Sul Ross State University

Syllabus

EDUA 3303 & EDSR 3303

Methods and Materials for the Classroom Teacher

Fall 2026

Instructor: Dr. Jeanne Qvarnstrom

Class: M & W 8:00 – 9:15 in MAB 308

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

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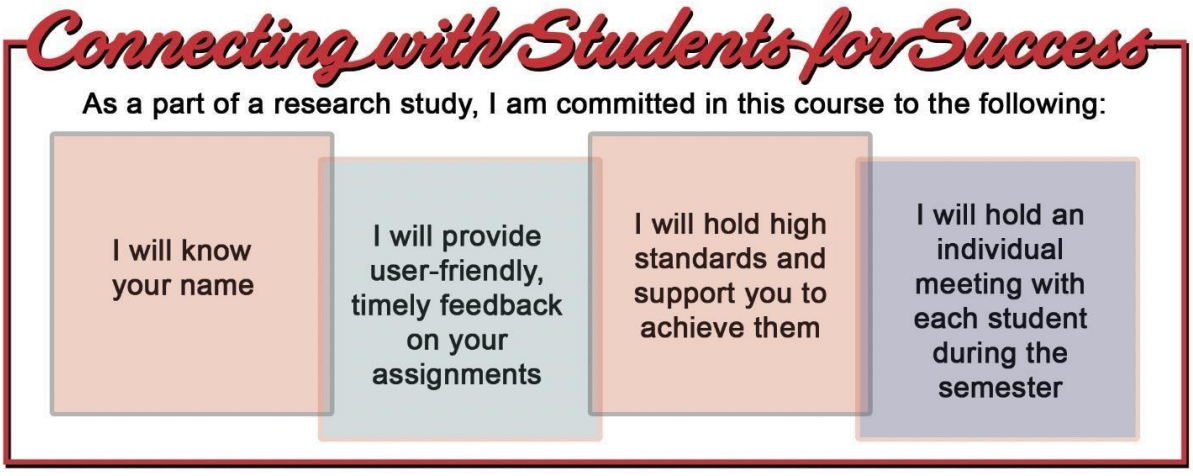
My Commitment to All Students:



Required Textbooks:

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

Selected readings posted on Blackboard

Supporting Materials:

Bluebonnet Open Educational Resources-Must be used by EC-6, 4-8 Math & ELA, and 7-12 ELA:
In Texas, "Bluebonnet OER" refers to state-developed, openly available instructional materials for Texas schools, branded as Bluebonnet Learning. These materials are considered Open Educational Resources (OER), meaning they are free to use and can be modified. They are designed to align with Texas Essential Knowledge and Skills (TEKS) and are built using cognitive science principles.

Texas Essential Knowledge and Skills (TEKS):

English Language Proficiency Standards (ELPS)

Texas Teacher Evaluation and Support System (T-TESS)

Early Field Experience Handbook

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

Course Description:

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

Prerequisite Knowledge:

Students will draw upon all of the previous coursework to complete this course.

TEA Mandated Observation and Interactive Early Field Experience Hours

Per TEA requirements (TAC Subchapter D, 228.41(1) & TAC 228.43), teacher candidates must complete 50 clock-hours of field-based experiences in an authentic school setting and under the direction of the Educator Preparation Program. These hours must be completed after being admitted to the TEP and before the clinical teaching experience.

As part of this requirement, in this course, candidates will complete:

- *7 observation hours*
- *8 interactive hours*

Candidates will be provided further information on the specific assignment by the course instructor.

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

- Pass the DPS Computerized Criminal History Verification (those observing outside of AISD, must check with the respective school district for requirements).
- Carry the **Agreement Letter** posted in Blackboard to present to the school prior to starting observations. Always report to the school office. You will need your Driver's license. Check in at the school office each time you visit.
- For those not observing in Alpine ISD, students must initiate contact with the desired school district and meet the district's requirements. **This can take time, so it is important to make that first contact as soon as possible. Share the Early Field Experience Handbook with the school administrator, so he/she knows the expectations.**

The Observation and Hour Reports for this course are for 15 hours. You will post the observation reports and the hours in SLL. You must have the teacher's signature on each report. For eight of the 15 hours, students will complete the Early Field Interactive Experience Reflection form. Place two hours on each report for a total of 4 reports. When you teach your lesson in the classroom, count that time. When you do your reteaching with one student, count that time.

For seven of the 15 hours, students will use the Classroom Observation form. Please place two to three hours on each report for a total of two to three reports.

Assignments:

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

Assignments	Points	Module & Due Dates
Introduction Discussion Board	10	Module 1/August 29
Trends in Education Select a YouTube or other video of educational interest to you (under 5 minutes) and complete the assignment template. Come prepared to class to present and lead a discussion on the trend.	20	Module 1/August 29

Letter of introduction for your host teacher for classroom observations You may use the same letter submitted for EDUA/EDSR 4322 and make edits as needed for this course. Post in BB and bring a copy to class	20	Module 1/ August 29
Interactive Experience-Co-Teaching *Student groups will be assigned one of the four T-TESS domains to co-teach. Slides will include* *1) Title slide with domain listed and group members* *2) Objective for the presentation-what you want us to learn* *3) Key academic language from the selected domain* *4) Selected bullets for each dimension for the selected domain* *5) Activity for our class (scavenger hunt, questions, etc.)* *6) Why this domain is important* *7) Conclusion: We wonder…….*	25	Module 2 September 5
Application for Fall 2026 Student Teaching Applications for spring student teaching are due on September 16, 2026. You are urged to apply earlier. Follow these steps: Navigate to our College of Education website and click the *Currently enrolled, active candidates link.* You will be taken to our Watermark SLL portal, sign in using your SRSU email and password. Then, select Program Applications and scroll down to find *2a Application to Student Teaching.* Submit the Student Teaching Application and proceed to https://mycb.castlebranch.com/ to submit the required Background Check. Please reach out to Madison Owen (ALP) with any questions. If you need help navigating Watermark SLL, please contact SLL-Help@sulross.edu To be eligible for student teaching, you also need to pass the TExES content test for your certification. See		September 16

directions for registration under How to Apply for TExES Approval in this blackboard course.		Test must be passed by November 15
Harry Wong Discussion Board View the video and then respond to the Discussion Board	10	Module 4/ September 19
Classroom Observation form for Lesson Video observed in class (Rob Naylor video posted on Blackboard)	15	Module 5/ September 26
Post the first classroom observation report in SLL After September 26, reports may be either the observation or the interactive experience form. Each report may include 2 to 3 hours. Teaching your lesson and reteaching with one student are interactive experience hours. The host teacher's original signature must be on each report along with the student's signature. 15 hours and reports are required to pass this course. Must be completed and posted in SLL by November 25	20	Module 5/ September 26
ELPS Assignment	10	Module 5/ September 26
Chapter 1 Discussion Board	10	Module 6/ October 3
T-TESS Evaluation of Lesson Video observed in class (Jill Symansky video posted on Blackboard)	15	Module 6/ October 3
Written and Oral Report on Your Lesson Plan Development	10	Module 7/ September 30
Chapter 2 Discussion Board	10	Module 7/ October 7

Quiz #1 online/ posted Wednesday, October 14 Class does not meet on October 14	75	Module 8/ October 14

Four Steps: Design, Teach, Evaluate, Feedback to Promote Learning Students must work with the host teacher to select TEKS for the lesson. If the school is using Bluebonnet, the student must use the designated Bluebonnet lesson. All students will use the SRSU lesson plan template for the final submission. Step I :Prepare your Lesson Plan • Discuss with your host teacher what TEKS will be covered after October 10 • Seek either a Blue Bonnet lesson or other sources for the lesson plan	80	Module 7 Due October 10 Three students will teach in class on October 12, October 19 and October 21 Dr. Qvarnstrom will travel to Eagle Pass on October 22 & 23 to hold in-person lesson presentations for the remaining students in the class
Step 2: Lesson Internalization Plan (post your plan for presenting your lesson in SLL) • Script your introduction • Design your time schedule • Script your lesson activities • Describe how you will arrange resources	20 20	Module 7/ October 10
Step 3: Teach lesson in EDUA 3303 (limit to 20 minutes in class). Receive proficiency report from Dr. Qvarnstrom *Step 4:. Bring student artifacts from the lesson to analyze. Select one student, design a reteaching plan and implement the plan in the class you are observing.*	20	October 12, 19, 21, & 22 - 23 Module 13/ Novewmber 21

Use the Feedback to Promote Learning Form posted in Module 13.		
Connecting with Students for Success Survey opens October 26 and closes November 9. Post the last screen shot in Module 11.	10	Module 10 & 11/ October 31
Self-Reflection on Culturally Responsive Pedagogy (CRP) Chapter 3 Discussion Board	30 10	Module 10/ October 31
Chapter 4 Discussion Board	10	Module11/ November 7
Quiz #2 online/ posted Wednesday, November 18 Class does not meet on November 18	60	Module 12/ November 18
Working with Parents	10	Module 12/ November 16
Chapter 5 Discussion Board	10	Module 12/ November 16
Feedback to Promote Learning	20	Module 13/ November 21

Five Thought Organizer	10	Module 14/ November 25
Prepare a Statement of Your Teaching Philosophy (My Mantra). See week 14 for directions.	20	Module 14/ November 25
Chapter 6 Discussion Board	10	Module 14/ November 25
Remaining 12 -13 hours of classroom observation, log, and reflection (Completed log and observation reports required) * Your Host Teacher must sign the log as well as initial it. **15 hours are required to pass this course**	80	Module 14/ November 25
Exit Cards-assigned during the semester- 10 points each Write your response in complete sentences.	TBD	Throughout semester
Participation extra credit points for each class	Up to 25 points	
Final exam	100	**Posted on Blackboard December 8 all day until midnight**
Classroom activities	Points may vary	**ongoing**

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

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

* To pass the course, all SLL assignments must be completed

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

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

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

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

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

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

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

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

Student Learning Objectives:

The Education 3303 students will…

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

5. Develop skills to design assessment and analyze results to inform future instruction

Library Support:

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

Tentative Schedule

May be adjusted by the professor

Week	Readings	Class Topics and Assignments
Week 1 August 24		What qualities does a great teacher have? Introduction to EDUA 3303 *Assignment:* *Discussion Board to introduce yourself.* *Post the Trends in Education Assignment* *Letter to host teacher* *Student groups will be assigned one of the four T-TESS domains to co-teach. Power point slides will be due Saturday, August 29. One group member should post the power point in blackboard.* *Slides will include* *1.Title slide with domain listed and group members* *2.Objective for the presentation-what you want us to learn* *3.Key academic language from the selected domain* *4.Selected bullets for each dimension for the selected domain* *5.Activity for our class (scavenger hunt, questions, etc.)* *6.Why this domain is important* *7.Conclusion: We wonder…….*
Week 2 August 31		Essential Question: How does T-TESS guide instruction? No class on Wednesday, September 2. Visits with Dr. Qvarnstrom to Alpine schools, and International students seek host teacher placement. *Assignments:* Interactive Experience Co-Teaching-complete the written reflection

Week 3 September 7		Essential Question: Why are classroom observations important? No class on Monday, September 7-Labor Day. Discuss Early Field Experience Handbook *Assignment* *Start thinking about your lesson plan and internalization plan that will be due on October 10.*

Week 4 September 14		Essential Question: What is good instruction? Post your host teacher placement(s) in SLL by September 14 Early Field-Based Experience Registration-An SLL Application Form SEPTEMBER 16 IS DEADELINE FOR REGISTERING FOR STUDENT TEACHING-SPRING 2027 *Assignment:* *View Harry Wong video and complete discussion board.*
Week 5 September 21		Essential Question: What to consider when writing a lesson plan? *Assignment:* *Framework for ELL Student assignment* *Post your first observation report and hours in SLL. This observation must use the Classroom Observation report form.*
Week 6 September 28	Chapter 1 in Brookhart & Oakley T-TESS	Essential Question: How important is communication in teaching? *Assignment:* *Chapter 1 Discussion Board* *Applying the T-TESS appraisal to an in-class video* *Written and Oral Report on Lesson Plan* *Discuss Sample Lesson Plan*
Week 7 October 5	Chapter 2 in Brookhart & Oakley	Essential Question: Does your lesson plan promote student engagement? *Assignment:* *T-PESS and T-TESS activity* *Chapter 2 Discussion Board* *Lesson Plan and Internalization Plan due October 10*

Week 8 October 12		Essential Question: How does T-TESS rate the instructional domain? Lesson Teaching Three students teach their lessons in class on October 12, 19, & 21. Dr. Qvarnstrom will schedule all other students in Eagle Pass on October 22 & 23. NO CLASS ON WEDNESDAY, October 14 • Take quiz #1 online only on October 14

Week 9 October 19		Essential Question: How to infer what students are thinking? Lesson Teaching-October 19 & 21- three students each day in class Lesson Teaching in Eagle Pass -October 22 & 23 Dr. Qvarnstrom will post a proficiency report in SLL for each student's lesson teaching.
Week 10 October 26	Chapter 3 in Brookhart & Oakley	Essential Question: What is culturally responsive pedagogy? *Assignment:* *Chapter 3 Discussion Board* *Self-Reflection Tool on Culturally Responsive Pedagogy* *Review of Student Artifacts for Re-Teaching* *Connecting with Students for Success Survey-access in blackboard*
Week 11 November 2	Chapter 4 in Brookhart & Oakley	Essential Question: What is effective feedback? *Assignment:* *Chapter 4 Discussion Board*
Week 12 November 9	Chapter 5 in Brookhart & Oakley	Essential Question: How are teachers appraised (T-TESS)? *Assignment:* Chapter 5 Discussion Board Working with Parents NOVEMBER 15 IS DEADLINE FOR PASSING THE TExES FOR SPRING 2027 STUDENT TEACHING

Week 13 November 16		Essential Question: Why is professional development important? NO CLASS ON NOVEMBER 16 and 18 *Assignment:* *Quiz #2 will be open until November 21* *Post the* ***Feedback to*** **Guide Further Learning** assignment by November 21 Parent Assignment due November 21
Week 14 November 23	Chapter 6 in Brookhart & Oakley	Essential Question: How to plan for data guided instruction? *Assignment:* Five Thought Organizer due by November 25 Assignment: Post your Teaching Mantra by November 25 Discussion Board 6
Week 15 November 30		**Essential Question: What is my philosophy of teaching?** **All reports for 15 hours are due by November 25 or earlier. Post report and hours in SLL.** **Celebration Breakfast on Wednesday, December 2** Students will present their Teaching Mantras
Final Exam December 8		**Final posted on Blackboard** December 8-closing at midnight

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

POLICIES

Attendance Policy:

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

Students with Special Needs Policy- required by Americans with Disabilities Act Course Description:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Ronnie Harris, 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: ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

International students may contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu

Family Educational Rights and Privacy Act (FERPA):

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

Academic Integrity Policy:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole for another course and/or professor
- Turning in another's work as one's own
- Copying from professional works and Internet sites without citation

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Communication Expectations:

- All written assignments are expected to exhibit professional quality. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect.
- All assignments must be typed in APA format. No handwritten assignments will be accepted unless noted.

- Discussion boards as assigned should include one or more supporting citations. For all discussion boards, full credit requires a written, posted response to one or more other students' postings.
- For cell phones, refrain from text messaging in class.

Technology Provisions:

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

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

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

Note on GenAI Use in This Class:

Unless otherwise noted during class activities, you may only use ChatGPT, Perplexity or any other GenAI technologies to *aid* or *nuance* your thinking, communication, and learning; but not to *replace* or *subvert* it. If you want to use AI for any assignment in this class, contact the instructor first. On any AI-assisted assignments, cite AI-generated content in APA format by referencing the organization behind the AI, include the year of the version used, and provide a link to the source. For more information, read the posted AI policy under START HERE.

Suggested Readings

Brookhart, S. M. (2017). *How to give effective feedback to your students*. (2nd Ed.). Alexandria, VA: ASCD.

Brookhart, M. and Oakley, A. (2021). How to look at student work to uncover student thinking. Alexandria, VA: ASCD.

Creekmore, M. and Creekmore, N. (2024). *Every connection matters: How to build, maintain, and restore relationships inside and outside the classroom*. Alexandria, VA: ASCD.

Fisher, D., Frey, N., and Pumpian, I. (2012). *How to create a culture of achievement in your school and classroom*. Alexandria, VA: ASCD.

Hattie, J. and Clarke, S. (2019). *Visible learning feedback*. New York, NY: Routledge.

Larmer, J. , Mergendoller, J. and Boss, S. (2015). *Setting the standard for project based learning*. Alexandria, VA: ASCD.

Nath, J.L, and Cohen, M.D. (2011). *Becoming an EC-6 teacher in Texas*. (2nd Ed.) Belmont, CA: Cengage Learning.

Stepanek, J., Appell, G., Leong, M., Turner Mangan, M. and Mitchell, M. (2007). *Leading lesson study: A practical guide for teachers and facilitators*. Thousand Oaks, CA: Corwin Press.

Texas Education Agency. (n.d,) *ELPS academy: A framework for ELL success: Linguistic instructional alignment guide*. Austin, TX.

Texas Education Agency. (2016). *T-TESS Texas teacher evaluation & support system*. Austin, TX.

Vogt, M. and Echevarria, J. (2008). *99 ideas and activities for teaching English language learners with the SIOP Model*. Boston, MA: Pearson Education, Inc.

Walsh, J. A. and Sattes, B. D. (2015). *Questioning for classroom discussio*n. Alexandria, VA: ASCD.

Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12.
§235.21. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12.
The Selected Standards Listed Below Are Addressed Either Fully or Partially in EDUA/EDSR 3303

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. F

(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. F

(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. F

(C) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition. F

(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. F

(B) Teachers identify the benefits of using high-quality instructional materials. F

(C) Teachers apply knowledge of the components of high-quality instructional materials to select or customize instructional materials when appropriate. F

(D) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade or course level content. F

(E) Teachers use high-quality materials to plan instruction that connect students' prior understanding and real-world experiences to new content and contexts. F

(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. F

(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. F

(B) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment. F

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

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

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

(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. F
(B) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students. P
(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). P

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

(A) Teachers plan to present information in a meaningful way that activates or provides prerequisite knowledge to maximize student learning. F
(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. P
C) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible, and instruction is fully accessible. P

(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. F

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

(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. F

(1) Teachers deliver research and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate. F

(A) Teachers effectively communicate grade or course level expectations, objectives, and goals to help all students reach high levels of achievement. F

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. F

(C) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice. F

(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. F

(E) Teachers implement appropriate scaffolds in response to student need F

(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. F

(G) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges. F

(H) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs. F

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

(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. F

(B) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving. F

(C) Teachers validate student responses utilizing them to advance learning for all students. F

(D) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge. F

(E) Teachers use strategic questioning to build and deepen student understanding. F

(F) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways. F

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

(A) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions. F

(B) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information. F

(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. F

(D) Teachers build student capacity to self-monitor their progress. F

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

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

(A) Teachers regularly review and analyze student work, individually and collaboratively, to understand students' thinking. F

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

(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. F
(D) Teachers use assessment results to inform and adjust instruction and intervention. F
(E) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength, and opportunities for improvement. F

(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. F

(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. P

(B) 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. P

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

(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. F

(A) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year. F
(B) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students. F
(C) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling. F
(D) 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. P
(E) 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. P

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

(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. F

(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. F

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

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

(A) Teachers maintain a classroom environment that is based on high expectations and student self efficacy. F
(B) Teachers strategically use instructional time, including transitions, to maximize learning. P
(C) Teachers manage and facilitate strategic and flexible groupings to maximize student learning. P

(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. F

(C) 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). F
(D) 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. F
(E) Teachers model and promote for students the safe, ethical, and legal practices with digital tools and technology. F

(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. F
(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.