

Sul Ross State University

Syllabus

EDUA 3303 & EDSR 3303

Methods and Materials for the Classroom Teacher

Spring 2025

Instructor: Dr. Jeanne Qvarnstrom

Class: M & W 8:00 – 9:15 in MAB 308

Office Hours: MTW from 9:30 a.m. to noon and by appointment

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My Commitment to All students:

Connecting with Students for Success

As a part of a research study, I am committed in this course to the following:

I will know
your name

I will provide
user-friendly,
timely feedback
on your
assignments

I will hold high
standards and
support you to
achieve them

I will hold an
individual
meeting with
each student
during the
semester

Required Textbooks:

Brookhart, S. M. & Oakley, A. (2021). How to look at student work to uncover student thinking. ASCD.

Selected readings posted on Blackboard

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

Course Description:

This course is designed for the classroom teacher with an emphasis on practical, hands-on instructional strategies and techniques (infused with technology), classroom management and field experience. Emphasis is on lesson plan design, assessment of student learning, data analysis, and providing effective feedback for students.

Prerequisite Knowledge:

EDUA 3301 and EDUA 3303 are the last two courses offered in Block II for the Teacher Education Program before student teaching. Students will draw upon all of the previous coursework to complete this course.

Passing the content test (TExES) is REQUIRED prior to doing student teaching. During Block II, you will have access to 240 Tutoring to study for the TExEs. Contact Alejandra.Maldonado@sulross.edu for your complimentary license.

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).
- Carry the **Agreement Letter** posted in Blackboard to present to the school prior to starting observations. Always report to the school office. You will need your Driver's License. The school may require you to sign-in each visit.
- For those not observing in Alpine ISD, students must initiate contact with the desired school district and meet the district's requirements. This can take time, so it is important to make that first contact as soon as possible.

The Observation and Hour Reports over the 15 hours of observation are required to pass this course. You will record the observation reports in Blackboard and the hour reports in SLL.

There are six dates where you may post your observation reports: February 22, March 15, March 29, April 12, April 25, and April 30. However, you can post multiple reports and complete the requirement before the last due date. For the Observation and Hour Reports, you may receive up to 120 points.

(In certain circumstances, Field-Based Experience Outside of the EPP is an option/ ask your professor.)

Assignments:

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

Assignments	Points	Module & Due Dates
Introduction Discussion Board	10	Module 1/January 18
Exit Card	5	Module 1/January 18
Letter of introduction for your host teacher for classroom observations Post in Blackboard and bring copy to class	20	Module 2/ January 22
Context for Learning Assignment (investigate either Alpine Elementary School or Alpine Middle school or Alpine High School or a school where you are observing)	15	Module 2/ January 25
Trends in Education Select a YouTube or other video (under 5 minutes) and complete the assignment template, and come prepared to present and lead a discussion on the trend	20	Module 3/ February 1 (presentations will be throughout the semester)
Engaging Distance Learning Training Module POST CERTIFICATES IN SLL/ INDICATE COMPLETION IN BLACKBOARD	30	Module 3/ February 1
Reflections on First Contacts with Schools	20	Module 3 February 1
What's Missing in Teacher Prep?	10	Module 4/ February 8

Classroom Observation form for Lesson Video observed in class (Rob Naylor video posted on Blackboard)	15	Module 4/ February 8
Chapter 1 Discussion Board	10	Module 5/ February 15
ELPS Assignment	10	Module 5/ February 15
T-TESS Evaluation of Lesson Video observed in class (Jill Symansky video posted on Blackboard)	15	Module 5/ February 15
Written and Oral Report on Your Lesson Plan Development	10	Module 6/ February 19
Classroom Observation and Hours Report #1 POST HOURS AND OBSERVATION REPORTS	20	Module 6/ February 22
K-Math Sample Lesson Plan	10	Module 6/ February 22
Looking at Student Work Assessment	10	Module 7/ March 1
Post Lesson Plan in Blackboard	80	Module 7/ February 26

<p>Four Steps: Design, Teach, Evaluate, Feedback to Promote Learning</p> <p>1. <i>Design lesson with technology integrated</i></p> <p>2. <i>Teach lesson in EDUA 3303 (limit to 20 minutes in class) and conference with professor using Proficiency Report</i></p>		<p>Modules 8 & 9/</p> <p>1. Due 2/26</p> <p>2. Twelve students will teach lessons in EDUA 3303 on March 3,5,10, and 12. Remaining RGC students will</p>
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<p><i>3. Then teach lesson plan in the classroom where you are observing.</i></p> <p><i>4. Collect student artifacts from the lesson to analyze. Select one student, design a reteaching plan and implement the plan in the class you are observing. Use the Feedback to Promote Learning Form posted in Module 13.</i></p>		<p>teach the lesson on Thursday, March 13 in Del Rio with Dr. Qvarnstrom</p> <p>4. Due Module 13</p>
Harry Wong Discussion Board View the Video and then respond to the DB	10	Module 8/ March 8
Chapter 2 Discussion Board	10	Module 9/ March 15
Classroom Observation and Hours Report #2 POST HOURS AND OBSERVATION REPORTS	20	Module 9/ March 15
Connecting with Students for Success Survey opens March 24 and closes April 5	10	Module 10/ April 5
Quiz #1 online/ posted Monday, March 24. Class does not meet on March 24	68	Module 10/ March 24
Classroom Observation and Hours Report #3 POST HOURS AND OBSERVATION REPORTS	20	Module 10/ March 29
Self-Reflection on Culturally Responsive Pedagogy (CRP)	30	Module 11/ April 5
Chapter 3 Discussion Board	10	Module 11/ April 5
Review of Student Artifacts	10	Module 11/ April 5

Classroom Observation and Hours Report #4 POST HOURS AND OBSERVATION REPORTS	20	Module 12/ April 12
Chapter 4 Discussion Board	10	Module 12/ April 12
Working with Parents	10	Module 12/ April 12
Quiz #2 online/posted Monday, April 14. Class does not meet on April 14.	77	Module 13/ April 14
Feedback to Promote Learning	20	Module 13/ April 19
Chapter 5 Discussion Board	10	Module 13/ April 19
Five Thought Organizer	10	Module 14/ April 26
Prepare a Statement of Your Teaching Philosophy (My Mantra). See week 14 for directions.	20	Module 14/ April 26
Chapter 6 Discussion Board	10	Module 14/ April 26
Verification of ELPS, T-TESS and Parent Training proficiency form	10	Module 14/ April 26

Classroom Observation and Hours Report #5 POST HOURS AND OBSERVATION REPORTS	20	Module 15/ April 26
Classroom Observation and Hours Report #6 POST HOURS AND OBSERVATION REPORTS	20	Module 16/ April 30
Final exam	100	Posted on Blackboard May 5 all day until midnight
Classroom activities	Points may vary	ongoing

* Texas Education Agency (TEA) mandates 50 hours of classroom observation prior to teacher certification. If you fail to obtain 15 required observation hours for this course, you will not pass this course.

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

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

Student Learning Outcomes - required by Southern Association of Colleges & Schools Commission on Colleges:

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

Marketable Skills – required by the Texas Higher Education Coordinating Board:

- Students have the ability to teach diverse learners in an inclusive learning environment.
- Students have the ability to assess student learning.
- Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
- Students have the ability to construct a classroom management plan.

- Student have the ability to effectively use technology to communicate.

Student Learning Objectives:

The Education 3303 students will...

1. Apply principles and strategies for communicating effectively in varied teaching and learning contexts.
2. Provide appropriate instruction that actively engages students in the learning process.
3. Incorporate the effective use of technology to plan, organize, delivery, and evaluate instruction for all students.
4. Monitor student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.
5. Develop skills to design assessment and analyze results to inform future instruction

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).

Tentative Schedule

May be adjusted by the professor

Week	Readings	Class Topics and Assignments
Week 1 January 15		What qualities does a great teacher have? Introduction to EDUA/EDSR 3303 <i>Assignments:</i> <i>Discussion Board-Introductions</i> <i>Exit Card</i>
Week 2 January 20	What's Missing from Teacher Education	Essential Question: What is the Learning Context? No class on Monday, January 20-MLK Jr. Day <i>Assignments:</i> <i>Post Letter of Introduction to Host Teacher in Blackboard and bring to class on January 22</i> <i>Post Context for Learning (investigate either Alpine Elementary School or Alpine Middle School or Alpine High School or a school where you are observing)</i>
Week 3 January 27		Essential Question: Why are classroom observations important? Begin work on your lesson plan to teach in EDUA/EDSR 3303 and in your host teacher's classroom-due February 26 in blackboard (module 7). <i>Assignment:</i> Complete the Engaging Distance Learning Training Module -using the <i>ResponsiveLearning Log-in</i> Post <i>Trends in Education by February 1</i> Reflections on <i>Visits to Classrooms (based on school visits)</i>
		Classroom visits on January 27, January 29, and February 3 Together, Alpine students will visit Alpine Elementary, Middle, or High schools. Arrive promptly at 8:00 a.m. in professional dress. Online students can use the time for classroom observations.

<p>Week 4 February 3</p>		<p>Essential Question: What is good instruction? <i>Assignment:</i> <i>Complete classroom observation form for lesson video (Rob Naylor posted on blackboard).</i> <i>What's Missing in Teacher Education-Exit Card</i></p>
<p>Week 5 February 10</p>	<p>Chapter 1 in Brookhart & Oakley</p>	<p>Essential Question: What to consider when writing a lesson plan? <i>Assignment:</i> <i>Chapter 1 Discussion Board</i> <i>A Framework for ELL Students</i> <i>T-TESS Appraisal of Jill Symansky video</i></p>
<p>Week 6 February 17</p>	<p>T-TESS</p>	<p>Essential Question: How important is communication in teaching? <i>Assignment:</i> <i>Written and Oral Report on Lesson Plan</i> <i>K-Math Sample Lesson Plan</i> <i>Classroom Observation and Hours Report #1</i></p>
<p>Week 7 February 24</p>		<p>Essential Question: Does your lesson plan promote student engagement? <i>Assignment:</i> <i>Looking at Student Work Class Activity</i> <i>Post Lesson Plan by 2/26.</i> Application for Spring 2025 Student Teaching due to Susan Land or Madison Owen by February 28/ Must pass TExES by May 30</p>
<p>Week 8 March 3</p>		<p>Essential Question: How does T-TESS rate the instructional domain? Lesson presentations in class on March 3, 5, 10, 12, & 13. This will be followed by conference with professor and review of Proficiency Report. <i>Assignment:</i> <i>Discussion Board -View Harry Wong video and complete discussion board by March 8. Respond to one other student's posting.</i></p>

<p>Week 9 March 10</p>	<p>Chapter 2 in Brookhart & Oakley</p>	<p>Essential Question: How to infer what students are thinking?</p> <p><i>Assignment:</i> <i>Chapter 2 Discussion Board</i> <i>Lesson presentations in class. Once students have taught the lesson in class and conferenced with Dr. Qvarnstrom, they may schedule teaching the lessons in the host teachers' classrooms.</i></p>
<p>SPRING BREAK</p>	<p>March 17-22</p>	
<p>Week 10 March 24</p>		<p>Essential Question: What is culturally responsive pedagogy?</p> <p>Quiz #1 No class on Monday, March 24 Connecting with Student for Success Survey</p> <p><i>Assignment:</i> <i>Classroom Observation and Hours Report #3</i></p>
<p>Week 11 March 31</p>	<p>Chapter 3 in Brookhart & Oakley</p>	<p>Essential Question: What is effective feedback?</p> <p><i>Assignment:</i> <i>Chapter 3 Discussion Board</i> <i>Self Reflection Tool on Culturally Responsive Pedagogy</i> <i>Review of Student Artifacts</i></p>
<p>Week 12 April 7</p>	<p>Chapter 4 in Brookhart & Oakley</p>	<p>Essential Question: How are teachers appraised (T-TESS)?</p> <p><i>Assignment:</i> <i>Chapter 4 Discussion Board</i> <i>Working with Parents</i> <i>Classroom Observation and Hours Report #4</i></p>

Week 13 April 14	Chapter 5 in Brookhart & Oakley	Essential Question: Why is professional development important? Quiz #2 posted online on April 14 only. No class is held. <i>Assignment:</i> Post the Feedback to Guide Further Learning assignment Chapter 5 Discussion Board
Week 14 April 21	Chapter 6 in Brookhart & Oakley	Essential Question: How to plan for data guided instruction? <i>Assignment:</i> Five Thought Organizer Assignment: Post your Teaching Mantra Chapter 6 Discussion Board <i>Classroom Observation and Hours Report #5</i> <i>Sign and post the Verification of ELPS, T-TESS, & Parent Training form. This is required for TEA.</i>
Week 15 Celebration Breakfast on Wednesday, April 30		All students must have TExES passing scores by May 30, to be allowed to student teach in fall semester 2025 <i>Classroom Observation and Hours Report #6</i> Celebration Breakfast on Wednesday, April 30 Students will present their Teaching Mantras
Final Exam May 5		Final posted on Blackboard May 5 closing at midnight

Throughout the course, additional activities and readings may be added to the course to enhance your learning experience with or without bonus points.

POLICIES

Attendance Policy:

Students are expected to attend all class sessions and be on time. Grade deductions may be made for missing class 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- required by Americans with Disabilities Act Course

Description:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartz, SRSU's Accessibility Services Coordinator, at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Family Educational Rights and Privacy Act (FERPA):

FERPA is a Federal Law that protects the privacy of students' educational records. Sul Ross State University follows FERPA regulations.

Academic Integrity Policy:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

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.

Note on GenAI Use in This Class:

Unless otherwise noted during class activities, you may only use ChatGPT, Perplexity or any other GenAI technologies to *aid or nuance* your thinking, communication, and learning; but not to *replace or subvert* it.

This course teaches TEA standards covered in the Pedagogy & Professional Responsibility Exam:

1.003.b Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g. clarity; relevance; significance; age appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs and interests; alignment with campus and district goals

1.003c. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.

111.010a. Demonstrates knowledge of the characteristics, uses, advantages and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications

111.010c. Uses appropriate language and formats to provide students with timely, effective feedback that is accurate, constructive, substantive and specific

111.010d. Knows how to promote students' ability to use feedback and self-assessment to guide and enhance their own learning

111.010e. Responds flexibly to various situations (e.g., lack of student engagement in an activity, the occurrence of an unanticipated learning opportunity) and adjusts instructional approaches based on ongoing assessment of student performance

This course teaches 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.