Coordinator: Vickie Bauerle, M.Ed.  Office: Belmont 224H
Phone:(512) 232-2789  E-mail: vbauerle@austin.utexas.edu
Office Hours: Thursday, 3-5, or by appointment

Instructors:

ELA     Julia Haug  jhaug@austin.utexas.edu
LOTE    Nina Wilson nwilson@austin.utexas.edu
Social Studies  Vickie Bauerle vbauerle@austin.utexas.edu

Weekly Seminar: Thursday evening, 5:00 p.m. to 8:00 p.m.

General Session  MEZ 1.120
Breakouts
  • English Language Arts  MEZ 1.206
  • Social Studies  MEZ 1.104
  • LOTE  UTC 4.114

Pre-requisites:
  • Successful completion of UTL 101
  • A grade of A or B (84 or above) in UTL 202
  • A grade of A or B (84 or above) in UTL 640
  • Overall UT GPA of 2.75 or above and GPA of 3.0 in certification area
  • Laptop computer

Course Description:
UTL 360 will provide students with support for the student teaching experience and an in-depth application of the theory and practice that is necessary to design and deliver excellent instruction. Students attend a three-hour course on the UT campus as support for teaching on a middle school or high school campus. For UTL 670, students will begin teaching one to two classes then reach the maximum number of classes allowed after about three weeks. The cooperating teacher will work with the UTeach student to improve their teaching abilities as the semester progresses. The three-way formative evaluation—including the student teacher, cooperating teacher (CT), and university field supervisor (FS)—will be completed mid-way through the teaching experience. The three-way summative evaluation will be completed at the end of the teaching experience.
Learning Outcomes (Course Objectives):
Students will
• Design and deliver interactive lessons that align to state and national standards.
• Prepare and implement learner-centered instructional strategies that meet the needs of a diverse student population.
• Address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills.
• Utilize technology to communicate, collaborate, investigate, and instruct.
• Demonstrate how and when to assess student performance.
• Focus on time-on-task issues during instruction.
• Construct and implement a successful classroom management strategy appropriate for middle or high school students.
• Serve as a role model by demonstrating clear communication, pleasant demeanor, interest in each individual student, and accurate content.
• Regularly reflect on practice, including appraisal input provided by CT and FS, to set and achieve relevant professional goals over time.
• Participate in professional development opportunities.

Student Teaching Experience:
• You are responsible for teaching as many classes (minimum of two) as you can during the semester. Specific guidelines for student teaching and evaluations of your work will be provided. Your FS and CT will make periodic observations and will provide feedback to you. Both formative and summative evaluations will be conducted with the ST, CT, and FS present.
• A schedule for the student teaching experience and for course assignments due are included in this detailed course syllabus.
• Check in at the front office of the school each day until you have an official school ID. For security reasons, most schools require that you pick up a guest pass before walking through the school. Introduce yourself to the receptionist and to the principal if you see him or her. Learn their names!
• Track any absences on the Absence Verification Form as you go through the semester. The form has been provided to you in print and is available on the UTeach-Liberal Arts website.
• Always dress professionally and appropriately when working on your assigned campus.
• Professionalism is a must! Be on time and prepared. See box below!
• Immediately report any problems to your FS and your breakout instructor.

If an emergency arises and you MUST miss your SCHEDULED OBSERVATION or LESSON, NOTIFY YOUR CT, FS, AND YOUR BREAKOUT INSTRUCTOR as soon as possible. Reschedule, and plan to make up your time before the end of your teaching experience. Avoid missing your teaching assignment due to a transportation problem. Remember, your students, CT, FS, and instructor are all counting on you.
How will I learn? (Course Expectations)

UTL 360 is an opportunity to provide support for your student teaching experience and is designed to help you grow through the application of methodologies learned in the UTeach-Liberal Arts program.

- **Attend seminar regularly.** Five points will be deducted from the final average for every absence after one absence. If you must miss the seminar, or will be late, please notify your breakout instructor as soon as possible. You can find more information about UT’s absence policy at the following web address. [http://deanofstudents.utexas.edu/emergency/absencenotificationrequest.php](http://deanofstudents.utexas.edu/emergency/absencenotificationrequest.php)

- **Assignments:** Complete assignments on time.
  - Submit assignments digitally in Word format (.doc, .docx, or .pdf) by 12:00PM of the due date unless otherwise instructed.
  - Assignments will be taken late for 48 hours only with a starting grade of 80% of the original grade. After 48 hours, no late work will be accepted and a grade of zero will be recorded.
  - See Course Assignments/Products for due dates (p. 11)

- **Complete seminar-assigned readings.** Come prepared to participate! Bring current drafts of assignments to the seminar while works are in progress as there may be opportunities for peer feedback during the breakout session. *Note: The instructor maintains the right to change the syllabus and will inform you during the seminar. You are responsible for changes even if you are absent. Check Canvas frequently.

- **Technology** is of ever increasing importance to you as a teacher.
  - You have been developing computer skills in the previous UTL courses. These competencies include communications via e-mail including attachments, word-processing, and searching Web sites for new materials, educational resources, and school information.
  - Bring your laptop to each seminar.

**Grading System:**

- Discussion Forums 20%
- Unit Plan 60%
  - First Draft
  - Final Draft
  - Presentation
- Professional Teaching Résumé 20%

**Grading Scale:**

Grades: Your final course grade will be based on the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
</tr>
<tr>
<td>B</td>
<td>83%-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
</tr>
<tr>
<td>C</td>
<td>77%-79%</td>
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<tr>
<td>C-</td>
<td>70%-72%</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</table>

**Individual Growth Plans (IGPs)**

Interns must complete the fieldwork satisfactorily to receive credit for this course. Inadequate performance or professionalism during your field experience may result in the development of an IGP. The purpose of than IGP serves to clearly identify any aspect of your performance that is unacceptable and to establish goals and target dates for improved performance. Failure to achieve the goals of an IGP
may result in termination of your field experience. Your final grade will reflect the entire semester’s work, including any pre-IGP performance.

Student Teaching Experience:
- **Student Teachers** may not begin student teaching until after they have attended the required district student teacher orientation. (Check email notification for date, time, and place.)
- **Other Significant Dates:**
  - **Wednesday, August 29th**: UT classes begin
  - **Thursday, August 30th**: Student Teacher Orientation for UTeach-Liberal Arts
  - **Two weeks after arriving**: Take 1-2 classes with CT present
  - **Three weeks after arriving**: Take 1-2 classes fully without CT present.
  - **Four weeks after arriving**: Take over maximum number of classes allowed

**Schedule your FORMATIVE OBSERVATION**—to be completed by **October 12th**
  - **Thanksgiving Break**: November 21-25th (no classes)

**Schedule your SUMMATIVE OBSERVATION**—to be completed by **November 16th**
  - **Tuesday, October 23rd**: Career Fair 9:00AM-11:30AM, Frank Erwin Center
  - **After six weeks of full teaching**: Transition to 1-2 classes
  - **Last two weeks of teaching**: Transition classes back to CT

Sixty-five days (65) of student teaching experience are required for certification.

**Evaluations:**
- **Formative**: Complete before 7th week of student teaching, **no later than October 12th**
- **Summative**: Complete before 11th week of student teaching, **no later than November 16th**

**Student Rights & Responsibilities**
- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

**With these rights come responsibilities:**
- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.
Personal Pronoun Preference
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

University Policies

Academic Integrity
Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

Q Drop Policy
If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: [http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop](http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop)

University Resources for Students
Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

**Services for Students with Disabilities**
This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). [http://ddce.utexas.edu/disability/about/](http://ddce.utexas.edu/disability/about/)

**Counseling and Mental Health Center**
Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.
If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.
http://www.cmhc.utexas.edu/individualcounseling.html

The Sanger Learning Center
Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit http://www.utexas.edu/ugs/sle or call 512-471-3614 (JES A332).
- Undergraduate Writing Center: http://uwc.utexas.edu/
- Libraries: http://www.lib.utexas.edu/
- ITS: http://www.utexas.edu/its/
- Student Emergency Services: http://deanofstudents.utexas.edu/emergency/

Important Safety Information:
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/
Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency
## UTL360 COURSE OUTLINE – Fall 2018
### STUDENT TEACHING SEMINAR

*All assignments are due by noon on the due date!*

<table>
<thead>
<tr>
<th>CALENDAR</th>
<th>SEMINAR TOPIC</th>
<th>DUE DATES</th>
</tr>
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<tbody>
<tr>
<td>Aug 29</td>
<td>UT Classes begin</td>
<td></td>
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<tr>
<td>Seminar 1 Aug 30</td>
<td><strong>SEMINAR FOCUS</strong>&lt;br&gt;  • Introduction to Faculty members&lt;br&gt;  • Presentation by Professional organizations&lt;br&gt;  • Meet with Field Supervisors&lt;br&gt;  • Orientation to the Seminar&lt;br&gt;  • Establishing Meeting Norms&lt;br&gt;<strong>BREAKOUT</strong>:&lt;br&gt;  • Overview of Student Teacher responsibilities and how to access documents and other information&lt;br&gt;  • Unit Plan Design Discussion&lt;br&gt;  <em>Next week come dressed up for photo</em></td>
<td>Philosophy of Education Quick Write due 9/06&lt;br&gt;  <strong>Unit Plan First Draft due by 9/28</strong>&lt;br&gt;  • Final Digital Unit Plan and Support Materials: 11/9&lt;br&gt;  • Presentation of Unit Plan: 11/29 (&amp; 12/6 as needed)</td>
</tr>
<tr>
<td>Seminar 2 Sept 6</td>
<td><strong>III Take photos from 5:00- 5:30; Professional dress</strong>&lt;br&gt;  <strong>SEMINAR FOCUS</strong>: Legal Rights and Responsibilities of Teachers&lt;br&gt;  <strong>PRESENTATION</strong>: Speaker on Legal Issues that relate to teachers, such as educator misconduct, social media, and teacher liability&lt;br&gt;<strong>BREAKOUT</strong>: Discuss Legal Rights and Responsibilities</td>
<td>Class Policies and Procedures Discussion:&lt;br&gt;  • Original Post due by 9/13&lt;br&gt;  • Two responses due by 10/4</td>
</tr>
<tr>
<td>Seminar 3 Sept 13</td>
<td><strong>ST begins responsibility for 1-2 classes with CT model.</strong>&lt;br&gt;  <strong>SEMINAR FOCUS</strong>: Teaching Diverse Learners – Special Education&lt;br&gt;  <strong>PRESENTATION</strong>: Teaching diverse learners using hands-on strategies for working with special education students from a campus special education specialist; Collaborative learning and grouping strategies&lt;br&gt;<strong>BREAKOUT</strong>: Discuss strategies for teaching special education students; discuss how to incorporate grouping strategies effectively in your classroom</td>
<td><strong>Unit Plan First Draft due by 9/28</strong></td>
</tr>
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Standards: TTS 1, 2, 3, 4, 5, 6; PPR I, II, III, IV; TAS I, III, IV, V

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8/13/2018
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<th>CALENDAR</th>
<th>SEMINAR TOPIC</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>Seminar 4 &lt;br&gt; Sept 20</td>
<td>SEMINAR FOCUS: Teaching Diverse Populations – Dyslexia  &lt;br&gt; PRESENTATION: Teaching diverse populations by examining hands-on instructional strategies and effective resources discovering how the brain of a dyslexic student interprets information and the value of a multisensory approach to learning  &lt;br&gt; BREAKOUT: Discuss strategies for teaching struggling readers and writers</td>
<td>Unit Plan First Draft due by 9/28  &lt;br&gt; Résumé Draft due by 10/4</td>
</tr>
<tr>
<td>Seminar 5 &lt;br&gt; Sept 27 &lt;br&gt; <em>ST takes over maximum number of classes allowed this week.</em></td>
<td>SEMINAR FOCI: Teaching Diverse Populations – Multilingual Learners (ELLS); Technology in the Classroom  &lt;br&gt; PRESENTATIONS: Teaching diverse populations using hands-on strategies for working with Multilingual Learner students from a campus specialists; an Educational Technology expert will share resources and strategies for classroom engagement in technology  &lt;br&gt; BREAKOUT: Discuss strategies for teaching Multilingual Learner students; Discuss how to authentically use technology in the classroom and share free resources</td>
<td>Formative Evaluation due by 10/12</td>
</tr>
<tr>
<td>Seminar 6 &lt;br&gt; Oct 4</td>
<td>SEMINAR FOCUS: Résumé Writing and Cover Letters  &lt;br&gt; PRESENTATION: Representative from Liberal Arts Career Services will work with student teachers to evaluate their résumés and provide models for UTeach-Liberal Arts students to use  &lt;br&gt; BREAKOUT: Building a teaching résumé utilizing information from the College of Liberal Arts Student Services; revision of résumés</td>
<td>Formative Evaluation due by 10/12  &lt;br&gt; Final Resume due by 10/15</td>
</tr>
<tr>
<td>Seminar 7 &lt;br&gt; Oct 11</td>
<td>NO SEMINAR</td>
<td>Final Resume due by 10/15  &lt;br&gt; Final Unit plan with digital support due by 11/9</td>
</tr>
<tr>
<td>SEMINAR</td>
<td>SEMINAR FOCUS</td>
<td>PRESENTATION</td>
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</tbody>
</table>
| Seminar 8 | Data Analysis                     | A look at how to read data and different types of data available to teachers | Support Services Discussion:  
- Original Post due by 10/25  
- Two Responses due by 11/1 |
| Oct 18   |                                   |                                                   | Standards: TTS 1, 2, 3, 5, 6; PPR I, II, III; TAS I,II, III, IV, V,VI,VII |
| Seminar 9 | Mental Health and Suicide Prevention | Mental Health Representatives from the University of Texas  
- Discuss mental health issues student teachers are seeing | Final Unit plan with digital support due by 11/9  
- Final Unit plan with digital support due by 11/9 |
| Oct 25   |                                   |                                                   | Standards: TTS 1, 2, 3, 4, 5, 6; PPR I, II, III, IV; TAS I, III, IV, V |
| Seminar 10 | Professional Communication and Interview Practice—Principals Panel | Secondary Principals from nearby districts conduct a panel discussion – topics include  
- how to interview for a teaching position, and formats for the interview process;  
- Mock Interviews | Summative Evaluation due by 11/16 |
| Nov 1    |                                   |                                                   | Standards: TTS 1, 2, 3, 4, 5, 6; PPR III, IV; TAS IV, V, VI, VII |
| Seminar 11 | Organizational Boot Camp         | Examples of classroom organization strategies, coding of materials, electronic systems and tips on new campus adjustment;  
- Discuss methods for organizing your classroom, materials, work products, and student assignments | Philosophy of Education Discussion:  
- Original post due by 11/15  
- Two responses due by 11/29  
- Summative Evaluation due by 11/16 |
<p>| Nov 8    |                                   |                                                   | Standards: TTS 1, 4, 5, 6; PPR II, III; TAS I, II, III, IV, V, VI, VII |</p>
<table>
<thead>
<tr>
<th>CALENDAR</th>
<th>SEMINAR TOPIC</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar 12 Nov 15</td>
<td>SEMINAR FOCUS: Real Students, Real Classrooms&lt;br&gt;PRESENTATION: UTeach-Liberal Arts Alumni share experiences as beginning teachers or early in their career as to what to expect, how UTeach-Liberal Arts prepared them, and what they have learned as classroom teachers&lt;br&gt;BREAKOUT: Discuss “real students, real classrooms” experiences shared by alumni</td>
<td>Attendance Documentation due by 12/06</td>
</tr>
<tr>
<td>Seminar 13</td>
<td>November 25—THANKSGIVING OFF</td>
<td></td>
</tr>
<tr>
<td>Seminar 14 Nov 29</td>
<td>SEMINAR FOCUS: Evaluation; Student Presentations of Unit Plans&lt;br&gt;PROGRAM AND COURSE EVALUATIONS&lt;br&gt;Short meeting for any updates&lt;br&gt;BREAKOUT: UTeach-Liberal Arts Student Teachers share overviews of their Unit Plans and self-assessments as to the success of teaching the units</td>
<td>Philosophy of Education Discussion Responses due by 12/06&lt;br&gt;Attendance Documentation due by 12/06</td>
</tr>
<tr>
<td>Seminar 15 Dec 6</td>
<td>Unit Plan Presentation Day, if needed</td>
<td>Final submission date for any pending field-related documentation</td>
</tr>
</tbody>
</table>

**TExES Testing Information:** [http://www.testdatescentral.com/texas-test-dates.html](http://www.testdatescentral.com/texas-test-dates.html)

- **English**<br>Restricted Computer Administered Tests: Specific Dates
- **LOTE**<br>Computer Administered Tests: Any Date
- **Social Studies**<br>Computer Administered Tests: Any Date

**University Electronic Mail Notification Policy**<br>(Use of E-mail for Official Correspondence to Students)<br>All students should be familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in her or his e-mail address.<br>Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at [http://www.utexas.edu/its/policies/emailnotify.html](http://www.utexas.edu/its/policies/emailnotify.html). In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.
# UTL 360 CALENDAR – Fall 2018
Problems and Principles of Secondary Education

All assignments are due by NOON on the due date.

<table>
<thead>
<tr>
<th>DUE</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar 2</td>
<td>Philosophy of Education Quick Write – <em>Instructions available in Canvas</em></td>
</tr>
<tr>
<td></td>
<td>Photo Day – come dressed up!</td>
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<td></td>
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<tr>
<td>Seminar 3</td>
<td>Discussion Forum 1A: Class Policies &amp; Procedures (Original Post)</td>
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<td></td>
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</tr>
<tr>
<td>SEPT 28</td>
<td>Unit Plan First Draft</td>
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<td></td>
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</tr>
<tr>
<td>Seminar 6</td>
<td>Discussion Forum 1B: Class Policies &amp; Procedures, <em>Two Peer Responses</em></td>
</tr>
<tr>
<td></td>
<td>Résumé draft due, <em>submit any recent version</em></td>
</tr>
<tr>
<td>Seminar 7</td>
<td>OFF</td>
</tr>
<tr>
<td>OCT 12</td>
<td><em>Formative Evaluation Documentation</em></td>
</tr>
<tr>
<td>OCT 15</td>
<td>Final Professional Teaching Résumé</td>
</tr>
<tr>
<td>Seminar 9</td>
<td>Discussion Forum 2A: Support Services (Original Post)</td>
</tr>
<tr>
<td>Seminar 10</td>
<td>Discussion Forum 2B: Support Services, <em>Two Peer Responses</em></td>
</tr>
<tr>
<td>NOV 9</td>
<td>Final Digital Unit Plan &amp; Support Materials</td>
</tr>
<tr>
<td>NOV 16</td>
<td><em>Summative Evaluation Documentation</em></td>
</tr>
<tr>
<td>Seminar 12</td>
<td>Discussion Forum 3A: Philosophy of Education (Original Post)</td>
</tr>
<tr>
<td>Seminar 13</td>
<td><em>Thanksgiving Holiday</em></td>
</tr>
<tr>
<td>Seminar 14</td>
<td>FINAL UNIT PLAN PRESENTATIONS</td>
</tr>
<tr>
<td>Seminar 15</td>
<td>Discussion Forum 3B: Philosophy of Education, <em>Two Peer Responses</em></td>
</tr>
<tr>
<td></td>
<td><em>Signed Attendance Documentation</em></td>
</tr>
</tbody>
</table>
Selected Bibliography for Problems and Principles of Secondary Education

The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders. 

English Language Proficiency Standards ELPS. 
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4, Austin, Texas: Texas Education Agency. The provisions of this §74.4 adopted to be effective December 25, 2007, 32 TexReg 9615.


Texas Essential Knowledge and Skills:
  Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading);
  Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies); Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English);
  Chapter 118 of this title (relating to Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits);
Austin, Texas: Texas Education Agency 
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education/


