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Department of Education   Term: Spring, 2026 (1/14-5/6)
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Syllabus Disclaimer

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Required Texts

Hall, G. E., Quinn, L. F., & Gollnick, D. M. (2019). *Introduction to Teaching: Making a Difference in Student Learning, (3rd ed.).* Thousand Oaks, CA: Sage Publications. ISBN- 13: 9781506393896

Hatala, M. (2020). *APA simplified: Your concise guide to the 7th edition.* Greentop
    Academic Press. ISBN-13: 978-1933167541

Course Description

EDSR 3300 Pedagogy and Professional Responsibilities: A course providing an overview of key aspects of the American Educational System including: Curriculum models and assessment, educator standards, the Texas Administrative Code, legal case studies, and the Educator Code of Ethics. Participants will review local, state, and national policies as they impact PK-12 education. Prerequisite: Completion of Blocks I and II, ED/EDUA 3302 & 4314 & 3303 & 4322. Equivalent courses: EDUC 3300 (through Summer 2022), EDUA 3300.

Student Learning Outcomes (SLO)

SLO 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.

SLO 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.

SLO 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.

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

Marketable Skills

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to teach classroom management.
5. Student have the ability to effectively use technology to communicate.

Course Outcomes (CO)

As a result of course readings, activities, and assignments students will be able to:

1. Appraise and demonstrate the effects of the latest state/national reforms in schooling as these pertain to curriculum, educator standards, and student learning.
2. Infer the relationship between equity, diversity, and excellence in teaching.
3. Identify, explain, and design instructional lessons to address the learning needs of all students.

Distance Education (Web-course) Non-Participation 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 Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Policies in effect for on- campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

Academic Integrity

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.

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.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

For Remote/Online Courses Only - 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 Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

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.

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 Rebecca Greathouse Wren, LPC-S, 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 mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine. Texas, 79832

Library Information:
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).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Required Student Responsibilities Statement
All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.
Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Class Expectations: Throughout the course students will be required to complete written assignments, design effective lesson plans, and conduct research. Students will be expected to read all assigned readings and complete assignments in a timely manner. Final grades will be assigned according to the A-F (90-100 = A, 80-89 = B, 70 – 79 = C, 60 – 69 = D, Below 60 = F) format and evaluated using the following criteria:

Assessment Methods
There are a total of 100 possible points for this course and they are as follows: **Points**
1. Reading Reflections (2 at 10 points each)   20
2. T-TESS Lesson Plan   20
3. T-TESS Lesson Plan Reflection   10
4. Bluebonnet Curriculum   20
5. Students w/Disabilities   10
6. Final Exam   20

Late Assignments

All assignments are due as indicated on the course schedule and must be posted on Blackboard (BB). **Late assignments will not be accepted.**

Written Assignments: To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a 12-point Times New Roman font. In addition, all written assignments must follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition), **including APA title and reference page.** Post all assignments on BB by due date.

<div align="center">**ASSIGNMENTS/STUDENT LEARNING OUTCOMES (SLO)**</div>

The following statement of authorship must be signed by the student and should appear at the bottom of the **title page for all assignments**:

I certify that I am the author of this paper titled _____ and that any assistance I received in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification will affect my status as an undergraduate student.

_____   _____
Signature   Date

I. Guidelines for Reading Reflections (SLO 2; CO 1-3):

You will write 2 reflections focused on topics of study as indicated in your course syllabus. You should identify the chapters & topics and:

(1) *Briefly* identify and explain the themes as these pertain to the topic of discussion.
(2) Think of yourself as the teacher in the classroom and discuss how you would *implement practices* to meet the needs of all learners in your classroom. Discuss what implications they may have for educators and others, and/or how they might be further expanded.
(3) Be sure to refer to (and properly cite) the specific parts of the *reading* and *scholarly research* journal articles in the course of your discussion. Be sure to use peer-reviewed journal articles. Use the Sul Ross library to search and identify at least 2 peer-reviewed journal articles in your writing.

In this assignment, think of yourself as in conversation with the author and your classmates- responding to and developing what you believe to be the essential points of the *text/scholarly research*. The length of each reflection should be no less than 2 pages long excluding title and reference page. Reflections should be double spaced, Times New Roman, 12 pt., 1" margins, with a **title** and **reference page** following APA guidelines. Make sure to use APA in-text citations when citing information from your text and peer-reviewed journal articles.

Grading Rubric – Reading Reflection (10 points)

Identification of chapter & topic; discussion of themes	1 point
Discussion on: Implementation of practices and implications for future educators utilizing readings from your text and/or scholarly research journal articles.	6 points
Clarity and organization of response	1 points
Demonstrates a personal understanding/perspective of the content	1 points
APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors.	1 point
Total points	10 points

II. Guidelines for Texas Teacher Evaluation and Support System(T-TESS) Lesson (SLO 1-4; CO 1-3):

The purpose of this activity is to (a) evaluate, (b) design, and (c) describe the implementation of a lesson plan based on the Texas Teacher Evaluation and Support System (T-TESS) rubric and complete it as indicated below.

(a) Evaluation of Teaching Lesson (page 1):
   View the lesson found at https://www.youtube.com/watch?v=iW0XsQ4X28s and evaluate it using the form in the course syllabus. Include this as page 1 of your T-TESS lesson.

Dimension	Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	Improvement Needed (1)
Planning					
1.1 Standards & Alignment					
1.2 Data & Assessment					
1.3 Knowledge of Students					
1.4 Activities					
Comments: Identify specific areas of improvement and describe needed modifications to promote student learning.					
Instruction					
2.1 Achieving Expectations					
2.2 Content Knowledge & Expertise					
2,3 Communication					
2.4 Differentiation					
Comments: Identify specific areas of improvement and describe needed modifications to promote student learning.					
Learning Environment					
3.1 Classroom Environment, Routines & Procedures					
3.2 Managing Student Behavior					
3.3 Classroom Culture					
Comments: Identify specific areas of improvement and describe needed modifications to promote student learning.					
Professional Practices & Responsibilities					
4.1 Professional Demeanor & Ethics					
4.2 Goal Setting					
4.3 Professional Development					
4.4 School Community Involvement					
Comments: Identify specific areas of improvement and describe needed modifications to promote student learning.					

(b) Designing Subject/Grade level Lesson (page 2- Sul Ross State University Lesson Plan Template):

Revised Bloom's Taxonomy
*Use this information to address the "What" in your learning objective.
Remembering (identify, define, match, state, name, label, describe, select)
Understanding (translate, convert, generalize, paraphrase, rewrite, summarize, distinguish, infer, alter, explain)
Applying (use, operate, produce, change, solve, show, compute, prepare, determine)
Analyzing (discriminate, select, distinguish, separate, subdivide, identify, break-down, analyze, compare)
Evaluating (appraise, compare, justify, criticize, explain, interpret, conclude, summarize, evaluate)
Creating (design, plan, compile, compose, organize, conclude, arrange, construct, devise)

Sul Ross State University Lesson Plan Instructions (Revised June 2023)
*By following these instructions below, you can complete the lesson template effectively and comprehensively.
Name: Write the name of the teacher candidate who will be delivering the lesson.
Grade/Subject: Specify the grade level and subject for which the lesson is designed.
Date: Enter the date.
TEKS (Texas Essential Knowledge and Skills). Identify the relevant TEKS for the lesson. Include the knowledge and skill statement as well as the student expectation.
ELPS (English Language Proficiency Standards): Choose one ELPS standard that aligns with the lesson and write it down.

Learning Objective(S): Clearly state the learning objective(s) for the lesson using the following components:
- Who? Identify the target audience or specific group of students.
- What? Describe what students will be able to do or understand after completing the lesson.
- How? Explain the methods, strategies, or activities that will be used to achieve the learning objective(s) such as explain, summarize, paraphrase, translate, predict, identify, describe, create, etc.
- How Much? Specify the level of mastery students should reach.

Essential Question: Write a concise and thought-provoking question that encompasses the main focus of the lesson and encourages students to think critically and make connections to the content being taught. The essential question will serve as the guided force throughout the lesson, encouraging student engagement and helping them to develop essential skills and knowledge.

Academic Language: Identify the key language that students will need to use to demonstrate their learning in the subject area.

Academic Supports for Students: Describe the scaffolds and instructional strategies that will be provided to help students understand and use the language and concepts in the subject area.

Materials: List all the materials, resources, and tools that will be needed for the lesson.

Assessment/Evaluation: Consider the evidence or artifacts you will collect to demonstrate students' understanding or mastery of the TEKS and learning objectives. Specify whether the assessment will be formative (ongoing with feedback) during the learning or summative (final evaluation) of the learning.

Differentiation: Include accommodations to help the diverse learning needs of students and include modifications for students with special needs.

Introduction of Lesson: Describe how you will activate thinking and engage students' prior knowledge to hook them into the learning.

Body of Lesson: Break down the lesson into three parts:
- **Fluency Practice:** Quick review to sharpen prior skills and activate background knowledge
- **Concept Development:** Teacher-led modeling and guided discussion through a sequenced problem set ("I Do" & "We Do")
- **Application Problem:** A novel task that lets students apply new ideas independently ("You Do")

Closure: Describe the concluding activity that will allow students to summarize and share what they have learned or demonstrate their understanding of the lesson. This is a student debrief using whole-class synthesis followed by a short check for understanding such as an exit ticket.

Appendix: In the "Appendix" section, please include the formative and summative assessment exemplars and rubrics. Please include any additional instructional materials you will use for this lesson. Create an appendix page for each document (PPTs, Video Links, additional teacher resources, etc.) accordingly.

Worksheets: Worksheets must be aligned with the learning objective. Consider creating your own engaging instructional documents.

(b) Designing Grade/Subject Lesson (page 2- Sul Ross State University Lesson Plan Template):

Name:

Grade/Subject:

Date:

TEKS (Texas Essential Knowledge and Skills).

ELPS (English Language Proficiency Standards):

Learning Objective(S):

- Who?
- What?
- How?
- How Much?

Essential Question:

Academic Language:

Academic Supports for Students:

Materials:

Assessment/Evaluation:

Differentiation:

Introduction of Lesson:

Body of Lesson:

- **Fluency Practice**
- **Concept Development, "I Do" & "We Do"**
- **Application Problem, "You Do"**

Closure:

Appendix

- **Formative Assessment Exemplar**
- **Formative Assessment Rubric**
- **Summative Assessment Exemplar**
- **Summative Assessment Rubric**
- **Instructional Documents/Resources Used**

(c) Describing the implementation of a lesson plan. Use the form below. Teacher Lesson Internalization Plans for Implementing Lesson Plans form (page 3). Perceive yourself as the teacher in the classroom and describe how you would implement your lesson plan.

Teacher Lesson Internalization Plans for
Implementing Lesson Plans

Title of lesson plan:

Grade level:

Content:

Step One: Understand the lesson purpose and objectives.

- Script what you will say to introduce the lesson and objectives.

Step Two: Understand the sequence and pacing of activities.

- Design a time schedule of each part of the lesson.

Step Three: Prepare to teach each activity with an active deep dive to include transitioning from one activity to the next.

- Script what you will say to introduce and close each activity

Step Four: Organize your resources.

- Describe student arrangement, i.e. whole-class discussion, small groups (size)

- List the materials you will need to deliver the lesson and the order you will use them

<h1 style="text-align:center">Sul Ross State University Lesson Plan Rubric</h1>

Total Score: __ /80

In this table format rubric, each section of the lesson plan is listed along with the allocated points for scoring. At the bottom, the "Total Score" indicates the maximum achievable score for the lesson plan.

Section	Points
Name, Grade/Subject, Date 5 points: Accurate and complete information provided for name, grade/subject, and date. 3 points: Minor errors or omissions in the provided information. 1 point: Major errors or omissions in the provided information.	5
TEKS (Texas Essential Knowledge and Skills) 5 points: Clear and accurate identification of the relevant TEKS, including knowledge and skill statement and student expectation. 3 points: Minor errors or omissions in the identification of the TEKS. 1 point: Major errors or omissions in the identification of the TEKS.	5
ELPS (English Language Proficiency Standards) 5 points: Appropriate selection and inclusion of an ELPS standard that aligns with the lesson. 3 points: Minor errors or inconsistencies in the selection or inclusion of the ELPS standard. 1 point: Major errors or inconsistencies in the selection or inclusion of the ELPS standard.	5
Learning Objective(s) 10 points: Clearly stated learning objectives with all components (Who, What, How, How Much) accurately and effectively described. 6 points: Learning objectives stated but with minor errors or omissions in one or two components. 2 points: Learning objectives unclear or missing one or more components.	10
Essential Question 5 points: Concise and thought-provoking essential question that encompasses the main focus of the lesson and encourages critical thinking and connections to the content being taught. 3 points: Essential question provided but lacks clarity or does not fully encompass the main focus of the lesson. 1 point: Essential question missing or unrelated to the main focus of the lesson.	5
Academic Language 5 points: Clear identification and inclusion of key language that students will use to demonstrate their learning in the subject area. 3 points: Partial or vague identification of key language in the subject area. 1 point: Key language not identified or unrelated to the subject area.	5
Academic Supports for Students 5 points: Detailed and appropriate description of scaffolds and instructional strategies to support students' understanding and use of language and concepts in the subject area. 3 points: Partial or unclear description of scaffolds and instructional strategies. 1 point: Inadequate or missing description of scaffolds and instructional strategies.	5
Materials 5 points: Comprehensive and accurate list of all materials, resources, and tools needed for the lesson. 3 points: Partial or incomplete list of materials. 1 point: Inaccurate or missing list of materials.	5

Section	Points
Assessment/Evaluation 5 points: Clear and appropriate consideration of evidence/artifacts to collect for assessing students' understanding/mastery of the TEKS and learning objectives, with a distinction between formative and summative assessments. 3 points: Consideration of evidence/artifacts with minor errors or lack of clarity. 1 point: Inadequate or missing consideration of evidence/artifacts for assessment.	5
Differentiation 5 points: Detailed and appropriate accommodations and modifications provided to meet the diverse learning needs of students, including those with special needs. 3 points: Partial or unclear accommodations and modifications. 1 point: Inadequate or missing accommodations and modifications.	5
Introduction of Lesson 5 points: Clear and effective description of strategies used to activate thinking and engage students' prior knowledge to hook them into the learning. 3 points: Partial or unclear description of strategies for engaging students. 1 point: Inadequate or missing description of strategies for engaging students.	5
Body of Lesson	
- Fluency Practice 5 points: Sharpen prior skills and activate background knowledge. 3 points: Partial or unclear efforts to sharpen prior skills and activate background knowledge. 1 point: Inadequate or missing efforts to sharpen prior skills and activate background knowledge.	5
- Concept Development 5 points: Clear and effective facilitation of teacher-led modeling and discussion 3 points: Partial or unclear facilitation of teacher-led modeling and discussion 1 point: Inadequate or missing facilitation of teacher-led modeling and discussion	5
- Application Problem 5 points: Well-designed and appropriate independent novel task where students apply their knowledge and skills on their own. 3 points: Partial or unclear independent novel task where students apply their knowledge and skills on their own. 1 point: Inadequate or missing independent novel task where students apply their knowledge and skills on their own.	5
Closure 5 points: Clear and effective activity that allows students to summarize and share what they have learned or demonstrate their understanding of the lesson. 3 points: Partial or unclear closure activity. 1 point: Inadequate or missing closure activity.	5
Total Score: ( ) Total Points: (Total Score) (0.20) =	Total Points:

Comments:

Grading Rubric – T-TESS Lesson Plan (20 points)

Learning objective based on Bloom's Taxonomy (Follow the Sul Ross University lesson Plan instructions)	1
Evaluation of Teaching lesson using the form in this syllabus (Page 1). Must submit to BB course.	0
Designing lesson plan according to course objectives (Page 2). Make sure you address and describe all sections as found in the lesson plan instruction/template, e.g. assessment, differentiation, body of lesson, introduction to lesson, etc.	16
Description of the implementation of your lesson plan using the Teacher Lesson Internalization Plans for Implementing Lesson Plans form (page 3)	1
Include sample graphic organizers, worksheets, description of strategies/digital tools, and list of questions you would make use of to deliver instruction to engage all learners	1
APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors	1
Total points	20 points

III. Guidelines for T-TESS Lesson Plan Reflection (SLO 1–3; CO 1-3):

You are to use the feedback on your lesson plan design and write a reflection on this using scholarly research. The reflection is not a summary. You should describe changes to:

(1) The learning objective so that student learning behavior is beyond the remembering/recall phase of Bloom's Taxonomy.
(2) The lesson plan design to include sections identified as needing improvement based on feedback. Use research to back up your recommendations.
(3) Teacher lesson internalization plans for implementing lesson plans so as to ensure an effective delivery of instruction that promotes student engagement/learning.

The length of your reflection should be no less than 3 pages long excluding title and reference page. Reflection should be double spaced, Times New Roman, 12 pt., 1" margins, with a **title** and **reference page** following APA guidelines. Make sure to use APA in-text citations when referring to research.

Grading Rubric: T-TESS Lesson Plan Reflection (10 points)

Learning objective: Describe changes to ensure student learning is at a higher order thinking skill, i.e. beyond the remembering/recall phase of Bloom's Taxonomy.	1 point
Designing Lesson Plan (Page 2): Describe indicated changes based on your lesson plan feedback (5 points). Make sure your indicated changes are based on research to promote student engagement and learning (2 points). Use APA in-text citations.	7 points
Teacher Lesson Internalization Plans for Implementing Lesson (Page 3): Describe changes to promote student engagement and learning. Make sure you describe and discuss how you would implement assessments linked to the learning objective.	1 point
APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors.	1 point
Total Points	10 points

IV. Guidelines for Bluebonnet Curriculum Analyses Assignment (SLO 1-4; CO 1-3):

Students will access the TEA Bluebonnet curriculum in the area of math and language arts. Students will write a 2-3-page paper, excluding title and reference page, and analyze one lesson plan in math and the other in language arts. Students will submit a word document of your analyses of the 2 lesson plans. Your analyses should follow the guidelines below. Make sure that this assignment is written following APA writing guidelines, i.e. it should be double spaced, Times New Roman, 12 pt., 1" margins, and include an APA **title** and **reference page.**

(1) Identification and selection of one Lesson Plan in (a) math grade 6, 7, 8, or Algebra I and (b) Reading Language Arts 3-5 grade level. Include a copy of these as an appendix to your final document.

(2) For each lesson plan identify the learning objective. As part of your analysis, determine if the learning objective is written according to course specifications. Identify and describe any recommended changes and provide your reasoning for these. Make sure you identify the cognitive level of Bloom's taxonomy.

(3) For each lesson plan identify the materials/resources including the use of technology. As part of your analysis, indicate how you would make use of the materials/resources. If small groups are used, specify how you would ensure all students in a group have access to all materials/resources, i.e. what you would do to ensure all students in a group have equal access to all materials/resources.

(4) For each lesson plan describe the activities, i.e. whole-class discussion, cooperative learning, modeling, student presentation, etc. Identify and describe any recommended changes and provide your reasoning for these. Cite scholarly research to prove your point.

(5) For each lesson plan identify the steps taken to differentiate instruction for all diverse learners, i.e. students with disabilities, English language learners/gifted students, etc. Describe any recommended changes and provide your reasoning for these. Cite scholarly research to prove your point.

(6) For each lesson plan identify (a) informal and (b) formal assessment processes. Indicate whether these methods/processes are aligned with the learning objective and describe how you would make use of these during and after the lesson to assess student learning.

(7) For each lesson plan describe the implementation of each lesson plan using the Teacher Lesson Internalization Plans for Implementing Lesson Plans form.

Grading Rubric for Bluebonnet Curriculum Assignment (20 points):

1&2. Identification of lesson plan: math grade 6, 7, 8, or Algebra I and language arts 3-5 grade level and Learning objective identification and analysis based on course specifications and Bloom's taxonomy	2
3. Identification and use of materials/resources to ensure equal access by all students	3
4. Description of all lesson plan activities and recommended changes based on scholarly research. Use APA in-text citations when referring to research.	3
5. Description of lesson plan differentiation and recommended changes based on scholarly research. Use APA in-text citations when referring to research.	3
6. Identification and description of all informal/formal assessments as linked to the learning objective. Make sure you describe the use of these assessments during and after the lesson.	3
7. Lesson plan implementation for the math and language arts lesson. Include 2 separate Teacher Lesson Internalization Plans Form, i.e. one for the math lesson and one for the language arts lesson	3
APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors.	3
Total Points	20

V. Guidelines for Students with Disabilities Assignment (SLO 1-4; CO 1-3):

Students will do research on students with disabilities in the classroom and identify at least 3 different scholarly student-centered instructional strategies teachers can implement in the classroom to promote student learning and engagement. You are to write a 2-page paper (a) describing 3 student-centered instructional strategies (citing research) that may be used to promote student learning and engagement with students identified with specific disabilities, e.g. students with autism, dyslexia, auditory and/or visual impairment, and learning disabilities. , (b) make sure you discuss 3 different strategies, e.g. cooperative groups, discussions, student demonstrations, etc. and how you would implement these in your classroom as you work with students with disabilities. Make sure you follow APA guidelines as you cite the research in your paper.

Grading Rubric: Students with Disabilities Assignment (10 Points)

Identification of 3 student-centered instructional strategies	1
Description of 3 student-centered instructional strategies (citing research)	3
Discussion of how you would make use of 3 research-based strategies when working with students with disabilities. Make sure you describe students with autism, dyslexia, auditory and/or visual impairment, and learning disabilities.	5
APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors.	1
Total Points	10

Week	Topic	Assignment
1-1/14	Course Learning Outcomes Today's Teachers, Students, Schools and Student Learning 1.3k/1.3s;1.4k;1.5k/1.5s;4.7k/4.7s 4.9k/4.9s;4.12k/4.12s;4.13k/4.13s *235(d) 1E*	1/14- Review Course Syllabus • Read Ch. 1 Becoming a Teacher and reflect on salient themes • Read Ch. 1 PowerPoint in BB and reflect on salient themes **1/16- Student Participation Agreement due on BB by 9 a.m.** HW- Read Ch. 2 IP; RA
2-1/19	***MLK Holiday***	
3-1/26	Student/Teacher Diversity and School Experience 1.23s;1.3k/1.3s;1.4k;1.5k/1.5s;3.15k/3.14s *235 (d) 2B*	1/26- Read Ch. 2 and reflect on salient themes • Read Ch. 2 PowerPoint in BB and reflect on salient themes HW- Read Ch. 3 IP; RA
4-2/2	Meeting the Needs of all Learners- including exceptional learners 1.3k/1.3s;1.4k/1.4s;1.5k/1.5s;1.23s2.21s; 3.14s; 3.15k *235 (d) 1E; 2; 2A; 2C; 2D; 3*	2/2- Read Ch. 3 and reflect on salient themes • Read Ch. 3 PowerPoint in BB and reflect on salient themes HW- Read Ch. 4 IP; RA
5-2/9	Impact of Social Context on Student Learning Culturally Responsive Teaching 2.1k/2.1s;2.2k/2.2s;2.4k/2.3s;3.1k34.2k;4.3s;4.4k/4.4s; *235 (d) 2B*	2/9- Read Ch. 4 and reflect on salient themes • Read Ch. 4 PowerPoint in BB and reflect on salient themes • Review T-TESS Rubric in your BB course • View https://www.youtube.com/watch?v=iW0XsQ4X28s and complete Evaluation of Teaching Lesson (page 1). Make sure to include comments. Upload your completed evaluation form to BB. **Evaluation of Teaching Lesson (page1) due on BB by 9 a.m.** HW- Read Ch. 5 and *Why Teach? (Herbert Kohl)* IP; RA
6-2/16	Students' Culture Schools, Families, and Communities Teaching Strategies 1.6s; 4.1k/4.1s;4.2k/4.2s;4.3s;4.4s *235 (d) 1E; 2,3D*	2/16- Read Ch. 5 & Ch. 12 and reflect on salient themes • Read Ch. 5 & Ch. 12 PowerPoints and reflect on salient themes • *Read Why Teach? (Herbert Kohl) and reflect on salient themes* HW- Read Ch. 6 & *Racism, Discrimination, & Expectations (Sonia Nieto)* IP; RA
7-2/23	The Foundations of Education Connections across Disciplines & Students' real-world Experiences 4.13k;4.15k;4.18k;4.19s; 1.8k/1.8s;1.9k/1.9s;1.10k;1.11k;1.12k *235 (d) 2B,3D*	2/23-Read Ch. 6 and reflect on salient themes • Read Ch. 6 PowerPoint and reflect on salient themes • Read *Racism, Discrimination, & Expectations (Sonia Nieto)* and reflect on salient themes **Reading Reflection #1 on Chs. 1-6 and 12 and *Why Teach? (Herbert Kohl)* and *Racism, Discrimination, & Expectations (Sonia Nieto)* due on BB by 9 a.m.** HW- Read Chs. 7 &8 as well as *Challenge Deficit Thinking (Lois Weiner)* and continue Review of T-TESS Lesson Plan requirements IP; RA

8-3/2	School Organization
	High Expectations for Student Learning
		3/2- Read Chs. 7 & 8 and reflect on salient themes
		• Read Chs. 7 & 8 PowerPoints and reflect on salient themes
		• Read *Challenge Deficit Thinking (Lois Weiner) & reflect on salient themes*
		
		T-TESS Lesson Plan due on BB by 9 a.m.
		
		HW- Read and summarize key points on Ch. 9 in your BB course and
		    Read: The Banking Concept of Education (Paulo Freire)
		    Read the Bluebonnet Curriculum General information to familiarize yourself with the curriculum. Visit the TEA Bluebonnet Curriculum site and identify a math grade 6,7, 8, or Algebra I lesson

	1.6s;1.7k;1.7s;1.16k/1.16s;1.17k; 1.18k/1.18s *235 (d) 1A, 1E, 2, 2A, 2C, 3, 3D, 3, 3J, 4, 4C*	IP; RA
9-3/9-3/13	***Spring Break***	
10-3/16	Teacher Rights & Responsibilities Student Rights High Expectations Curriculum Analysis	3/16- Read Ch. 9 and reflect on salient themes • Read Ch. 9 PowerPoint and reflect on salient themes • Read *The Banking Concept of Education (Paulo Freire) & reflect on salient themes* • Visit the TEA Bluebonnet Curriculum site, find a math grade 6, 7, 8, or Algebra I lesson and commence analysis of the lesson. **TESS Lesson Plan Reflection due on BB by 9 a.m.** HW-Research TEA Bluebonnet Curriculum and identify Reading Language Arts 3-5 grade level lesson
	1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s;1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s;1.11k; 1.12k/1.12s; 1.13k/1.13s; 1.14 k/1.14s; 1.15k/1.15s;1.16k/1.16s; 1A; *235(d) 1A, 1E, 2, 2A, 2C, 3, 3A, 3B, 3C, 3F, 3G, 3J, 4, 4A, 4B, 4C, 4D, 4F, 4H, 4I*	IP; RA
11-3/23	Curriculum Analysis	3/23- TEA Bluebonnet Curriculum Math grade 6, 7, 8, or Algebra I lesson • Commence analysis of TEA Bluebonnet Curriculum Reading Language Arts 3-5 grade level lesson HW- Complete TEA Bluebonnet Curriculum Analyses of Math & Reading Language Arts lessons
	4.5k/4.8k;4.10s;4.13k/4.13s;4.14k4.15k;4.16k/ 4.16s;4.17k;4.18k/4.18s;4.19s *235 (d) 4; 4A; 4B; 4C; 4D; 4F; 4H; 4I*	IP; RA
12-3/30	Curriculum Analyses Students with Disabilities	3/30- Research Peer-reviewed journal articles on Students with Disabilities **TEA Bluebonnet Curriculum Analyses due on BB by 9 a.m.** HW- Read Ch. 11 and Complete Students with Disabilities assignment
	1.3k/1.3s;1.4k/1.4s;1.5k/1.5s;1.11k/1.11s;1.12 k/1.12s;1.13k/1.13s; *235 (d) 3; 3A; 3B; 3C; 3E; 3F; 3G; 3I; 3J; 4; 4A; 4B; 4C; 4D; 4F; 4H; 4I*	IP; RA
13-4/6	Classroom Management	4/6- Read Ch. 11 and reflect on salient themes • Read Ch. 11 PowerPoint and reflect on salient themes **Students with Disabilities Assignment due on BB by 9 a.m.** HW- Read Ch. 10
	2.6k/2.6s;2.7k/2.7s;2.8k/2.8s;2.9k2.9s;2.10k/2. 10s;2.14k;2.15k;2.16k;2.17k *235 (d) 3;3D*	IP; RA

14-4/13	Teaching for Student Learning Standards, Curriculum & Accountability	4/13- Read Ch. 10 and reflect on salient themes
		• Read Ch. 10 PowerPoint and reflect on salient themes
		HW- Read Ch. 13
	4.5k/4.8k;4.10s;4.13k/4.13s;4.14k;415k;4.16k/ 4.16s;4.17k;4.18k/4.18s4.19s *235 (d) 1E; 4I*	IP; RA
15-4/20	Teaching for Student Learning Assessing Student Learning	4/20- Read Ch. 13 and reflect on salient themes
		• Read Ch. 13 PowerPoint and reflect on salient themes
		Reading Reflection #2 Chs. 7-11 and Ch.13 and *Challenge Deficit Thinking (Lois Weiner)* **and** *The Banking Concept of Education (Paulo Freire)*
		HW- Read Ch. 14 and *Teachers as Transformative Intellectuals (Henry Giroux)*
	1.25k/1.24s;1.26k/1.25s;1.27k/1.27s;1.28k/1.2 8s;1.29k/1.29s;1.30k;1.31k; *235 (d) 4I; 4J*	IP; RA
16-4/27	Success in Your Teacher Ed. Program & Beyond Becoming Tomorrow's Highly Effective Teacher	4/27-Read Ch. 14 and reflect on salient themes
		• Read Ch. 14 PowerPoint and reflect on salient themes
		• *Read Teachers as Transformative Intellectuals (Henry Giroux) & reflect on salient themes*
		HW- **Study for Final**
	4.7k/4.7s;4.8k/4.8s;4.9k/4.9s;4.11k/4. 11s;4.12k /4.12s;4.19s *235 (d) 1C; 1E; 2A*	IP; RA
17-5/4	*Final Exam*	

Instructional Delivery: Whole-Class Discussion (WD); Lecture (L); Group Work (GW); Independent Practice (IP); Reading Assignments (RA); Presentation (P)

Student Participation Agreement for Online Courses: Post to BB

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. After you have read this agreement, sign, date and turn in. Contact information is optional.

1. Due to the nature of this course it is imperative that you complete all assignments as directed and submit in a timely manner.

2. Assignments require that you deliver your work to class on time and post your work. You must post your assignments by the due date. Late postings are **not** accepted.

3. To remain updated on course events, you should check the course web-page regularly for assignment reminders, news, and other important and timely announcements. As an adult learner, you must take responsibility for your learning. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.

4. For whatever reason, if at any point you decide to drop this course, it is your responsibility to officially drop or withdraw. Failure to do so will result in a failing grade (F).

Print Name: _____ Course enrolled:_____

Student Signature: _____ Date:_____

Student contact Information (optional):

E-mail:_____

Telephone #_____

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.

* The developmental characteristics of students from early childhood to grade 12, including developmentally appropriate examples and instructional strategies, are
defined in the corresponding assessment framework for PPR (EC-12), as well as in the standards for PPR at each of the other three certification levels (EC-Grade 4, Grades 4-8 and Grades 8-12).

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.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Students The beginning teacher knows and understands: 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups; 1.2k the implications of students' developmental characteristics for planning appropriate instruction; 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs; 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners; 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and 1.6k appropriate strategies for instructing English language learners. **Content and Pedagogy** The beginning teacher knows and understands: 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); 1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues; 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills; 1.10k how lesson content and skills connect with other disciplines and within the discipline; and 1.11k current research on best pedagogical practices. **Selection of Instructional Goals and Objectives** The beginning teacher knows and understands: 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate; 1.13k the importance of developing instructional goals and objectives that can be assessed; 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and 1.15k the importance of aligning instructional goals with campus and district goals. **Resources** The beginning teacher knows and understands: 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning; 1.17k the importance of knowing when to integrate technology into instruction and assessment; and 1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.	**Students** The beginning teacher is able to: 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs; 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners; 1.3s use effective approaches to address varied student learning needs and preferences; 1.4s plan instruction that motivates students to want to learn and achieve; and 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction. **Content and Pedagogy** The beginning teacher is able to: 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; 1.7s exhibit appropriate knowledge of a subject to promote student learning; 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content; 1.9s plan instruction that reflects an understanding of important prerequisite relationships; 1.10s plan instruction that makes connections within the discipline and across disciplines; and 1.11s use a variety of pedagogical techniques to convey information and teach skills. **Selection of Instructional Goals and Objectives** The beginning teacher is able to: 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate; 1.13s develop instructional goals and objectives that are able to be assessed; 1.14s develop instructional goals and objectives that reflect students' age, develop-mental level, prior skills and knowledge, background, and interests; and 1.15s develop instructional goals and objectives that reflect different types of student learning and skills. **Resources** The beginning teacher is able to: 1.16s use various types of materials and other resources to aid in preparing and implementing instruction; 1.17s use technological tools to promote learning and expand instructional options; and 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities.

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.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Designing Coherent Instruction The beginning teacher knows and understands: 1.19k the importance of designing instruction that reflects the TEKS; 1.20k features of instruction that maximize students' thinking skills; 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence; 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning; 1.23k the benefits of designing instruction that integrates content across disciplines; and 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness. **Assessment of Student Learning** The beginning teacher knows and understands: 1.25k the role of assessment in guiding instructional planning; 1.26k the importance of creating assessments that are congruent with instructional goals and objectives; 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies; 1.28k the role of technology in assessing student learning; 1.29k the benefits of and strategies for promoting student self-assessment; 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and 1.31k how to analyze data from local, state, and other assessments using common statistical measures.	**Designing Coherent Instruction** The beginning teacher is able to: 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS; 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning; 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives; 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and 1.23s provide students with opportunities to explore content from many perspectives. **Assessment of Student Learning** The beginning teacher is able to: 1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives; 1.25s communicate assessment criteria and standards to students; 1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding; 1.27s promote students' use of self-monitoring and self-assessment; 1.28s analyze assessment results to aid in determining students' strengths and needs; and 1.29s use assessment results to help plan instruction for groups of students or individuals.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Creating an Environment of Respect and Rapport The beginning teacher knows and understands: 2.1k the importance of creating a learning environment in which diversity and individual differences are respected; 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students. **Establishing an Environment for Learning and Excellence** The beginning teacher knows and understands: 2.4k the importance of communicating enthusiasm for learning; and 2.5k the necessity of communicating teacher expectations for student learning.	**Creating an Environment of Respect and Rapport** The beginning teacher is able to: 2.1s interact with students in ways that reflect support and show respect for all students; 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning. **Establishing an Environment for Learning and Excellence** The beginning teacher is able to: 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and 2.5s ensure that instructional goals and objectives,activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Managing Classroom Procedures The beginning teacher knows and understands: 2.6k how classroom routines and procedures affect student learning and achievement; 2.7k how to organize student groups to facilitate cooperation and productivity; 2.8k the importance of time management for effective classroom functioning; 2.9k procedures for managing transitions; 2.10k routines and procedures for managing and using materials, supplies, and technology; 2.11k noninstructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and 2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures. **Managing Student Behavior** The beginning teacher knows and understands: 2.13k theories and techniques relating to managing and monitoring student behavior; 2.14k appropriate behavior standards and expectations for students at various developmental levels; 2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom; 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior; 2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and 2.18k appropriate responses to a variety of student behaviors and misbehaviors. **Maintaining a Physical and Emotional Environment that is Safe and Productive** The beginning teacher knows and understands: 2.19k features and characteristics of physical spaces that are safe and productive for learning; 2.20k the benefits and limitations of various arrangements of furniture in the classroom; 2.21k procedures for ensuring safety in the classroom; 2.22k physical accessibility as a potential issue in student learning; and 2.23k students' emotional needs and ways to address needs.	**Managing Classroom Procedures** The beginning teacher is able to: 2.6s establish classroom rules and procedures to promote an organized and productive learning environment; 2.7s organize and manage groups to ensure that students work together cooperatively and productively; 2.8s schedule activities and manage class time in ways that maximize student learning; 2.9s manage transitions to maximize instructional time; 2.10s implement routines and procedures for the effective management of materials, supplies, and technology; 2.11s coordinate the performance of noninstructional duties with instructional activities; 2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and 2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness. **Managing Student Behavior** The beginning teacher is able to: 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior; 2.15s consistently enforce standards and expectations for student behavior and ethical work habits; 2.16s encourage students to maintain ethical work standards and monitor their own behavior; and 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors. **Maintaining a Physical and Emotional Environment that is Safe and Productive** The beginning teacher is able to: 2.18s organize the physical environment to facilitate learning; 2.19s create a safe and inclusive classroom environment; 2.20s use effective strategies for creating and maintaining a positive classroom environment; and 2.21s respect students ' rights and dignity.

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.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Communication The beginning teacher knows and understands: 3.1k the importance of clear, accurate communication in the teaching and learning process; 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts; 3.3k spoken and written language that is appropriate to students' ages, interests, and backgrounds; and 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions.	**Communication** The beginning teacher is able to: 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing; 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students; 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds; 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
Engaging Students in Learning The beginning teacher knows and understands: 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs; 3.6k how to present content to students in relevant and meaningful ways; 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations; 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding; 3.9k strategies and techniques for using instructional groupings to promote student learning; 3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.	**Engaging Students in Learning** The beginning teacher is able to: 3.7s create lessons with a clearly defined structure around which activities are organized; 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process; 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively; 3.10s represent content effectively and in ways that link with students' prior knowledge and experience; 3.11s use flexible grouping to promote productive student interactions and enhance learning; 3.12s pace lessons appropriately and flexibly in response to student needs; 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and 3.14s encourage students' self-motivation and active engagement in learning.
Providing Feedback to Students The beginning teacher knows and understands: 3.12k characteristics of effective feedback for students; 3.13k the role of timely feedback in the learning process; and 3.14k how to use constructive feedback to guide each student's learning.	**Providing Feedback to Students** The beginning teacher is able to: 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific; 3.16s promote students' ability to use feedback to guide and enhance their learning; and 3.17s base feedback on high expectations for student learning.

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.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Demonstrating Flexibility and Responsiveness The beginning teacher knows and understands: 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and 3.16k situations in which teacher flexibility can enhance student learning.	**Demonstrating Flexibility and Responsiveness** The beginning teacher is able to: 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity; 3.19s adjust instruction based on ongoing assessment of student understanding; and 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Interacting and Communicating with Families The beginning teacher knows and understands: 4.1k the importance of families' involvement in their children's education; and 4.2k appropriate ways for working and communicating effectively with families in varied contexts.	**Interacting and Communicating with Families** The beginning teacher is able to: 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs; 4.2s apply procedures for conducting effective parent-teacher conferences; 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and 4.4s engage families in their children's education and in various aspects of the instructional program.
Interacting with Other Educators and Contributing to the School and District The beginning teacher knows and understands: 4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions; 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts; 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional); 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities); 4.7k the various ways in which teachers may contribute to their school and district; and 4.8k the value of participating in school activities.	**Interacting with Other Educators and Contributing to the School and District** The beginning teacher is able to: 4.5s maintain supportive and cooperative relationships with colleagues; 4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being; 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge; 4.8s communicate effectively and appropriately with other educators in varied contexts; 4.9s collaborate professionally with other members of the school community to achieve school and district educational goals; 4.10s participate in decision making, problem solving, and sharing ideas and expertise; and 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).
Continuing Professional Development The beginning teacher knows and understands: 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill; 4.10k the importance of documenting self-assessments; 4.11k characteristics, goals, and procedures associated with teacher appraisal; and	**Continuing Professional Development** The beginning teacher is able to: 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems); 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Teacher Knowledge: What Teachers Know *Teachers of Students in Grades EC–12*	Application: What Teachers Can Do *Teachers of Students in Grades EC–12*
Continuing Professional Development The beginning teacher knows and understands: 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness. **Legal and Ethical Requirements and the Structure of Education in Texas** The beginning teacher knows and understands: 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse); 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community); 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification; 4.16k procedures and requirements for maintaining accurate student records; 4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.	**Continuing Professional Development** The beginning teacher is able to: 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs. **Legal and Ethical Requirements and the Structure of Education in Texas** The beginning teacher is able to: 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations; 4.17s serve as an advocate for students and the profession; 4.18s maintain accurate records; and 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

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.

(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.

(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 needs.

(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.
(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 understand students' thinking, identify strengths and progress toward mastery, and identify gaps in knowledge.
(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.

(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 model 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 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.

Course Resources

19 TAC Chapter 126. Texas Essential Knowledge and Skills for Technology Applications

Subchapter A. Elementary

- §126.5. Implementation of Texas Essential Knowledge and Skills for Technology Applications, Elementary, Beginning with School Year 2012-2013.
- §126.6. Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.
- §126.7. Technology Applications, Grades 3-5, Beginning with School Year 2012-2013.

Subchapter B. Middle School

- §126.13. Implementation of Texas Essential Knowledge and Skills for Technology Applications, Middle School, Beginning with School Year 2012-2013.
- §126.14. Technology Applications, Grade 6, Beginning with School Year 2012-2013.
- §126.15. Technology Applications, Grade 7, Beginning with School Year 2012-2013.
- §126.16. Technology Applications, Grade 8, Beginning with School Year 2012-2013.

Subchapter C. High School

- §126.31. Implementation of Texas Essential Knowledge and Skills for Technology Applications, High School, Beginning with School Year 2012-2013.
- §126.32. Fundamentals of Computer Science (One-Half to One Credit), Beginning with School Year 2012-2013.
- §126.33. Computer Science I (One-Half to One Credit), Beginning with School Year 2012-2013.
- §126.34. Computer Science II (One Credit), Beginning with School Year 2012-2013.
- §126.35. Computer Science III (One Credit), Beginning with School Year 2012-2013.
- §126.36. Digital Forensics (One Credit), Beginning with School Year 2019-2020.
- §126.37. Discrete Mathematics for Computer Science (One-Half to One Credit), Beginning with School Year 2012-2013.
- §126.38. Game Programming and Design (One-Half to One Credit), Beginning with School Year 2012-2013.
- §126.39. Mobile Application Development (One-Half to One Credit), Beginning with School Year 2012-2013.
- §126.40. Robotics Programming and Design (One-Half to One Credit), Beginning with School Year 2012-2013.
- §126.41. Digital Design and Media Production (One Credit), Beginning with School Year 2012-2013.
- §126.42. Digital Art and Animation (One Credit), Beginning with School Year 2012-2013.
- §126.43. 3-D Modeling and Animation (One Credit), Beginning with School Year 2012-2013.
- §126.44. Digital Communications in the 21st Century (One Credit), Beginning with School Year 2012-2013.
- §126.45. Digital Video and Audio Design (One Credit), Beginning with School Year 2012-2013.
- §126.46. Web Communications (One-Half Credit), Beginning with School Year 2012-2013.
- §126.47. Web Design (One Credit), Beginning with School Year 2012-2013.
- §126.48. Web Game Development (One Credit), Beginning with School Year 2012-2013.
- §126.49. Independent Study in Technology Applications (One-Half to One Credit), Beginning with School Year 2012-2013.
- §126.50. Independent Study in Evolving/Emerging Technologies (One-Half to One Credit), Beginning with School Year 2012-2013.
- §126.51. Foundations of Cybersecurity (One Credit).

- §126.52.   Cybersecurity Capstone (One Credit).

ISTE STANDARDS FOR Students
https://www.iste.org/standards/for-students

TEA Kindergarten Standards
https://tea.texas.gov/academics/curriculum-standards/teks/kinderteks0817.pdf

SUL ROSS STATE UNIVERSITY
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Disability Services Procedures

Sul Ross State University Rio Grande College, a Member of the Texas State University System, supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.

Services available to all SRSU RGC students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Sul Ross State University Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Sul Ross State University Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.

   a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
   b. A description of the diagnostic criteria and/or diagnostic test(s) used.
   c. A description of the current functional impact/limitations of the disability.
   d. Treatments, medications, assistive devices/services currently prescribed or used.
   e. A description of the expected progression or stability of the disability over time.
   f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration.

If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.