

**SPED 4363-120, Course 80593, Teaching Learning Disability**  
**Fall 2023**  
Texas A&M University-Central Texas

**COURSE DATES, MODALITY, AND LOCATION**

This course is a blended course, which means there will be days when we meet in-person and some days when we will meet virtually through Canvas [<https://tamuct.instructure.com>]. Course dates are located on calendar.

**TTh 4:30-5:45 Rm. 316 (We will meet face-to-face on days designated on calendar)**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Steven A. Maddox

**Office:** WH 3220

**Phone:** 512-924-6583

**Email:** [steven.maddox@tamuct.edu](mailto:steven.maddox@tamuct.edu)

**Office Hours:**

Tuesday/Wednesday/Thursday: 1:00pm-4:00pm and by appointment.

**Student-instructor interaction**

I will respond to email sent to the above email account and/or Canvas to messages sent through a myCT email account. You may expect a response to your email message within 24 to 48 hours except on weekends. You may also call at the above number or make an appointment during my office hours.

**WARRIOR SHIELD**

**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](http://www.safezoneapp.com) website [[www.safezoneapp.com](http://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): [<https://apps.apple.com/app/safezone/id533054756>]
  - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)  
[<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/)  
[https://www.tamuct.edu/covid19/]

## **COURSE INFORMATION**

### **Course Overview and description**

Course description: Learning disabilities are examined with emphasis on history, definition, causation, and characteristics. Content includes teaching methods for language, academic, and social skills as well as effective inclusive practices. Strategies for successful collaboration with parents, paraprofessionals, and general education teachers are studied.

### **Course objectives/Course understandings:**

The student will develop a basic understanding of the needs of students with learning disabilities. The student will define appropriate inclusionary and non-inclusionary strategies and practices for students with learning disabilities.

### **Student Learning Outcomes (SLOs)**

The learner will:

1. Develop appropriate IEP goals and objectives for students with learning disabilities.
2. Demonstrate how to organize a special education classroom for instruction.
3. Demonstrate how to document progress on IEP goals and objectives.
4. Demonstrate collaboration strategies with general education teachers.
5. Utilize technology ethically and legally.

### **Competency and Goal Statements:**

Special education standards are found at the end of the syllabus.

### **Required Reading and Textbook(s)**

Required text

1. Boyle, J. R., & Scanlon, D. (2019). *Methods and strategies for teaching students with high incidence disabilities: A case-based approach* (2<sup>nd</sup> ed.). Cengage Learning, Inc.

Suggested resources

1. Winebrenner, S. (with Kiss, L. M.). (2014). *Teaching students with learning difficulties in today's classrooms* (3<sup>rd</sup> ed.). Free Spirit Publishing.

## **COURSE REQUIREMENTS – (Rubrics will be on Canvas)**

- Quizzes (5 quizzes @ 5 points each = 25 points total): Complete quizzes on material you have read and what we have covered in class. (SLO 1-5)
- Final Exam Activity (30 points): Construct three tangible, hands-on activities for students with disabilities. One will be in an academic content area, one will be an emotional or behavioral activity, and the third will be a classroom management activity. You must write an objective for each activity, and **AT LEAST ONE** activity must contain a technology component. You will present each of your activities, teaching our class how

to complete, create, and conduct these activities. Further instruction will be provided (SLO 1-5)

- Films (10 points): Watch and reflect on the following films. Prompts and rubrics will be provided in Canvas. (SLO 1-5)
  - *It's so Much Work to Be Your Friend*
  - *Last One Picked, First One Picked On*
- IEP Development Workshop (25 points): Given a hypothetical student's evaluation data, each pre-service teacher will develop an IEP that provides their hypothetical student with a free and appropriate public education (SLO 1, 4)
- Participation and Professionalism (10 points): Professionalism includes but is not limited to:
  - Attending class and attending to class
  - Being prepared for class by reading the chapters and answering chapter questions
  - Actively participating in class
  - Completing and submitting assignments on time
  - Communicating appropriately with your professors, your colleagues, and other professionals at the appropriate times and in a timely manner
  - Following the TExES Code of Ethics and the TAMUCT Student Code of Ethics and the standards, policies, and requirements stated throughout the syllabus
  - Work that is turned in should be typed, double-spaced, and only printed one-sided
  - Use person-first language in all assignments and communications, written and spoken (i.e., state the person before the disability or condition)
  - Always proofread and use correct grammar, mechanics, structure, spelling, and clarity in written and spoken assignments and communications

Assignment	Points	Due date	Grading Conversion
Quizzes (5 @ 5 points each)	25	See class schedule	A = 89.5 – 100
It's So Much Work to Be Your Friend	5	10/19	B = 79.5 – 89.4
Last One Picked, First One Picked On	5	11/30	C = 69.5 – 79.4
Final Exam Activities	30	12/12 – 12/14	D = 59.5 – 69.4
IEP Development Workshop	25	12/14	F = $\leq$ 59.4
Participation & Professionalism	10	12/14	
<b>Total</b>	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.

### Grading Policies

**Late Work:** Work is due according to the course calendar. No late work will be accepted except under extenuating circumstances which are communicated with the professor in a timely manner. If an extension is granted, the late work may be subject to

deduction of points of 10% each day past the due date. If the assignment is due on Canvas, and it is late, the assignment date will not be reopened except in extenuating circumstances. Supplemental assignments are not available.

### COURSE OUTLINE AND CALENDAR

DATE	OBJECTIVE/TOPIC	Assignment due
8/29 In-person	Introductions Syllabus What are High Incidence disabilities? How to meet the academic needs of students with HI	Read Ch. 1 of Boyle Read Ch. 2 of Winebrenner
8/31 Online	Service placements Special Education laws and regulations	
9/5 In-person	How we “Plan, Teach, and Monitor” students with HI Addressing students’ needs in General Education	Read Ch. 2 of Boyle
9/7 Online	Collaboration and Co-Teaching Research-based instructional approaches for SPED Peer Tutoring and Cooperative Learning	
9/12 In-person	Fostering School-Family Partnerships Families and schools What is required by IDEA? How can parents get involved in SPED?	Read Ch. 3 of Boyle Read Ch. 11 of Winebrenner
9/14 Online	Transition Where do our students that receive SPED transition to? Transition planning Best practices	<b>Quiz 1</b>
9/19 In-person	Theories... what are they? Learning theories	Read Ch. 4 of Boyle
9/21 Online	Learning theories (continued) How do we use theories in our instruction?	
9/26 In-person	Oral Language Language Development	Read Ch. 5 of Boyle Read Ch. 5 of Winebrenner
9/28 Online	Reading and Writing skills How to teach Oral Language Skills	
10/3 In-person	Models and Stages of Reading Common Reading struggles of students with HI	Read Ch. 6 of Boyle
10/5 Online	How to teach Reading Incorporating Reading skills into instruction	<b>Quiz 2</b>
10/10 In-person	Why is fluency important? What is reading comprehension? Struggles encountered by students with HI Progress monitoring	Read Ch. 7 of Boyle Read Ch. 6 of Winebrenner
10/12 Online	Strategies and Techniques – Vocabulary, Fluency, Comprehension	
10/17	What is writing?	Read Ch. 8 of Boyle

In-person	Struggles encountered by students with HI How to teach handwriting	
10/19 Online	Strategies for teaching Spelling Strategies for teaching writing	<b>“It’s So Much Work To Be Your Friend” reflection due</b>
10/24 In-person	How to help students build a solid foundation in math Strategies for teaching basic mathematics	Read Ch. 9 of Boyle Read Ch. 7 of Winebrenner
10/26 Online	Addressing problem-solving and more complex math The math curriculum	<b>Quiz 3</b>
10/31 In-person	How to facilitate students’ learning Helping students make sense of lesson content	Read Ch. 10 of Boyle
11/2 CV Online	What do students need for content-area learning? What are accommodations and how do we provide them?	
11/7 In-person	Students’ organizational needs Schedules Completing assignments	Read Ch. 11 of Boyle Read Ch. 9 of Winebrenner
11/9 Online	Note-taking Test Giving Test Taking	
11/14 In-person	Technology Standards Universal Design for Learning (UDL) How are technology and learning related?	Read Ch. 12 of Boyle
11/16 Online	How can we use technology in our instruction? What evidence is available to support the use of technology?	<b>Quiz 4</b>
11/21 In-person	IEP Development Workshop	
11/23	<b>THANKSGIVING – NO CLASS</b>	
11/28 In-person	Addressing challenging behaviors Classroom management	Read Ch. 10 of Winebrenner
11/30 Online	Continue with challenging behaviors and classroom management	<b>“Last One Picked, First One Picked On” reflection due</b>
12/5 In-person	Current Issues in teaching special education	
12/7 Online	Work session for Final Exam Activity and IEPs	<b>Quiz 5</b>
12/12 In-person	<b>Final Exam Activity presentations</b>	<b>Final Exam Activities</b>
12/14 In-person	<b>Final Exam Activity presentations</b>	<b>Final Exam Activities IEP final product due</b>

**Important University Dates:** <https://www.tamuct.edu/registrar/academic-calendar.html>

## **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, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linux, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the "TAMUCT Online Canvas" tile. You will then log in through our Microsoft portal.

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

### **Canvas Support**

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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

### **Online Proctored Testing**

Texas A&M University-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 requires use of the Chrome web browser with their custom plug in installed.

### **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](mailto: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.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Warrior Center for Student Success**

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

**ADA Access and Accommodations:** Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

**Success Coaching and Peer Mentoring:** Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach [bit.ly/3q7uB50](https://bit.ly/3q7uB50) or visit WH, 111.

**Testing Services:** We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

**Tutoring and Supplemental Instruction Services:** Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability [bit.ly/43Q6wNz](https://bit.ly/43Q6wNz). You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

### **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. 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 Student Conduct Office. 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 referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas),  
[https://cm.maxient.com/reporting.php?TAMUCentralTexas].

### **Drop Policy**

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

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

### **Pregnant and/or Parenting Students Rights and Accommodations**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.



## **Title IX Rights and Reporting Responsibilities**

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or [swacc@tamuct.edu](mailto:swacc@tamuct.edu), located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or [ssa@tamuct.edu](mailto:ssa@tamuct.edu), located in founder Hall Room 317D.

## **University Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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]. 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 workspaces, 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](https://tamuct.libguides.com/index)

[<https://tamuct.libguides.com/index>]

### **University Writing Center**

Located in Warrior Hall 416 and online, 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 face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 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 [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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.

### **OTHER 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 Wellness and 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/reporting.php?TAMUCentralTexas].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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### **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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## STANDARDS OF PROFESSIONAL CONDUCT

Teachers have a responsibility for professional behavior and conduct at all times. The Teacher Education Program at TAMUCT expects high standards of professional conduct during your teacher preparation training and field-based observations. The following categories describe, in general, the expected professionalism:

- I. **Attendance and Punctuality** – Attendance and punctuality are required for all classes, tests, seminars, group meetings, small and large group collaboration, and all field-based experiences.
- II. **Professional Attitude** – Maturity and commitment to the profession of teaching is reflected by your positive attitude. Keeping a positive, professional attitude is crucially important to your course work.
- III. **Professional Communication Skills** – Professionalism in your interactions with public school and university personnel implies (1) active listening, (2) thoughtful responses, (3) appropriate written and oral communication skills, and (4) active participation in class and field-based observations. Assuming full professional responsibility also means contributing to small and large group interactions, planning sessions, and assuming an active role in your professional development when appropriate. Your professional behaviors communicate your integrity and character. These professional behaviors include how well you articulate your ideas and beliefs in facilitating instruction, the speech you use, the interactions with your peers, compliance with the school district dress and appearance guidelines, and the highest respect for teacher-student relationships. It is extremely important to respect and honor the confidentiality of all interactions with school districts, administrators, teachers, and students during your pre-practicum experience.
- IV. **Honesty and Ethical Behavior Reflecting Good Character** – It is imperative that you do not undermine your personal integrity in any way nor project that appearance in any situation.

### **TExES Competencies:**

This course will develop concepts related to the following competencies of the following TExES All Level Special Education Standards:

#### **Competency 001**

The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

#### **Competency 003**

The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

#### **Competency 004**

The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

#### **Competency 005**

The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

#### **Competency 007**

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

#### **Competency 008**

The special education teacher promotes students' performance in English language arts and reading.

#### **Competency 009**

The special education teacher promotes students' performance in mathematics.

#### **Competency 010**

The special education teacher understands the philosophical, historical, and legal foundations of special education.

#### **Competency 011**

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

#### **Competency 012**

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