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Department of Education   Term: Fall, 2024 (8/26-12/11)
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Syllabus Disclaimer

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Required Texts

Moore, K.D., & Hansen, J. (2011). *Effective strategies for teaching in k-8 classrooms (1st ed.).* Thousand Oaks, CA: Sage Publications, Inc. ISBN-13: 978-1412974554

Hatala, M. (2020). *APA simplified: Your concise guide to the 7th edition.* Greentop Academic Press. ISBN-13: 978-1933167541

Course Description

A course designed for the classroom teacher focusing on key aspects of data driven planning, instruction, and assessment in the classroom. The role of standards based from the Texas Essential Knowledge and Skills (TEKS) will be applied incorporating various forms of inquiry and direct instruction. Pre-requisites: Completion of Blocks I and II, ED 3302, 4314, 3303 & 4322.

Student Learning Outcomes (SLO)

SLO 1. Students will demonstrate effective lesson planning.
SLO 2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
SLO 3. Students will demonstrate effective evaluative processes for assessing student learning.

Marketable Skills

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to teach classroom management.
5. Student have the ability to effectively use technology to communicate.

Course Otcomes (CO)

As a result of course readings, activities, and assignments students will be able to:

1. Utilize the TEKS in their field of interest to design lesson plans: (a) promoting higher-order thinking skills, (b) fostering student inquiry and problem solving, and (c) acknowledging students' cultural and socioeconomic background.
2. Plan lesson activities that incorporate continuous monitoring of instructional effectiveness.
3. Demonstrate their knowledge on the use of technology to communicate information in various formats.
4. Demonstrate their knowledge of legal and ethical guidelines for educators in Texas.

Distance Education (Web-course) Non-Participation Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Policies in effect for on- campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include, but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

For Remote/Online Courses Only - SRSU Distance Education Statement.

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

SRSU Disability Services

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine. Texas, 79832

Library Information:
The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Class Expectations: Throughout the course students will be required to complete written assignments, design effective lesson plans, and prepare presentations. Students will be expected to read all assigned readings and complete assignments in a timely manner. Final grades will be assigned according to the A-F (90-100 = A, 80-89 = B, 70 – 79 = C, 60 – 69 = D, Below 60 = F) format and evaluated using the following criteria:

Late Assignments

All assignments are due as indicated on the course schedule and must be posted on Blackboard (BB). **Late assignments will not be accepted.**

Written Assignments: To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a 12 point Times New Roman font. In addition, all written assignments must follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th edition), **including APA title and reference page.** Post all assignments on BB by due date.

Assessment Methods
There are a total of 100 possible points for this course and they are as follows: **Points**
1. T-TESS Lesson Plan (SLO 1a)   20
3. T-TESS Lesson Plan Reflection (SLO 1b)   10
4. T-TESS Lesson Presentation (SLO 2a)   10
5. Instructional Strategies Paper (SLO 2b)   10
6. Providing Feedback Assignment (SLO 3a)   10
7. Midterm Exam   20
7. Final Exam   20
8. Code of Ethics Affirmation Course Requirements & OER training modules

Code of Ethics Affirmation: Students will access and read the Texas Educator's Code of Ethics TAC 247.2 document from the BB course and afterwards upload the affirmation document.

OER training modules: Students will complete required training on the use of open education resource instructional materials approved by the SBOE and for the **subject area** and **grade level** of the candidate's certification category and prohibit coursework on instructional materials that incorporated "three-cueing" into foundational skills reading instruction to implement HB 1605to implement HB 1605.
Training module certificates will be uploaded to BB by the indicated due date on the course schedule. Please use the website address listed below to access the training modules.
Texas Learn OER- https://sites.google.com/austincc.edu/texaslearnoer/module-1-introduction-to-this-course

ASSIGNMENTS/STUDENT LEARNING OUTCOMES (SLO)

The following statement of authorship must be signed by the student and should appear at the bottom of the **title page**:

I certify that I am the author of this paper titled _____and that any assistance I received in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification will affect my status as an undergraduate student.

_____   _____
Signature   Date

I. Guidelines for Texas Teacher Evaluation and Support System (T-TESS) Lesson (SLO 1; CO 3-4)

Students will design a lesson utilizing a math level Texas Essential Knowledge and Skills (TEKS) and a Texas Essential Knowledge and Skills for Technology Applications and the revised Bloom's taxonomy on the learning objective. For the student-centered activities use the 5E model (Engage, Explore, Explain, Elaborate, and Evaluate) and discuss how you will address these. The lesson should include sample graphic organizers, worksheets, description of strategies/digital literacy tools, and a list of questions used during the lesson to promote critical thinking. The lesson should be completed using the blank T-TESS Lesson Plan Form in this syllabus. This assignment should include an APA title and reference page.

* Website address/Information on:
1. TEKS: https://tea.texas.gov/sites/default/files/ch112c.pdf
2. Technology TEKS: https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-126
3. 5E model information: https://lesley.edu/article/empowering-students-the-5e-model-explained

5E Model at a glance:
Engage-How and what the teacher will do to get students excited about learning.
Explore-Students explore concepts through concrete learning experiences provided by the teacher.
Explain-Students share models/explanations on concepts while the teacher provides resources and
information to support student learning.
Elaborate-Students apply what they've learned.
Evaluate-Includes both formal and informal assessments. Teacher determines student learning.

Sample Learning Objective:
Learning Objective: After attending the lectured discussion, participating in the exercises, and completing the assignment, students will calculate an object's speed and graph distance and speed as a function of time. with a 100% accuracy.

For Your Information; do not highlight this information in your learning objective.
Condition: Conditions describe the relevant factors associated with the desired performance. For example: 1. after attending a lecture. . . . 2. following review of a demonstration. . . . 3. given a case study. . . . 4. after completing the assignment. . . . 5. given a specific instrument. . . .
Student Behavior: utilizing Bloom's Taxonomy verbs
Criteria: The criteria are specified as the acceptable level of achievement desired. They tell how well the learner must perform. This part of the objective may be omitted when there is no deviation from standard procedures or protocols. For example: 1. percent of correct responses 2. within a given time period 3. in compliance with criteria presented by the faculty.

Grading Rubric – T-TESS Lesson Plan (20 points)

Learning objective based on Bloom's Taxonomy (Follow the example in the syllabus.)	3
Lesson plan designed according to course objectives and using the form in this syllabus.	12
Sample graphic organizers, worksheets, description of strategies/digital tools, and list of questions	2
APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors	3
Total	20 points

II. Guidelines for T-TESS Lesson Plan Reflection (SLO 1; CO 6):

You are to use the feedback on your lesson plan design and write a reflection on this. The reflection is not a summary. You should describe changes to:

(1) The Learning Objective so that student learning behavior is beyond the remembering/recall phase of Bloom's Taxonomy. Be sure to identify both the content and technology TEKS you will make use of in the learning objective.
(2) Introduction to Lesson/Activating Thinking activity so that student engagement is promoted through critical thinking.
(3) Lesson Activities so that a student-centered approach is the focus of the lesson. Be sure to describe both the teacher and student roles.
(4) Lesson Evaluation so that checking for understanding is achieved through both an informal and formal process. Be sure to describe both the informal and formative assessment methods.

The length of each reflection should be no less than 1page long excluding title and reference page. Reflection should be double spaced, Times New Roman, 12 pt., 1" margins, with a **title** and **reference page** following APA guidelines.

Grading Rubric: T-TESS Lesson Plan Reflection (10 points)

Learning Objective: Describe changes	1 point
Introduction to Lesson/Activating Thinking: Describe changes	2 points
Lesson Activities: Describe changes to both student-centered & teacher-centered strategies	2 points
Lesson Assessments: Describe changes to include informal & formal assessments	2 points
APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors.	3 points
Total Points	10 points

III. Guidelines for T-TESS Lesson Presentation (SLO 2; CO 2-5):

Students will prepare a PowerPoint presentation on their T-TESS lesson plan. The presentation should include a discussion utilizing a TEKS subject/grade level as well as a Technology TEKS, learning objective and a description of student-centered activities depicting both the teacher and student roles. Include sample graphic organizers, worksheets, description of strategies/digital literacy tools, and a list of questions used during the lesson to promote critical thinking.

Grading Rubric: T-TESS Lesson Presentation (10 points)

Discussion of: TEKS (subject/grade level & Tech. TEKS) & Learning Objective	1 point
Discussion of Student-centered strategies depicting both teacher/student roles	2 points
Discussion of Teacher-centered strategies depicting both teacher/student roles	2 points
Description of digital literacy tools & list of questions used to promote critical thinking	2 points
APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors.	3 points
Total:	10 points

IV. Guidelines for Instructional Strategies Paper (SLO 2; CO 1):

Students will include the learning objective from the original lesson plan at the top of the paper.
Students will do research and identify new student-centered instructional strategies different from those in original lesson plan. Students will write a 2-page paper on student-centered instructional strategies (citing research) and describe their use in the lesson. Students shall utilize Bloom's taxonomy verbs in the learning objective.

Grading Rubric: Instructional Strategies Paper (10 Points)

Learning objective from the original lesson plan using Bloom's taxonomy verb	1
Identification of new student-centered instructional strategies, i.e. different from those in original lesson plan; be sure to state the name of the strategies.	2
Use of research in a 2 page paper to include APA in-text citations	2
Description on the use of student-centered instructional strategies	2
APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors.	3
Total Points	10

V. Providing Feedback Assignment (SLO 3; CO 2-3):

Students will compose a 1-page paper and describe steps that could be taken when providing student feedback on student learning. Students will complete the blank template below (items 1-4) and submit for a grade.

Grading Rubric: Providing Feedback Assignment (10 points)

Description of your (a) informal assessment and how you would provide evidence of student learning. List questions you can make use of to check for understanding throughout the lesson.	2
Description of your (b) formal assessment and how you would provide evidence of student learning. Describe the activity and attach an assignment you can make use of to assess student mastery of the concepts taught during the lesson.	2
For students in need of remediation provide (a) Description of new student-centered and teacher-centered strategies to re-teach the lesson concepts.	1
For students in need of remediation provide (b) Description of new student-centered activities to trigger student learning.	1
After re-teaching: Description of how you would measure student gains in understanding lesson concepts.	1
APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors.	3
Total Points	10

Providing Feedback to Guide Further Learning Template

1. State the TEKS from your original T-TESS lesson.

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2. Describe how your assessment, both (a) informal and (b) formal would provide evidence of student learning. For the informal assessment, list questions you can make use of to check for understanding throughout the lesson. For the formal assessment describe the activity and attach an assignment you can make use of to assess student mastery of the concepts taught during the lesson.

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3. For students in need of remediation, i.e. students who do not master the concepts taught, describe (a) new student-centered and teacher-centered strategies to re-teach the lesson concepts, (b) describe new student-centered activities to trigger student learning. Be sure to describe both student and teacher roles during the activities and provide evidence of new teaching materials used, i.e. selected readings, videos, group work materials, etc.

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4. After re-teaching your lesson, describe how you would measure student gains in understanding lesson concepts that were not mastered during the original instructional process.

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T-TESS Lesson Plan Form: Include an APA title page and reference page.

Lesson Sections	Lesson Entries
TEKS (Texas Essential Knowledge and Skills) **TEKS: 112.16**	**TEKS:**
TEKS (Texas Essential Knowledge and Skills for Technology Applications) **TEKS: 126.6**	**Technology TEKS:**
ELPS (English Language Proficiency Standards)	**ELPS** standards addressed in lesson:
Learning Objective: Written following course specifications and using Bloom's taxonomy verbs.	**Learning Objective:**
Materials/Equipment: List materials/equipment used in lesson	**Materials/Equipment:**
Activate Thinking/Essential Question *(Engage)* Describe how you will use students' prior learning, personal, cultural, and/or community assets to 'hook' them, i.e. get them excited about the lesson topic. Think about a thought-provoking opening question(s) you can use to motivate students to the learning process. Include the question(s) here.	**Activate Thinking/Essential Question:**
Direct Instruction *("I do")* (a) Describe activities you will use to teach content, i.e. direct teach. Be sure to describe your role. (b) Describe how you will make use of digital literacy tools/strategies as you teach. (c) Describe procedures you will use to manage transitions, e.g. passingout/collecting materials, stating rules for groupwork, closing activities.	**Direct Instruction, "I Do":**
Guided Practice *("We do") (Explore/Explain)* (a) Describe activities you will use as you work with your students to teach content. Be sure to describe teacher and student roles. (b) Describe how you will make use of digital literacy tools/strategies as you teach. (c) Describe procedures you will use to manage transitions, e.g. passingout/collecting materials, stating rules for groupwork, closing activities.	**Guided Practice, "We Do":**
Independent Practice *("You do") (Elaborate)* (a) Describe student roles/behaviors during all activities to demonstrate student learning. Be sure to describe teacher role while students work independently. (b) Describe how students will make use of digital literacy tools/strategies to demonstrate	**Independent Practice, "You Do":**

student learning. Be sure to describe teacher role.	
Closure Describe how you would conduct a final review of the lesson to confirm student learning as a result of instruction.	**Closure:**
Assessment *(Evaluate)* Describe assessments for the lesson, i.e. how will you check for understanding/mastery of the TEKS, learning objective, and related skills throughout the lesson? (a) Informal Processes (b) Formal Processes	**Assessment:** **Informal Processes:** **Formal Processes:**
Differentiation/Academic Support for Students Describe how you will differentiate instruction. You can differentiate instruction across four main areas: content, process, product, and environment.	**Differentiate/Academic Support for Students:**

Instructional Delivery: Whole-Class Discussion (WD); Lecture (L); Group Work (GW); Independent Practice (IP); Reading Assignments (RA); Presentation (P)

Tentative Course Schedule

Week	Topic	Assignment
1-8/26	Course Syllabus Foundations for Teaching & Learning 1.2k/1.2s;1.3k/1.3s;1.4k/1.4s;1.5k/1.5s; 1.6k/1.6s;1.7k/1.7s;1.8k/1.8s; 1.11k/1.11s; 1.12k/1.12s;1.13k/1.13s; 1.14k/1.14s;	8/26-Moore & Hansen (2011) – Read Ch. 1 • View videos and prepare a video synopsis denoting highlights: (1) Foundations of Learning https://www.youtube.com/watch?v=_pJcc_-pVwY (2) Theorists https://www.youtube.com/watch?v=TZdIvroEKPA HW: Read Writing Learning Objective Info. on BB and write a sample learning objective. Read Ch. 2 RA; WD; L; GW
2-9/2	*Labor Day Holiday*	
3-9/9	Teaching Diverse Students 1.2k/1.2s;1.3k/1.3s;1.4k/1.4s;1.5k/1.5s; 1.6k/1.6s;1.7k/1.7s;1.8k/1.8s; 1.11k/1.11s; 1.12k/1.12s;1.13k/1.13s; 1.14k/1.14s;	1/29-Moore & Hansen (2011) – Read Ch. 2 • View video and prepare a video synopsis denoting highlights: https://www.youtube.com/watch?v=LNRgJPe0u18 HW: Read Ch. 4 and Code of Ethics on BB RA; WD; L; GW
4-9/16	Planning & Organizing Instruction 1.2k/1.2s;1.3k/1.3s;1.4k/1.4s;1.5k/1.5s; 1.6k/1.6s;1.7k/1.7s;1.8k/1.8s; 1.11k/1.11s; 1.12k/1.12s;1.13k/1.13s; 1.14k/1.14s;	Moore & Hansen (2011) – Read Ch. 4 • View video and prepare a video synopsis denoting highlights: https://www.youtube.com/watch?v=XPpW9UVb_90 • **Code of Ethics Affirmation Due on BB by 9 a.m.** HW: Read Ch. 5 RA; WD; L; GW
5-9/23	Developing Unit & Daily Lesson Plans 1.2k/1.2s;1.3k/1.3s;1.4k/1.4s;1.5k/1.5s; 1.6k/1.6s;1.7k/1.7s;1.8k/1.8s; 1.11k/1.11s; 1.12k/1.12s;1.13k/1.13s; 1.14k/1.14s;	Moore & Hansen (2011) – Read Ch. 5 • View video and prepare a video synopsis denoting highlights: https://www.youtube.com/watch?v=dpDycVujPuY HW: Read Ch. 7 RA; WD; L; GW
6-9/30	Using Direct Teaching Methods 1.15k/1.15s;1.16k/1.16s;1.17k/1.17s; 1.18k/1.18s;1.19k/1.19s; 1.20k/1.20s; 1.21k/1.21s; 1.22k/1.22s;2.3k/2.3s; 2.4k/2.4s	Moore & Hansen (2011) – Read Ch. 7 HW: Read Ch. 8 RA; WD; L; GW

7-10/7	Using Authentic Teaching Methods 1.15k/1.15s;1.16k/1.16s;1.17k/1.17s; 1.18k/1.18s;1.19k/1.19s; 1.20k/1.20s; 1.21k/1.21s; 1.22k/1.22s;2.3k/2.3s; 2.4k/2.4s	Moore & Hansen (2011) – Read Ch. 8 • View video and prepare a video synopsis denoting highlights: https://youtu.be/T6E3AyvWfWA HW: Read Chs. 9 & 10 RA; WD; L; GW
8-10/14	Using Integrated Teaching Methods Teaching Effective Thinking Strategies 1.15k/1.15s;1.16k/1.16s;1.17k/1.17s; 1.18k/1.18s;1.19k/1.19s; 1.20k/1.20s; 1.21k/1.21s; 1.22k/1.22s;2.3k/2.3s; 2.4k/2.4s	Moore & Hansen (2011) – Read Chs. 9 & 10 • **T-Tess Lesson Plan due on BB - 9 a.m.** • **T-TESS Lesson Plan Reflection due on BB by 9 a.m. on 10/18** RA; WD; L; GW
9-10/21	*Midterm Exam*	
10-10/28	T-TESS Lesson Plan 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s;1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s;1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16s	• Use the T-TESS lesson plan feedback and create a T-TESS powerpoint presentation and post to BB • **T-TESS Ppt. due on BB by 9 a.m.** HW: Commence work on **OER modules** WD; L; GW
11-11/4	Research on Instructional Strategies 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s;1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s;1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16s	• Do research on new student-centered strategies and commence work on the Instructional Strategies Paper HW: Continue work on **OER modules** WD; L; GW
12-11/11	Evaluating and Measuring Student Learning Providing Feedback 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s;1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s;1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16s	Moore & Hansen (2011) – Read Ch. 6 • Review Providing Feedback Assignment details in course syllabus • **Instructional Strategies Paper due on BB – 9 a.m.** HW: Continue work on **OER modules** WD; L; GW; IP
13-11/18	Providing Feedback 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s;1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s;1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16s	• **Providing Feedback Paper due on BB – 9 a.m.** HW: Continue work on **OER modules** WD; L; GW; IP

14-11/25	T-TESS Lesson Plan continued 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s;1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s;1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16s	• **<u>OER training modules due on BB – 9 a.m.</u>** WD; L; GW; IP
15-12/2	Managing the Classroom 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s;1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s;1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16	Moore & Hansen (2011) – Read Ch. 3 • Study for Final Exam WD; L; GW; IP
16-12/9	*Final Exam*	

Instructional Delivery: Whole-Class Discussion (WD); Lecture (L); Group Work (GW); Independent Practice (IP); Reading Assignments (RA); Presentation (P)

Student Participation Agreement for Online Courses: Post to BB

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. After you have read this agreement, sign, date and turn in. Contact information is optional.

1. Due to the nature of this course it is imperative that you complete all assignments as directed and submit in a timely manner.

2. Assignments require that you deliver your work to class on time and post your work. You must post your assignments by the due date. Late postings are **not** accepted.

3. To remain updated on course events, you should check the course web-page regularly for assignment reminders, news, and other important and timely announcements. As an adult learner, you must take responsibility for your learning. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.

4. For whatever reason, if at any point you decide to drop this course, it is your responsibility to officially drop or withdraw. Failure to do so will result in a failing grade (F).

Print Name: _____ Course enrolled:_____

Student Signature: _____ Date:_____

Student contact Information (optional):

E-mail:_____

Telephone #_____

19 TAC Chapter 126. Texas Essential Knowledge and Skills for Technology Applications

Subchapter A. Elementary

Subchapter B. Middle School

Subchapter C. High School

Subchapter D. Other Technology Applications Courses

ISTE STANDARDS FOR Students

https://www.iste.org/standards/for-students

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

* The developmental characteristics of students from early childhood to grade 12, including developmentally appropriate examples and instructional strategies, are
defined in the corresponding assessment framework for PPR (EC-12), as well as in the standards for PPR at each of the other three certification levels (EC-Grade 4, Grades 4-8 and Grades 8-12).

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Students The beginning teacher knows and understands: 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups; 1.2k the implications of students' developmental characteristics for planning appropriate instruction; 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs; 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners; 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and 1.6k appropriate strategies for instructing English language learners.	**Students** The beginning teacher is able to: 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs; 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners; 1.3s use effective approaches to address varied student learning needs and preferences; 1.4s plan instruction that motivates students to want to learn and achieve; and 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
Content and Pedagogy The beginning teacher knows and understands: 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); 1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues; 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills; 1.10k how lesson content and skills connect with other disciplines and within the discipline; and 1.11k current research on best pedagogical practices.	**Content and Pedagogy** The beginning teacher is able to: 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; 1.7s exhibit appropriate knowledge of a subject to promote student learning; 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content; 1.9s plan instruction that reflects an understanding of important prerequisite relationships; 1.10s plan instruction that makes connections within the discipline and across disciplines; and 1.11s use a variety of pedagogical techniques to convey information and teach skills.
Selection of Instructional Goals and Objectives The beginning teacher knows and understands: 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate; 1.13k the importance of developing instructional goals and objectives that can be assessed; 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and 1.15k the importance of aligning instructional goals with campus and district goals.	**Selection of Instructional Goals and Objectives** The beginning teacher is able to: 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate; 1.13s develop instructional goals and objectives that are able to be assessed; 1.14s develop instructional goals and objectives that reflect students' age, develop- mental level, prior skills and knowledge, background, and interests; and 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
Resources The beginning teacher knows and understands: 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning; 1.17k the importance of knowing when to integrate technology into instruction and assessment; and 1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.	**Resources** The beginning teacher is able to: 1.16s use various types of materials and other resources to aid in preparing and implementing instruction; 1.17s use technological tools to promote learning and expand instructional options; and 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities.

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Designing Coherent Instruction The beginning teacher knows and understands: 1.19k the importance of designing instruction that reflects the TEKS; 1.20k features of instruction that maximize students' thinking skills; 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence; 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning; 1.23k the benefits of designing instruction that integrates content across disciplines; and 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness. **Assessment of Student Learning** The beginning teacher knows and understands: 1.25k the role of assessment in guiding instructional planning; 1.26k the importance of creating assessments that are congruent with instructional goals and objectives; 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies; 1.28k the role of technology in assessing student learning; 1.29k the benefits of and strategies for promoting student self-assessment; 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and 1.31k how to analyze data from local, state, and other assessments using common statistical measures.	**Designing Coherent Instruction** The beginning teacher is able to: 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS; 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning; 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives; 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and 1.23s provide students with opportunities to explore content from many perspectives. **Assessment of Student Learning** The beginning teacher is able to: 1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives; 1.25s communicate assessment criteria and standards to students; 1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding; 1.27s promote students' use of self-monitoring and self-assessment; 1.28s analyze assessment results to aid in determining students' strengths and needs; and 1.29s use assessment results to help plan instruction for groups of students or individuals.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Creating an Environment of Respect and Rapport The beginning teacher knows and understands: 2.1k the importance of creating a learning environment in which diversity and individual differences are respected; 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students. **Establishing an Environment for Learning and Excellence** The beginning teacher knows and understands: 2.4k the importance of communicating enthusiasm for learning; and 2.5k the necessity of communicating teacher expectations for student learning.	**Creating an Environment of Respect and Rapport** The beginning teacher is able to: 2.1s interact with students in ways that reflect support and show respect for all students; 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning. **Establishing an Environment for Learning and Excellence** The beginning teacher is able to: 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and 2.5s ensure that instructional goals and objectives,activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Managing Classroom Procedures The beginning teacher knows and understands: 2.6k how classroom routines and procedures affect student learning and achievement; 2.7k how to organize student groups to facilitate cooperation and productivity; 2.8k the importance of time management for effective classroom functioning; 2.9k procedures for managing transitions; 2.10k routines and procedures for managing and using materials, supplies, and technology; 2.11k noninstructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and 2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures. **Managing Student Behavior** The beginning teacher knows and understands: 2.13k theories and techniques relating to managing and monitoring student behavior; 2.14k appropriate behavior standards and expectations for students at various developmental levels; 2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom; 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior; 2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and 2.18k appropriate responses to a variety of student behaviors and misbehaviors. **Maintaining a Physical and Emotional Environment that is Safe and Productive** The beginning teacher knows and understands: 2.19k features and characteristics of physical spaces that are safe and productive for learning; 2.20k the benefits and limitations of various arrangements of furniture in the classroom; 2.21k procedures for ensuring safety in the classroom; 2.22k physical accessibility as a potential issue in student learning; and 2.23k students' emotional needs and ways to address needs.	**Managing Classroom Procedures** The beginning teacher is able to: 2.6s establish classroom rules and procedures to promote an organized and productive learning environment; 2.7s organize and manage groups to ensure that students work together cooperatively and productively; 2.8s schedule activities and manage class time in ways that maximize student learning; 2.9s manage transitions to maximize instructional time; 2.10s implement routines and procedures for the effective management of materials, supplies, and technology; 2.11s coordinate the performance of noninstructional duties with instructional activities; 2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and 2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness. **Managing Student Behavior** The beginning teacher is able to: 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior; 2.15s consistently enforce standards and expectations for student behavior and ethical work habits; 2.16s encourage students to maintain ethical work standards and monitor their own behavior; and 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors. **Maintaining a Physical and Emotional Environment that is Safe and Productive** The beginning teacher is able to: 2.18s organize the physical environment to facilitate learning; 2.19s create a safe and inclusive classroom environment; 2.20s use effective strategies for creating and maintaining a positive classroom environment; and 2.21s respect students' rights and dignity.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Communication The beginning teacher knows and understands: 3.1k the importance of clear, accurate communication in the teaching and learning process; 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts; 3.3k spoken and written language that is appropriate to students ' ages, interests, and backgrounds; and 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions.	**Communication** The beginning teacher is able to: 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing; 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students; 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds; 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
Engaging Students in Learning The beginning teacher knows and understands: 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs; 3.6k how to present content to students in relevant and meaningful ways; 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations; 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding; 3.9k strategies and techniques for using instructional groupings to promote student learning; 3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.	**Engaging Students in Learning** The beginning teacher is able to: 3.7s create lessons with a clearly defined structure around which activities are organized; 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process; 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively; 3.10s represent content effectively and in ways that link with students' prior knowledge and experience; 3.11s use flexible grouping to promote productive student interactions and enhance learning; 3.12s pace lessons appropriately and flexibly in response to student needs; 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and 3.14s encourage students' self-motivation and active engagement in learning.
Providing Feedback to Students The beginning teacher knows and understands: 3.12k characteristics of effective feedback for students; 3.13k the role of timely feedback in the learning process; and 3.14k how to use constructive feedback to guide each student's learning.	**Providing Feedback to Students** The beginning teacher is able to: 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific; 3.16s promote students' ability to use feedback to guide and enhance their learning; and 3.17s base feedback on high expectations for student learning.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Demonstrating Flexibility and Responsiveness The beginning teacher knows and understands: 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and 3.16k situations in which teacher flexibility can enhance student learning.	**Demonstrating Flexibility and Responsiveness** The beginning teacher is able to: 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity; 3.19s adjust instruction based on ongoing assessment of student understanding; and 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Interacting and Communicating with Families The beginning teacher knows and understands: 4.1k the importance of families' involvement in their children's education; and 4.2k appropriate ways for working and communicating effectively with families in varied contexts.	**Interacting and Communicating with Families** The beginning teacher is able to: 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs; 4.2s apply procedures for conducting effective parent-teacher conferences; 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and 4.4s engage families in their children's education and in various aspects of the instructional program.
Interacting with Other Educators and Contributing to the School and District The beginning teacher knows and understands: 4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions; 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts; 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional); 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities); 4.7k the various ways in which teachers may contribute to their school and district; and 4.8k the value of participating in school activities.	**Interacting with Other Educators and Contributing to the School and District** The beginning teacher is able to: 4.5s maintain supportive and cooperative relationships with colleagues; 4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being; 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge; 4.8s communicate effectively and appropriately with other educators in varied contexts; 4.9s collaborate professionally with other members of the school community to achieve school and district educational goals; 4.10s participate in decision making, problem solving, and sharing ideas and expertise; and 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).
Continuing Professional Development The beginning teacher knows and understands: 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill; 4.10k the importance of documenting self-assessments; 4.11k characteristics, goals, and procedures associated with teacher appraisal; and	**Continuing Professional Development** The beginning teacher is able to: 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems); 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Continuing Professional Development The beginning teacher knows and understands: 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.	**Continuing Professional Development** The beginning teacher is able to: 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
Legal and Ethical Requirements and the Structure of Education in Texas The beginning teacher knows and understands: 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse); 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community); 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification; 4.16k procedures and requirements for maintaining accurate student records; 4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.	**Legal and Ethical Requirements and the Structure of Education in Texas** The beginning teacher is able to: 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations; 4.17s serve as an advocate for students and the profession; 4.18s maintain accurate records; and 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Department of Student Services
2623 Garner Field Road
Uvalde, Texas 78801

(830) 758-5006
(830) 279-3003
Fax: (830) 279-3016

Disability Services Procedures

Sul Ross State University Rio Grande College, a Member of the Texas State University System, supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.

Services available to all SRSU RGC students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Sul Ross State University Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Sul Ross State University Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.

   a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
   b. A description of the diagnostic criteria and/or diagnostic test(s) used.
   c. A description of the current functional impact/limitations of the disability.
   d. Treatments, medications, assistive devices/services currently prescribed or used.
   e. A description of the expected progression or stability of the disability over time.
   f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration.

If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.