



**EDCI 559.41E: Diversity and Equity in Education  
Mesquite Cohort  
Course Syllabus for Spring 2014**

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

**Instructor:** Dr. Karen Nix  
**Office Location:** 2600 Motley Dr., Mesquite TX 75150  
**Office Phone:** 972-882-7393  
**Cell/Home Phone:** 214-356-7665  
**Office Fax:** 972-882-7457  
**University Email Address:** knix@mesquiteisd.org

**COURSE INFORMATION**

**Dates And Times:**

Face-to-Face Classes meet on the following dates from 4:00 – 9:00 p.m. in the Leadership Room of the MPLX Center:

January 22      February 26      April 30

**Materials Needed for the Course:**

The following books will be discussed during the course. You are responsible for reading **two books**. You may order books from Amazon or any other source. Both books assigned should be ordered and received prior to our first class.

**All students** will read:

What Great Teachers Do Differently by Todd Whitaker  
ISBN 9781930556690

Students will be assigned **one of the following titles** to read:

- Diverse Learners in the Mainstream Classroom: Strategies for Supporting ALL Students Across Content Areas: English Language Learners, Students with Disabilities, Gifted/Talented Students  
Author: Reynaldo Ramirez, Yvonne S. Freeman & David E. Freeman  
ISBN 978-0325013138

- Strategy Instruction for Students with Learning Disabilities: What Works for Special Needs Learners  
Author: Robert Reid & Torri Ortiz Lienemann  
ISBN- 978-1593852825
- Helping Boys Succeed in School: A Practical Guide for Parents and Teachers  
Author: Terry Neu & Rich Weinfeld  
ISBN-978-1593631987
- English Language Learners: The Essential Guide  
Author: David Freeman & Yvonne Freeman  
ISBN- 978-0439926461

**Course Description:** “Diversity and Equity in Education” focuses on factors of diversity that teachers and schools must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

**Student Learning Outcomes:** By the completion of the course, you will be able to:

1. Reflect on personal and professional life developments as they relate to personal beliefs and practices as a teacher and identify unique strengths, specific behaviors that characterize those strengths and how those align with research-supported best teaching practices.
2. Utilize effective tools and processes to identify particular traits of effective teaching that one wishes to acquire or improve, develop an action plan for acquiring or improving those traits, and demonstrate growth toward achieving the action plan.
3. Be familiar with current and classical literature on the effects of diversity on student learning, e.g., SES, race, gender, achievement, handicapping conditions, etc.
4. Understand the various factors of diversity as they relate to the students in each classroom and the dynamics that affect individual and group interactions, teaching effectiveness, and student learning.
5. Understand and utilize the elements of reflective writing.
6. Identify and implement instructional and management strategies that are successful among diverse populations.
7. Utilize Microsoft Excel to store and analyze data related to student learning, sort data, use measures of central tendency, create summary tables, and insert tables into word documents.

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments**

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. During each of the three units, you will work on various combinations of assignments; worksheets, activities, asynchronous threaded discussions, readings, literature searches, etc.

1. **Class Attendance.** Our class will meet face-to-face 5 times during the semester. See the Course Calendar for those dates. Attendance at all class meetings is required and essential

to your success in this experience. Students are expected to be on time and actively participate. The rules of the University regarding class attendance will be followed in this course. The university policy on excused absences is explained in the University Catalog and includes: (a) participation in a required or authorized university activity; (b) illness that is verifiable; (c) death in the immediate family; (d) obligation at a legal proceeding in fulfilling responsibility as a citizen; and (e) other reason as determined by individual faculty to be excusable. Although you are urged to notify faculty in advance, in the event you are not able to attend class, such notification does not constitute an excused absence. The consequence of one absence is a reduction of one letter grade in the course; two absences will result in a reduction of two letter grades; missing all three classes will result in an "F" in the course. In the event of any absence, you are responsible for obtaining class materials/assignments/notes from your colleagues and/or via *eCollege*.

2. **Participate Appropriately.** A noticeable trait of master teachers is the way in which they actively pursue and interact with their own learning journey. Your faculty will make a subjective judgment as to the overall quantity and quality of your class participation. Commit yourself to active learning by demonstrating the attributes of inquisitiveness, questioning, searching, struggling for answers to your questions, and contributing your own professional knowledge to the rest of the class. We expect that you will evaluate and modify your goals, your practice, and your aspirations over the three-year cohort journey.
3. **Adhere to the Code of Conduct.** "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." In a program such as this, you are always working and interacting with others during classes. In that regard, you are expected at all times to behave in the same manner that you would expect your students to behave in your classroom. Please refrain from side conversations as they distract others and interrupt your learning. All cell phones and text devices should be silenced during class time. If you must make/receive a call or text during class, please step out of the classroom.
4. **Create an online Website." (Student Learning Objectives 1 & 5)**  
Students will create an online portfolio using Weebly.com. The website will address various aspects of your life and career. A protocol is provided to assist you with: (a) content to include, (b) expected quality, and (c) criteria for evaluation. There are eight sections to the portfolio:
  - About Me
  - Meeting the needs of Diverse Learners
  - Classroom Management
  - My Curriculum
  - Accommodating Differences
  - Leadership
  - Strengths and Challenges
  - Other – other information as you see appropriate to include

Assessment Method: Your Weebly will be evaluated and graded based on the rubric provided.

5. **Read and Discuss a Professional Book. (Student Learning Objectives 1-6)**

You will join a small group of your peers and read one of several trade books. Please read your book thoroughly and reflectively and be prepared for small group interaction based on the schedule listed below. Each group will decide the particular pages due each class session.

- 2<sup>nd</sup> Class Session – First 1/2 of the book
- 3<sup>rd</sup> Class Session – Second 1/2 of the book

6. **Notes on Your Reading. (Student Learning Objective 3)**

Respond to each section of the book you read by taking notes and submitting them to the faculty at the beginning of class. You will need to bring two copies of your notes; one to give to the professors and one to use in your discussion groups. The content of your notes should cover three areas: **WHAT** I learned that was important to me, **SO WHAT** does that mean to me, and **NOW WHAT** should and will I do to improve my teaching and my classroom? An example of notes might look like the illustrated below. You are expected to write in narrative form. Use direct quotes only in exceptional cases, i.e., use your own words, and avoid the use of bulleted statements.

<b>Notes From My Reading</b>		
<b>Book:</b>	<b>Name:</b>	<b>Due Date:</b>
<b>What:</b> What does the author say that is important for professional educators to know? Why is it important? Stay with BIG ideas or concepts. Limit this to no more than one-third of your paper.		
<b>So What:</b> How did you feel about what you are reading? How does it make you feel? What do you agree with? Why? Where do you disagree? Why? How does the author challenge your thinking or beliefs?		
<b>Now What:</b> What have you learned that might benefit you personally or professionally? What has impacted your thinking about how children learn and function or how to modify your thinking about how children function or learn? What are some of the specific action steps you might consider that would reflect your learning? Be specific, i.e., what you will do, how you would do it, and the affects you hope to achieve.		

Assessment Method: The faculty will review your notes and mark them as "P" (Passing), "N" (Needs Improvement) or "F" (Fail).

7. **Develop Two Sociograms. (Student Learning Objective 4)**

Sociograms are designed to collect data about student preferences for associating with other students in social and academic situations. You will administer and analyze two sociograms as directed by your faculty and submit them as a part of your case study of your classroom.

Assessment Method: Your sociograms will be created via MS Word or ExCel and submitted to eCollege for evaluation and comments. Detailed instructions and examples for this assignment will be provided in eCollege.

**8. Classroom Diversity Database. (Student Learning Objective 7)**

During the semester you will develop and maintain an Excel database on various factors of diversity among your students. The data you will enter includes but is not limited to: (a) class list; (b) academic ranking of class members; (c) socio-economic status; (d) student preferences for working with others; (e) special education categories; (e) gender; (f) language preferences; (g) discipline referrals; (h) achievement data such as TAKS, TPRI, homework, and six-week grades.

Assessment Method: Your database will be created via ExCel and submitted to eCollege for evaluation and comments. Detailed instructions and examples for this assignment will be provided in eCollege.

**9. Case Study. (Student Learning Objectives 5 & 6)**

You will select one student under your care who meets at least one of the diversity factors included in our studies and who also represents a particular challenge to you. A rubric will be provided for you to follow as you develop your study. You will study this child throughout the semester and document what you did, what happened as a result, and what you learned. Your case study will be in the form of a report with sections such as a description of the child, why he/she was selected, background information, what you learned from examining the cumulative records, results of a parent interview, insight from other teachers or specialists who worked with your student, goals you established as part of the case study, plan for meaningful intervention, and end results.

Assessment Method: Your paper will be word processed and submitted to eCollege for evaluation, comments, and graded based on the rubric provided.

**10. Final Reflection Paper. (Student Learning Objectives 2 & 5)**

You will submit via ECollege a final reflection paper on what you have learned during the semester. In your paper you will discuss what you have learned, how it has affected your beliefs and practices, and what you plan to do in the future as a result. As a point of reference, you will look back at what you communicated on your Weebly website. You will also share your reflections in small and large group.

Assessment Method: Your paper will be word processed and submitted to eCollege for evaluation and comments.

11. **Microsoft Word and Excel.** Although not a requirement in the class, it is essential that you learn how to use Microsoft Word and Microsoft Excel early in your cohort experience. If you need to learn the skills mentioned below, use this link to an online tutorial:

<https://sites.google.com/a/mesquiteisd.org/technology-resources/system/app/pages/search?scope=search-site&q=excel>

You should use your district logon to access the site. Once logged on, choose Excel tutorial.

These are the programs that are compatible with eCollege and the faculty. Among the skills you want to acquire, if you haven't already, include:

- Microsoft Word: formatting pages, indenting, hanging indents, using bullets and numbering, modifying font features, modifying paragraph features, creating charts and graphs, inserting tables, inserting page numbers, adding icons to etc.)
- Microsoft Excel: spacing, inserting headers, adding and deleting columns and rows, modifying width and height of cells, sorting information, copying information to Word, using formulas to calculate (add, subtract, multiply, divide, average, etc.), create graphs and charts in Excel, transferring graphs and charts into Word documents, etc.)
- Attaching Word and other documents to email messages and eCollege.

## **GRADING**

All assignments are graded on a scale of from 5 (highest grade) to 0 (lowest grade) based on the following criteria:

**5 - Exceptional – Exceeds Minimum Expectations in All Areas Addressed.** Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.

**4 - Above Average – Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas.** In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors.

**3 - Average - Adequate in some Areas and Inadequate in Others.** Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

**2 – Below Average - Inadequate in Several Areas.** Problems in several of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

**1 – Unacceptable - Inadequate in Many Areas.** Problems in many of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

**o - Not Submitted or Not Accepted By Instructor.**

### **FINAL GRADE IN THE COURSE**

Your Final grade in this course is based on your performance on all of the requirements and expectations for the class. Some assignments carry more weight than others. For example, a grade of “5” on an application log is recorded as “10” in the grade book. Once the final grade is calculated, it is then adjusted by (1) absence and (2) participation evaluation. Assignments, along with weights and final point values, include the following:

#### **Determination of Final Grade.**

##### **First**

Grades on individual assignments are numerical and based on the table below. Grades are recorded in the eCollege grade book.

<b>Product</b>	<b>Pts. Per Assign</b>	<b>Total Pts. Possible</b>
Creation of Teacher Website	20	20
Case Study	30	30
Database on Diversity	10	15
Sociograms (academic & social)	5	10
Final Reflection Paper	5	5
Book Study – Notes on Readings	5	20
Total Points		100

##### **Second**

Numerical grades are recorded in eCollege and available to you when you click on “Gradebook.” eCollege also calculates a “percentage score” based on the assignments completed to date and also based on the total number of assignments for the semester. The most important percentage is the one based on assignments completed to date.

##### **Third**

At the end of the semester, numerical scores are converted to percentage based on the total assignments for the semester. Instructors use percentage scores to calculate a preliminary final grade on a scale of 91-100% (A), 81-90% (B), 71-80% (C), 61-70% (D), etc. The preliminary final grade is then adjusted upward for participation, enthusiasm, cooperation, and general code of conduct; adjusted downward for attendance, lack of participation, lack of withitness, and other factors that might apply. In a typical cohort class about 70-75% of students earn A, 20-25% earn B, and 5% earn C.

## TECHNOLOGY REQUIREMENTS

**Internet Connection.** Internet access/connection – high speed recommended (not dial-up)

**Word Processor.** MS Word is the recommended word processor for eCollege

**Power Point.** You will need access to the Microsoft Power Point application to prepare a slide show presentation of your research proposal

**Operating Systems.** Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

**Browser Testing.** It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'my Courses' tab, and then select the "Browser Test" link under Support Services.

## ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).]

**How is the eCollege Course Organized?** This course is organized around five live class meetings and four eCollege units of study. If you look on the left side of screen when you go to the course, you will see a link for **Unit 1, Unit 2, Unit 3 and Unit 4**. If you click on **Unit 1**, several other links will appear. Each link under Unit 1 is an assignment that is due sometime during that unit. You can click on any of the links and you will be able to read all of the details for each assignment.

**What is the Schedule of Assignments?**

At the beginning of each assignment it will tell you to go to the "Schedule of Assignments" to see due dates. The Schedule of Assignments is a link by that name located above the Week 1 link in a separate section titled "Course Home." If you click on Schedule of Assignments, you will see the course assignments and due dates.

**To access and use eCollege, follow these directions:**

Because of university policy, you are not able to access our course in eCollege until the first official day of the University semester.

1. Go the main TAMU-Commerce website: <http://www.tamu-commerce.edu/home/>
2. Click the "myLeo/Webtrax" link. This will take you to the "myLeo" home page for everything you do online: entering eCollege, registering for classes, paying tuition and fees, getting your transcripts, changing your name and address, checking email, etc.
3. Enter your USER Name (Campus-wide ID No.) and your PASSWORD (PIN). These are the same numbers you use to go to Webtrax to register. Once you log in, you will have several options. At the top of the page, click "eCollege" for the home page of eCollege. Read the announcements on the home page.
4. Click on "My Courses," the link at the top located next to HOME.
5. In one of the gray bands, click the + sign on the "Semester and Year". That will take you to your course.

**How Should Students Proceed Each Week for Class Activities?**

As you proceed through each weekly lesson, please keep in mind the following important principles:

1. **Assignments.** All assignments for each unit are explained in the links on the left navigation bar. Everything you need to know about each assignment can be found within the assignment.
2. **Needed Documents are Provided.** When documents are required, they are usually embedded within the assignment. Look for the blue links. When an assignment requires you to have a document, that document will be provided to you simply by clicking on the blue link there in the lesson.
3. **Lectures and Slideshows.** Any lecture you are to read or hear and any slide show you are to view will be make available to you simply by clicking on the blue link provided to you within the lesson you are reading.
4. **The DropBox.** You will complete and submit most of your assignments electronically using the eCollege dropbox tool.

<b>COMMUNICATION AND SUPPORT</b>
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**Questions about the course, assignments, syllabus, etc.**

Contact me via **Mesquite ISD email** any time 24/7. If you have not received a response within 48 hours, or if you have a more urgent need to contact me, please call me.

**Submitting Assignments:**

All assignments are submitted through the eCollege Dropbox. All assignments have due dates and penalties are assessed for late work. I use a document called "Schedule of Assignments" to record every assignment along with the date and time each is due.

**Announcements:**

Announcements are posted often during the semester on the course home page. In some cases I will also send the same announcement to you via the eCollege email system.

**Email Correspondence**

**From me to you:** Emails from me will be sent to your MISD email if I have a question or need to contact you individually. Emails for communicating whole class will be through your University email account, not your work or home email. Therefore, it is important to go to Leo Mail often.

**From you to me:** Always send emails through the MISD email system. If you don't have access to that, send it to me at my university email address provided on the first page.

**Emergencies:**

Call me at work or my cell.

**eCollege Student Technical Support:**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached 24 hours a day, seven days a week, by the following means:

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**Course/Department Specific Procedures/Policies:****Late Work.**

Specific dates and times are established for every assignment. Grades for work not submitted when due are automatically reduced beginning immediately upon exceeding the deadline. For example, assignments typically have a midnight deadline. If you exceed that midnight

deadline, your work is automatically reduced by one numerical grade. For each 24 hours period thereafter, the grade is reduced again by one. No work is accepted after three days and a grade of "o" will be recorded. Work cannot be made up and extra work is not allowed to compensate for missing or later work. The final authority on time is the time recorded on your assignment by the eCollege clock.

**Appeal of the Final Grade** (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation, Effective September 1, 1996. Revised December 15, 1999, Revised February 8, 2007)

The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on:

- a) some basis other than performance, or
  - b) standards different from those applied to other students in the same course section, or
  - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
1. Students who believe their grade to be unfair must first discuss the matter with the instructor.
  2. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
  3. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.
  4. For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

**Academic Integrity/Honest Statement**

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

## University Specific Procedures:

### ADA 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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Use of cell phones, texting or email devices during class is forbidden. In the event of an emergency, students should excuse themselves from the classroom to receive/make a communication and should return to class as soon as possible.

Course Home - Schedule of Assignments

## Schedule of Assignments – EDCI 559 Spring 2014

Activities	Assignments	Due Date
There are four links listed below. They are located on the left side of the course screen under " <b>Course Home.</b> " Click on each link and familiarize yourself with the information. Review all of the links by the date in the right column.		
<b>Syllabus</b>	Click on <b>Syllabus</b> . Read it carefully. If you have any questions whatsoever, email us.	
<b>Technical Support</b>	This is just an information item.	
<b>Library</b>	Direct link to the University online library where you have access to thousands of online professional journals and other important research papers. Use the same ID and Password you use to access My Leo and eCollege	
<b>Schedule of Assignments</b>	The only place where all of your assignments and due dates are posted.	

**Assignments in Black are not turned in to eCollege**

**Assignments in RED must be submitted to eCollege.**

<b>Assignment</b>	<b>Explanation</b>	<b>Due Date</b>
<b>Set Up Folder in Your Computer</b>	Create a new folder in your computer for this class. Label it "Cohort – Spring 2014" or something like that. Keep everything you do every semester.	Jan. 22
<b>Classroom Database 1</b>	Read instructions in the assignment link under Unit 1. Submit your database to the eCollege Dropbox titled "Database 1" by midnight on the date posted.	Feb. 5 <sup>th</sup>
<b>Sociograms</b>	Read instructions in the assignment link. Submit two sociograms and your analysis to the eCollege DropBox titled "Sociograms" by the date posted. Bring copy to next class.	Feb. 12 <sup>th</sup>
<b>Professional Book Reading</b>	Read the first 1/2 of your book, write notes based on directions in eCollege, and bring notes to class.	February 26
<b>Work on Draft of Case Study</b>	Some parts of the case study must be done within the first 2 weeks of class. Read the suggested timeline in the instructions.	Not Due Until April 29
<b>Email Update of Case Study</b>	Among those things to be done right away include: <i>Identify your child</i> <i>Contact parents to arrange home visit.</i> <i>Develop academic profile of the child</i> <i>Home visit</i> Email your instructor what you have accomplished in regard to these tasks.	Feb. 17
<b>Classroom Database 2</b>	Read instructions in the assignment link under Unit 1. Submit your database to the eCollege Dropbox titled "Database 2" by midnight on the date posted.	Feb. 26
<b>What Great Teachers Do Differently</b>	Read the chapters 1-6. Highlight and be prepared to talk about your reading.	Feb. 26

<b>Assignment</b>	<b>Explanation</b>	<b>Due Midnight on</b>
<b>Lesson on Range of Ability</b>	Before updating your database, click on this lesson. View the slide show. Complete the work sheet and add the data into your Classroom Database.	Mar 9
<b>Lesson on Aptitude and Achievement</b>	Before updating your database, click on this lesson. View the slide show. Then enter your ratings into your Classroom Database.	Mar 9
<b>Final Classroom Database 3</b>	Prepare the next section of the classroom database 3. Use Excel to create your tables. Submit to eCollege DropBox folder.	Mar29

<b>Case Study</b>	Finalize your Case Study and submit your final report to the eCollege Drop Box. Bring a copy to our last class.	Ap. 29
<b>What Great Teachers Do Differently</b>	Read the chapters 7-15. Highlight and be prepared to talk about your reading.	Ap 29
<b>Final Reflection</b>	Instructions are provided under Unit 2. Complete the assignment and submit your document to the DropBox folder titled "Final Reflection."	May 9 Not graded

<b>Degree Plan</b>	Complete the Degree Plan template located under the Class 3 tab. (We will discuss these during the last class.) Save a copy on your computer! Email a copy of your degree plan, as an attachment, to <a href="mailto:Becky.Sinclair@TAMUC.edu">Becky.Sinclair@TAMUC.edu</a>	May 3
<b>Finalize your Mini, Summer &amp; Fall Course Plans</b>	Check the Doc Share tab for information about Summer Practicum. Make sure you are registered for the courses you desire to take for the Summer and Fall.	ASAP
<b>Have a Great Finish to the School Year!</b>	Review all the accomplishments and challenges you and your students have experienced during this academic year. Cherish the positives and learn from the challenges.	ASAP