SUL ROSS STATE UNIVERSITY

EDUA 4601/02/03/05

EDSR 4601/02/03/05

Student Teaching

Instructor: Dr. Maria Gear

Office Hours: M 8:00-9:00 a.m. & 1-5 p.m.
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Course Description: The course serves as a capstone experience for teacher candidates in the teacher education program. Students are required to work within their placement campuses and fulfill the responsibilities and obligations outlined in the student teaching handbook. Students are expected to serve in a teaching and leadership role in a public-school classroom(s) under the supervision of an experienced cooperating teacher and university field supervisor. Successful completion and evaluation of the student teaching experience do not ensure certification. Please see advisor for the complete list of requirements for certification.

Required Text: Sul Ross State University. (2025).   Student Teacher Handbook.

Assignments: There are several required assignments for Texas Education Agency (TEA) purposes and several for SRSU Department of Education purposes. **To upload all assignments, all students will access the blackboard course**. Once there, however, students will access the data collection system called Student Learning and Licensure (SLL) that will be the repository for most assignments. For assignments designated SLL, there will be a link in blackboard to access SLL and post required assignments.

SLL-490 Hours Log	SLL-University Field Supervisor Proficiency Reports (4)	SLL- Cooperating Teacher Evaluation Reports (3)
SLL-NorthStar Digital Literacy Assignments (3)	SLL-Dyslexia Assignment (1)	SLL-Mental Health Assignment (1)
SLL-Standards Met & Recommendation	SLL-Verification of Documents	SLL-University Field Supervisor Informal Coaching Reports (3)
SLL-First Contact	SLL-TEA Ethics	SLL- Agreement of review of FERPA, Code of Conduct, ST Handbook, Electronic Use
SLL-Lesson Plans with Internalization Plans for Scheduled Observation (4) For EC-6 students, lesson plan #1 must be a lesson in math.	SLL - Parent Letter	SLL-Mailing List-Week 16

Blackboard-Weekly Reflections (13)	Blackboard- Specified documents like ATPE Verification and Contact Information	

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

1. **Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.**

2. **Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.**

3. **Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.**

4. **Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.**

5.

Marketable Skills-required by the Texas Higher Education Coordinating Board:
1. Students will have the ability to teach diverse learners in an inclusive learning environment
2. Students will have the ability to assess student learning
3. Students will have the ability to critically think and creatively adapt instructional strategies to an instructional setting
4. Students will have the ability to construct a classroom management plan
5. Students will have the ability to effectively use technology to communicate

Course Learning Outcomes:
1. Students will demonstrate an understanding of designing effective lessons, coherent instruction and assessment based on appropriate learning goals and objectives
2. Students will demonstrate an understanding of how to encourage student motivation for learning and appropriate actions at school
3. Students will demonstrate an understanding of how to create a positive and inviting learning environment
4. Students will demonstrate an understanding of classroom management and procedures to ensure an effective teaching classroom
5. Students will demonstrate an understanding of TExES Framework on Pedagogy and Professional Responsibilities and T-TESS

6. Students will recognize the importance of professional knowledge and skills in interacting with other members of the educational community and receiving professional development activities

TExES Standards: Pedagogy and Professional Responsibilities Standards EC-12
- Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment
- Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence
- Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback
- Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

Course Requirements:
Academic Honesty—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

AI Policy—Students are encouraged to use AI as a resource to support your work in the course. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be helpful to you.

Any use of Generative AI _**must**_ be acknowledged and the acknowledgement must also include reflection related to your own critical evaluation of use along with reflections related to what you kept from AI generated content, what you changed, and rationale around why you made those decisions.

Again, Generative AI use is permissible and possibly even encouraged; however, it should not be a substitute for critical thinking or used to substantially write an assignment, and students must still assure their work reflects their own mastery of content and not mastery demonstrated by Artificial Intelligence.

If you decide to use AI in your student teaching, you must first discuss this with your cooperating teacher and field supervisor

Americans with Disabilities Statement—Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services.
Alpine students seeking accessibility services must contact:
Mary Schwartze-Grisham, M.Ed., LPC
Counseling and Accessibility Services
Ferguson Hall 112
Mailing Address: P.O. Box C-171; Alpine TX 79832   Email: mary.schwartze@sulross.edu
Phone: 432-837-8203
If you have an accessibility letter from the C.A.S., it is your responsibility to ensure that the instructor has received a copy of it, so your specific accommodations can be met.

RGC students can contact Alejandra Valdez at 830-758-5006 or email Alejandra.valdez@sulross.edu.

Appealing Final Grades—If students wish to appeal their grades, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance—It is essential that you participate in this class. Attendance in an online class comes from logging into Blackboard, reading and completing assignments. Any absences from the student teaching assignment must be documented and posted in Blackboard using the appropriate forms.

Student Teacher Chats—During the semester, afterschool meetings will be scheduled for student teachers and field supervisors to meet and discuss topics of interest such as job interviewing. These meetings are voluntary.

Classroom Climate of Respect—Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Late Assignments—Points may be deducted for assignments that are turned in late. If you are having difficulties, contact the professor as soon as possible.

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.

Electronic Equipment Policy—Uses of cell phones and/or pagers or any other electronic communication devices are prohibited during time on campus, except for educational purposes. Do not text or take phone calls in the classroom. Check the district and campus policies on the use of cell phones on campus.
SEE ADDENDUM TO HANDBOOK FOR INFORMATION ON ACCEPTABLE USE OF ELECTRONICS DURING STUDENT TEACHING

Tobacco Policy—No smoking or form of tobacco products is allowed on any campus. NO EXCEPTIONS

SRSU Distance Education Statement—Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.
Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses 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. Directions for filing a student complaint are located in the Student Handbook.

Student Responsibilities
You are responsible for documenting 490 hours of teaching that may include some curriculum activities.
You are responsible for making up any missed hours during the make-up days at the end of the semester
You are responsible for turning in assignments on time
You are responsible for taking exams that are assigned
You are responsible for verifying your enrollment in or withdraw from the course. If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester, you will receive a "F" for the course.

Instructor Responsibilities
The instructor will know the course content, explain relevant concepts and principles, facilitate class participation, hold office hours, treat students fairly and with respect, and create a positive learning environment
- The instructor will field any questions on the course content
- The instructor will provide feedback on posted assignments in a reasonable amount of time
- The instructor will hold office hours and answer student emails promptly

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Course Assignments: <mark>Due dates by weeks are provided in the Blackboard course. The actual dates may vary depending upon your first day of student teaching with students in the classroom. All assignments must be completed in order to pass this course.</mark>

Assignment	Number	Grading	Posting
490 hours log Each day, you will record your hours and activities. Your log will be reviewed by your university field supervisor and cooperating teacher to assure accuracy, since the 490 hours log is a legal document. The cooperating teacher is required to sign each posting in SLL. For more directions, see page 32 in this handbook.	1	Done	SLL
Weekly Reflections Each week, you will complete a Reflection with prompts aligned with the PPR. You will also describe your weekly strengths and areas for improvement. Reflections must be in narrative form. One or two sentences will not suffice. These documents will be kept in Blackboard and reviewed by your Field Supervisor. Week 1 Reflection is due by August 30, 2025, or earlier depending upon when the school year started for your ISD.	13	Complete/ Incomplete	Blackboard
Contact Information and School Schedule	1	Complete/ Incomplete	Blackboard
ATPE Verification As a student teacher at SRSU, you are required to show proof of membership in a teacher organization that provides professional liability insurance prior to beginning your field practicum. You may join ATPE FREE. Post your membership documentation in blackboard. https://www.atpe.org/en/Home	1	Complete/ Incomplete	Blackboard
Lesson Plan with Internalization Plan for Field Supervisor's Visit **Use the templates posted in blackboard.**	4	Done	SLL
Letter to Parents—to be completed after week 4 when student teacher starts teaching the classes.	1	Proficient	SLL
University Field Supervisor-Student Proficiency Reports Four or more observations will be conducted by your University Field Supervisor. Each observation comprises a pre-conference, formal observation, and an interactive post-conference.	4	Done	SLL
University Field Supervisor Informal Coaching Reports Three informal coaching sessions will be conducted by your University Field Supervisor. The first one must be in-person, and the other two may be virtual or in-person. Three reports will be completed. Topics may vary during	3	Done	SLL

the coaching sessions, but each field supervisor is to discuss the following *Coaching session 1: How does student teacher engage students in productive struggle 2(F)* *Coaching session 2: How does student teacher analyze instructional materials in preparation for instruction 4(A)* *Coaching session 3: How does student teacher use high – quality assessment 4(I)*			
Cooperating Teacher Evaluation Reports Your cooperating teacher will complete three observations of you in the classroom. These should be spaced throughout the semester.	3	Done	SLL
Digital Literacy Assignments using NorthStar Digital Literacy (username provided by Madison Owen) The Texas Administrative Code requires that candidates for certification must receive training and instruction in digital literacy skills. You will be completing modules and an exam in three skills areas (Essential Computer Skills, Essential Software Skills, Using Technology in Daily Life). Post each completion report in SLL.	3	Complete/ Incomplete	Blackboard
Dyslexia Training The Texas Administrative Code requires that candidates for certification must receive instruction on the detection and education of students with dyslexia. To meet this requirement, candidates will complete a series of modules on dyslexia developed by TEA. Students will upload the certificate. If you have already completed this training, you may upload your certificate of completion.	1	Done	SLL
Mental Health Training Requirements using ResponsiveLearning • Per TAC §228.30 (c)(3) students are required to receive instruction regarding mental health, substance abuse, and youth suicide. The students will complete their training during Block III of the TEP. • Create an account using the URL link below and using the enrollment key provided. Students should follow the instructions below….. Please complete the self-registration steps at the following website using the registration code below (If you are copying and pasting, please be sure not to pick up any extra characters, such as a space.): **Step 1:**	1	Done	SLL

New Self-registration code: cp19054SRSU16954 Self-registration link: https://courses.responsivelearning.com/selfregistration/ **Step 2** -self-registration includes creating a password and filling out individual information **Step 3** - Begin Course (You can choose either course to begin.) **Step 4** - You may download your certificate of completion once all slides have been viewed, reflection question responses submitted and a passing score on the quiz has been received. *The online courses are self-paced. You may start and stop your training at any time. If you log out, once you log back in the course will continue from where you left off. If you are in need of technology/login support, please email support@responsivelearning.com.			
Standards Met and Recommendation At the end of the student teaching semester, this certification approval form must be completed. Certification Recommendations will not be issued without completion and submission of this form	1	Done	SLL
Documentation of First Contact	1	Done	SLL
Student Teacher Agreement regarding FERPA, Code of Conduct, Electronic Use, and ST Handbook	1	Done	SLL
Student Teacher Verification of Documents	1	Done	SLL
Opt-in for Mailing list (see information in week 16)	1	Done	SLL

Final Grades:
The field supervisor will assign the final grade using the rubric below.

Final Letter Grade Assignment Rubric

Student Teacher Field Supervisor, please score each of these elements as Developing or Proficient.

If a student receives all 5 elements scored as Proficient, the letter grade will be an "A." If they are not all proficient, then the letter grade will usually be a "B" although Field Supervisors, at their discretion, may choose to award a letter grade, lower than a "B."

1. Weekly Reflections
[ ] Developing - Reflections are completed and reflect on learning and growth.

[ ] Proficient - Reflections are insightful, detailed, and demonstrate critical thinking.

2. Responsiveness to Feedback
[ ] Developing - Responds to feedback in a timely manner and implements suggestions.

[ ] Proficient - Actively seeks feedback and uses it to improve performance.

    3, Completion of Assignments

[ ] Developing – Most assignments are completed on time and meet expectations.

[ ] Proficient – All assignments are completed, exceeds expectations, and demonstrates creativity.

    4. Planning and Teaching (T-TESS)

[ ] Developing - Lesson Plans are well-organized, detailed, and aligned with standards. Teaching is effective for most students.

[ ] Proficient - Lessons plans are innovative, engaging, and differentiate instruction for all learners. Teaching promotes mastery for most students.

    5. Growth During Student Teaching

[ ]Developing - Demonstrates consistent growth in teaching skills.

[ ]Proficient - Exceeds expectations and demonstrates growth in all areas.

Additional Comments:

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How to Apply for TExES Certification Exams

Application Requesting Attempt TExES Teacher Certification Exam **Currently enrolled, active candidates should click here**, then in Watermark Student Learning and Licensure, navigate to Program Applications on the left, click the START AN APPLICATION button, then choose the needed Application to take a TExES Exam from the list (scroll down if needed) – there are three of these Applications in SLL: Teacher Certification Content Exams, PPR Exam, and Graduate Level Exams. You may need to log in to the Sul Ross SSO (single sign on) and authenticate with DUO. *Note: All students are required to meet all prerequisites including success on a practice test prior to approval.*

https://srinfo.sulross.edu/education/tea-certification/applications/

Suggested Readings for EDUA 4601

Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom.* Alexandria, VA: ASCD.

Dean, C.B., Hubbell, E.R., Pitler, H., and Stone, B.J. (2012). Classroom Instruction that works: Research-based strategies for increasing student achievement. (2nd Ed.). Alexandria, VA: ASCD.

Erbacher, T. A., Singer, J. B., and Poland, S. (2023). *Suicide in schools.* (2nd Ed.). New York City, NY: Routledge.

Kerry, T. (2021). *Ethics for teachers and middle leaders: A practical guide*. New York City, NY: Routledge.

Goodwin, B. and Hubbell, E.R. (2013). *The 12 touchstones of good teaching: A checklist for staying focused every day.* Alexandria, VA: ASCD.

Oakes, J., Lipton, M., Anderson, L. and Stillman, J. (2013). *Teaching to change the world.* Boulder, CO: Paradigm Publishers.

Qvarnstrom, J. (2025). *Student teaching syllabus & handbook.* Alpine, TX: Sul Ross State University.

Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success.* San Francisco, CA: Jossey-Bass.

Woolf, A. (2022). *Better mental health in schools.* New York City, NY: Routledge.

Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12.
§235.21. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12.

 The standards identified in this section are targeted for classroom teachers in Early Childhood-Grade 12. The standards emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials. They assume that practicing teachers are aware of the Open Education Resource Instructional Materials (OER), customize materials as directed by their district, and engage in initial lesson plan design when they are directed by their school district to do so. The standards describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students; describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment; reflect research and evidenced-based practices that ensure all students are held to

rigorous grade-level academic and nonacademic standards; and define a teacher's role as a professional, an ethical, and a reflective practitioner.

 (b) Instructional Preparation. Teachers understand how students learn and prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

 (1) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.

(A) Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.
(B) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting encoding such as use of multimedia learning principles, reduction of extraneous cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.
(C) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.
 (D) Teachers recognize misconceptions about learning, the brain, and child and adolescent development, including myths such as learning styles, personality traits, and hemispheric dominance, and avoid unsupported instructional practices based on these misunderstandings.

(2) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.

(A) Teachers identify the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, grade or course level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.
(B) Teachers identify the benefits of using high-quality instructional materials.
(C) Teachers apply knowledge of the components of high-quality instructional materials to select or customize instructional materials when appropriate.
(D) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade or course level content.
 (E) Teachers use high-quality materials to plan instruction that connect students' prior understanding and real-world experiences to new content and contexts.

(3) Teachers understand initial lesson plan design and, when district-approved materials are not available and when directed by their district, engage in initial lesson plan design using science of learning concepts.

(A) Teachers design lessons based on the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, application of explicit instruction, and grade or course level content.
 (B) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.

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(C) Teachers design lessons that connect students prior understanding and real-world experiences to new content and contexts.

(D) Teachers plan for the use of digital tools and resources to engage students in active deep learning.

(4) Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.

(A) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.
(B) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.
(C) Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports, technology, intervention, linguistic supports, appropriate scaffolding, and implementation of Individualized Education Programs (IEPs).

(5) Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning.

(A) Teachers plan to present information in a meaningful way that activates or provides prerequisite knowledge to maximize student learning.
(B) Teachers collaborate with other professionals, use resources, and plan research and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism and biliteracy. (
C) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible, and instruction is fully accessible.
(D) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 can affect student learning and development.

(6) Teachers engage in a thorough process of lesson internalization to prepare well-organized, sequential instruction that builds on students' prior knowledge.

(A) Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.
(B) Teachers identify how the learning goals of units and lessons are aligned to state standards.
(C) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.
(D) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.
(E) Teachers plan for pacing, use of teacher resources, and transitions between activities.
(F) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning.
(G) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

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(c) Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research and evidence-based and informed by student work.

(1) Teachers deliver research and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.
(A) Teachers effectively communicate grade or course level expectations, objectives, and goals to help all students reach high levels of achievement. (
B) Teachers apply research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting memory encoding and recall such as interleaving, spacing, metacognition, and distributed practice.
 (C) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.
(D) Teachers apply research and evidence-based teaching strategies that connect students' prior understanding and real-world experiences to new content and contexts and invite student perspectives.
(E) Teachers implement appropriate scaffolds in response to student need
(F) Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.
(G) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.
 (H) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

 (2) Teachers scaffold instruction, from initial knowledge and skill development, through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.

(A) Teachers set high expectations and facilitate rigorous grade or course level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
(B) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.
(C) Teachers validate student responses utilizing them to advance learning for all students.
 (D) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.
 (E) Teachers use strategic questioning to build and deepen student understanding.
(F) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.

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

(A) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.
 (B) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information.
(C) Teachers continually monitor and assess students' progress to guide instructional outcomes and determine next steps to ensure student mastery of grade or course level content.

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(D) Teachers build student capacity to self-monitor their progress.
(E) Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.
(F) Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.
(G) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.
 (H) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

 (4) Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.

(A) Teachers regularly review and analyze student work, individually and collaboratively, to under
(B) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
(C) Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.
(D) Teachers use assessment results to inform and adjust instruction and intervention.
(E) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength, and opportunities for improvement.

 (d) Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy, and the appropriate grade-level Texas Essential Knowledge and Skills (TEKS).

 (1) 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.

(A)Teachers demonstrate a thorough understanding of and competence in the use of open education resource instructional materials when available for the grade level and subject area.

(B) 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.

(C) 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.
 (D) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.
 (E) Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

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

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(A) Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.

(B) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.

(C) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.

(D) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.

(E) Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.

(F) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, praising effort on successful and unsuccessful attempts, and contrasting student attempts and correct solutions.

(3) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of mathematics.

(A) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.

(B) Teachers engage students in recursive lesson activities that reinforce automaticity in prerequisite knowledge and skills to mitigate the use of working memory when engaging those knowledge and skills as task complexity increases.

(C) Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.

(D) Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.

(E) Teachers prepare and deliver explicit instruction and modeling that links grade-level conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.

(F) Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.

(G) Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.

(H) Teachers provide time for students to apply conceptual understanding and procedural fluency collaboratively and independently to problem-solving. (

I) Teachers communicate and model the connections between mathematics and other fields that utilize mathematics to problem solve, make decisions, and incorporate real-world applications in instruction.

(J) Teachers explicitly teach and mode that math abilities are expandable and improvable.

(4) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

(A) Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate systematic and explicit practice in foundational literacy skills.

(B) Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.

(C) Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading (STR) competencies and engage students in deliberate practice to make meaning from text.

(D) Teachers identify and analyze grade or course level and complex texts for quality in preparation for instruction.

(E) Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.

(F) Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high-quality complex texts.

(G) Teachers engage students in writing practice, including text-based writing, that builds comprehension and higher-order thinking skills.

(H) Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.

(I) Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.

(J) Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.

(K) Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning and support.

(e) **Learning Environment**. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.

 (1) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior and positive interventions, that maintain a productive learning environment for all students.

(A) Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.

(B) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.

 (C) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.

(D) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.

(2) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.

(A) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.

(B) Teachers strategically use instructional time, including transitions, to maximize learning.

(C) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.

(f) **Professional Practices and Responsibilities**. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with federal, state, and local laws, and conduct themselves ethically and with integrity.

(1) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.
(A) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.
(B) 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).
(C) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.
(D) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.
(E) Teachers model and promote for students the safe, ethical, and legal practices with digital tools and technology.

(2) Teachers actively self-reflect upon their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.
(A) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching, to identify and communicate professional learning needs.
(B) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.
(C) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
(D) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.
(E) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
(F) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students reach their academic and non-academic goals.

(3)Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.

(A) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
(B) Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.
(C) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.

(D) 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.