EDUC 1301: Texas Schools and Students
Online
Spring 2025

Instructor: Curtis Martine
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Office Hours: Zoom meetings by appointment

Day and Time of Course: Online
Location of Course: Canvas

COURSE CATALOG DESCRIPTION:

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

STUDENT LEARNING OUTCOMES:

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

TOPICS COVERED IN THE COURSE:
- Demographics of Texas Schools and Teachers
    - General Facts about Texas Schools
    - General Facts about Texas Public School Students
        - Examination of race, socio-economic, ability levels, mental/emotional status
- The Texas Accountability System
    - STAAR
    - A-F Grading System
    - T-TESS
    - T-PESS
    - Understanding the Texas Academic Performance Report

- Using State Standards to Guide Student Learning

- o Texas Essential Knowledge and Skills (TEKS)
- o English Language Proficiency Skills (ELPS)
- o College and Career Readiness Standards (CCRS)
- o Pre-Kindergarten Guidelines
- The Instructional Cycle
  - o Use of Data
  - o Knowledge of Students
  - o Planning Lesson
    - ▪ Using formative assessment and a variety of instructional strategies
  - o Implementing Lesson
  - o Reflecting on Effectiveness and Needed Next Steps
- School Law
  - o Federal Educational Rights and Privacy Act (FERPA)
  - o Child Abuse Prevention and Treatment Act (CAPTA)
  - o Texas Educators' Code of Ethics (Texas Administrative Code)
  - o Individuals with Disabilities Education Act (IDEA)
  - o Every Student Succeeds Act (ESSA)
  - o Copyright Law
  - o *Lau vs. Nichols*
  - o *Brown vs. Board of Education*
  - o Title IX
  - o Suicide Prevention & Mental Health (Texas Administrative Code)

TENTATIVE SCHEDULE

Module	Topic
1	Course Overview; Field Applications; Class Community Building Activities; Steps for Success in this Course Texas School and Student Facts TTESS Overview Dimension 1.1 Standards and Alignment Dimension 1.1 Standards and Alignment, continued … Looking at the TEKS Dimension 1.2: Data and Assessment TAPR ***Field Application Due Date***
2	A-F School Ratings T-TESS Knowledge of Students Texas Academic Performance Report Check Understanding; TAPR assignment given 1.4 Activities
3	Covering the Standards – what are they Covering the Standards continued; Field Observations Dimension 2.1 Achieving Expectations Unpacking the Standards Selecting Standards for Specific Students Practice Content Knowledge and Expertise
4	Check Understanding; Standards assignment given Midterm

	2.4 Communication Special Student Populations 1 Special Student Populations 2 2.5 Monitor and Adjust
5	Suicide Prevention; Suicide prevention module assigned Characteristics of Mental Health Issues & Appropriate Interventions (connect to law) Dimension 3.1 Classroom Environment, Routines, and Procedures Teacher Ethics, FERPA, CAPTA; (Connect to law); Field Observations School Law Dimension 3.2 Managing Student Behavior
6	School Law School Law Part 2 Dimension 3.3 Classroom Culture School Law; Assignment Given; Field Observations Instructional Cycle Dimension 4.1 Professional Demeanor and Ethics
7	Instructional Cycle Copyright Dimension 4.2 Goal Setting Reflections on Field Observations Wrap Up Course Dimension 4.3 Professional Development Dimension 4.4.4 School Community Involvement
Final	

ASSESSMENTS:
- o Quizzes and in-class assignments – 5 points each
- o Reflections – 10 points each
- o Mid-term – 30 points
- o Ethics quiz – 20 points
- o Completion of time log and observation hours – 50 points (Note: must be completed to get a grade for the course)
- o Final – 51 points

GRADING SCALE (% of total points)
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=0-59%

Last Day to Withdraw from Course: March 31, 2025

TEXTBOOK:
Hickey, W. D., Oliveras-Ortiz, Y., & Kaiser, F. (2023). *The Distinguished Texas Teacher: Making a Difference in the Classroom.* Dubuque, Iowa: Kendall Hunt Publishers.

https://urldefense.com/v3/__https:/he.kendallhunt.com/product/proficient-distinguished-mastering-t-tess__;!!CNnezw0!7ulFgG0R9RHpXgcMeXPLDX6SvoYosXJx15zA3Rxy9VxgePjm5k4xZHQ72R6KdudYMs2gELgArXfUSCukgO3id3A$
OTHER READINGS:

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

FIELD ASSIGNMENT:
The components of this assignment include:
- o Field Application
- o Contacting the teacher
- o Completing and Submitting Time Log
- o Thank you notes to teacher
- o Observation Field Report

FIELD OBSERVATION GUIDELINES
One aspect of EDUC 1310 is an opportunity to observe elementary, middle, and secondary classrooms. The 15 hours of field observation (Field) are tied to a final Field Report due at the end of the semester. Twelve (12) hours of direct/face-to-face observation include four hours at the elementary level, four hours at the middle level, and four hours at the secondary level are required. In addition, four hours will be analyzed in class using video clips. There will be additional information and guidance regarding the field observation in the course.

NOTE: You will arrange the observation times with your assigned teacher. EDUC 3315 classroom times will not be used for these observations. Make sure you plan ahead to complete these nine hours.

COMMUNICATION
All communication will be via email at cmartine@uttyler.edu. Please note this is **not** a Patriots email address. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I work to reply to emails within 24 hours, but please remember that I also work for Tyler ISD. Emails over the weekend will receive a response within 24 hours as well.

CLASS PARTICIPATION
This course is designed as an online course. You will be expected to complete all coursework online. Please be sure to regularly look at the modules and announcements for our course. There will be scheduled zoom conferences.

COURSE POLICIES AND GUIDELINES

1) **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 the title of the assignment, centered at the top of your paper.
   - **For all assignments submitted in Canvas, your name, date, class number, or any other information should NOT be included.**
   - Upload written assignments on the Canvas website under the assignment tab.

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

Canvas: Students will access class notes, assignments, grades, and course information 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 any class handouts.

Classroom Management Portfolio: Students will be creating a classroom management portfolio that will be posted on Google Sites. To ensure a professional product to use on their resume, students will have the opportunity to fix their portfolio assignments as many times as they would like for up to full credit on the assignment (***unless the original submission is not submitted on time***).

b) **Late work: It** is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in the day it is due.** You may turn in your assignment early. Late assignments are not accepted unless **prior** arrangements have been made with the instructor. Assignments and due dates are posted on Canvas.

c) *Plagiarism.* Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.

Unicheck 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 Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.

2) **You are responsible** for all information given online, during zoom conferences, and in the syllabus.

3) **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. Information on dispositions can be found under the attachments to the Course Information Page.

According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas. https://www.uttyler.edu/president/missionstatement.php
Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21ˢᵗcentury.
A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an

educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

CEP MISSION
The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP VISION
The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

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.

The list of Texas Education Standards can be accessed here.

UNIVERSITY POLICIES

UT Tyler Honor Code

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

For a full list of university policies including information related to the topics listed below, click here.

- Students Rights and Responsibilities Campus Carry
- Tobacco-Free
- University Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services Student
- Absence due to Religious Observance Student
- Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct UT Tyler
- Resources for Students:
    - UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
    - UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/

- o 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.
- o UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

UT TYLER'S GUIDELINES FOR USE OF ARTIFICIAL INTELLIGENCE

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. **For this course, all work students submit for this course is expected to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.**