

**The University of Texas at Tyler**  
**School of Education**  
**EDUC 4373.002 – Social Studies Curriculum for Elementary**  
**Fall 2021**

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Office Hours: My office is located in the **Miller Administration Building on the Panola College Carthage campus**. I am in the very back of the Financial Aid Office. **Office # 1305**. You can meet with me through zoom or Face to Face during the hours listed below.

**Tuesday** 2:45-4:45

**Wednesday** 9:00-11:00

**Thursday** 1:00-2:00

**Friday** (Virtual Only) 9:00-12:00

Day and Time of Course:

Tuesday 5:00-6:20 and Thursday 5:00-6:20 (online)

Location of Course: Panola College Campus, Carthage, Texas; **Monk Building Room 1302**

**Course Catalog Description:**

This course provides a foundation for the teaching of social studies as it relates to the EC-6 standards as set by the state of Texas.

**Student Learning Outcomes:**

Competency 001 (Social Science Instruction): The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.

- A. Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS).
- B. Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.
- C. Understands and uses social studies terminology correctly.
- D. Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups).
- E. Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences.
- F. Selects and applies current technology as a tool for teaching and communicating social studies concepts.
- G. Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences.
- H. Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools.
- I. Applies instruction that relates skills, concepts and ideas across different social science disciplines.
- J. Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas.

- K. Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs.
- L. Understands and relates practical applications of social science issues and trends.
- M. Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationship.
- N. Communicates the value of social studies education to students, parents/ caregivers, colleagues and the community.

Competency 002 (History): The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

- A. Demonstrates an understanding of historical points of reference in the history of Texas, the United States and the world (e.g., the Texas Revolution, the Republic of Texas and the annexation of Texas by the United States).
- B. Analyzes how individuals, events and issues shaped the history of Texas, the United States and the world.
- C. Demonstrates an understanding of similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization.
- D. Demonstrates an understanding of the causes and effects of European exploration and colonization of Texas, the United States and the Western Hemisphere.
- E. Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science, technology) on the development of societies.
- F. Understands common characteristics of communities past and present, including reasons people have formed communities (e.g., need for security, religious freedom, law and material well-being), ways in which different communities meet their needs (e.g., government, education, communication, transportation, recreation) and how historical figures, patriots and good citizens helped shape communities, states and nations.
- G. Demonstrates an understanding of basic concepts of culture and the processes of cultural adaptation, diffusion and exchange.
- H. Applies knowledge and analyzes the effects of scientific, mathematical and technological innovations on political, economic, social and environmental developments as they relate to daily life in Texas, the United States and the world.
- I. Demonstrates an understanding of historical information and ideas in relation to other disciplines.
- J. Demonstrates an understanding of how to formulate historical research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences.
- K. Demonstrates an understanding of historical research and knows how historians locate, gather, organize, analyze and report information by using standard research methodologies.
- L. Knows the characteristics and uses of primary and secondary sources for historical research (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts); analyzes historical information from primary and secondary sources; understands and evaluates information in relation to bias, propaganda, point of view and frame of reference.
- M. Applies and evaluates the use of problem-solving processes, gathering of information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions and assessing the effectiveness of solutions.
- N. Applies and evaluates the use of decision-making processes to identify situations that require decisions: by gathering information, identifying options, predicting consequences and taking action to implement the decisions.
- O. Communicates and interprets historical information in written, oral and visual forms and

translates information from one medium to another (e.g., written to visual, statistical to written or visual).

- P. Analyzes historical information by categorizing, comparing and contrasting, making generalizations and predictions and drawing inferences and conclusions (e.g., regarding population statistics, patterns of migration, voting trends and patterns).
- Q. Applies knowledge of the concept of chronology and its use in understanding history and historical events.
- R. Applies different methods of interpreting the past to understand, evaluate and support multiple points of view, frames of reference and the historical context of events and issues.
- S. Demonstrates an understanding of the foundations of representative government in the United States, significant individuals, events and issues of the Revolutionary era and challenges confronting the United States government in the early years of the Republic.
- T. Demonstrates an understanding of westward expansion and analyzes its effects on the political, economic and social development of the United States and Texas, including its effects on American Indian life.
- U. Analyzes ways that political, economic and social factors led to the growth of sectionalism and the Civil War.
- V. Understands individuals, issues and events involved in the Civil War and analyzes the effects of Reconstruction on the political, economic and social life of the United States and Texas.
- W. Demonstrates an understanding of major United States and Texas reform movements of the nineteenth and twentieth centuries (e.g., abolitionism, women's suffrage, civil rights, temperance).
- X. Demonstrates knowledge of boom and bust cycles of leading Texas industries (e.g., railroads, the cattle industry, oil and gas production, cotton, real estate, banking, computer technology).
- Y. Demonstrates an understanding of important individuals, issues and events of the twentieth and twenty-first centuries in Texas, the United States and the world (e.g., urbanization, Great Depression, the Dust Bowl, the Second World War, growth of the oil and gas industry).
- Z. Analyzes ways that particular contemporary societies reflect historical events (e.g., invasion, conquests, colonization, immigration).

Competency 003 (Geography and Culture): The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; the teacher also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).

- A. Analyzes and applies knowledge of key concepts in geography (e.g., location, distance, region, grid systems) and knows the locations and the human and physical characteristics (e.g., culture, diversity) of places and regions in Texas, the United States and the world.
- B. Analyzes ways that location (absolute and relative) affects people, places and environments (e.g., the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils and timber).
- C. Analyzes how geographic factors have influenced the settlement patterns, economic development, political relationships and historical and contemporary societies, including those of Texas, the United States and the world.
- D. Demonstrates an understanding of physical processes (e.g., erosion, deposition, weathering; plate tectonics; sediment transfer; flows and exchanges of energy and matter in the atmosphere that produce weather and climate; weather patterns) and their effects on environmental patterns.
- E. Analyzes how humans adapt to, use and modify the physical environment and how the physical characteristics of places and human modifications to the environment affect human activities and settlement patterns.
- F. Demonstrates an understanding of the physical environmental characteristics of Texas, the United

States and the world, past and present, and analyzes how humans have adapted to and modified the environment.

- G. Examines how developments in science and technology affect the physical environment; the growth of economies and societies; and definitions of, access to and the use of physical and human resources.
- H. Creates and interprets maps of places and regions that contain map elements, draws sketch maps that illustrate various places and regions, and uses the compass rose, grid system and symbols to locate places on maps and globes.
- I. Demonstrates an understanding of basic concepts of culture; processes of cultural adaptation, diffusion and exchange; and positive and negative qualities of a multicultural society.
- J. Demonstrates an understanding of the contributions made by people of various racial, ethnic and religious groups.
- K. Analyzes the effects of race, gender, socioeconomic class, status and stratification on ways of life in Texas, the United States and the world.
- L. Identifies, explains and compares various ethnic and/or cultural customs, celebrations and traditions.
- M. Demonstrates an understanding of relationships among cultures of people from various groups, including racial, ethnic and religious groups, in the United States and throughout the world (e.g., conflict and cooperation among cultures; factors that influence cultural change, such as improved communication, transportation and economic development).
- N. Compares and analyzes similarities and differences in the ways various peoples at different times in history have lived and have met basic human needs, including the various roles of men, women, children and families in past and present cultures.
- O. Compares similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization.
- P. Applies knowledge of the role of families in meeting basic human needs and how families and cultures develop and use customs, traditions and beliefs to define themselves.
- Q. Understands and applies the concept of diversity within unity.
- R. Relates geographic and cultural information and ideas to information and ideas in other social sciences and other disciplines.
- S. Formulates geographic and cultural research questions and uses appropriate procedures to reach supportable judgments and conclusions.
- T. Demonstrates an understanding of research related to geography and culture and knows how social scientists in those fields locate, gather, organize, analyze and report information using standard research methodologies.
- U. Demonstrates an understanding of the characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts); utilizes information from a variety of sources to acquire social science information; answers social science questions; and evaluates information in relation to bias, propaganda, point of view and frame of reference.
- V. Applies evaluative, problem-solving and decision-making skills to geographic and cultural information, ideas and issues by identifying problems, gathering information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions, and assessing the solutions' effectiveness.
- W. Communicates and interprets geographic and cultural information in written, oral and visual form (e.g., maps and other graphics) and translates the information from one medium to another (e.g., written to visual, statistical to written or visual).
- X. Analyzes geographic and cultural data using geographical tools and basic mathematical and statistical concepts and analytic methods.
- Y. Understands and analyzes the characteristics, distribution and migration of populations and the interactions between people and the physical environment, including the effects of those interactions on the development of Texas, the United States and the world.

- Z. Demonstrates knowledge of the institutions that exist in all societies and how the characteristics of those institutions may vary among societies.
- AA. Demonstrates an understanding of how people use oral tradition, stories, real and mythical heroes, music, paintings and sculpture to represent culture in communities in Texas, the United States and the world (e.g., importance of individual writers and artists to the cultural heritage of communities; significant examples of art, music and literature from various periods).
- BB. Understands the relationship between the arts and the times and societies in which they are produced, including how past and contemporary issues influence creative expressions, and identifies examples of art, music and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice and the passage of time.
- CC. Analyzes relationships among religion, philosophy and culture and their effect on ways of life in Texas, the United States and the world.
- DD. Understands and analyzes how changes in science and technology relate to political, economic, social and cultural issues and events.

Competency 004 (Economics): The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.

- A. Compares and contrasts similarities and differences in how various peoples at different times in history have lived and met basic human needs, including the various roles of men, women, children and families in past and present cultures.
- B. Understands and applies knowledge of basic economic concepts (e.g., economic system, goods and services, free enterprise, interdependence, needs and wants, scarcity, roles of producers and consumers, factors of production, specialization and trade, entrepreneurship); knows that basic human needs are met in many ways; and understands the value and importance of work and of spending, saving and budgeting money.
- C. Demonstrates knowledge of the ways people organize economic systems and of the similarities and differences among various economic systems around the world.
- D. Understands and applies the knowledge of the characteristics, benefits and development of the free-enterprise system in Texas and the United States and how businesses operate in the United States free-enterprise system (e.g., importance of morality and ethics in maintaining a functional free- enterprise system and the impact of past and present entrepreneurs).
- E. Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system.
- F. Demonstrates knowledge of patterns of work and economic activities in Texas and the United States, past and present, including the roles of consumers and producers, and the impact of geographic factors, immigration, migration, limited resources, mass production, specialization and division of labor, and American ideas about progress and equal opportunity.
- G. Demonstrates knowledge of categories of economic activities, economic indicators and how a society's economic level is measured.
- H. Understands the effects of government regulation and taxation on consumers, economic development and business planning.
- I. Demonstrates an understanding of major events, trends and issues in economic history (e.g., factors leading societies to change from rural to urban or agrarian to industrial, economic reasons for exploration and colonization, economic forces leading to the Industrial Revolution, processes of economic development in different areas of the world, factors leading to the emergence of different patterns of economic activity in the various regions of the United States).
- J. Analyzes the interdependence of the Texas economy with those of the United States and the world.

Competency 005 (Government and Citizenship): The teacher understands and applies knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.

- A. Demonstrates knowledge of historical origins of democratic forms of government, such as ancient Greece.
- B. Understands and applies the purpose of rules and laws; the relationship between rules, rights and responsibilities; the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the United States Constitution; and the individual's role in making and enforcing rules and ensuring the welfare of society.
- C. Understands the basic structure and functions of the United States government, the Texas government and local governments (including the roles of public officials); the relationships among national, state and local governments; and how local, state and national government services are financed.
- D. Demonstrates knowledge of key principles and ideas contained in major political documents of Texas and the United States (e.g., the Declaration of Independence, United States Constitution, Texas Constitution) and of relationships among political documents.
- E. Demonstrates an understanding of how people organized governments in colonial America and during the early development of Texas.
- F. Understands the political processes in the United States and Texas and how the United States political system works.
- G. Demonstrates knowledge of types of government (e.g., democratic, totalitarian, monarchical) and their respective levels of effectiveness in meeting citizens' needs (e.g., reasons for limiting the power of government, record of human rights abuses by limited and unlimited governments).
- H. Understands the formal and informal processes of changing the United States and Texas Constitutions and the impact of changes on society.
- I. Understands and promotes students' understanding of the impact of landmark Supreme Court cases.
- J. Understands the components of the democratic process (e.g., voluntary individual participation, effective leadership, expression of different points of view, the selection of public officials) and their significance in a democratic society.
- K. Understands the importance of effective leadership in a constitutional republic and identifies past and present leaders in state, local and national governments and their leadership qualities and contributions.
- L. Demonstrates knowledge of important customs, symbols, landmarks and celebrations that represent American and Texan beliefs and principles and contribute to national unity.
- M. Analyzes the relationships between individual rights, responsibilities and freedoms in democratic societies.
- N. Applies knowledge of the rights and responsibilities of citizens and nonprofit and civic groups in Texas and the United States, past and present, and understands characteristics of good citizenship (e.g., community service) as exemplified by historical and contemporary figures.
- O. Understands how the nature, rights and responsibilities of citizenship vary among societies.

**ASSESSMENTS:**

Quizzes (5 x 10 points)	45%
Final exam	30%
Project/Presentation	25%

Grading Scale (% of total points)

A=89.5-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

**Last Day to Withdraw from Course: November 1, 2021**

**TEXTBOOK:**

HOGGE, JOHN. *EFFECTIVE ELEMENTARY SOCIAL STUDIES*,  
DIGITALTEXTBOOK.BIZ.

EC-6 Teacher Preparation Exam Book

Rosado, L. A. *TExES Core Subjects EC-6 (291)*, Third Edition, Revised

**REQUIRED NOVEL:** (2019) RICHARDSON, KIM MICHELE, *THE BOOK WOMAN OF TROUBLESOME CREEK*, SOURCEBOOKS LANDMARK.

**OTHER RESOURCES:**

15 CHAPTERS IN TEXES CORE SUBJECTS EC-6 SOCIAL STUDIES (803) PRACTICE  
AND STUDY GUIDE

ANNENBERG LEARNER WORKSHOPS

TEXAS HISTORY TIMELINE/ TEXAS STATE HISTORY MUSEUM

You will be assigned web and article journals for the various concepts.

**Tentative Schedule**

Module 1: Social Studies Instruction: 3 weeks (Aug. 24, Aug. 31, Sept. 7)

Module 2: History: 3 weeks (Sept. 14, Sept. 21, Sept. 28)

Module 3: Geography and Culture: 2 weeks (Oct. 5, Oct. 12)

Module 4: Book Study: 2 weeks (Oct. 19, Oct. 26)

Module 5: Economics: 2 weeks (Nov. 2, Nov. 9)

Module 6: Government and Citizenship: 2 weeks (Nov. 16, Nov. 30)

Final Exam (Dec. 7)

**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.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, guidelines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [cstaples@uttyler.edu](mailto:cstaples@uttyler.edu)

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct:** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- (i) "Cheating" includes, but is not limited to:
- copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;

- discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- (iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

#### **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/>

### **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.

### Texas Educator Standards

#### Title 19: Chapter 149, Subchapter AA

##### Rule: 149.1001

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

**(1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.**

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

**(2) Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.**

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

**(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.**

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

**(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.**

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

**(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.**

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

**(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.**



(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

## **SCHOOL OF EDUCATION PROGRAM STANDARDS**

The School of Education has adopted program standards that guide the development of teacher candidates in their understanding of the complexity of teaching. These standards are based on those developed by the Interstate New Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and across the United States. The Standards are broad understandings and practices gained throughout the program using a constructivist model in which new learnings are assimilated and attached to prior understandings, thus, over time, building a mental structure (schema) of educational concepts.

### **Standard #1: Learner Development (students in general)**

The teacher understands how learners grow and develop, recognizing that patterns of learning and

development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1*

**Standard #2: Learning Differences (individual students)**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1*

**Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

*Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4*

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

*Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2*

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*Texas Teacher Practice Standards: 1.5, 3.2, 3.3*

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2*

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4*

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4*

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4*

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Texas Teacher Practice Standards: 6.3, 6.4*

**Standard #11: Technology**

The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

*Texas Teacher Practice Standards: 1.5*

**Teacher Ethics:** The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.

*Code of Ethics and Standard Practices for Texas Educators*

**Texas Administrative Code**

<b>TITLE 19</b>	EDUCATION
<b>PART 7</b>	STATE BOARD FOR EDUCATOR CERTIFICATION
<b>CHAPTER 247</b>	EDUCATORS' CODE OF ETHICS
<b>RULE §247.2</b>	<i>Purpose and Scope; Definitions</i>

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**(b) Enforceable Standards.**

*(1) Professional Ethical Conduct, Practices and Performance.*

(A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) **Standard 1.10** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

**(2) Ethical Conduct Toward Professional Colleagues.**

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**(3) Ethical Conduct Toward Students.**

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

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**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242