

COURSE SYLLABUS

ELED 4314
Spring 2021
METHODS OF TEACHING ELEMENTARY SCIENCE

Semester: Spring 2021

Time: 2:00 – 4:45 p.m.

Day: Wednesday

Location: BEP 218

Zoom Link: Join Zoom Meeting

<https://uttyler.zoom.us>

Meeting ID: 973 9906 0219

Passcode: 347094

Instructor Information: Beatrice Taylor, Ph.D.
Instructor STEM Education

Office: HPR 263– U Teach/Ingenuity Center
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E-mail: contact through Canvas or BeatriceTaylor@uttyler.edu

Course Catalog Description:

A process approach will be emphasized in the study of selected science programs drawn from the biological, earth and physical sciences. **Prerequisite:** EDUC 3310 and EPSY 3330, three four credit hours of life science and three four credit hours of physical science with labs, admission to the School of Education.

Student Learning Outcomes:

This course is designed to prepare you to teach science in grades K-6. To achieve this goal, you will have the opportunity to explore science as a way of knowing the world and as a tool for problem solving. We will be actively engaged in *doing* science as well as talking and reading about science. We will be exploring science as it relates to the formal classroom setting and the informal settings outside the classroom. We will also be examining science as it relates to and integrates with other subject areas.

Course Topics and/or Student Learning Outcomes	Activities	Assessment (including performance-based)	Standards Alignment
1.Integrate content standards in a variety of curricula that are developmentally appropriate, interesting, and relevant to student's lives, organized around inquiry, and connected with other school subjects	<ul style="list-style-type: none">• Stemsopes• TEKS Resources• GLOBE• PLTW Launch• Fieldtrips	<ul style="list-style-type: none">• 5th gd STAAR• Lesson Plans• Discussions• Reflections	TES; 1A,B, C, E, 2A, B, C ISTE: 1c INTASC: 1, 2, 3, 4, 5, 7, 8, 9 TEKS: 112.11, 112.12,112.13, 112.14, 112.15, 112.16
2.Create and teach lessons that reflect accurate knowledge of science content, the nature of science, science process skills, use of technology in	<ul style="list-style-type: none">• 5 E Lesson Plan	<ul style="list-style-type: none">• Critical Friends• Lesson Plan Rubric	TES 3 A B C, 4 B,C, 5, A,B,C,D ISTE: 1 b, 1c, 2c, 4a, 4b, 4c INTASC:

science teaching, assessment, and science pedagogy			1,2,3,4,5,6,7,8 TEKS: 112.11, 112.12,112.13, 112.14, 112.15, 112.16
3. Reflect upon their teaching experiences noting areas of strength and weakness and develop plans to improve their practice.	<ul style="list-style-type: none"> Peer Review Lesson plan review State accountability data 	<ul style="list-style-type: none"> Reflections Discussion Boards 	TES 6 a,b,d ISTE: 4a, 4b, 4c , 7c INTASC 9
4. Choose from a variety of activity types in order to teach science in a way to address student needs including collaboration with colleagues, other school professionals, and the community	<ul style="list-style-type: none"> GLOBE Stemscopes PLTW Launch Online TEKS Resource 	<ul style="list-style-type: none"> Lesson Plan rubric 	TES: 3 A B C, 4 B,C, 5, A,B,C,D ISTE: 4,a,b,c 5. B, 7a INTASC: 2,3,4,5,7,8,10 TEKS: 112.11, 112.12,112.13, 112.14, 112.15, 112.16

Expectations:

Class Participation: This course is designed as a hybrid format. This course utilizes small-group learning activities, whole-class discussions, demonstrations, and outside-of-school activities to model best science teaching practice and effective strategies for students. The outside-of-class experiences include completing assignments and visiting field trip sites that would be useful for science teaching. Regular attendance is very important since much of what we have to learn will be limited this semester.

In order to meet CDC guidelines, the class will be divided in half with one group meeting week one and the second group meeting the next week. The third week will be an online or fieldtrip class. Class groups will be established once the total enrolment has been determined. Face-to-face classes begin promptly at the scheduled class time. **Please e-mail me before class if you plan on being absent.** A doctor's excuse **must be presented** for it to be an Excused Absence. Please allow up to 24 hours for response to an email. **IF YOU ARE TARDY MORE THAN 15 MINUTES AFTER CLASS HAS STARTED, POINTS WILL BE DEDUCTED FOR ATTENDANCE ON THAT DAY.**

Attendance: This course is part of your professional practice. You are expected to attend every face-to-face class meeting. Course objectives and performance outcomes cannot be met unless you attend class and participate in class activities. If you are absent for an extended period of time, you should make arrangements to explore options such as doing your classes on Zoom. If you are absent for an extended period of time, you should make arrangements to explore options such as retaking the course or taking an incomplete grade. If you miss more than two in-class periods, you will need to make an appointment with the instructor for a possible Disposition Conference. If you are going to be absent for an exam, you must contact the instructor on or before the scheduled time the exam is to be given. **A sign in sheet will be available the first 15 minutes of the class. Entrance after 2:15 will have to be signed in with the professor.**

You are responsible for all information given in class, online, and in the syllabus. **Upcoming due dates will be written on the board at each class. They supersede the syllabus or Canvas.**

Read assigned articles prior to each class meeting.

You are responsible for this information on tests as well as during class participation.

Late work: Many of the assignments will be locked after the due date. Late work may be accepted for some submissions upon approval by the professor. Reflections are meant to be a way to think about your learning and build upon it. If turned in at the end of the semester, this opportunity to learn is lost. Reflections for field trips or visiting lecturers will only be accepted up to **2 days** after the due date as these are compiled and sent to the people representing the entities visited. Due dates for everything will be posted on the classroom board each class period. You may want to take a picture for later reference as this will be the most current information.

Fieldtrips/Outside Activities:

Discovery Science Place Experience (Fieldtrip): You will be expected to participate in a DSP Fieldtrip. The experience will occur during class hours on **January 27.**

Camp Tyler (Fieldtrip): You will be expected to participate in a Camp Tyler Fieldtrip. The experiences will occur during class hours on **March 17 and April 7.** Half of the class will go each time. Dress for the weather as you will be outside the entire time.

Academic Rodeo: You will be expected to participate in helping to judge the Academic Rodeo, which is expected to take place during class time in BEP 218. The experience will occur on Wednesday, **February 3 and 10,** at 2:00. **You will only attend your scheduled class time.**

Course Grading/Evaluation:

<i>Lesson plans</i>	<i>(20%)</i>
<i>Participation: Discussions/In-Class activities/Attendance</i>	<i>(25%)</i>
<i>Classroom Assessments</i>	<i>(15%)</i>
<i>Online activities</i>	<i>(25%)</i>
<i>Final Exam or Project</i>	<i>(15%)</i>
	<i>100%</i>

NOTE: Unexcused absences will receive no points for attendance for that day. Excused absences will not be counted as a grade. Late Assignments, if accepted, may carry a (-10%) penalty per assignment. Signing in for an absent/late classmate is prohibited and considered academic dishonesty.

Course Grading/Evaluation Details

	Points
Lesson plans (20%)	
▪ 5E Drafts (Formative Feedback); producing (75 pts) and critiquing (75 pts)	150
▪ 5E Unit/Lesson Plan (Summative Product)	130
Total Points	280
Participation: Discussions/In-Class activities/Workshops (25%)	
<i>Fieldtrips and Associated Activities</i>	
○ Workshop: Academic Rodeo	50
○ Fieldtrip: Camp Tyler	50
○ Fieldtrip: Discovery Science Place	50
○ Reflections on Fieldtrips/Workshop 3@10	30
<i>Class Curriculum Workshops: Attendance</i>	

• Module #1 – Jan 13/20	15
▪ Module #3 – Feb 3/10	15
▪ Module #5 – Feb 24/Mar 3	15
▪ Module #7 – March 27/31	15
▪ Module #8 – March 14/21	15
Total Points	275
Classroom Assessments (15%)	
Content quizzes (3 – 5 th grade level) @10	30
5 th Grade Science STAAR Test -for taking	25
Total Points	55
Online Activities (25%)	
Globe	30
TCTA	30
Websites (3)	30
TEKS vertical alignment/ELPS/CCR	30
Total Points	120
• Grand Total Points	730
Final Exam/Product (15%):	100
TOTAL POINTS FOR COURSE	830

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70-79% of total points
- D = 60-69% of total points
- F = 59% or below of total points

Required Text, Materials/Supplies, and Related Readings:

Suggested Resource

TEXES Core Subjects EC-6: Texas Examinations of Educator Standards. Luis A. Rosado, Ed.D. 978-0-7386-1199-0. This book will help you pass the Texas Core Subject exam to be certified in Texas. (In the bookstore.)

Related Required Readings

Texas Education Agency (TEKS) – <http://ritter.tea.state.tx.us/rules/tac/chapter112/ch112a.html>
The Texas Higher Education Coordinating Board College and Career Readiness Standards –
College and Career Readiness Standards <http://www.theccb.state.tx.us/files/dmfile/CCRS081009FINALUTRevisions.pdf>

Suggested Class Web Sites

- <http://www.BIE.org>
- <http://www.Learner.org>
- <http://www.edutopia.org>
- <http://essea.strategies.org/>
- <http://www.globe.gov>
- <https://www.teachingchannel.org/>

<http://www.teachertube.com/>

Additional selected readings may be provided by the instructor or through the NSTA Learning Center

Additional Information:

Field Requirement: You are required to complete 30 hours of field at an assigned elementary classroom. You are evaluated on two observed lessons by a university supervisor using the SOE Clinical Observation Rubric (COR). You must successfully complete the practicum according to your university supervisor in order to pass this course.

Other Course Policies and Guidelines:

Mobile Devices (e.g. iPads, Cell Phones)/Laptops:

All electronic devices need to be set to silent mode during class time. Devices may be used for science class activities ONLY. If you read this sentence, please send me an email to my address on the top of the syllabus by January 21. Just type, "I'm excited about science," and you'll get 5 extra points on Assessments. Do **not** share this information with your classmates as each person should be responsible for her/his own grade.

Laptops are necessary each class for your class experience but should be closed unless needed during the activity. **Cell phones may not have a screen that is large enough to do the activities required in class.** It is a sign of respect to work only on the class in which you are in attendance.

Assignment Submission:

For "written" assignments a "page" is defined as:

- 8½" x 11" paper
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top right-hand side.
- Put your name, title of the assignment and date submitted on your paper.
- **Upload written assignments on Canvas.**
- * When assignments/reflections have numbered questions, **write the number and question when answering.**
- * **When referencing a TEKS, write the number and the written description of the TEKS (5.4A).**

Papers that do not meet these specifications will not be accepted. With respect to format and style, your paper should conform to the 6th edition APA Manual.

Read assigned articles prior to each class meeting.

You are responsible for this information on tests as well as during class participation.

Criteria for all assignments will be available in class and posted online unless otherwise notified by the instructor.

Canvas– You are responsible for enrolling in **Canvas** prior to the second class meeting and monitoring the course site regularly for course information. Assignments for Canvas will be turned in through the assignment tab.

Turnitin is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Blackboard. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating.

Discussion Boards- Students are expected to provide well thought out responses to discussion questions. Students are expected to respond to all posts and follow-up posts.

Contributions	Description	Points Assigned
Provocative	Response goes beyond simply answering the prompt; attempts to stimulate further thought and discussion.	20
Substantial	Response provides most of the content required by the prompt but does not require further analysis of the subject.	15

Superficial	Response provides obvious information without further analysis of the concept; lacks depth of knowledge or reasoning	10
Incorrect	Response does not accurately address the prompt; rambling and/or without consistency	5
None	No response provided to the prompt	0

Dispositions - All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the *UT Tyler School of Education Dispositions*. These dispositions are listed at the following website: <http://www.uttyler.edu/education/documents/Dispositions.pdf>

Last day to withdraw from course: **March 30, 2021.**

Recorded lessons: All face to face lessons will be recorded.

Due to the structure of this course being hybrid, the following schedule should be followed:

	Week 1: January 13	(A)
	Week 2: January 20	(B)
	Week 3: January 27	Discovery Science Place (A/B)
	Week 4: February 3	(A)
	Week 5: February 10	(B)
	Week 6: February 17	GLOBE (Online)
	Week 7: February 24	(A)
	Week 8: March 3	(B)
	SPRING BREAK: March 10	
	Week 9: March 17	(A)Camp Tyler/(B)TCTA Articles
	Week 10: March 24	(A)
	Week 11: March 31	(B)
	Week 12: April 7	(A)TCTA Articles/(B)Camp Tyler
	Week 13: April 14	(A)
	Week 14: April 21	(B)
	Week 15: April 28	Final

Date	Class	Due Group A	Due Group B
Jan 13 & 20	*Syllabus		
	*Sign up TCTA		
	*Intro TEKS/Vertical alignment		
Module #1	*ELPS/CCR		
	*Study groups		
	*Pick a TEKS based on your grade obs		

	*Begin STAAR		
Jan 18		*TEKS vertical alignment K-5. *What is the purpose of ELPS and CCR in a lesson?	
Jan 25			*TEKS vertical alignment K-5. *What is the purpose of ELPS and CCR in a lesson?
Jan 27 Module #2	DISCOVERY SCIENCE PLACE		
Feb 1		*DSP Reflection – Canvas *Finish STAAR *Grade your test *STAAR Reflection	*DSP Reflection – Canvas *Finish STAAR *Grade your test *STAAR Reflection
Feb 3 & 10 Module #3	*Feb 3 – AR Journals *Feb 10 Student Interviews – ZOOM *Analyze STAAR *Stemscope *Lead4ward *Intro 5E Lesson Plan		
Feb 8		*AR Reflection Journals - Canvas	
Feb 15			*AR Reflection Student Interviews -Canvas
Feb 17 Module #4	GLOBE		

Feb 22		*GLOBE Reflection - Canvas	*GLOBE Reflection – Canvas
Feb 24 – March 3 Module #5	*Engage, Explore & Explain *Lesson – Ecosystem Interactions	Quiz: Ecosystem Interactions - class	Quiz: Ecosystem Interactions - class
March 8		5E – Engage, Explore & Explain	
March 15			5E – Engage, Explore & Explain
March 17 Module #6		Camp Tyler	TCTA articles (3)
March 21		Camp Tyler Reflection	TCTA Reflection on articles
March 24 & 31 Module #7	*Elaborate & Evaluate *Lesson – Insulators & Conductors *Websites	Quiz: Insulators & Conductors - class	Quiz: Insulators & Conductors - class

April 7		TCTA articles (3)	Camp Tyler
April 12		*TCTA Reflection on articles *5E Final Submission *3 Websites	*Camp Tyler Reflection
April 14 & 21 Module #8	*Peer Review 5E *Share websites *Lesson – Structures & Functions	Quiz: Structures & Functions - class	Quiz: Structures & Functions - class
April 19			*5E Final Submission *3 Websites

April 28 Module #9	FINAL EXAM - ONLINE		
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****Changes to this syllabus may be made due to community organization or at the discretion of the instructor. It is the student's responsibility to keep up with the changes.***

APPENDIX

Texas Educator Standards
Title 19: Chapter 149, Subchapter AA
Rule: 149.1001

Texas Education Standards: The School of Education is 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.

ELED 4314 meets the following **HIGHLIGHTED** Texas Educator Objectives:

(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. (Clinical Outcome)

(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. (Clinical Outcome)

(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. (Clinical Outcome)

(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. (Clinical Outcome)

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

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

(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. (Clinical Outcome)

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

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

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

(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. (Clinical Outcome)

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

(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. (Clinical Outcome)

(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.

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 21st 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.

Course Policies:

Canvas. Students will access all components of the course through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download class handouts.

Make/Up Discussions and Quizzes. There will be NO make/up activities or exams for this course unless missing online work is due to an emergency or other reason previously discussed with the professor.

Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabus.

Teacher Candidate Dispositions. The University of Texas at Tyler School of Education has developed a **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 4269 will adhere to and demonstrate these teacher candidate dispositions at all times.

Safe Zone. The professor considers this online classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider our online classroom a safe environment.

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, quitlines, 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. (For Spring, the Census Date is January 29.) 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 (January 29) 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, Cynthia Lowery Staples. 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

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.

Missing Class Due to Certification Exams

Missing class to take a certification exam is not excused. All EC-6 related exams are offered on multiple days. Do not schedule during class time.

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, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), 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/>

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 21st 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.

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.

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

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

(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

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

THE ISTE STANDARDS FOR EDUCATORS

1

Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

1a

Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

1b

Pursue professional interests by creating and actively participating in local and global learning networks.

1c

Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2

Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

VIEW INDICATORS

2a

Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.

2b

Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

2c

Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3

Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

VIEW INDICATORS

3a

Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.

3b

Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

3c

Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.

3d

Model and promote management of personal data and digital identity and protect student data privacy.

4

Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

VIEW INDICATORS

4a

Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

4b

Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

4c

Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

4d

Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5

Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

VIEW INDICATORS

5a

Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

5b

Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

5c

Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6

Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:

VIEW INDICATORS

6a

Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

6b

Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

6c

Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

6d

Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7

Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

VIEW INDICATORS

7a

Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

7b

Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

7c

Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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