

EDUC 3430 110 Learner & Learning Environment

CRN 11331

Spring 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Monday/Wednesday 5:30pm - 6:45pm

January 18, 2023-May 10, 2023

This is a 100% online course which **meets online** from 5:30pm to 6:45pm on MW, and uses 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 in Case of Emergency: Mobile - 936.414.6563

Email: jtareilo@tamuct.edu or sfadoc2006@gmail.com

Student-instructor Interaction

Please contact me through either email provided. Emails are answered within a 24-hour time period. When leaving a message, please provide your name, a short message, and the name of your class.

WARRIOR SHIELD

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

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

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

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:
 - iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - 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

COURSE INFORMATION

Course Overview and Description

This course introduces various classroom organizational strategies, offers pre-service teachers ideas for effective classroom management, and develops an understanding of the value of collaborating within the school community. The course addresses the creation of safe and supportive learning environments that foster high levels of student engagement and maximize student learning. This course should be taken in the first block of the teacher education program. **Prerequisite:** Admission to teacher education program.

Overview: Upon completion of this course, the student will be a reflective professional educator who makes effective educational decisions, including decisions about implementing an effective classroom discipline management plan that supports the creation of dynamic learning environments appropriate for diverse students' needs.

Student Learning Outcomes (SLOs)

The learner will:

- (1) communicate goals and objectives with high expectations for the community of learners.
- (2) integrate a variety of modalities to teach key concepts.
- (3) identify behavior management systems that support an environment where all students can learn.
- (4) identify routines that maximize instructional time.
- (5) plan a flexible physical environment to accommodate different needs and facilitate groupings that maximize collaboration, engagement, critical thinking, and problem solving.
- (6) create a culture that fosters respectful, supportive, positive and productive interactions for a diverse student population, to allow for a wide variety of backgrounds and experiences.

Competency Goals Statements (certification or standards)

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

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

Texas Essential Knowledge and Skills- (Required Educational State Standards)

<https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>

ISTE Technology Standards

<https://www.iste.org/standards/iste-standards-for-teachers>

Required Textbook/Materials

Romano, M., & Weinstein, C. S. (2019). *Elementary classroom management: Lessons from research and practice*, (7th ed.). McGraw Hill Education.

Sprengrer, M. (2020). *Social emotional learning and the brain. Strategies to help your students survive*. ASCD.

A computer or device equipped with a camera is essential for this course and the camera is REQUIRED to be turned on during class.

Suggested Readings (Not required)

Charles, C. M., & Cole, K. M. (20XX). *Building classroom management: Methods and models*, (12th ed.). Pearson Education.

Evertson, C. M., & Emmer, E. T. (2017). *Classroom management for elementary school teachers*, (9th ed.). Pearson Education.

Wong, H. K. (2009). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications.

Course Assessments/Requirements

a. Formative Assessment Assignments, including student reflections 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 partners and groups. All formative assignments have the opportunity for revision based upon teacher/student communication and feedback. ****Supports the Dept. of C&I goals #2, 6, 9, 10 and Student Learning Outcomes #1-6.**

b. Group/Partner Presentation (50 pts.), Chart of Discipline Theorists (50 pts.), and Quiz (50 pts.) Working with a partner/group, students will research and present information about one of the major classroom management/discipline theories (50 pts.) completing a chart of theorists/scholars (50 pts.). Quiz about the major theorists after presentation (50 pts.). ****Supports the Dept. of C&I goals #2, 6, 9, 10 and Student Learning Outcomes #1, 5 and 6.**

c. Summative Assessment Quiz over Legal and Ethical Requirements for Texas Teachers (100 pts.)- Students will complete a quiz over the legal and ethical requirements for Texas teachers including the *Code of Ethics and Standard Practices for Texas Educators*. ****Supports the Dept. of C&I goals #2, 6, 9, 10 and Student Learning Outcomes #1-6.**

d. Summative Assessment Quiz (200 pts.)- Students will complete 1 other quiz over course information and skills. ****Supports the Dept. of C&I goals #2, 6, 9, 10 and Student Learning Outcomes #1-6.**

e. Authentic Formative Assessment- Parts of the Classroom Management Plan (80 pts.) Each student will create the following parts of their future classroom management plan to be assessed separately: philosophy about classroom management, classroom procedures, rules, rewards, consequences, grading procedures, plan for the first day of school, and communicating with parents through creation of a parent letter. All formative assignments have the opportunity for revision based upon teacher/student communication and feedback. ****Supports the Dept. of C&I goals #2, 6, 9, 10 and Student Learning Outcomes #1, 3, 4 and 6.**

f. Authentic Summative Assessment- Classroom Management Plan Final Project (200 pts.) Each student will REVISE all parts of the classroom management plan and submit a fully articulated classroom

management plan for a final grade. ****Supports the Dept. of C&I goals #2, 6, 9, 10 and Student Learning Outcomes #1, 3, 4, and 6**

g. Summative Assessment- Final Exam (100 pts.)- Students will complete a final exam over course information and skills. ****Supports the Dept. of C&I goals #2, 6, 9, 10 and Student Learning Outcomes #1-6.**

h. Attendance and Professional Dispositions Evaluation (Program Requirement- Pass/Fail) At this point in each student’s professional development, the College of Education and Human Development expects pre-service candidates to demonstrate a wide range of professional dispositions, to include: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus. Each student is required to participate in class through discussion and collaboration. Based upon interaction and observation of each student during the semester, the course instructor will calculate the disposition grade. ****Supports the Dept. of C&I goals #1, 2, 4, 6, 9, 10 and Student Learning Outcomes #1, 3 & 6.**

Summary of Course Grades

Topic	Assignment	Possible Points	Rubric/ Form
Classroom Management Theories	Create a chart that details theories associated with classroom management.	25	A
Components of Effective Classroom Management Plans	Locate a listing of elements found on a classroom management plan and complete an analysis of the plan.	10	B
Critique of Classroom Management Plans	Locate an elementary and a secondary classroom management plan. Using Form C, complete a critique of the two plans.	15	C
Legal Issues Affecting Classroom Management Plans	Locate one law that is associated with classroom behaviors/discipline management and critique and impact of the law.	25	D
Legal Issues in Schools	Using various media sources, locate a current story that details current behavior issues in schools today. Be prepared to discuss the issue in class.	15	E
Formative Quiz		100	Formative Exam

Student Motivation	Using various media sources, locate a list of actions associated with motivating students.	25	F
Classroom Management Plan	Create a classroom management plan.	50	G
Classroom Management Plan Summative Assessment	Complete a folder with all assignments, a completed classroom management plan, and a course reflection.	35	H
Summative Assessment		100	Final Exam
	Total Possible Points	300	

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 usually be posted within seven working days, unless it is a major assignment. Posting of major assessment grades 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 proper use of Standard Academic 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.**

Course Outline and Calendar

Week # 1: Course Expectations; Building Relationships with Students

Week # 2: Introduction to and Characteristics of, Classroom Management; Classroom Environment.

Week # 3: Theories Related to Classroom Management

Week # 4: Legal and Ethical Issues Related to Classroom Management

Week # 5: Teacher-Student Relationships and Social Emotional Learning

Week # 6: Behavior Expectations; Classroom Rules and Procedures/Routines

Week # 7: Student Motivation; Incentives and Rewards; Preventing Misbehaviors

Week # 8: Maintaining Appropriate Behavior

Week # 9: Addressing Problem Behavior and Consequences

Week # 10: Controlling Classroom Behaviors with Classroom Activities

Week # 11: School Issues that Impact Classroom Behaviors

Week # 12: Communicating with Parents and Families

Week # 13: Student Relationships with Peers

Week # 14: Violence and Other Serious Behavior Issues; Safety Issues

Week # 15: Students with Special Needs; Designing A Classroom Management Plan

Important University Dates

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

University Closed- Spring Break March 11-19, 2023

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements- This course meets during the designated time. A computer or device equipped with a camera is essential for this course and the camera needs to be turned on during class.

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

Drop Policy

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

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be45f3-a37d46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

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. 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 Office of Student Conduct. 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].

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

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [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, 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 6 Services [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

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 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. 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 WOnline 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 WOnline 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 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) [<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, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

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

OTHER POLICIES

Class Attendance

A computer or device equipped with a camera is essential for this course and the camera needs to be turned on during class. Regular, punctual attendance, documented participation, and submission of completed assignments are expected at all classes, laboratories, 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 (if applicable), 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 if you are going to be 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).

E. LATE WORK POLICY- Missed exams and quizzes may only be re-scheduled in cases of excused absences and must be made up within two weeks of the original due date. Late work on major grades will be accepted for no penalty for university-excused absences. For other late work due to extenuating

circumstances, please speak with the professor privately. Late work of assignments worth more than 20 pts. may be accepted up to a week late by the professor with extenuating circumstances- speak with your instructor.

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_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.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.

Participation and Discussions

Discussions will take place in groups, as a whole class, and ONLINE. 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. **Participation is a required part of this course, even though the class is online. A computer or device equipped with a camera is essential for this course and the camera needs to be turned on during class.** 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 best practices 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.¹

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 (2021) by DR. Linda Black at Texas A&M University-Central Texas, College of Education and Human Development; 1001 Leadership Place, Killeen, TX 76549; linda.black@tamuct.edu

¹ In constructing this syllabus I drew on the ideas of several people and appreciate their good thinking and generosity: Vicki Thomas of Stephen F. Austin State University; Erik Byker of The University of North Carolina at Charlotte and Chauncey Montesano of The University of Michigan.