



**READ 5303**  
**New and Emerging Media Literacies**  
**The University of Texas at Tyler**  
**School of Education**

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<b>Course:</b>	<b>READ 5303-060 (20528)</b>
<b>Semester &amp; Year:</b>	<b>Spring 2020</b>
<b>Location:</b>	<b>Graduate - Online</b>
<b>Instructor Information:</b>	<b>Dr. Gina M. Doepker</b> <b>Associate Professor of Literacy Education</b>
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<b>Office Hours:</b>	<b>Physical Office: Mondays 1:00-5:00</b> <b>Virtual Office: by appointment, phone, email, or Zoom</b>

**Catalog Course Description:** New and Emerging Media Literacies. Study of new and emerging digital media literacies, with emphasis on integrating information and communication technologies into the curriculum.

<http://www.uttyler.edu/education/graduate/ReadingCourses.php>

**Knowledge Base(s):** This graduate level course explores new and emerging media literacies and their relationship to literacy development and improvement across the K-12 school curriculum. Course content is informed by relevant theories, research, and practice pertaining to new and emerging media literacies. This course will focus on expanding teacher/educator knowledge relative to new media literacies research; and, enabling teachers/educators to use knowledge gained in designing and delivering effective literacy instruction across the K-12 curriculum. Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association (ILA, 2010);*
- *Texas Examination of Educator Standards (TEXES)*
- *Texas Educator Standards (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),*
- *Texas State Board for Educator Certification Standards (TSBECS, 2016)*
- *Texas Prekindergarten Guidelines (TPG 2015),*
- *International Society for Technology in Education Standards for Educators (ISTE),*
- *Interstate New Teacher Assessment and Support Consortium (InTASC) Standards,*
- *College and Career Readiness Standards (CCRS)*

**Student Learning Outcomes (SLO):** Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Develop a working knowledge of generative theory that informs practice (praxis) related to new and emerging media literacies.
2. Develop a working knowledge of current research, policy, and practice related to new and emerging media literacies.
3. Explore critical issues pertaining to the integration of new literacies across the K-12 school curriculum.
4. Apply knowledge gained when integrating new literacies across the curriculum with the goal of enhancing students' learning and engagement.

**Standards Matrix:**

<b>Student Learning Outcomes</b>	<b>Activities</b>	<b>Assessment</b>	<b>Standards Alignment</b>
1. Develop a working knowledge of generative theory that informs practice (praxis) related to new and emerging media literacies.	Course Readings Individual Choice Book Course Videos	Quizzes; E-Learning Activities, Readings and Discussions; Individual Choice Book Program Portfolio	ILA: 1.1 TEXES: 1,3,5,6 TSBECS: IV(4.11s) InTASC: 1,3,4,8 CCRS: 1A, 2A
2. Develop a working knowledge of current research, policy, and practice related to new and emerging media literacies.	Course Readings Individual Choice Book Course Videos	Quizzes; E-Learning Activities, Readings and Discussions; Individual Choice Book Program Portfolio	ILA: 1.1,2.3 TEXES: 1,3,5,6 InTASC: 4,8 CCRS: 1A, 2A
3. Explore critical issues pertaining to the integration of new literacies across the K-12 school curriculum.	Course Readings Individual Choice Book Course Videos	Integrating New Media Literacies Project; E-Learning Activities and Discussions; Quizzes; Program Portfolio	ILA: 1.1,2.3 TEXES: 1,2.4 TES: 4.4k,4.8k, 4.12s ISTE: 1a, 5c InTASC: 3,4,8 CCRS: 1A, 2A

4. Apply knowledge gained when integrating new literacies across the curriculum with the goal of enhancing students' learning and engagement.	Integrating New Media Literacies Project	Integrating New Media Literacies Project; Presentation and Comments Program Portfolio	ILA: 2.3,5.2,5.3 TEXES: 1,2,4 TES: 4.4k,4.8k, 4.12s TPG: vii ISTE: 1a. 5abc, 6c InTASC: 4,5,7,8 CCRS: 1A, 2A
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## COURSE EVALUATION AND REQUIREMENT DESCRIPTION

### Performance Assessments

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. **E-Learning, Readings, Discussions** (30 points or 30% of course grade). As graduate students it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for asynchronous discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course's Canvas Discussion Forum feature for whole class discussions.

Engage deeply with class texts; respond actively, substantively and thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community. Because this is a graduate level course, expectations are high for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions (of the readings, of yourself, of colleagues), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a general guide for organizing your responses:

- What are the main point(s) made or issue(s) raised in the assigned readings?
- What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
- What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?

- In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
- What are you thinking about differently as a result of this/these reading(s)? What questions does it raise for you?

2. **Individual Choice Book** (20 points or 20% of course grade). From a list of books provided to you for this purpose, you will select one and read it. As the topics of new literacies and digital media are wide and because you each have divergent interests in it, we will each read a book-length work. The authors of these books go into sufficient depth, unattainable in an article that can help you turn up the heat under some aspect integration of new literacies and/or digital media/technology into your practice.

- **Week 3:** You will select your book and send me a note to identify your book choice.
- **Week 5:** You will have your book and begin to read it.
- **Week 6:** (5 points) You will join a whole class discussion forum in Canvas and do an initial update on your book. This way we can learn more about all the other titles we did not select, and we can discover who else among us, if anyone, is also reading the same book. This discussion post will include:
  - Tell us: Title, author, year, chapter titles.
  - Tell us: What the book is ABOUT in an overview sense. (Aim for about 100-200 words in this discussion post.)
  - Comment: Get around to at least two other people and leave a very short, collegial note for them (10-50 words).
- **Week 8:** (5 points) You will again join a whole class discussion forum in Canvas and do another update on your book. In this update you will:
  - Tell us: Title, author, year, chapter titles.
  - Tell us: Let us know what's going on in the book, what it's suggesting to you and what you are thinking about as a result of reading. .
  - Tell us: Make connections with your text: Text to self; Text to text; Text to world. What are you thinking about regarding your practice? (Aim for about 100-200 words in this discussion post.)
  - Comment: Get around to at least two other people and leave a very short, collegial note for them (10-50 words).
- **Week 10:** (10 points) You will again join a whole class discussion forum in Canvas. By this time, you will have finished your book. In this week's post, address each of the following four questions that tie back in with the course's learning objectives. (Aim for about 100 words PER QUESTION or 500-600 words overall.)
  - How has this book contributed to your understanding of language acquisition and literacy development?
  - How has this book contributed to your understanding of historical and current research, policy, and practice related to new and emerging media literacies and literacy development?
  - How has this book contributed to your ability to critically examine ways in which you can integrate new literacies across the curriculum with the goal of enhancing students' learning and engagement?

- How has this book contributed to your ability to explore and work on solutions to critical issues pertaining to the integration of new literacies across the K-12 school curriculum?
- How has this book contributed to your ability to make changes to your own thinking and practice as an educator? Be specific.
- Comment: Get around to at least two other people and leave a very short, collegial note for them (10-50 words).

<b>Please select your choice book selection from this list</b>
<p>Brock, A. (2015). <i>Introduction to Google Classrooms: An easy-to-use guide to taking your classroom digital</i>. New York: Createspace.</p> <p><a href="https://www.amazon.com/Introduction-Google-Classroom-Easy-Use/dp/1518810985/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1482116783&amp;sr=1-1&amp;keywords=introduction+to+google+classroom">https://www.amazon.com/Introduction-Google-Classroom-Easy-Use/dp/1518810985/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1482116783&amp;sr=1-1&amp;keywords=introduction+to+google+classroom</a></p>
<p>Carbaugh, E. M. &amp; Doubet, K. J. (2016). <i>The differentiated flipped classroom: A practical guide to digital learning</i>. Thousand Oaks, CA: Corwin.</p> <p><a href="https://www.amazon.com/Differentiated-Flipped-Classroom-Practical-Learning/dp/1506302963/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1482116220&amp;sr=1-1&amp;keywords=the+differentiated+flipped+classroom">https://www.amazon.com/Differentiated-Flipped-Classroom-Practical-Learning/dp/1506302963/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1482116220&amp;sr=1-1&amp;keywords=the+differentiated+flipped+classroom</a></p>
<p>Hobbs, R. (2011). <i>Digital and media literacy: Connecting culture and classroom</i>. Thousand Oaks, CA: Corwin A SAGE Company.</p> <p><a href="https://www.amazon.com/dp/1412981581?_encoding=UTF8&amp;isInIframe=0&amp;n=283155&amp;ref_dp_proddesc_0&amp;s=books&amp;showDetailProductDesc=1#product-description_feature_div">https://www.amazon.com/dp/1412981581?_encoding=UTF8&amp;isInIframe=0&amp;n=283155&amp;ref_dp_proddesc_0&amp;s=books&amp;showDetailProductDesc=1#product-description_feature_div</a></p>
<p>Guzzetti, B., Elliott, K., &amp; Welsch, D. (2010). <i>DIY Media in the classroom: New literacies across content areas</i>. New York: Teachers College Press.</p> <p><a href="https://www.amazon.com/DIY-Media-Classroom-Literacies-Practitioners/dp/B01FGOZBY4">https://www.amazon.com/DIY-Media-Classroom-Literacies-Practitioners/dp/B01FGOZBY4</a></p>
<p>Johansen, D. &amp; Cherry-Paul, S. (2016). <i>Flip your writing workshop: A blended learning approach</i>. Portsmouth, NH: Heinemann.</p> <p><a href="https://www.amazon.com/Flip-Your-Writing-Workshop-Learning/dp/032507674X/ref=pd_sim_14_6?_encoding=UTF8&amp;pd_rd_i=032507674X&amp;pd_rd_r=8XWW8Q4APC5KWZGSK0MS&amp;pd_rd_w=10tHg&amp;pd_rd_wg=SrsmN&amp;pvc=1&amp;refRID=8XWW8Q4APC5KWZGSK0MS">https://www.amazon.com/Flip-Your-Writing-Workshop-Learning/dp/032507674X/ref=pd_sim_14_6?_encoding=UTF8&amp;pd_rd_i=032507674X&amp;pd_rd_r=8XWW8Q4APC5KWZGSK0MS&amp;pd_rd_w=10tHg&amp;pd_rd_wg=SrsmN&amp;pvc=1&amp;refRID=8XWW8Q4APC5KWZGSK0MS</a></p>
<p>Joosten, T. (2012). <i>Social media for educators: Strategies and best practices</i>. San Francisco, CA: Jossey-Bass.</p> <p><a href="https://www.amazon.com/Social-Media-Educators-Strategies-Practices/dp/1118118286/ref=pd_sbs_14_2?_encoding=UTF8&amp;pd_rd_i=1118118286&amp;pd_rd_r=R6K3VR5C4Z9J553CFD9P&amp;pd_rd_w=pFGH6&amp;pd_rd_wg=9hED7&amp;pvc=1&amp;refRID=R6K3VR5C4Z9J553CFD9P">https://www.amazon.com/Social-Media-Educators-Strategies-Practices/dp/1118118286/ref=pd_sbs_14_2?_encoding=UTF8&amp;pd_rd_i=1118118286&amp;pd_rd_r=R6K3VR5C4Z9J553CFD9P&amp;pd_rd_w=pFGH6&amp;pd_rd_wg=9hED7&amp;pvc=1&amp;refRID=R6K3VR5C4Z9J553CFD9P</a></p>
<p>Kajder, S. (2010). <i>Adolescents and digital literacies: Learning alongside our students</i>. Urbana, IL: NCTE.</p> <p><a href="https://www.amazon.com/Adolescents-Digital-Literacies-Learning-Alongside/dp/0814152996/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1513354126&amp;sr=1-1&amp;keywords=Adolescents+and+digital+literacies%3A+Learning+alongside+our+students">https://www.amazon.com/Adolescents-Digital-Literacies-Learning-Alongside/dp/0814152996/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1513354126&amp;sr=1-1&amp;keywords=Adolescents+and+digital+literacies%3A+Learning+alongside+our+students</a></p>
<p>Lirenman, K. &amp; Wideen, K. (2016). <i>Innovate with iPad: Lessons to transform learning in the classroom</i>. EduTech Team Press.</p>

[https://www.amazon.com/Innovate-iPad-Transform-Learning-Classroom/dp/1945167084/ref=pd\\_sim\\_14\\_3?encoding=UTF8&pd\\_rd\\_i=1945167084&pd\\_rd\\_r=8XWW8Q4APC5KWZGSKOMS&pd\\_rd\\_w=10tHg&pd\\_rd\\_wg=SrsMn&psc=1&refRID=8XWW8Q4APC5KWZGSKOMS](https://www.amazon.com/Innovate-iPad-Transform-Learning-Classroom/dp/1945167084/ref=pd_sim_14_3?encoding=UTF8&pd_rd_i=1945167084&pd_rd_r=8XWW8Q4APC5KWZGSKOMS&pd_rd_w=10tHg&pd_rd_wg=SrsMn&psc=1&refRID=8XWW8Q4APC5KWZGSKOMS)

Muhtaris, K. & Ziemke, K. (2015). *Amplify digital teaching and learning in the K-6 classroom*. Portsmouth, NH: Heinemann.

[https://www.amazon.com/Amplify-Digital-Teaching-Learning-Classroom/dp/0325074739/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1482116923&sr=1-1&keywords=amplify+digital+teaching+and+learning+in+the+k-6+classroom](https://www.amazon.com/Amplify-Digital-Teaching-Learning-Classroom/dp/0325074739/ref=sr_1_1?s=books&ie=UTF8&qid=1482116923&sr=1-1&keywords=amplify+digital+teaching+and+learning+in+the+k-6+classroom)

Ohler, J. (2013). *Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.

[https://www.amazon.com/Digital-Storytelling-Classroom-Pathways-Creativity/dp/1452268258/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1482116431&sr=1-1&keywords=digital+storytelling+in+the+classroom](https://www.amazon.com/Digital-Storytelling-Classroom-Pathways-Creativity/dp/1452268258/ref=sr_1_1?s=books&ie=UTF8&qid=1482116431&sr=1-1&keywords=digital+storytelling+in+the+classroom)

Pahomov, L. & Siegel, D. (2014). *Authentic learning in the digital age: Engaging students through inquiry*. Alexandria, VA: ASCD.

[https://www.amazon.com/Authentic-Learning-Digital-Age-Engaging/dp/1416619569/ref=sr\\_1\\_4?s=books&ie=UTF8&qid=1482117908&sr=1-4&keywords=digital+learning](https://www.amazon.com/Authentic-Learning-Digital-Age-Engaging/dp/1416619569/ref=sr_1_4?s=books&ie=UTF8&qid=1482117908&sr=1-4&keywords=digital+learning)

Wilson, D., Alaniz, K., & Sikora, J. (2017). *Digital media in today's classrooms: The potential of meaningful teaching, learning, and assessment*. Lanham, MD: Rowman & Littlefield.

[https://www.amazon.com/Digital-Media-Todays-Classrooms-Meaningful/dp/1475821050/ref=sr\\_1\\_fmkr3\\_2?s=books&ie=UTF8&qid=1482116923&sr=1-2-fmkr3&keywords=amplify+digital+teaching+and+learning+in+the+k-6+classroom](https://www.amazon.com/Digital-Media-Todays-Classrooms-Meaningful/dp/1475821050/ref=sr_1_fmkr3_2?s=books&ie=UTF8&qid=1482116923&sr=1-2-fmkr3&keywords=amplify+digital+teaching+and+learning+in+the+k-6+classroom)

3. **Integrating New Media Literacies in Instruction Project** (40 points or 40% of course grade). In this assignment, you will have an opportunity to apply what you have learned about new and emerging media literacies by developing a sample weeklong unit of study (assume about 1 hour of class per day for five days) in a language arts or a content area classroom of your choice. An example might be a unit of study focused on teaching middle level students the skills necessary, in addition to foundational literacy skills, when the goal is to understand and communicate new information on the Internet. Another example might be a unit of study aimed at using i-Pads to promote and support foundational literacy skills (e.g., phonemic awareness) among first grade students experiencing reading difficulties.

Your unit of study should be informed by relevant theories, research, and practice with respect to the integration of new and emerging media literacies across the school curriculum. In developing the unit of study, you should provide:

- a rationale for developing the unit for the target group of students in your selected classroom,
- a list of student learning outcomes tied to the appropriate language arts or content area standards,
- the overall plan for implementing the unit of study,
- the new media literacies tools and/or materials used in the unit of study,
- the instructional strategies used, and

- the evaluation plan for assessing the learning outcomes have been achieved.

You will have an opportunity to present your proposed unit of study by using one or more media technology tools of your choice (e.g., Podcast, narrated PPT or Prezi presentation, Voice Thread, other). The proposed unit of study will be evaluated on the extent to which you have effectively integrated new media literacies tools and practices to promote and/or strengthen students' literacy development and/or content learning. More details about the specific requirements for this assignment will be provided at the appropriate time in the semester.

4. **Final Exam** (5 points or 5% of course grade). There will be a final exam that will cover material addressed in course notes, videos, and assigned readings. The content of the final exam, which will consist a constructed response answer, is designed to probe your level of preparedness in understanding and using information communication technologies to promote and support literacy assessment and instruction in your classroom settings.
5. **Program Portfolio Artifact (QEP)** (5 points)

**Description:** This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished this semester; (2) select a national standard and a state standard about which this artifact is evidence of your mastery; (3) write your rationale for including this artifact to serve as professional evidence; and (4) write your reflection on ways in which the creation of this artifact stimulated within you a set of experiences the outcome of which is your own learning/change of mind/deeper understanding that is centered on the national and state standards for literacy professionals and leaders.

**Main Tasks:** Your task is to first complete the major assignments for this course. Second, you will select one or more of those assignments as artifactual evidence of your standards-based professional growth. Third, you select standards that your work exemplifies. Fourth, you will substantively write both a rationale for inclusion and a reflection on your own learning related to the artifact and the chosen standards. Expect to write a four to six sentence paragraph for each. You will submit the already-graded artifact, and, on a separate Word document, the standards and written work required. You can expect instructor feedback and a grade on this assignment. At the conclusion of the course, it is expected that you will incorporate any feedback you receive and improve your rationale and/or reflection and that you will insert the artifact and your writing into your ongoing Wix portfolio.

**Evaluation and Grading Guidelines and Criteria:** All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered),

properly labeled, and carefully proofread and edited. Use APA guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

**Last day to Withdraw from Course: Monday, March 30<sup>th</sup>**

### Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. E-Learning, Readings, Discussions	30%	30 points	On-going
2. Individual Choice Book	20%	20 points	Week 10
3. Integrating New Media Literacies	40%	40 points	Week 13
4. Program Portfolio Artifact	5%	5 points	Week 14
5. Final Exam	5%	5 points	Week 15
Totals	100%	100 points	

### Performance Standards

Performance standards			
Points	Percent	Grade	Standard
93-100	93%	A	(Excellent) Superior
84-92	84%	B	(Good) Above Average
75-83	75%	C	(Undeveloped)Average
66=74	66%	D	(Poor) Below Average
00-65	65% or below	F	(Unacceptable)Mediocre

### Required Texts, Materials, & Supplies:

**Core Readings:** The core readings selected for purposes of this course consist of book chapters, reports, and articles selected from new literacies handbooks, literacy journals, and other relevant sources (see list of journals below list of references attached). These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

### Required Books

1. Scheibe, C. & Rogow, F. (2012). The teacher's guide to media literacy: Critical thinking in a multimedia world. Thousand Oaks, CA: SAGE Publications.  
ISBN-10: 1412997585  
ISBN-13:9781412997584 (pbk.)  
Link to book page on Amazon: [https://www.amazon.com/Teachers-Guide-Media-Literacy-Multimedia/dp/1412997585/ref=sr\\_1\\_1?ie=UTF8&qid=1539276973&sr=8-1&keywords=the+teachers+guide+to+media+literacy&dpID=51nmDswNk4L&preST= SX 218 BO1,204,203,200 QL40 &dpSrc=srch](https://www.amazon.com/Teachers-Guide-Media-Literacy-Multimedia/dp/1412997585/ref=sr_1_1?ie=UTF8&qid=1539276973&sr=8-1&keywords=the+teachers+guide+to+media+literacy&dpID=51nmDswNk4L&preST= SX 218 BO1,204,203,200 QL40 &dpSrc=srch)
2. Dowd, H. & Green, P. (2016). Classroom management in the digital age: Effective practices for technology-rich learning spaces. EdTech Team Press.  
ISBN-10: 1945167122



ISBN-13: 978-1945167126

Link to book page on Amazon: [https://www.amazon.com/Classroom-Management-Digital-Age-Technology-Rich/dp/1945167122/ref=sr\\_1\\_1?ie=UTF8&qid=1481928945&sr=8-1&keywords=Classroom+management+in+the+digital+age%3A](https://www.amazon.com/Classroom-Management-Digital-Age-Technology-Rich/dp/1945167122/ref=sr_1_1?ie=UTF8&qid=1481928945&sr=8-1&keywords=Classroom+management+in+the+digital+age%3A)

3. Individual Choice Book: Must select by week 3. Must acquire by week 5. (See pages 4-5)
4. A collection of articles and reports extracted from journals, books, and websites.
  - a. National Council of Teachers of English (NCTE) Position Statements:
    - i. Code of Best Practices in Fair Use for Media Literacy Education  
<http://www2.ncte.org/statement/fairusemedialiteracy/>
    - ii. Beliefs for Integrating Technology into the English Language Arts Classroom  
<http://www2.ncte.org/statement/beliefs-technology-preparation-english-teachers/>

### Recommended Websites

1. New Literacies Research Lab-- <https://newliteracies.uconn.edu/>
2. National Education Association—21<sup>st</sup> Century Literacies--  
<http://www.nea.org/newliteracy>
3. New Media Literacies-- <http://www.newmedialiteracies.org>
4. New Literacies Collaborative-- <http://newlit.org>

### Recommended Journals

- a. *American Educational Research Journal*
- b. *Educational Leadership*
- c. *Journal of Adolescent and Adult Literacy*
- d. *Journal of Educational Psychology*
- e. *Journal of Learning Disabilities*
- f. *Journal of Literacy Research*
- g. *Language Arts*
- h. *Reading Research Quarterly*
- i. *Tapestry Journal*
- j. *The Reading Teacher*

**Note:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

## READ 5303-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES Tentative Schedule Spring 2020

**Topical Outline & Schedule:** The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

WEEK# MODULE# BEGIN DATE	ACTIVITIES and ASSIGNMENTS	DUE DATES
<b>WEEK 1</b> <b>MODULE 1</b> <b>M 1/13</b>	<b>READ:</b> 1-Article: Kist & Pytash (2015) I love to flip new literacies. 2-Article: Dressman (2007) Changing definitions of literacy 3-Textbook#1: Scheibe & Rogow (2012) Introduction pp.1-9.  <b>LECTURE NOTES:</b> Course Overview  <b>WHOLE CLASS DISCUSSION:</b> 1-Post & Comments over readings 2-Flipgrid Video Introductions – Classmate Meet and Greet	<b>1/19/20</b> <b>11:59 PM</b>
<b>WEEK 2</b> <b>MODULE 2</b> <b>M 1/20</b>	<b>READ:</b> 1-Article: Leu et al. (2011). The new literacies of online reading. 2-Textbook#1 Ch. 1: “What Do We Mean by <i>Media</i> ?” pp. 11-16. 3-Textbook#2 Dowd & Green - Preface & Ch.1: “Classroom procedures,” pp. 1-20.  <b>LECTURE NOTES:</b> New Literacies: An Overview  <b>WHOLE CLASS DISCUSSION:</b> Post & Comments over readings	<b>1/26/20</b> <b>11:59 PM</b>
<b>WEEK 3</b> <b>MODULE 3</b> <b>M 1/27</b>	<b>READ:</b> 1-Article. Jenkins et al. (2006). Confronting the challenges of participatory culture. [White paper.] READ SELECTIVELY. Pay particular attention to the front matter (pp. 3-20) 2-Textbook#1 Ch. 2: “What is <i>Media Literacy</i> ?” pp. 19-33. 3-Textbook#2 Ch.2– Dowd & Green, “Classroom rules and expectations,” pp. 21-37.  <b>LECTURE NOTES:</b> Exploring Theoretical, Research, and Practical Aspects of New Literacies  <b>WHOLE CLASS DISCUSSION:</b> Post & Comments over readings  <b>PROJECT:</b>	<b>2/2/20</b> <b>11:59 PM</b>

	Choice Book Selection – Send me a note with your book selection.	
<b>WEEK 4 MODULE 4 M 2/3</b>	<p><b>READ:</b></p> <p>1-Article. Kist, W. (2013, March). New literacies and the Common Core. Educational Leadership, 38-43.</p> <p>2-Textbook#1 Ch. 3: “What is Media Literacy Education” pp. 35-60.</p> <p>3-Textbook#2 Ch. 3 – Dowd &amp; Green, “Teaching tips and strategies,” pp.39-61.</p> <p><b>LECTURE NOTES:</b> New Literacies &amp; The Common Core State Standards</p> <p><b>WHOLE CLASS DISCUSSION:</b> Post &amp; Comments over readings</p>	<b>2/9/20 11:59 PM</b>
<b>WEEK 5 MODULE 5 M 2/10</b>	<p><b>READ:</b></p> <p>1-Start reading your Choice Book.</p> <p>2-Textbook#1 Ch. 5: “General Approaches to Teaching Media Literacy Across the Whole Curriculum” pp. 101-112.</p> <p>3-Textbook#2 Ch. 4– Dowd &amp; Green, “Partnering with parents,” pp. 63-68, and “Parting Words” on following page.</p> <p><b>LECTURE NOTES:</b> Using Mobile Technologies to Support New Literacies Instruction in K-12 Settings</p> <p><b>WHOLE CLASS DISCUSSION:</b> Post &amp; Comments over readings</p> <p><b>PROJECT:</b> Individual Book Choice – Get the book and begin reading.</p>	<b>2/16/20 11:59 PM</b>
<b>WEEK 6 MODULE 6 M 2/17</b>	<p><b>READ:</b></p> <p>1-Read Choice Book.</p> <p>2-Article: Northrop &amp; Killeen (2013). A framework for using iPads to build early literacy skills. The Reading Teacher, 56(7), 531-537.</p> <p>3-Textbook#1 Ch. 6: “Integrating Media Literacy Into Specific Content Areas” pp. 121-137.</p> <p><b>LECTURE NOTES:</b> Using iPads to support New Literacies Instruction in K-12 Settings</p>	<b>2/23/20 11:59 PM</b>

	<p><b>WHOLE CLASS DISCUSSION:</b> Post &amp; Comments over readings</p> <p><b>PROJECT:</b> Individual Book Choice Book Introduction</p>	
<p><b>WEEK 7</b> <b>MODULE 7</b> <b>M 2/24</b></p>	<p><b>READ:</b> 1-Read Choice Book.</p> <p>2-Textbook#1 Ch. 4: “What Are Questions the Answer? Teaching Students How to Analyze Media Messages” pp. 63-72.</p> <p>3-Textbook#2 – Dowd &amp; Green, RESOURCES, at end of book – Headings: Standards; Common Sense; Educational Origami; and, Research Skills. Examine each. Visit each website. Consider the potential of each as you begin to think about your project.</p> <p><b>LECTURE NOTES:</b> Internet Reciprocal Teaching: A Strategy for Integrating the New Literacies of Online Reading Comprehension</p> <p><b>WHOLE CLASS DISCUSSION:</b> Post &amp; Comments over readings</p> <p><b>PROJECT:</b> 1-Integrating New Media Literacies in Instruction Project: Brainstorm ideas.</p>	<p><b>3/1/20</b> <b>11:59 PM</b></p>
<p><b>WEEK 8</b> <b>MODULE 8</b> <b>M 3/2</b></p>	<p><b>READ:</b> 1-Read Choice Book.</p> <p>2-Textbook#1 Ch. 7: “Media Literacy Lesson Plans” pp. 141-183.</p> <p><b>LECTURE NOTES:</b> Designing Instruction Units to Support New Literacies Integration</p> <p><b>PROJECT:</b> 1-Individual Book Choice Book Update</p> <p>2-Integrating New Media Literacies in Instruction Project: Begin to draft your plan.</p>	<p><b>3/8/20</b> <b>11:59 PM</b></p>
<p><b>M 3/9-3/13</b></p>	<p><b>UT TYLER SPRING BREAK</b></p>	
<p><b>WEEK 9</b> <b>MODULE 9</b> <b>M 3/16</b></p>	<p><b>READ:</b> 1-Read Choice Book.</p> <p>2-Article: Rogers (2015): “Five easy ways to bring blogging into your classroom” p. 38-40.</p>	<p><b>3/22/20</b> <b>11:59 PM</b></p>

	<p>3-Textbook#1 Appendix B “Designing Media Literacy Lessons: A Checklist” pp. 211-212.</p> <p><b>LECTURE NOTES:</b> Use of Blogging to Enhance Student Reading &amp; Writing Online</p> <p><b>PROJECT:</b> 1-Integrating New Media Literacies in Instruction Project: Share your draft with peers for feedback.</p>	
<p><b>WEEK 10</b> <b>MODULE 10</b> <b>M 3/23</b></p>	<p><b>READ:</b> 1-Finish reading Choice Book.</p> <p>2-Textbook#1 Ch. 8: “Does It Work?” pp. 189-200.</p> <p><b>LECTURE NOTES:</b> Supporting English Learners (ELs) With New Literacies Instruction</p> <p><b>PROJECT:</b> 1-Individual Book Choice Book Final Reflection</p> <p>2-Integrating New Media Literacies in Instruction Project: Continue to draft your plan.</p>	<p><b>3/29/20</b> <b>11:59 PM</b></p>
<p><b>WEEK 11</b> <b>MODULE 11</b> <b>M 3/30</b></p> <p><b>Last Day to withdraw from classes</b></p>	<p><b>READ:</b> 1-Textbook#1 Ch. 9: “Sounds Great, But I don’t Have Time! Getting Past the Barriers and Why It’s Worth It” pp. 201-205.</p> <p><b>LECTURE NOTES:</b> Teacher Professional Development for 21<sup>st</sup> Century Educators</p> <p><b>WHOLE CLASS DISCUSSION:</b> 1-Post &amp; Comments over readings</p> <p><b>PROJECT:</b> 1- Integrating New Media Literacies in Instruction Project: Keep drafting your plan.</p>	<p><b>4/5/19</b> <b>11:59 PM</b></p>
<p><b>WEEK 12</b> <b>MODULE 12</b> <b>M 4/6</b></p>	<p><b>READ:</b> 1-Textbook#1 Appendix A “Excerpts From Core Principles of Media Literacy Education in the United States” pp. 211-216.</p> <p><b>LECTURE NOTES:</b> Promoting Socially and Ethically Responsible Use of Information Communication Technologies in the Classroom</p> <p><b>WHOLE CLASS DISCUSSION:</b> 1-Post &amp; Comments over readings</p>	<p><b>4/12/20</b> <b>11:59 PM</b></p>

	<b>PROJECT:</b> 1- Integrating New Media Literacies in Instruction Project: Final revisions/edits. Contact the UT Tyler Writing Center for help with editing. <a href="https://www.uttyler.edu/writingcenter/">https://www.uttyler.edu/writingcenter/</a>	
<b>WEEK 13 MODULE 13 M 4/13</b>	<b>PROJECT:</b> 1-Integrating New Media Literacies in Instruction Project: Submit final draft plan in Canvas.	<b>4/19/20 11:59 PM</b>
<b>WEEK 14 MODULE 14 M 4/20</b>  <b>Last Week of Classes</b>	<b>PROJECT:</b> 1- Integrating New Media Literacies in Instruction Project: Presentation. 2- Program Portfolio Artifact	<b>4/26/20 11:59 PM</b>
<b>WEEK 15 MODULE 15 M 4/27</b>  <b>Finals Week</b>	<b>ONLINE FINAL EXAM ONLINE COURSE EVALUATION</b>	<b>4/27/19 11:59 PM</b>

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## **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 (Stewart Hall 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**

**Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **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**

**TITLE 19** EDUCATION

**PART 7** STATE BOARD FOR EDUCATOR CERTIFICATION

**CHAPTER 247** EDUCATORS' CODE OF ETHICS

**RULE §247.2** *Purpose and Scope; Definitions*

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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

**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