Course Change Request

Date Submitted: 01/28/18 10:29 am

Viewing: EPSY 679: Research on Teacher Effectiveness

Last edit: 02/04/18 5:04 pm
Changes proposed by: gbyrns

Catalog Pages referencing this course
- Department of Educational Psychology
- EPSY - Educational Psychology

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix    EPSY
Course number     679

Department        Educational Psychology
College/School    Education & Human Development
Academic Level    Graduate
Academic Level (alternate) Undergraduate
Effective term    2018-2019

Complete Course Title
Research on Teacher Effectiveness
Abbreviated Course Title
RES ON TEACHER EFFECTIVE

Catalog course description
Considers theory, research and methodologies related to the definition and identification of effective teaching practices; practice, implications and applications of theory and research in educational psychology on effective teaching practices.

Prerequisites and Restrictions
Graduate classification; approval of department head.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Stacked
No

Crosslisted With

Stacked with

In Workflow
1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 02/02/18 11:19 am
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 02/04/18 5:04 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/05/18 11:44 am
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:43 pm
   Beverly Irby (irby): Approved for ED Committee Chair GR
5. 02/13/18 3:46 pm
   Beverly Irby (irby): Approved for ED College Dean GR
6. 02/16/18 12:53 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:15 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Within the online course, the learning objectives have been improved upon to ensure measurability. All key concepts remain covered in the online format, and additional concepts (such as current issues and assessment) have been added which make the course more comprehensive and rigorous.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

- 45.5 hours of engagement with online materials (online discussions, instructor created video, peer created videos and resources, web resources, and videos)
  - Introductory video and discussions - .5 hours
  - 40 focused online discussions at approximately 1 hour each
  - Approximately 15 short videos highlighting key concepts, totalling roughly 1 hour
  - Fourteen 10-minute student created videos (roughly 2 hours)
  - Web resources (assessment tool, statistics, etc.) review - 1 hour
  - Peer infographic review - 1 hour

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)
### Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td><a href="https://nextcatalog.tamu.edu/courseleaf/approve/">Summer2017-EPSY679-Syllabus.pdf</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td></td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>

Key: E056
Syllabus

EPSY 679: Research on Teacher Effectiveness
Summer Session I, 2017       Online Course

Instructor:    Marcia L. Montague, Ph.D. Department of Educational Psychology
               mmontague@tamu.edu (979) 458-0828
               603 Harrington Tower

Office Hours:  Office hours are available in person or virtually by appointment. If you would like to request an appointment, individually schedule with me at least 24 hours ahead of time (via eCampus email).

Course Description:  Considers theory, research and methodologies related to the definition and identification of effective teaching practices; practice, implications and applications of theory and research in educational psychology on effective teaching practices.

Prerequisites:  Graduate classification; approval of department head.

Course Goal:  The primary goal of this course is for students to be consumers of research on teacher effectiveness.

Course Objectives:
At the end of this course, students who have successfully completed the requirements will be able to:
1. Identify five or more bodies of research on teacher effectiveness.
2. Evaluate recent studies to determine quality.
3. Describe how teachers learn and are prepared to teach.
4. Discuss current issues in evaluation and assessment of teachers.
5. Identify critical aspects of teacher effectiveness.
6. Explain how research on pedagogy influences the practice of teaching.
7. Summarize research regarding one specific area of teacher effectiveness.

Required Texts:


Learning Management System
This course is provided online through http://ecampus.tamu.edu

Technical Support
For Online Support, Contact: TAMU Help Desk Central (Open 24/7 for student support)
   Email: helpdesk@tamu.edu  Phone: 979.845.8300  Website: http://hdctamu.edu/

General Notes Regarding Course Communications:  All emails sent to me via eCampus by 4:00 p.m. (Central Standard Time) Monday – Friday will be answered that same day by midnight.
All assignments will be evaluated within five business days of the assigned due date, based on the provided grading rubrics.

A course wiki has been put in place for you to use to support one another. When you have a course related question, prior to emailing me, please look in the “I Need Help! Course Wiki.” Commonly answered questions will be posted there. And, you can ask questions there which will benefit all of your classmates. I will monitor this wiki each Tuesday and Thursday to respond to questions.

Technology Requirements
- For this course you will need regular access to a computer and reliable internet. If you go out of town, you are still expected to participate in the course, so be sure you always have access or do your work prior to going to a location that may have service problems.
- We use basic software applications for this course, such as Adobe Reader and Microsoft Office (including Word and PowerPoint). You will need to have access to this software or software that allows you to work on these applications. I use a Windows based computer, so be sure that if you are using Mac applications they are compatible and I will be able to view them.
- Basic computer speakers and a microphone will be required.
- We will also make use of YouTube. System requirements to view YouTube videos can be found at https://support.google.com/youtube/answer/78358?hl=en
- Recommended browsers include Chrome, Firefox, and Safari. Do not use Internet Explorer, especially when taking online quizzes. This browser has been known to cause problems.
- Be sure all software and plug-ins such as Java for Flash are running the most updated version. You can check by going to the software’s website.

Technical Skill Requirements
Technical skill competencies required for this class include:
- Download and upload documents
- Navigate the course website
- Send messages to fellow classmates and the instructor
- Post messages and reply to messages on a discussion forum
- Create a PDF of a file
- Software usage, especially Microsoft Office, including:
  - Create a PowerPoint
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- Create a video (can be done through many different means, including PowerPoint slideshow, Windows Movie Maker, etc.)
- Use a Wiki for course questions

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Course Netiquette
Online discussions are an essential component of this online course. To ensure a positive learning environment, make sure you follow the following guidelines for online communications, or netiquette:
- Be polite
- Respect other participants’ views or opinions
Think before you write, and ask yourself if you would say the same thing in person
Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
Be sensitive to cultural differences
Avoid hostile, curt or sarcastic comments
No objectionable, sexist, or racist language will be tolerated
Create a positive online community by offering assistance and support to other participants.

Email Communication Etiquette
When sending emails please remember that it is a formal, professional means of communication. Therefore, make sure to address the recipient by name, check over your grammar, and re-read the email at least once before pressing send.

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Please make sure that you review the grading rubric for each assignment prior to assignment submission. Each assignment will be graded based on the provided grading rubric.

Assignment Format
Assignments MUST be submitted as a Word (.doc or .docx), Excel (.xls or .xlsx), Powerpoint (.ppt or .pptx), .rtf, or .pdf file. Please check the format before submitting an assignment. Documents that are not readable will be counted as late. All assignments should be completed to APA standards. You will have one week to re-submit for half credit.

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Assignments are due on Friday of the week assigned, by midnight. If the week is short, due to holiday or school end, then the due date is the last day listed on the syllabus calendar for that week, by midnight. Exception: Discussion Leader assignment items are due midnight on Monday of assigned week. Any late assignment can earn up to half-credit if the assignment is turned in within one week. If you have technical difficulties, send an on-time email with the assignment attached, but continue to try to post to eCampus.

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Course Grades
Grades will be assigned as follows: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F.
Provided below is a listing of the final points for each assignment type in the course. Please also review the assignment descriptions provided below which give more complete information.

1. Discussion Participation 20 points
2. Discussion Leader Presentation 20 points
3. Reading Quizzes 15 points
4. Article Summary and Review 10 points
5. Annotated Bibliography 20 points
6. Infographic 15 points

TOTAL 100 points
**Discussion Participation:**
Students are expected to participate each week in discussion forums. There will be discussion questions that I have posted for your consideration, and each discussion leader will post one additional question for you to respond to. Review the discussion leaders’ notes and presentation(s), as well as read that week’s assigned readings, in order to prepare you for providing a substantive contribution to the discussion. Review the grading rubric for discussion participation so that you are aware of how this will be graded. A total of 14 discussion forums will be completed over the semester (three each week for the first four weeks, and two the final week of class). Each discussion forum participation is graded at 20 points; all discussion forum participation is averaged throughout the semester for one final discussion participation grade.

**Discussion Leader Presentation:**
Students will sign up at the beginning of the semester to lead one discussion over a particular reading assignment, either independently or with a partner. As discussion leader, you will have three tasks:

1) Prepare and post as an attachment in the discussion forum your notes over the text (no more than 2 pages, single spaced). These notes can be written in text form or bulleted. Notes should be something beyond the simple outline version of a PowerPoint presentation, should you choose to do your presentation on PowerPoint.

2) Create and post a 10-minute presentation on targeted key issues in the text. (Voicethread.com or powerpoint with audio addition can be useful for this.)

3) Create one discussion thread with a critical question over that reading, monitor the discussion forums, respond to questions, and move the conversation along.

Review the grading rubric for discussion leader presentation so that you are aware of how this will be graded. If you elect to work with a partner, both individuals will complete a peer evaluation and submit that via eCampus.

**Reading Quizzes:**
Five reading quizzes are to be completed independently via eCampus. Each reading quiz must be completed no later than midnight on Friday. Quizzes will cover concepts discussed in the assigned chapter readings. Quiz items can be expected to be multiple choice, true/false, multiple answer, matching, etc. Quizzes will include no more than 20 items and will have a time limit of 30 minutes. Quizzes can be completed with any notes or other materials you would like to use, but they must be completed independently. Quizzes are worth 15 points each and will be averaged for a final quiz grade. Quizzes may NOT be completed late.

**Article Summary and Review:**
Students will each select one different topic area covered in the text by signing-up at the beginning of the semester. For this assignment, you will locate one outside research study on your selected topic. The study must have been published within the last ten years. After reading the study, write up a two paragraph summary of the article and a two paragraph evaluation of the quality of the study. Include the APA citation for the study in your document. Post your summary/review document in the corresponding discussion forum on eCampus. This assignment is due by midnight on Friday of the week that the topic is covered in the course. This assignment is worth 10 points. More information is provided on eCampus.

**Annotated Bibliography:**
Throughout the semester, each student will compile an annotated bibliography on a fairly narrow topic of research on teacher effectiveness. Search procedures will be written up, along with inclusion criteria. The annotated bibliography will eventually take the form of an easy to read table that can be shared with other students in the class for future reference. You will develop database search strategies, find, read, take notes on, summarize, and evaluate research articles. A project plan, search procedures and inclusion criteria are three formative assignments that will allow you to make progress toward timely completion of
the annotated bibliography. Constructive feedback will be provided on these three progressive assignments, in an effort to support you in the development of a solid product. The annotated bibliography is worth 20 points of the semester grade, which includes timely submission of the project plan, search procedures, and inclusion criteria assignments.

**Infographic:**
The annotated bibliography research will allow you to become knowledgeable in a particular topic area. The specific topic area you choose will directly translate to your infographic assignment. Your final infographic product will be no more than two pages in length and will synthesize the information gathered through reading the articles for your annotated bibliography. The Infographic will be worth a total of 15 points. More information is provided on eCampus.

**Statement Regarding Class Handouts**
The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty." See [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) for more information.

**Americans with Disabilities Act (ADA) Policy Statement:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

For more information on Texas A&M University's accessibility policies, visit [http://vpapit.tamu.edu/Accessibility_Statement.php](http://vpapit.tamu.edu/Accessibility_Statement.php).

**Academic Integrity:**
"An Aggie does not lie, cheat, or steal or tolerate those who do.” Please become familiar with the Honor Council Rules and Procedures on the web at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). All assignments **MUST** be turned in with the following statement typed on them and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

___________________________________________ (Signature of Student)

**College of Education and Human Development on Tolerance:**
We, the faculty of the College of Education and Human Development, value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs,
and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.

Course Calendar*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 30 - June 2</td>
<td>Understanding Teacher Quality</td>
<td>Strong, Ch. 1-3</td>
<td>Discussion Participation</td>
</tr>
<tr>
<td>May 30 - June 2</td>
<td>Measuring Teacher Quality</td>
<td>Strong, Ch. 4-6</td>
<td>Discussion Participation</td>
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<tr>
<td>May 30 - June 2</td>
<td>Introductory Framework</td>
<td>Darling-Hammond &amp; Bransford (D&amp;B), Preface, About the Authors, &amp; Ch. 1</td>
<td>Discussion Participation, Reading Quiz #1, Preliminary Project Plan</td>
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<tr>
<td>June 5-9</td>
<td>Theories of Learning and Their Roles in Teaching</td>
<td>D&amp;B, Ch. 2</td>
<td>Discussion Participation</td>
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<tr>
<td>June 5-9</td>
<td>Educating Teachers for Developmentally Appropriate Practice</td>
<td>D&amp;B, Ch. 3</td>
<td>Discussion Participation</td>
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<td>June 5-9</td>
<td>Enhancing the Development of Students’ Language</td>
<td>D&amp;B, Ch. 4</td>
<td>Discussion Participation, Reading Quiz #2, Search Procedures</td>
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<td>June 12-16</td>
<td>Educational Goals and Purposes: Developing a Curricular Vision for Teaching</td>
<td>D&amp;B, Ch. 5</td>
<td>Discussion Participation</td>
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<td>June 12-16</td>
<td>Teaching Subject Matter</td>
<td>D&amp;B, Ch. 6</td>
<td>Discussion Participation</td>
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<td>June 12-16</td>
<td>Teaching Diverse Learners</td>
<td>D&amp;B, Ch. 7</td>
<td>Discussion Participation, Reading Quiz #3, Inclusion Criteria</td>
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<td>Assessment</td>
<td>D&amp;B, Ch. 8</td>
<td>Discussion Participation</td>
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<td>June 19-23</td>
<td>Classroom Management</td>
<td>D&amp;B, Ch. 9</td>
<td>Discussion Participation</td>
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<td>June 19-23</td>
<td>How Teachers Learn and Develop</td>
<td>D&amp;B, Ch. 10</td>
<td>Discussion Participation, Reading Quiz #4, Annotated Bibliography</td>
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<td>June 26 - June 30</td>
<td>The Design of Teacher Education Programs</td>
<td>D&amp;B, Ch. 11</td>
<td>Discussion Participation</td>
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<td>June 26 - June 30</td>
<td>Implementing Curriculum Renewal in Teacher Education: Managing Organizational and Policy Change</td>
<td>D&amp;B, Ch. 12</td>
<td>Discussion Participation, Reading Quiz #5, Infographic</td>
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</tbody>
</table>

*The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*
Instructor: Marcia L. Montague, Ph.D. Department of Educational Psychology
mmontague@tamu.edu (979) 458-0828
603 Harrington Tower

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- Basic computer speakers and a microphone will be required.
- We will also make use of YouTube. System requirements to view YouTube videos can be found at [https://support.google.com/youtube/answer/78358?hl=en](https://support.google.com/youtube/answer/78358?hl=en)
- Recommended browsers include Chrome, Firefox, and Safari. Do not use Internet Explorer, especially when taking online quizzes. This browser has been known to cause problems.
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Technical skill competencies required for this class include:

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1) Prepare and post as an attachment in the discussion forum your notes over the text (no more than 2 pages, single spaced). These notes can be written in text form or bulleted. Notes should be something beyond the simple outline version of a PowerPoint presentation, should you choose to do your presentation on PowerPoint.

2) Create and post a 10-minute presentation on targeted key issues in the text. (Voicethread.com or powerpoint with audio addition can be useful for this.)

3) Create one discussion thread with a critical question over that reading, monitor the discussion forums, respond to questions, and move the conversation along.

Review the grading rubric for discussion leader presentation so that you are aware of how this will be graded. If you elect to work with a partner, both individuals will complete a peer evaluation and submit that via eCampus.

Reading Quizzes:
Five reading quizzes are to be completed independently via eCampus. Each reading quiz must be completed no later than midnight on Friday. Quizzes will cover concepts discussed in the assigned chapter readings. Quiz items can be expected to be multiple choice, true/false, multiple answer, matching, etc. Quizzes will include no more than 20 items and will have a time limit of 30 minutes. Quizzes can be completed with any notes or other materials you would like to use, but they must be completed independently. Quizzes are worth 15 points each and will be averaged for a final quiz grade. Quizzes may NOT be completed late.

Article Summary and Review:
Students will each select one different topic area covered in the text by signing-up at the beginning of the semester. For this assignment, you will locate one outside research study on your selected topic. The study must have been published within the last ten years. After reading the study, write up a two paragraph summary of the article and a two paragraph evaluation of the quality of the study. Include the APA citation for the study in your document. Post your summary/review document in the corresponding discussion forum on eCampus. This assignment is due by midnight on Friday of the week that the topic is covered in the course. This assignment is worth 10 points. More information is provided on eCampus.

Annotated Bibliography:
Throughout the semester, each student will compile an annotated bibliography on a fairly narrow topic of research on teacher effectiveness. Search procedures will be written up, along with inclusion criteria. The annotated bibliography will eventually take the form of an easy to read table that can be shared with other students in the class for future reference. You will develop database search strategies, find, read, take notes on, summarize, and evaluate research articles. A project plan, search procedures and inclusion criteria are three formative assignments that will allow you to make progress toward timely completion of
the annotated bibliography. Constructive feedback will be provided on these three progressive assignments, in an effort to support you in the development of a solid product. The annotated bibliography is worth 20 points of the semester grade, which includes timely submission of the project plan, search procedures, and inclusion criteria assignments.

**Infographic:**
The annotated bibliography research will allow you to become knowledgeable in a particular topic area. The specific topic area you choose will directly translate to your infographic assignment. Your final infographic product will be no more than two pages in length and will synthesize the information gathered through reading the articles for your annotated bibliography. The Infographic will be worth a total of 15 points. More information is provided on eCampus.

**Statement Regarding Class Handouts**
The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty." See [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) for more information.

**Americans with Disabilities Act (ADA) Policy Statement:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

For more information on Texas A&M University's accessibility policies, visit [http://vpapit.tamu.edu/Accessibility_Statement.php](http://vpapit.tamu.edu/Accessibility_Statement.php).

**Academic Integrity:**
“An Aggie does not lie, cheat, or steal or tolerate those who do.” Please become familiar with the Honor Council Rules and Procedures on the web at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). All assignments **MUST** be turned in with the following statement typed on them and signed by the student:

> “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”  
> _____________________________________________ (Signature of Student)

**College of Education and Human Development on Tolerance:**
We, the faculty of the College of Education and Human Development, value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs,
and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.

### Course Calendar*

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
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<td>May 30 - June 2</td>
<td>Understanding Teacher Quality</td>
<td>Strong, Ch. 1-3</td>
<td>Discussion Participation</td>
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<tr>
<td>May 30 - June 2</td>
<td>Measuring Teacher Quality</td>
<td>Strong, Ch. 4-6</td>
<td>Discussion Participation</td>
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<tr>
<td>May 30 - June 2</td>
<td>Introductory Framework</td>
<td>Darling-Hammond &amp; Bransford (D&amp;B), Preface, About the Authors, &amp; Ch. 1</td>
<td>Discussion Participation Reading Quiz #1 Preliminary Project Plan</td>
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<td>June 5-9</td>
<td>Theories of Learning and Their Roles in Teaching</td>
<td>D&amp;B, Ch. 2</td>
<td>Discussion Participation</td>
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<tr>
<td>June 5-9</td>
<td>Educating Teachers for Developmentally Appropriate Practice</td>
<td>D&amp;B, Ch. 3</td>
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<td>June 5-9</td>
<td>Enhancing the Development of Students’ Language</td>
<td>D&amp;B, Ch. 4</td>
<td>Discussion Participation Reading Quiz #2 Search Procedures</td>
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<td>June 12-16</td>
<td>Educational Goals and Purposes: Developing a Curricular Vision for Teaching</td>
<td>D&amp;B, Ch. 5</td>
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<tr>
<td>June 12-16</td>
<td>Teaching Subject Matter</td>
<td>D&amp;B, Ch. 6</td>
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<td>Teaching Diverse Learners</td>
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<td>June 19-23</td>
<td>Assessment</td>
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<td>Classroom Management</td>
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<td>How Teachers Learn and Develop</td>
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<td>Discussion Participation Reading Quiz #4 Annotated Bibliography</td>
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<td>June 26 - June 30</td>
<td>The Design of Teacher Education Programs</td>
<td>D&amp;B, Ch. 11</td>
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<td>June 26 - June 30</td>
<td>Implementing Curriculum Renewal in Teacher Education: Managing Organizational and Policy Change</td>
<td>D&amp;B, Ch. 12</td>
<td>Discussion Participation Reading Quiz #5 Infographic</td>
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*The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*