



**SED 300.01E--The Teaching Profession  
COURSE SYLLABUS: Fall 2015**

**Instructor:** Susan Bishop, Lecturer & Co-Coordinator for the Secondary/All-Level Field-Based Teacher Education Program  
**Office Location:** Education South 214  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

**Required Text:**

Carjuzaa, J., & Kellough, R. D. (2013). *Teaching In The Middle And Secondary Schools*. (10 ed.). Boston: Pearson Education, Inc.

**Required Resources:**

- The **TEXES Preparation Manual** for the PPR—Pedagogy and Professional Responsibilities EC-12 website: <http://texas.ets.org/texas/prepMaterials/>
- Your content area from the **TEXES Preparation Manual** website: <http://texas.ets.org/texas/prepMaterials/>
- Your **TEKS** for your **content area**: <http://www.tea.state.tx.us/index2.aspx?id=6148>
- **ELPS**—English Language Proficiency Standards -- <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

**Course Description:**

**The Teaching Profession.** Three semester hours. The course provides prospective teachers with a beginning foundation for understanding learners, enhancing student achievement, and understanding the teaching environment. The course will emphasize the structure, organization, management, and governance of the American school system and current issues related to the teaching profession. The legal, ethical, and multicultural foundations of teaching will be discussed.

**Thirty clock hours of professional field experiences are required to successfully complete SED 300.**

**Failure to complete 30 hours of EFE will result in failing SED 300.**

**Prerequisite:** passing scores on the THEA (minimum score of 250), ACT (23), SAT(550), Accuplacer (88) or Compass (90). One of the previously mentioned tests must be successfully completed before the student teaching semester.

### **Student Learning Outcomes:**

By the conclusion of the course, the student will demonstrate the following competencies at the *Knowledge* level (*Application* level proficiency will be attained during residency.):

1. Human developmental processes (TEXES PPR Competency 1)
2. Student diversity and the design of learning experiences and assessments that are responsive to the differences among students and that promote all students' learning. Understanding of design procedures for effective, coherent instruction and assessment based on appropriate learning goals and objectives (PPR 2).
3. Instructional design, delivery, and assessment aligned with the Texas statewide assessment program (PPR 3).
4. Learning processes and factors (i.e., learning theory, developmental stages, higher-order thinking skills, ELL strategies, etc.) that impact student learning (PPR 4).
5. A classroom climate that fosters learning, equity, and excellence; a physical and emotional environment that is safe and productive (PPR 5).
6. Strategies for creating an organized and productive learning environment and for managing student behavior (PPR 6).
7. Principles and strategies for communicating effectively in varied teaching and learning contexts (PPR 7).
8. Appropriate instructional techniques and strategies that actively engage students in the learning process (PPR 8).
9. Technology for planning, organizing, delivering, and evaluating instruction for all students (PPR 9).
10. How to monitor student performance and achievement, provide timely, high-quality feedback to students, and flexibly respond in order to promote learning for all students (PPR 10).
11. Professional knowledge and skills (including legal and ethical requirements for educators) gained through effective interactions with others in the educational community including parents and through participation in professional activities in university and public school classrooms (PPR 11, 12, and 13).
12. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
13. Students will be able to apply knowledge of the interconnectedness of global dynamics.
14. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

**1. Thirty Hours of Early Field Experience, a Mentor Teacher EFE Rating Form, and a reading score of 250 on the THEA (or previously mentioned alternative tests) are required for the successful completion of SED 300.** THEA must be successfully completed before the resident/student teaching semester.

**2. Attendance of all class meetings is required and is essential to your success in this course. Absences from a class will result in a "0" for class attendance and participation for that particular class day. Pay careful attention to punctuality, you will have points deducted for being tardy or leaving early.**

**Remember your attendance and punctuality is a reflection of your professionalism.**

3. Completion of all assigned readings from the text and any supplemental materials and **on-time delivery** is expected. **No late work will be accepted.** The completion of all written assignments and projects exhibit your scholarship and professionalism. Some examples of the assignments that may be expected of you are: written reflections from field experiences and textbook content, self-assessments, thoughtful participation in class discussions, debates, group sessions, group activities, chapter quizzes, reflective written assignments, lesson plans, project presentations, plus mid-term and final exam.

4. Participation in **thirty hours** (30) of documented field experience

**Notes:**

1. Please turn off cell phones, and all other electronic devices when entering class.
2. A word to the wise: clean up your Facebook page prior to sending in your applications.
3. Please have a professional e-mail address for resident/student teaching communications.

**Attendance Policy**

The work in this course is accomplished in collaborative work groups and with independent assignments. Punctuality, dependability, and the ability to accomplish group goals and individual goals are considered effective ways to demonstrate the professionalism required for success in the field-based teacher education program. **If you miss a class, you will receive a zero for that day's attendance and participation grade (total of 10 points for class). You may be allowed to make up the in-class work for that class period for 80% credit, if the make-up work is feasible. If you miss more than three classes, you may be withdrawn from the course.** Extenuating circumstances will be taken into consideration, if the student initiates a conference with the instructor.

University Related Excused Absences: When absences are related to an **approved** University event, your supervisor will need to contact the instructor with the details of the absence **before** the date. You will need to meet with the instructor to receive class notes and assignments to be completed prior to the next class meeting. Grading procedures: For an approved/excused absence you will receive full credit for attendance. The participation grade will be reflective of your completion of the make-up work of the day's assignments.

Tardy Policy: It is important that you be on-time (early) to class. You should be in the classroom, seated and ready to begin the day's lesson before 9:30. Coming late to class is distracting and disruptive to the instructor and your classmates. Three tardies will count as one absence; three absences may have you withdrawn from the class.

**Class Participation Grade**

There will be a Class Participation Grade for each class period (5 points). The Class Participation Grade will be determined by your attentiveness and contributions to the lesson. Points will be deducted for use of cell phones, laptop use, and talking while others are talking.

## Grading

### SED 300 GRADING

A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:

A = 90 – 100 % B = 80 - 89 % C = 70 - 79 % D = 60-69 % F =59 % or below

Components	Points Possible
<b>Class Attendance:</b> 5 points per class--10 pts per week Present, on time and remain the entire class	150
<b>Class Participation:</b> 5 points per class-10 pts per week (includes attentiveness, contributions, activities and assignments for each class meeting)	150
<b>Philosophy of Teaching Project</b>	(100 Total)
Part 1: Introduction& Survey—Week 6	25
Part 2: Reflection—Week 7	25
Part 3: Rough Draft—Week 10	25
Part 4: Final Philosophy—Week 11	25
<b>SED 300 Class Notebook or Desktop Folder/Binder</b>	(100 Total)
Graded Week 3	50
Graded Week 16--Final Exam	50
<b>Microteaching Demonstrations</b>	100
5 to 7 Minute Presentation including Lesson Plan	
<b>Interdisciplinary Teaching Project—Week 12 &amp;13</b>	100
Group Activity—3 to 4	
Best Teaching Strategies Incorporated and Lesson Plan	
<b>EFE--Early Field Experience Reflections</b>	(200 Total)
1 Due Week 10	20
2-5 Due Week 13	40
6-10 Due—Week 15	40
Folder Submission—Thursday of Week 15	100
<b>Midterm Examination</b> Week 8	100
<b>Final Examination</b> Week 16	100
<b>Miscellaneous Assignments + others assigned</b>	400
Textbook Assignments	
Autobiography for FBTE Questions	
Technology Scavenger Hunt	
Teacher Survival Guide	
Discussion Prompts	
Lesson Plans	
Assessment Tools	
Philosophy Presentation	
Teacher Movie Assignment	
Technology Contribution	
(Plus, others at instructor's discretion)	
<b>Total Points Possible</b>	<b>1500</b>

## SED 300 Class Notebook or Desktop Folder or Electronic Binder

- SED 300 Class Notebook with dividers labeled as follows with printouts
- OR a Desktop Folder on your electronic device containing all of the following clearly labeled
  1. Syllabus/Calendar/Class Info (agendas, procedures, etc.)
  2. TExES Preparation Manual for the PPR (Pedagogy and Professional Responsibilities)
  3. TExES Preparation Manual for your Content Area
  4. TEKS for your content area
  5. ELPS—English Language Proficiency StandardsAdded for Final Notebook Grade:
  6. SED 300 Handouts
  7. SED 300 Projects/Assignments
  8. EFE Reflections 1-10
  9. EFE Copies of Required Documentation
  10. Philosophy of Education Paper

The notebook will be graded during Week Three and Week Sixteen during the Final Exam.

## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0)
- Macintosh OS X along with a recent version of Safari 2.0 or better.
- eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- Perform a Browser Test prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab, and then select the —Browser Testlink under Support Services.

## ACCESS AND NAVIGATION

### Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or the [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

**SED 300 COURSE OUTLINE / CALENDAR Fall 2015**

This agenda is tentative and may be revised as needed. Additional assignments or revisions to assignments may occur during the semester. (All assignments must be typed—unless otherwise noted.)

<b>Week</b>	<b>Class Activities</b>	<b>Due Next Week</b>
<b>Prior to Class</b>	Read Chapter 1—Past, Purpose, Organization, Structure & Reform Be prepared to discuss during the first week	
<b>Week One</b>  Course Introduction	<u>Course Overview</u> Information & Explanation of SED 300, EFE—Early Field Experience and FBST—Field-Based Teacher Education Program FBST Autobiography Expectations	<b>Prepare SED 300 Class Notebook or Desktop Folder</b> <b>Education Week</b> —Register and locate article prepare 250 word review <b>FBST</b> —Prepare Auto-biography Questions <u>Discussion Prompts:</u> <ul style="list-style-type: none"> <li>• Introduce yourself to the Class</li> <li>• Chapter 1 Reading Response</li> </ul> Read Chapter 2—Post to eCollege Discussion
<b>Week Two</b>  TExES Competencies	EFE—Early Field Experience and FBST—Field-Based Teacher Education Program FBST Autobiography Expectations TExES PPR Competencies Introduction to Index Card Activity Chapter 2—Schools Today & Tomorrow	<b>Note:</b> <b>EFE September 17<sup>th</sup> Deadline</b> ✓ Submit application By 8:00 am to Ed North 202 <b>FBST September 17<sup>th</sup> Deadline</b> ✓ Submit application By 8:00 am to Ed North 202 SED 300 Notebook—Set-up Complete Index Card Activity <u>Discussion Prompts:</u> <ul style="list-style-type: none"> <li>• “Why Do I Want To Be a Teacher”</li> <li>• Chapter 2 Reading Response</li> </ul>
<b>Week Three</b> PPR Assessment <b>FBST Sept 17-Due</b> <b>EFE Sept 17-Due</b>	PPR Pre-Assessment & Review  SED 300 Notebook Check Index Cards—Graded	Read Chapter 4—Post to eCollege Discussion
<b>Week Four</b>  Safe Learning Environments	<u>Chapter 4</u> Safe Learning Environment Establishing norms for the classrooms Classroom Management Microteaching Demonstration Introduction & Guidelines Presented Weeks 6 & 7	Microteaching Demonstration Topic—Submit Week 5 Learning Style Survey Complete, Print & Bring to class Week 5 Read Chapter 5—Post to eCollege Discussion

<b>Week</b>	<b>Class Activities</b>	<b>Due Next Week</b>
<b>Week Five</b> Instructional Planning	Chapter 5—Content & Objectives Lesson Planning & Objectives Bloom’s Taxonomy Learning Styles & Survey EFE Reflection Guidelines Introduce Philosophy of Education Project Microteaching Demonstration Topics Submitted	Prepare a 5 to 7 minute Microteaching Demonstration  Create a Mini-Lesson Outline to submit prior to demonstration  Philosophy of Education Part 1 Due Week 6
<b>Week Six</b> Student Microteaching Demonstrations	Microteaching Demonstrations (5-7 minute time-limit) Submit Mini-Lesson Outline Prior to Presentations	Read Chapter 3—Post to eCollege Discussion Philosophy of Education Part 2 Due Week 7
<b>Week Seven</b> Diversity in Education	Microteaching Demonstrations (if needed) Special Populations and Cultural Diversity in Education	Read Chapter 8—Post to eCollege Discussion Philosophy of Education Part 3 (Rough Draft) Due Week 10
<b>Week Eight</b> Mid-Term	Mid-Term—PPR and Textbook Based Educational Philosophies Presentation Group Assignment--Guidelines	Educational Philosophy Presentations Due Week 9 Read Chapter 9—Post to eCollege Discussion
<b>Week Nine</b> Philosophy Presentations	Educational Philosophies Presentations Teacher-Centered Strategies Interdisciplinary Teaching Project Group—Introduction	Philosophy of Education Part 3 due Week 10 in Dropbox ITP Planning due Weeks 12/13 Read Chapter 7—Post to eCollege Discussion Read Chapter 11—Post to eCollege Discussion EFE Reflection #1 Due Week 10
<b>Week Ten</b> Lesson Plans & Assessments	Lesson Planning Assessment Overview Assessment Activities Questioning EFE Reflection #1 Submit	Create a lesson plan and a non-testing & testing assessment for the lesson plan— to Dropbox Philosophy of Education Part 4 Final Paper Due Week 11 Submit to Dropbox ITP Presentations Weeks 12/13 Read Chapter 6—Post to eCollege Discussion

<b>Week</b>	<b>Class Activities</b>	<b>Due Next Week</b>
<b>Week Eleven</b> Misc....	Review Lesson Plans & Assessments Communicating with Parents Code of Ethics Copyright Guidelines EFE Reflection Reminders EFE On-line Process	ITP—Finalize Presentations Weeks 12/13
<b>Week Twelve</b> ITP Presentations	ITP—Presentation of Interdisciplinary Teaching Project (Group Activity)	EFE Reflections 2-5 Due Week 13 to Dropbox
<b>Week Thirteen</b> ITP Presentations	ITP—Presentation of Interdisciplinary Teaching Project (Group Activity) EFE Reflections 2-5 to Dropbox	Read Chapter 10—Post to eCollege Discussion
<b>Week Fourteen</b> Technology	Technology in the Classroom Technology Scavenger Hunt to Dropbox Research Content Specific Technology	Technology Scavenger Hunt to Dropbox before Week 15 Research Content Specific Technology Share Week 15 Teacher Movie Assignment Due Week 15 <b>EFE Reflections 6-10 Due Week 15 to Dropbox Prior to class</b> <b>EFE Documentation Folder Due Week 16 Prior to class</b>
<b>Week Fifteen</b> Technology in Education and Professionalism	Educational Technology, Media, Computer Based Instructional Tools, and Other Resources Professionalism in Education Teacher Movie Assignment Due	Prepare for Final Exam—PPR and Textbook based  SED 300 Notebook with class handouts & projects added to be graded during Final Exam
<b>Week Sixteen</b>	Final Exam—SED 300 Final Notebook or Desktop Folder Graded	

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

Use my contact information: cell phone and email address to reach me outside of class. Expect a reply within 48 hours.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### Format for papers handed in for this class:

- Use APA style for citations within text and for the reference page;
- Margins – Left 1., Right 1, Top and Bottom 1; Font - 12 point Times New Roman, Double Space;
- Header – on right side in 8 point include your full name, course identification, and semester; number pages starting with the first page on the bottom right.

#### Example of citation in text:

The U.S. government states that educational agencies and schools are accountable for student success and that adequate yearly progress as determined by measurable objectives must be met (NCLB, 2001, p. 81).

#### Example of references:

##### From a journal:

Niessen, T., Abma, T., Widdershoven, G., & van der Vleuten, C. (2008). Contemporary epistemological research in education: reconciliation and reconceptualization of the field. *Theory & Psychology* 18(1), 27-45.

##### From a website:

No Child Left Behind Act (NCLB) of 2001. Pub. L. 107-110. 8 Jan. 2002. Stat. 115.142. Retrieved September 27, 2007 from [http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107\\_cong\\_public\\_laws&docid=f:publ110.107.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ110.107.pdf)

##### From a book:

Noddings, N. (1998). *Philosophy of education*. Boulder, CO: Westview Press, Inc.

## University Specific Procedures:

**1. ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

**2. Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

**A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.**

**3. Financial Aid Support:** You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans**. **You may want to check in to this by contacting** the Bursar's Office for more details.

**4. MyLeo:** As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at **<https://leo.tamu-commerce.edu/login.aspx>**.

**5. eCollege:** eCollege will be used for this course.

**6. Withdrawal Policy.** Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

**7. Academic Integrity** is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University. *Academic dishonesty* includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>;

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

## Secondary Education 300: Schools and Society

### Field-Based Student Teaching Application Process

#### Application Website

**WE WILL TALK ABOUT THIS IN CLASS, BUT YOU WILL NEED TO COMPLETE THIS ON YOUR OWN**

*For **Spring 2016/Resident Placement**, the deadline for submitting your complete application packet to **Ed North, 202**, is **Thursday, September 17, 2015 by 8:00 am***

**Application Fee \$40.00 (non-refundable)**

Go to the link listed below for information, applications, and necessary forms:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/fieldBasedUndergraduateProgram/traditional-student-teaching-program-home/application-process.aspx>

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### Early Field Experience (EFE)

**V.I.P. Assignment: To Be Completed On or Before**

**September 17, 2015 by 8:00 AM**

#### Vital information

- Apply online for your **Early Field Experience observation hours**. **Thirty hours** of field observation are required for ELED/SED 200 & 300, MLED 402, RDG 350 & 370, and ECE 364.
- The deadline for registering for field observation is **8:00 AM on September 17, 2015**. Navigate to the necessary website, read all information, and submit your application. (Submit only **ONE** application)

Go to the link listed below for information, applications, and necessary forms:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/fieldBasedUndergraduateProgram/traditional-student-teaching-program-home/earlyFieldExperienceInformation/default.aspx>

**Make a copy of all documents for your personal files!**

## ***TEXES* Competencies Aligned with SED 300**

### **English Language Proficiency Standards**

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

### **Pedagogy and Professional Responsibilities EC-12**

<http://texas.ets.org/texas/prepMaterials/>

- **Competency 001:** The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
- **Competency 002:** The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
- **Competency 003:** The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- **Competency 004:** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.
- **Competency 005:** The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- **Competency 006:** The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
- **Competency 007:** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
- **Competency 008:** The teacher provides appropriate instruction that actively engages students in the learning process.
- **Competency 009:** The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
- **Competency 010:** The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
- **Competency 011:** The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
- **Competency 012:** The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
- **Competency 013:** The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

## **Pedagogy and Professional Responsibilities Standards:**

### *Standard I. Domain I.*

**The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.**

- 1.2k the implications of students' developmental characteristics for planning appropriate instruction;
- 1.3k the 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.
- 1.11k current research on best pedagogical practices.
- 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
- 1.16k 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
- 1.9k 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 know 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.
- 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;
- 1.29k 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.

### *Standard II. Domain II.*

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

- 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.
- 2.4k the importance of communicating enthusiasm for learning; and
- 2.5k the necessity of communicating teacher expectations for student learning
- 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 non instructional 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.
- 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 behavior and misbehaviors

*Standard III. Domain 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.***

- 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' age, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.6k know 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..
- 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.
- 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.

*Standard IV. Domain IV.*

***The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession***

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.