

Syllabus

Sul Ross State University

ED 3301

Curriculum and Instruction for Classroom Teachers

Spring 2021

Instructor: Dr. Jeanne Qvarnstrom

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Office Hours: Monday – Friday 2:00 – 4:00 p.m.

Others by appointment

Six Zoom Sessions: (joint for ED 3301 & ED 3303)

*Tuesday, January 12 from 8:00 a.m. to 10:45 a.m.----Topic: Orientation to ED 3301 & ED 3303

*Tuesday, January 26 from 8:30 – 10:45 a.m. ----Topic: Lesson Plans

*Tuesday, February 9 from 8:30 a.m. to 10:45 a.m.---Topic: Classroom Observations

*Tuesday, March 2 from 8:30 – 10:45 a.m.---Topic: One Lesson Plan Presentation

*Tuesday, April 6 from 8:30 – 10:45 a.m. ----Topic: Resume Writing

*Tuesday, April 27 from 8:30 – 10:45 a.m. ---Topic: Block II Celebration

Others meetings may be scheduled as needed

One-on One Sessions:

During the semester, I am making a commitment to meet individually with each of you. During that time, you will “teach” one of your assigned lessons to me, and I will give you feedback. I will schedule these sessions on Thursdays between 8:00 – 10:45, because that time was posted for this course. The presentation may be either face to face or via zoom.

March 4 from 8:00 – 9:00 Annie
9:15 – 10:15 Lana

March 18 from 8:00 – 9:00 Iris
9:15 – 10:15 Chad

April 1 from 8:00 – 9:00 Bianca
9:15 – 10:15 Angelique

April 8 from 8:00 – 9:00 Dominga
9:15 – 10:15 Judith

April 15 from 8:00 – 9:00 Musumwa
9:15 – 10:15 Bradi

April 22 from 8:00 – 9:00 Sebastian

*All will be recorded

Textbooks:

The Nath & Cohen book is required for this course. If you are, or plan to be an EC-6 teacher:

- Nath, J & Cohen, M. (2011.) *Becoming an EC-6 teacher in texas: A course of study for the pedagogy and Professional responsibilities (PPR) TExES*. Belmont, CA: Cengage Learning.

If you are, or plan to be a 7-12 teacher:

- Nath, J. & Cohen, M (2005). *Becoming a middle school or high school teacher in texas: A course of study for the pedagogy and professional responsibilities (PPR) TExES*. Belmont, CA: Cengage Learning.

The Nath and Cohen books will be the main text for all of the assignments in this course.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

TExES Study Materials and Plan:

Develop a study plan and complete and sign the Teacher Certification Agreement.

- Certify Teacher Software—Content Test

You will need to purchase this online at <http://www.certifyteacher.com/>

You should purchase the CONTENT Certification Practice Test for your subject area. Select the “Online Exam” for \$80.00. You will need a credit card to purchase this software.

To get a discount, follow these guidelines:

The promo code is: **LOBOS4728**

Below, you will find the Promo Code rates that are unique to our program. The candidates must signup/sign in using their university-given email (ending in @sulross.edu) in order for the promo code to work.

Promo Code Discounted Rates

Content Titles (Core Subjects EC-6, 4-8, 7-12, PPR, etc...):

\$35/student – compare to \$80 regular price

Educational Impact Video Collection for Required Classroom Observations:

TEA requires that students have a minimum of 10 hours of classroom observation in ED 3301. Since we cannot go into public school classrooms (due to COVID-19), students will need to purchase a subscription from Educational Impact for the Sul Ross State University Online Academy. The cost is \$60.00. If you have any questions, please contact Dr. Qvarnstrom.

Use this link to register and pay for your subscription:

<https://www.educationalimpact.com/store/sru-alpine/>

Optional:

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association.

This format will be followed for all writing assignments.

Course Description:

This course is designed for the classroom teacher with emphasis on lesson planning, classroom management, equity and multicultural education, and professional practices.

Prerequisite Knowledge:

ED 3301 and ED 3303 are the last two courses offered in Block II for the Teacher Education Program. Students will draw upon all of the previous coursework to complete these courses and the two tests required by the Texas Education Agency prior to doing student teaching. Those tests include the TExES Content Test and the Pedagogy and Professional Responsibilities Test.

In order to do the required classroom observations for this course, students must

- Pass the DPS Computerized Criminal History Verification (those observing outside of AISD, must check with the respective school district for requirements).

- Receive the **Agreement Letter** signed by the SRSU Director of Teacher Education to present to the school prior to starting observations.

Please note that observation alternatives (through Educational Impact subscriptions) will be used for spring semester 2021 due to COVID-19.

Competencies Covered in this Course:

This course will help prepare you for the TExES content exam in your area. This course will cover competencies 3, 5, 6, 12, and 13. Focus will be on the four domains tested in the Pedagogy and Professional Responsibilities exam: Design Instruction to Promote Student Learning, Create a Positive/Productive Class Environment, Implementing Responsive Assessment; Fulfill Professional Roles & Responsibilities.

Library Support:

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

Texas Education Agency Standards Covered in this Course:

This course will cover standards 1-6. See pages 9-16.

Assignments:

All assignments outside of class must be typed and proofread. All assignments are due on the due date.

Assignments	Points	Due Dates
View the mini-video on Learning Objectives and create a learning objective that you plan to use for a lesson to be written in this course. Include the Who, What, How, and How Much	20	January 16
English Language Learners Assignment	30	January 23
Rob Naylor Video for Classroom Environment See directions posted under Assignments	30	February 27
Lesson plan and presentation online (use lesson plan template posted on Blackboard)	50	March 3
(Standards 1, 2,3, 4, 5, 6)		

Write and present a persuasive speech to convince students to join a professional organization of your choice. See details under Assignments (Standard 6)	25	April 17
Reflections and written responses to posted Law & Ethics Power Point in Assignments.	30	April 17
Professional Development Concepts Review the web figure and complete the Professional Development Bullet sheet with an additional source.	30	April 24
Write your own professional resume	20	April 24
Interview with teacher or administrator (format posted on Blackboard) (Standard 6)	30	April 24
10 hours of classroom observation, log, and reflection using the Educational Impact subscription. 10 hours are required to pass this course (Standards 1,2,3,4,5,6)	50	April 24
Discussion boards (total of 10 @ 10 points each except for #5 that is 20 points) Post your response and then write a response to two other students in class. Begin your responses by using the student's name. Include a reference from our text or other readings in your posting. Post your response by Saturday night of each week. Post responses to others by Tuesday night of each week.	100	ongoing
Chapter quizzes (may only be taken once)	146	ongoing
Final exam (may be taken multiple times)	126	Must be completed by midnight May 5
Score of 240 or higher on Official TExES Exam in content area. 260 or higher on Certify Teacher. If you have already taken the Pearson certification exam, please notify your professor.	30 Must pass test to go on to student teaching.	Email score of 260 or higher by May 5

* Texas Education Agency (TEA) mandates 30 hours of classroom observation prior to teacher certification. If you fail to obtain 10 required observation hours for this course, you will not pass this course.

*All assignments are due on the date indicated. Points will be deducted for any late assignments.

Grade assignment: A = 90-100% B = 80 – 89% C= 70-79% D= 60-69%

Student Learning Outcomes:

The graduating student will demonstrate that he/she will:

- Write a lesson plan that is developmentally appropriate for students
- Create a positive classroom environment
- Teach developmentally appropriate lessons

Marketable Skills:

The graduating student will develop these generic skills for any career:

1. Students will acquire public speaking skills to a variety of audiences.
2. Students will acquire writing skills for lesson plans and other scholarly documents.
3. Students will acquire organizational skills to effectively manage time and meet deadlines.

Student Learning Objectives:

The Education 3301 students will...

1. Demonstrate the procedure for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
2. Demonstrate an understanding of how to encourage student motivation for learning and appropriate actions at school.
3. Demonstrate an understanding of how to create a positive and inviting learning environment.
4. Demonstrate an understanding of classroom management and procedures to ensure an effective teaching classroom.
5. Recognize the importance of professional knowledge and skills in interacting with other members of the educational community and receiving professional development activities.
6. Demonstrate mastery of TExES Framework on Pedagogy and Professional Responsibilities.

Communication Expectations:

- All written assignments are expected to exhibit professional quality. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect.
- All assignments must be typed in APA format. No handwritten assignments will be accepted unless noted.
- Discussion boards as assigned should include one or more supporting citations. For all discussion boards, full credit requires a written, posted response to one or more other students' postings.
- For cell phones, refrain from text messaging in class.

Technology Provisions:

Refer to the HELP option in the left hand menu in Black Board.

Contact the SRSU Help Desk at 432 837 8888 or the Sam Houston 24 hours help desk at 888 837 6055.

If you are taking an online test, and it shuts down on you, you may email the professor.

Tentative Schedule

May be adjusted by the professor

Week	Chapter	Assignment
Week 1 January 11	Review 3	Elements of Lesson Planning-Objectives <ul style="list-style-type: none"> • View the Lesson Objective Mini-Video (under videos) and post your own lesson objective. Due August 29. • Discussion Board- 1 Please introduce yourself and select three words that describe yourself and explain why. Tell what teaching credential you have selected. Post a photo of yourself, too. Zoom Session #1 Orientation: January 12 from 8:00 – 10:45
Week 2 January 18		Elements of Lesson Planning-Integrated Subjects <ul style="list-style-type: none"> • Discussion Board- 2 View the Integrated Subjects (mini-video) and describe what integrated subjects you have selected for your lesson.
Week 3 January 25		Elements of Lesson Planning- Anticipatory Sets or Hooks <ul style="list-style-type: none"> • Discussion Board- 3 View the Anticipatory Set (mini-video) and describe what anticipatory set you are planning to use. How will it pique students' curiosity? Zoom Session #2 Lesson Planning: January 26 from 8:30 – 10:45
Week 4 February 1		Effective Instruction –Lesson Hooks/Anticipatory Sets (mini-video) <ul style="list-style-type: none"> • Take Chapter 3 quiz in Blackboard (due February 6 at midnight)

		<ul style="list-style-type: none"> • Texas Teacher Evaluation and Support System (T-TESS) • Discussion Board- 4 View the Closure (mini -video) and describe what closure you have designed for your lesson.
Week 5 February 8	5 Supplemental Reading on ELL Students	<p>Creating a Supportive Classroom Environment with Differentiation</p> <ul style="list-style-type: none"> • Unique characteristics and needs of students (ELL) • Send your Spring 2021 Student Teaching Application to Madison Owen in Education Office by February 13 • Discussion Board- 5 Read the posted article, “What’s Missing in Teacher Prep” and respond to the posted questions on the discussion board. <p>Zoom Session #3 Classroom Observations: February 9 from 8:30 – 10:45</p>
Week 6 February 15		<p>Modeling Teacher Enthusiasm and Promoting Social and Emotional Learning</p> <ul style="list-style-type: none"> • Discussion Board 6 View video <i>Teach Like the Best You Can Be</i> posted under videos and respond to the questions in the discussion board.
Week 7 February 22		<p>Managing Texas Classrooms</p> <ul style="list-style-type: none"> • View the Rob Naylor video and rate the Learning Environment that he created. Address 1) Classroom environment, routines and procedures; 2) Managing student behavior, and 3) Classroom culture. Refer to the T-TESS document (posted in Course Documents) in your response (one page written analysis). Due February 27 • Take Chapter 5 quiz in Blackboard. Due February 27
Week 8 March 1		<p>Lesson Presentations</p> <ul style="list-style-type: none"> • Lesson Plan is posted March 3 <p>Zoom Session #4 Lesson Plan Presentation: March 2 from 8:30 – 10:45</p>
Spring Break March 8-12		
March 15-19		Individual one hour sessions will be scheduled with each student (zoom or in person) to present his/her lesson plan
Week 9 March 15	6	<p>Attaining an Excellent and Equitable Classroom Environment</p> <ul style="list-style-type: none"> • Discussion Board -7 Commentary on Your Lesson Plan Address these questions <ol style="list-style-type: none"> 1) What were the strengths of your lesson plan? 2) What were the weak areas of your lesson plan? 3) How were your instructional strategies designed to support the whole class, individual students, and groups with specific needs? 4) Upon reflection, what would you do differently?

Week 10 March 22		<p>Effective Assessment Aligned with Standards</p> <ul style="list-style-type: none"> Classroom procedures and routines Take chapter 6 quiz in Blackboard by March 27 at midnight Discussion Board -8 View the video, The Effective Teacher with Harry Wong, and describe when Dr. Wong says “lessons should promote mastery and not mystery” what he means.
Week 11 March 29	12	<p>Interacting and Communicating as Professionals</p> <p>Read chapter 12 in Nath and Cohen and review the T-TESS appraisal system</p> <p>Discussion Board-9 View the Andrea Delacruz video posted under video. This is an example of the persuasive speech. Respond to the questions posted in discussion board</p>
Week 12 April 5	13	<p>Professionalism and Lifelong Learning</p> <ul style="list-style-type: none"> Take Chapter 12 quiz by April 10 at midnight Post your professional resume. Due April 10 Post your Professional Development Concepts assignment. Due April 10 <p>Zoom #5 Resume Writing: April 6 from 8:30 – 10:45</p>
Week 13 April 12	Supplemental Power Point on Law & Ethics	<p>Law and Ethics</p> <ul style="list-style-type: none"> Grading Policy Motivation Record and post written speech on professional organizations. Due April 17 View the Law & Ethics Power point posted under assignments and submit written responses to the questions posed in the power point. Due April 17
Week 14 April 19		<p>Classroom Observations</p> <ul style="list-style-type: none"> Teacher or Administrator Written Interview. Due April 24 Take Chapter 13 quiz online due April 24 Log of 10 hours of classroom observations. Due April 24
Week 15 April 26		<p>The Reflective Teacher</p> <ul style="list-style-type: none"> Discussion Board-10 Refer to the area(s) that you felt least prepared for in discussion board 5 and the article you read on that topic(s). As you complete this course, how prepared do you now feel in that area? Explain your answer. Submit Certify Teacher Content Exam Score 260 or higher by May 5 at midnight. (must pass official test to do student teaching) <p>Zoom #6 Block II Celebration: April 27 from 8:30 – 10:45</p>

Throughout the course, additional activities, readings, and activities may be added to the course to enhance your learning experience.

POLICIES

Attendance Policy:

Students are expected to attend all zoom sessions and be on time. Grade deductions will be made for missing zoom sessions. In the event of an emergency or illness, students must contact the professor via email or telephone. Students are expected to log-in on Blackboard on a weekly basis. SRSU Class Attendance policy states, "The instructor may, at his/her discretion, drop a student from a course when the student has a total of nine absences." A scholar is expected to be punctual, prepared and focused. Excessive tardiness will affect your grade. Meaningful and pertinent participation is required.

Students with Special Needs Policy:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

Academic Integrity Policy:

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required.

Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole for another course and/or professor

- Turning in another's work as one's own
- Copying from professional works and Internet sites without citation

Any of the above offenses will result in a zero for that assignment.

Family Educational Rights and Privacy Act (FERPA):

FERPA is a Federal Law that protects the privacy of student records. Sul Ross State University complies with the FERPA guidelines.

Distance Learning Policy:

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

Texas Education Agency Standards:

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.