



**The University of Texas at Tyler  
College of Education and Psychology  
School of Education**

**EDUC 3315 Texas Schools and Students**

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I will respond to emails within 24 hours, but typically sooner. The best way to reach me is via email at [fdykes@uttyler.edu](mailto:fdykes@uttyler.edu). I check my email throughout the day Monday-Friday. On Sunday, I only check email in the evening. I do not check email on Saturday (I prioritize one day per week for family). With this in mind, if you have general questions, please email me and I will get back to you OR check our Coffee and Conversations page on Canvas where general questions are posted. If there is an emergency (see emergency guidelines below), you can call or text me between 8am to 7pm).; please do not call me outside of these hours. **The following issue qualifies as an emergency (and, as such, you can call or text me as long as it is between 8am to 7pm);**

- *You are in the middle of a one-time only test and experience an interruption or technology glitch that mandates resetting the exam.*

***Please note that the following items are NOT an emergency:***

- Questions about course content or assignments.
- Personal issues that prevent completion of course assignments.
- Technology issues accessing the course (contact IT support).
- Questions about grades or assignment feedback.

**Course Catalog Description:**

This course provides a foundation of Texas schools and students. Students will explore the Texas educational code, national policies that Texas schools must follow, and the Texas accountability system for students, teachers, and schools. Students will also examine the different characteristics of special populations and the issues associated with those students. Students will participate in 12 hours of field experience.

**Student Learning Outcomes:**

<p><b>Learning Objectives</b></p> <p><i>The student will</i></p>	<p><b>INTASC Principles</b></p>	<p><b>Texas Educator Standards</b></p>	<p><b>Activities</b></p>
<p>(1) Identify issues influencing the field of education and instruction including STAAR, TEKS, ELPS, PK Guidelines, ethics and school law.</p>	<p>1</p>	<p>3 (A)(iii)</p>	<p>Lecture, EdPuzzle, Kahoot, Quiz, Discussion</p>
<p>(2) Analyze the culture of schooling and classrooms from the perspective of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.</p>	<p>2,6</p>	<p>3 (B) (ii),</p>	<p>Lecture, EdPuzzle, Kahoot, Quiz, Discussion</p>
<p>(3) Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.</p>	<p>2,4,5,7</p>	<p>2 (B) (ii), 6 (A) ( i) (iii), (D) (i)</p>	<p>Teaching Observations</p>

**TOPICS COVERED IN THE COURSE:**

- Demographics of Texas Schools and Teachers
  - General Facts about Texas Schools
  - General Facts about Texas Public School Students
    - Examination of race, socio-economic, ability levels, mental/emotional status
- The Texas Accountability System
  - STAAR
  - A-F Grading System
  - T-TESS
  - Understanding the Texas Academic Performance Report
- Using State Standards to Guide Student Learning
  - Texas Essential Knowledge and Skills (TEKS)
  - English Language Proficiency Skills (ELPS)
  - College and Career Readiness Standards (CCRS)
  - Pre-Kindergarten Guidelines
- The Instructional Cycle
  - Use of Data

- Knowledge of Students
- Planning Lesson
  - Using formative assessment and a variety of instructional strategies
- Implementing Lesson
- Reflecting on Effectiveness and Needed Next Steps
- School Law
  - Federal Educational Rights and Privacy Act (FERPA)
  - Child Abuse Prevention and Treatment Act (CAPTA)
  - Texas Educators' Code of Ethics (Texas Administrative Code)
  - Individuals with Disabilities Education Act (IDEA)
  - Every Student Succeeds Act (ESSA)
  - Copyright Law
  - Lau vs. Nichols
  - Brown vs. Board of Education
  - Title IX
  - Suicide Prevention & Mental Health (Texas Administrative Code)

**ASSESSMENTS:**

- Module Quizzes 13 x 5 pts= 65 points
- Module Assignments/Activities 13 x 10 points= 130 points
- Research Participation –30 points\*
  - \*The 30 points may be earned through an alternative assignment
- Mid-term – 30 points
- Completion of time log and observation hours/reflections – 100 points (Note: must be completed to get a grade for the course)
- Final – 50 points

Total Points Possible= 405 points

Grading Scale (% of total points)

A=90-100%  
 B=80-89%  
 C=70-79%  
 D=60-69%  
 F=0-59%

**Last Day to Withdraw from Course: March 29**

**TEXTBOOK:**

Hickey, W. D., and Oliveras-Ortiz, Y. (2017). *Proficient to Distinguished: Mastering the T-TESS*. Dubuque, Iowa: Kendall Hunt Publishers.

Other Readings:

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

English Proficiency Standards:

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

College Readiness Standards: <http://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/texas-college-and-career-readiness-standards/>

## **COURSE POLICIES:**

Online Lectures:

Lecture outlines of important topics and issues that relate to the readings will be presented. The lectures are not designed to imitate the text, but are intended to summarize the materials as well as expand upon it. Lectures may also incorporate PowerPoint presentations, videos, computer-based simulations, and activities to assist you in understanding of key topics.

Reading Assignments:

Reading assignments are indicated in Canvas modules. In order to benefit from the class and keep up with the pace of instruction, it is essential that you complete readings in a timely manner. Reading the textbook and any articles provided will be an essential aspect of successful completion of the course. You may be assigned journal articles or websites.

Course Organization and Frequent Logins: This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

Late assignments: Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. ***You will need to be proactive and plan ahead to submit assignments on time. No late assignments are accepted. All work must be completed by 11:59 p.m. on Sunday.***

## **Research Pool Policy Overview School of Education**

### **General Information**

Students enrolled in EDUC 3315 (Texas Schools and Students), EPSY 3330 (Child Development and Learning), and EPSY 3340 (Adolescent Development and Learning) must fulfill a research pool requirement each semester. **The research pool requirement must be completed before the final week of the academic semester.**

The research requirement for these courses can be satisfied in one of two ways. First, students can fulfill the research pool requirement by volunteering to participate in approved research studies offered by the School of Education. Alternatively, students can satisfy the research pool requirement by completing alternative assignments that are equal in time and effort to the research opportunities

### **Participating in Approved Studies**

Education is considered a data-driven discipline meaning that much of what we know about effective teaching practices and the factors that maximize student learning is the result of empirical research studies. Therefore, it is critical that students interested in pursuing an education-related degree become familiar with the process of educational research through personal experience. Further, student participation in these investigations may lead to valuable insights with the potential to expand our understanding of the determinants of student success.

To complete the research requirement, **students must complete 3 hours of research credit.** Research credits are earned by completing approved research studies offered by the School of Education. The number of research credits students receive in exchange for their participation is tied to the amount of time it takes to complete each research study. In general, students will receive **one-half research credit for every 30 minutes** devoted to the completion of approved research studies.

#### **Research Credit Overview:**

0 – 30 minutes = 0.5 Research Credits

35 – 60 minutes = 1 Research Credits

61 – 90 minutes = 1.5 Research Credits

91 – 120 minutes = 2 Research Credits

All available research opportunities will be listed on the departmental SONA systems website. The SONA systems software is a research pool management tool that students will use to schedule data collection sessions for face-to-face research opportunities and where students will access survey links for investigations relying on online data collection methods (i.e.,

Qualtrics, Survey Monkey, Psytoolkit, et.c). Further, the SONA system software will track the amount of research credit earned by each student meaning individual instructors will not be responsible for assigning or tracking research credits.

Because all research credits will be managed using SONA systems, students must register for a SONA systems account before they can participate in research studies. We highly suggest that all students create a SONA account within the first week of classes. **The registration process will take only a few minutes and will include a brief survey to collect demographic data.** This data will serve as a screening tool to determine potential study eligibility.

### **Students Enrolled in Multiple Courses:**

There are rare situations where a student may be enrolled in multiple courses that require students to complete the research pool requirement (i.e., a student enrolled in both EDUC3315 & EPSY 3330/3340). The research requirement will be “capped” at 3 hours of research credit per semester to avoid placing an undue burden on students enrolled in multiple courses with the research pool requirement. Stated another way, **students enrolled in multiple classes with the research pool requirement will only be required to obtain 3 hours of research credit to fulfill the research requirement for both courses.**

### **Alternative Assignments**

Alternative assignments will be made available for those students who do not wish to take part in research studies. The alternative assignments involve finding, reading, and summarizing educational research. Specifically, students who choose to complete the alternative assignment will be required to read an empirical research article that is related to their personal interests and complete a 400 – 500 word critique. The critique should include a summary of the research article (i.e., purpose and findings) and a critical evaluation of the information contained within the research. The critical overview should focus on the association between the research results and information contained within the School of Education courses as well as implications the findings have for teaching practice. Students will receive one hour of research credit for each research summary that is completed and that meets quality standards. The course instructor will provide more detail regarding the proper format and expectations of the research.

### **How the Research Pool Requirement Affects Grades**

The research pool requirement will be incorporated into EDUC 3315, EPSY 3330, and EPSY 3340 as an assignment that contributes to the final course grade. The overall point value (or weight) of the research pool requirement will be at the discretion of the course instructor.

### **FIELD ASSIGNMENT:**

The components of this assignment include:

- Completing and Submitting Time Log
- Observation video of instruction

- Observation Field Report

### Field Observation Guidelines

One aspect of EDUC 3315 is an opportunity to observe elementary, middle, and secondary classrooms. The 15 hours of field observation (Field) are tied to a final Field Report due at the end of the semester. Twelve (12) hours of observation include four hours at the elementary level, four hours at the middle level, and four hours at the secondary level are required. Due to COVID, all observations for this semester will be conducted via video. More information regarding the field observations are located in the Canvas module.

There are unique element/characteristics associate with elementary, middle, and high school learning environments. The following prompts will help you target your observations in the schools. The prompts also will assist you in writing the reflection for each of your observations.

- Describe the behavior of the teacher in the classroom. How does she/he interact with the students?
- Describe the classroom. Look for learning centers, computer areas, music stations, etc. What do the walls look like?
- What instructional strategies is the teacher using?
- Where are the students in relation to the teacher? Does this make a difference in learning?
- How do students move from one activity to the next (within the classroom, to the cafeteria, bathrooms, etc.)
- What modifications does the teacher make for particular students?

## UNIVERSITY POLICIES

### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement

- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

**UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

**COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

**UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

**Texas Education Standards:** The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

*Access the [Code of Ethics and Standard Practices for Texas Educators](#).*