the student's name and return call information. Texts and phone messages will be responded to within 24 hours.

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

Downloading SafeZone allows access to push notifications and enables students to connect directly for help through the app.

Students can download SafeZone from the app store and use myCT credentials to log in. If more information is needed, visit the SafeZone website, www.safezoneapp,com.

To register SafeZone on a phone, please follow the following directions:
    1.   Download the app from your phone using the links below:

iPhone/iPad: https://apps.apple.com/app/safezone/id533054756
Android/Tablet: https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp
2. Launch the app and enter the myCT email address (name@tamuct.edu)
3. Complete the requested profile information and accept the terms of service.

COVID-19 SAFETY MEASURES

Updated COVID information can be found at https://www.tamuct.edu/covid19/

COURSE INFORMATION

Course Overview and Description
EDUC 4317. Assessment and Interpretation for Secondary Teachers. 3 Credit Hours.
This course is for students seeking a secondary certification to examine technology-driven design to include the implementation of effective assessments, student data collection, analysis, interpretation, and communication aligned to learning goals for a diverse student population. The objective of this course is for the secondary pre-service teachers to be able to demonstrate the ability to effectively collect, analyze and communicate student data for continuous teaching and learning of diverse students.

Prerequisite: Admission to Educator Preparation Program.

Course Objective
The objective of this course is for secondary preservice teachers to be able to demonstrate the ability to effectively collect, analyze, and communicate student data for continuous teaching and learning for diverse students.

Student Learning Outcomes (SLOs)
Upon completion of this course, the preservice teacher will be able to:
      1. implement strategies to communicate timely, high-quality feedback;
      2. demonstrate teacher flexibility and responsiveness;
      3. utilize effective questioning strategies and how to lead student discussion;
      4. design and implement appropriate assessment strategies based on characteristics and needs of all students;
      5. differentiate and apply formal and informal methods of assessment;
      6. plan learning experiences that provide students with developmentally appropriate opportunities to show content mastery;
      7. demonstrate how to align assessment to learning goals;
      8. model how to monitor student progress to include the use of multiple assessment;
      9. explain how to involve all students in self-assessment activities;
      10. demonstrate how to interpret student data;
      11. plan how to adjust instruction according to individual and group data;
      12. demonstrate how to reflect on own practice and create an action plan for improvements; and
      13. identify how to use technology to communication, collect and organize data.

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

McMillan, J. H. (2018). *Classroom assessment: Principles and practices that enhance student learning and motivation* (7th ed.). Pearson.
*Several required readings will be posted on the course website throughout the course.

Suggested Readings
1. Reeves, D. (2018). *From differentiated instruction to differentiated assessment.* http://www.ascd.org/ascd-express/vol6/620-reeves.aspx
2. Tomlinson, C., & Moon, T. (2013). Pre-assessment: Knowing where students are as a unit begins. In *Assessment and Student Success in a Differentiated Classroom.* Alexandria, VA: ASCD.
3. Unruhe, S. W. (2008). How Estelle failed lunch duty in *Mathematics Teacher, 101*(7), 484-485.
4. Videos: "Checking In with Questions"
   "Designing Leveled Questions"
   "Writing High Order Questions"

Course Requirements/Assignments/Assessments

Assignment	Dept. Goals	SLO's	State Standards	ISTE Standards	Possible Earned Pts.	Assignment Form
Mid-term	1	3	1/3	1/4/5	100	
Final	1	3	1/3	1/4/5	100	
Guided Readings (4)	1	3	1/3	1/4/5	100	Form A
Questioning Strategies	1	3	1		50	Form B
Authentic Assessment Portfolio	1/2/4/7	1/3/4/6	1/3	1a/5a,b.c	100	Form C
Analysis of Videos	3/6/7	2/6	1/3	1b/5a	100	Form D
Prof. Growth (2) Opportunities	1/11				40	Form E
Data Analysis	5/7	10/11/13	1	7a,b,c	50	Form F
Case Studies (3)	1	3	1/3	1/4/5	60	Form G

Course Assessments: Each student will be assessed over the course work by completing a mid-term and final exam.

Guided Readings: Each student will complete **5** study guides for certain chapters in the text and complete written reflections on learning gained from other assignments (Form A).

Questioning Strategies: After reading an article about questioning strategies and practicing categorizing levels of questions, students will observe their mentor teacher, identifying questions he/she asked in a lesson, and then will categorize the questions according to different levels. (Form B)

Authentic Assessment Portfolio: Each student will develop **4** assessments that reflect appropriate TEKS, ELPS, and CCRS standards. (Form C)

*One pre-assessment for your first teaching lesson with your cooperating teacher.
*One traditional mini-summative assessment (test)
*The modified version of your mini-summative assessment.
*One project-based assessment for your content area (rubric).

Analysis of Videos: Each student will identify and analyze **5** videos using Internet sources for each of the following assessment terms: (1) pre-assessment; (2) formative assessment; (3) summative; (4) project-based assessment; and (5) purpose of reflection. (Form D)

Professional Growth Opportunities: Each student will participate in at least **2** activities outside of the classroom setting that encourages continued professional growth (faculty meetings, parent events, etc,). (Form E)

Analysis of Data from Assessment in Field Experience: Working with their mentor teacher, each student will collect and analyze data from a classroom assessment in their field experience, using available technology. Then, they will make recommendations for further instruction and/or remediation based on the data and students' needs. (Form F)

Case Studies: Using the case studies found in the required text, each student will choose **3** case studies and complete an analysis of those cases. (Form G)

Grading Criteria Rubric and Conversion
Each assignment has an amount of possible earned points. Letter grades are assigned based on the possible points that can be earned.

   A - 630 - 700 earned points (90% - 100%)
   B - 560 - 629 earned points (80% - 89%)
   C - 490 - 559 earned points (70% - 79%)
   D - 420 - 489 earned points (60% - 69%)
   F - 350 - 419 earned points (Less than 50%)

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

Expectations for Assignments
All submitted assignments should
   ● demonstrate professional standards,
   ● demonstrate use of correct grammar and spelling,
   ● demonstrate the use of higher order thinking skills.
   ● completed by the assigned due dates, and
   ● submitted as Word documents.

Late Work, Missed Assignments
In the event that an assignment can not be turned in on time, the student should contact the professor.

Tentative Calendar - EDUC 4317
Fall 2022

Week/Date	Discussion/Topic	Readings	Assignment Due

1
August 24
	Introductions
	Review of Syllabus
	Explanation of Course
	  Expectations
	Discussion: What is the
	meaning of assessment?
		McMillan Text: Chapter 1
		  Review Exercise p. 487	

2
August 31
	State Standards
	Cognitive Learning
	  Standards
	Bloom's Taxonomy
	Impact on Instruction
		McMillan Text: Chapter 2
		  Review Exercise
		  pp. 488-489	

3
September 7
	Assessment Methods
	Validity
	Reliability
	Fairness
	Summary
		McMIllan Text: Chapter 3
		  Review Exercise
		  pp. 489- 490
			Video 1 (form D)

4
September 14
	Formative Assessments
	Nonverbal Behaviors
	Effective Feedback
		McMillan Text: Chapter 4
		  Review Exercise
		  pp. 491- 492
			**Case Study #1
			(form G)**

5
September 21
	Summative Assessments	McMillan Text: Chapters 5&6
		  Review Exercises
		  pp. 492-494
			**Questioning Strategy
			(form B)**

6
September 28
	Test Construction
	Review of Sample Tests
		McMillan Text: Chapters 8&9
		  Review Exercises
		  pp. 495-496
			**Prof. Dev. #1
			(form E)**

7
October 5
	Performance
	Assessments
	Noncognitive Skills
		McMIllan Text: Chaps.10&12
		  Review Exercises
		  pp. 497-498
		  pp. 500-501
			Video 2 (form D)

8
October 12
	Portfolios	McMillan Text: Chapter 11
		  Review Exercises
		  pp. 498-499
			**Case Study #2
			(form G)**

9
October 19
	Modifying Assessments
	Diverse Learners
		McMIllan Text: Chaps 13&14
		  Review Exercises
		  pp. 501-504
			Mid-Term

10 October 26	Grading and Student Performance	McMillan Text: Chapter 15 Review Exercise pp. 504-505	**Video 3 (form D)**
11 November 2	Use of Technology	TBD	**Data Analysis (form F)**
12 November 9	Real World Assessments - Student Choice	TBD	**Prof. Dev. #2 (form E)**
13 November 16	Real World Assessments - Student Choice	TBD	**Case Study #3 (form G)**
14 November 23	THANKSGIVING WEEK		**Video 4 (form D)**
15 November 30	Student Led Discussion Reflection	Student Choices	**Portfolio Assessment Due**
16 December 7	Final Exam		**All Guided Readings Final Exam**

Important University Dates - Please use the address below for these dates.

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

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]
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 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 Canvas page (log-in required)
[https://tamuct.instructure.com/courses/717]

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, working with others in an unauthorized manner, 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 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].
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].

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].

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.

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]. 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

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) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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
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. For the Fall 2021 semester, 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 at 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 by making an appointment via WCOnline at 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.

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].

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].

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 and Procedures

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. Copyright. 2020 by Linda Black at Texas A&M University-Central Texas, College of Education; 1001 Leadership Place, Killeen, TX 76549; 254-519-5795, linda.black@tamuct.edu.

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.

> **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.

> **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 absence.**

> **Class Times:** Class begins at 6:00pm on every Wednesday and ends at 8:00pm. All students are expected to be in class on time and remain for the entire class period.

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.

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 are 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_Evaluation-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.texes.ets.org/registrationBulletin/ <http://www.texes.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 online 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 these behavioral practices and cautions 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; 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.