I. EDUC 3311 – School and Society
EDUC 3311 is a course emphasizing the professionalism of teaching, the connection of major philosophies along with the impact of educational theories on practice, historical foundations of American education, the legal framework of public schools and schooling in diverse, multicultural society.

II. Course rationale
This course is designed to orient students to the institution of the school and its integral relationship with society through the acquisition of a professional knowledge base. The increasingly diverse student population of our nation’s schools is emphasized.

IV. High Impact Educational Practices (within in EDUC 3311)
A. Common Intellectual Experiences
B. Learning Communities
C. Collaborative Assignments and Projects
D. Diversity/Global Learning

V. TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR)
The five TExES EC-12 PPR competencies (out of 13 total TExES EC-12 PPR competencies) that are emphasized in EDUC 3311 are listed below.

Domain I. Designing Instruction and Assessment to Promote Student Learning
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.

004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
Domain II. Creating a Positive, Productive Classroom Environment  (No major emphasis on comps within Domain II)

Domain III. Implementing Effective, Responsive Instr. & Assessment  (No major emphasis on comps within Domain III)

Domain IV. Fulfilling Professional Roles and Responsibilities

  011 The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate with families.

  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.

  013 The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

VI.  TAC §228.30(b): 17 Subject Matter Curricular Topics
The nine Subject Matter Curricular Topics (out of 17 total Subject Matter Curricular Topics) that are emphasized in EDUC 3311 are listed below.

* Code of Ethics & Standard Practices
* Parent Conferences/Communication
* Special Populations
* Pedagogy/Instructional Strategies
* State Assessment of Students
* Certification Test Preparation
* Certification Test Preparation
* Motivation
* Learning Theories

VI.  Course goals and learning outcomes plus alignment with competencies and proficiencies

Course goals:

A. Improve understanding of teaching as a profession and individual professional competence
B. Gain familiarity of major philosophies and influence of educational theories on American education
C. Acquire a professional historical knowledge base of American education
D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools
E. Expand awareness and understanding of teaching a diverse student population

Student learning outcomes (The student will . . .):
A-1. Identify characteristics that constitute a profession. Is teaching a profession?
A-2. Observe instruction and identify important aspects of public school classrooms.
A-3. Examine the ethics and standards of the teaching profession.

B-1. Recognize the pervasive influence that the major philosophies have had on education in the U.S.
B-2. Compare the educational theories of perennialism, progressivism, behaviorism, essentialism, existentialism, and social reconstructionism.
B-3. Formulate a personal philosophy of education.

C-1. Gain understanding of the influence of persons and events from earlier times and distant locations upon American education that include the following: Aristotle/Greece, Quintilian/Rome, St. Thomas Aquinas/Middle Ages, Erasmus/Renaissance, Martin Luther/Reformation, Comenius, Pestalozzi, Froebel, and more.
C-2. Describe the contributions/impact of American individual/events upon U.S. education that include the following: Benjamin Franklin, Thomas Jefferson, Noah Webster, Emma Willard, Horace Mann, Catherine Beecher, W.E.B. Dubois, John Dewey, Ella Flagg Young, Brown vs. Topeka BOE, Elementary and Secondary Education Act, Title IX, P.L. 94-142, A Nation at Risk, No Child Left Behind Act and more.
C-3. Outline historic events in the development of education in the United States.

D-1. Gain understanding of the impact that the three branches of federal government have upon American education.
D-2. Identify sources of education law such as due process in the 14th Amendment.
D-3. Describe the certification process for teachers in the State of Texas.

E-1. Develop awareness of the relationship between poverty and student achievement.
E-2. Increase understanding of students with special learning needs.
E-3. Acquire professionalism in speaking and writing about persons with disabilities.
with State Learner Proficiencies and TESEs EC-12 PPR Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TExES PPR Competencies</th>
<th>EDUC 3311 Course Goals</th>
<th>EDUC 3311 Course Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner-Centered Knowledge</strong></td>
<td>002 004 012</td>
<td>B. Gain familiarity of major philosophies and influence of educational theories on American education.</td>
<td>Reading Responses, Quizzes, Exams, Multiple intelligences module</td>
</tr>
<tr>
<td>The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.</td>
<td></td>
<td>C. Acquire a professional historical knowledge base of American education.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>D. Expand awareness and understanding of teaching a diverse student population</td>
<td></td>
</tr>
<tr>
<td><strong>Learner-Centered Instruction</strong></td>
<td>004 012</td>
<td>E. Expand awareness and understanding of teaching a diverse student population</td>
<td>Reading Responses, Quizzes, Exams, Multiple intelligences module</td>
</tr>
<tr>
<td>To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Equity in Excellence for All Learners</strong></td>
<td>002</td>
<td>E. Expand awareness and understanding of teaching a diverse student population</td>
<td>Reading Responses, Quizzes, Exams, Students with disabilities module</td>
</tr>
<tr>
<td>The teacher responds appropriately to diverse groups of learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learner-Centered Communication</strong></td>
<td>011 012</td>
<td>A. Improve understanding of teaching as a profession and individual professional competence.</td>
<td>Philosophy of teaching, Observations in public school classes, Current events in U.S. education</td>
</tr>
<tr>
<td>While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learner-Centered Professional Development</strong></td>
<td>012 013</td>
<td>A. Improve understanding of teaching as a profession and individual professional competence.</td>
<td></td>
</tr>
<tr>
<td>The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.</td>
<td></td>
<td>C. Acquire a professional historical knowledge base of American education.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools.</td>
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</tbody>
</table>

**VII. Instructional methods and activities**
A. Class Participation

1. Attendance/punctuality – Class attendance, punctuality and participation are reflections of a future teacher’s commitment to his/her preparation for teaching. Being on time (and not leaving early) for all class sessions throughout the semester is worth 50 points – full credit. Twenty-five points is deducted for each class absence (other than university-approved). Ten points are deducted for each late arrival or early departure.

2. Current event – This assignment provides a brief teaching opportunity that connects the course content to what is happening in our today’s schools and society. Prof Ward will assign “groupings” of three (and you will be expected to check with those all presenting to avoid duplication of events). Each individual is allotted 10 minutes to describe his/her event and lead a short related discussion. This assignment will be graded as indicated below; 25 points possible.

- **25 points** - Well-informed description of event with accompanying handout
- Well-constructed questions/statements written on board
- Good use of allotted time (5 + 5 minutes)

- **20 points** - Missing handouts OR written questions/statements on board
- Despite shortcoming in prep, use of allotted time is satisfactory

- **15 points** - Missing handouts AND/OR written questions/statements on board
- Improvement need with use of allotted time

- **10 pts or less** - Absence of both handouts and written questions/statements
- Poor use of allotted time

B. Reading and writing

1. Philosophy of education – The professional educator’s philosophy of teaching is constantly evolving. New information and experiences shape the open-minded, well-informed teacher’s beliefs and practices. Even future teachers hold strong beliefs about what constitutes good or bad teaching and what should or should not be taking place in our nation’s classrooms. Complete the Philosophy of Education Response Paper (see “Assessments”) and submit via the Discussion Forum by midnight, Saturday, January 23. Thirty points possible.

The second part of the philosophy of teaching assignment involves responding to your peers’ papers. The Philosophy of Education Response Paper Replies are written to four classmates assigned by Prof Ward. This assignment is due by noon Tuesday, January 26. Respond to any two items on your four assigned classmates’ papers (eight total responses). Forty (8 x 5) points possible.

2. Reading responses - Three Reading Responses will be assigned during the course to promote interaction among classmates and strengthen writing skills. Reading Response Guidelines are found in the “Assessments” section. Submit via the Discussion Forum by midnight on Saturdays, February 13, April 2 and April 23. Forty points each, 120 total points possible.

The Reading Response Reply to a classmate assigned by Prof Ward will be due noon on the following Tuesdays: February 16, April 5 and April 26. Ten pts each, 30 total pts possible.
C. Collaboration and observation

1. *Top Twenty in American Education* - This assignment involves a collaborative process that culminates with each individual student’s personal selection of his/her top twenty most influential persons and events that have influenced American education beginning with the early Greeks to present day. The three parts of this assignment are as follows:

Part I – Develop tentative draft of personal *Top Twenty in American Education*
Submit Top 20 draft to group members and Prof Ward *(50 points possible)*

Part II – Formulate a collaborative Top 20 with assigned classmates *(50 points possible)*

Part III – Finalize/revise personal *Top Twenty in American Education* *(75 points possible)*

Assigned groups are found in the “Groups” section. Specific directions for this assignment are provided in the “Assessments” section. Each of the three parts to this assignment are due via the course website by noon on the following Wednesdays: February 23, March 1 and March 8.

2. Classroom observations OR science fair participation – Arrangements have been made for EDUC 3311.001 students to observe for one hour/period in two different teachers’ classrooms on the TAMU-CC partner school campuses of Montclair Elementary School and Miller High School. Observations must take place between the dates of Monday, February 15 and Tuesday, March 29. Directions for arranging observations and a form to be completed will be provided by Prof Ward. For those choosing the science fair participation option, proof of participation and a one and a half to two page reflection paper are required.

D. Exams

1. *Syllabus quiz* – The syllabus represents a detailed plan for the course. Understanding of the syllabus promotes student success and enjoyment. The syllabus quiz will be taken as a group in class at the end of our first class session. Ten points will be earned by those participating.

2. *Pre/post-test* – The pre-test will be taken in class and has no impact on a student’s grade. It provides EDUC 3311 students an overview of the course content. The post-test will be a collaborative in-class activity on Wednesday, April 27 and is worth 20 points.

3. *Online Quizzes* - Five online quizzes will be assigned during the course (see the “Online Quizzes” folder in “Assessments”). Quizzes due by noon on the following Tuesdays: February 2, Feb 9, Feb 23, March 29 and April 19. Forty pts each, 200 total pts possible.

4. *Mid-term and final exams* - The mid-term exam is be a combination of objective and short essay items. It will be taken in class on Wednesday, March 2. Two pages of personally handwritten notes will be allowed; **100 points possible**.

   The final exam (see the “Final Exam” folder in “Assessments”) will be an open-book, open-note short essay exam with a two-hour time limit (honor system). It will be submitted via the course website and is due by noon on Tuesday, May 10; **100 points possible**.

   Use of the course text and notes are permitted while writing the final exam.
   However, any two or more exams that are identical (word for word) will each receive ZERO CREDIT.

VIII. Evaluation and grade assignment
Course requirements:

<table>
<thead>
<tr>
<th>I. Class participation</th>
<th>points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Attendance and punctuality</td>
<td>50</td>
</tr>
<tr>
<td>B. Current event</td>
<td>25</td>
</tr>
</tbody>
</table>

II. Reading and writing | 220 |

| A. Philosophy of education | 70 | (30, 8 x 5) |
| B. Readings responses and peer feedback | 150 | (3 x 40, 3 x 10) |

III. Collaboration and observation | 275 |

| A. Top Twenty in American Education ind/group activity | 175 | (50, 50, 75) |
| B. Classroom observations or science fair participation | 100 | (2 x 50) |

IV. Exams | 430 |

| A. Syllabus quiz | 10 |
| B. Pre/posttest | 20 | (*, 20) |
| C. Online chapter(s) quizzes | 200 | (5 x 40) |
| D. Exams – mid-term and final | 200 | (2 x 100) |

| total points possible | 1000 |

Grading scale:

| A | 1000 – 900 points |
| B | 899 – 800 points |
| C | 799 – 700 points |
| D | 699 – 600 points |
| F | 599 points and below |

* Assignments - Professionalism is expected in your written assignments. Adherence to directions/grading rubrics and proper acknowledgement of others’ works are essential. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.

** Late work – Assignments submitted within one week of the due date will be accepted for a maximum of 75% credit; one week or more past the due date for a maximum of 50% credit, unless otherwise specified. **Last day to submit late work is Friday, April 29.**

*** Extra credit - Students who have completed all assignments and requirements as of Tuesday, April 26 and have no more than one class absences and/or two tardies/early departures may add up to 25 total points of earned extra credit by presenting a current event in class on Wednesday, April 27.***

IX. Course Policies and Schedule
Advice from Prof Ward

- Read and study the syllabus during the first week of the course. Review the syllabus periodically so that you are able to “stay one step ahead.” Create your own EDUC 3311.003 work schedule by merging the course assignments/due dates into your own personal calendar.

- Consider these questions . . . “Is teaching a profession?” . . . “Does our society expect its professionals to undergo rigorous training to be effective in difficult, challenging situations?” If so, then you should expect an element of rigor in your preparation for becoming a professional educator. “Work hard, have fun!”

Wed, January 20  Welcome, introductions
IH 157  

EDUC 3311.001 pre-test
Course syllabus and perusal of texts
Current events – Prof Ward
Syllabus Quiz

Philosophy of Teaching Response Paper (due by midnight, Saturday, January 23)
Philosophy of Teaching Response Paper Replies (due by noon, Tuesday, January 26)
Read: Chapter 1 – Status of the Profession
Chapter 2 – Development of the Profession

Wed, January 27  The profession of teaching
IH 157  Current events – ____________, ____________, ____________

Quiz (1) – Chapters 1 & 2 (due by noon, Tuesday, February 2)
Read: Chapter 3 – The Major Philosophies
Chapter 4 – The Impact of Educational Theories on Ed. Practice

Wed, February 3  Major philosophies and educational theories
IH 157  Current events – ____________, ____________, ____________

Quiz (2) – Chapters 3 & 4 (due by noon, Tuesday, February 9)

Wed, February 10  Historical foundations of American education
IH 157  Current events – ____________, ____________, ____________

Reading Response (1): Chapter 4 (due by midnight, Saturday, February 13)
Reading Response Reply (1): to assigned classmate (due by noon, Tuesday, February 16)
Read: Chapter 5 – European Heritage and Colonial Experience
      Chapter 6 – From Revolution to the Twentieth Century

Wed, Feb 17       Historical foundations of American education (continued)
IH 157          Current events – ____________, ____________, ____________
Top Twenty in American Education assignment

Quiz (3) – Chapters 5 & 6 (due by noon, Tuesday, February 24)
Read: Chapter 7 – From the Progressive Movement to the Present

Top Twenty in American Education

Initial, tentative Top 20 (submit via Discussion Forum by noon, Wednesday, February 24)

Collaborative Top 20 (submit via Discussion Forum by noon, Wednesday, March 2)

Individual Final Top 20 (submit via Bb Messages by noon, Wednesday, March 9)

Wed, March 2     Mid-term exam (in class with two pages of personally prepared notes)
IH 157

Classroom observations

Spring Break

Read: Chapter 11 – Legal Framework for the Public Schools
      Chapter 12 – Teachers, Students, and the Law

Wed, March 23    Guest speakers: Dr. Frank Lucido, Director of Field Experience
                 Ms. Rose Zuniga, Certification Officer
IH 157          Teachers, students and the law
                 Current events – ____________, ____________, ____________

Quiz (4) – Chapters 11 & 12 (due by noon, Tuesday, March 29)
Read: Professional Responsibility for Educators and the Texas Code of Ethics
      Pages – 1-12, 65-81, 95-100 and 156-200
Wed, March 30  Submit classroom observations
IH 157  Educational law continued
Current events – ______________, ______________, ______________

RR (2): Ethics text – pgs 1-12, 95-100 and 156-200 (due by midnight, Saturday, April 2)
RR Reply (2): to assigned classmate (due by noon, Tuesday, April 5)

Wed, April 6  Multicultural education
IH 157  Introduction to diverse student populations
Current events – ______________, ______________, ______________

Read: Pages 219 – 221 (found in Chapter 8)
Chapter 9 – Responding to Diversity
Chapter 10 – Students at Risk and At-Risk Behaviors

Quiz (5) – Chapters 9 & 10 (due by noon, Tuesday, April 19)

Wed, April 20  The evolution of special education
IH 160  Multiple Intelligences
Current events – ______________, ______________, ______________

RR (3): Pgs 218-21; 231-46 (see Chapters 8 & 9; due midnight, Saturday, April 23)
RR Reply (3): to assigned classmate (due by noon, Tuesday, April 26)

Wed, April 27  Guest speaker: Emmanuel Guadarrama, PASS-SSS Teacher Prep
IH 160  Extra credit current events?
EDUC 3311.001 Post-test

Final exam (submit via Bb Messages by noon, Tuesday, May 10)

X. Textbooks

Upper Saddle River, New Jersey: Prentice-Hall.

Professional Responsibility for Educators and the Texas Code of Ethics, 2nd ed. Klinker, J., Thompson,
XI. Bibliography

Carbone, Eric (Dec 2001). Arranging the Classroom with an Eye (and Ear) to Students with ADHD. Teaching Exceptional Children, Vol. 34, No. 2, pp 72-81.


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved
in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at http://www.tamucc.edu/provost/universityrules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination. http://disabilityservices.tamucc.edu

XIV. Academic Honesty
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm
III. **CH 149 State Standards for Teachers and/or Administrators/Counselors**

Note: See further detail to correlating State Standards in the PPR Standards section.

1. **Standard 1: Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

2. **Standard 2: Knowledge of Students and Student Learning.** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

3. **Standard 3: Content Knowledge and Expertise.** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

4. **Standard 4: Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

5. **Standard 5: Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

6. **Standard 6: Professional Practices and Responsibilities.** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

IV. **TExES Content Competencies (if applicable)**

Not applicable, since this is not a content-specific course.

V. **TExES PPR Competencies with correlating CH 149 State Teacher Standards**

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 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.  (Domain I. Competencies 001-004 Domain III. Competencies 007-010)

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); **TS3Ci Teachers teach both the key content knowledge and the key skills of the discipline.**

1.11k current research on best pedagogical practices. **TS3Ai Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.**

1.13k the importance of developing instructional goals and objectives that can be assessed; **TS1Aii Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.**

1.17k the importance of knowing when to integrate technology into instruction and assessment;

1.20k features of instruction that maximize students’ thinking skills;

1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;

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; **TS5Ai Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.**

1.11s use a variety of pedagogical techniques to convey information and teach

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

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

1.25s communicate assessment criteria and standards to students;

1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives; **TS1Cii Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.**

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

1.25s communicate assessment criteria and standards to students;

### Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.  (Domain II. Competencies 005-006)

2.1k the importance of creating a learning environment in which diversity and individual differences are respected; **TS4Ai Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.**

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning;

2.8k the importance of time management for effective classroom functioning;

2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; 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; **TS1Di Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct
2.14s communicate high and realistic expectations for students’ behavior and ensure that students understand behavior expectations and consequences for misbehavior; **TS4Cii Teachers maintain a strong culture of individual and group accountability for class expectations.**

**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.  (Domain III. Competency 007-010)

| 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; |
| 3.4k | skills and strategies for engaging in skilled questioning and leading effective student discussions |
| 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; |
| 3.9k | strategies and techniques for using instructional groupings to promote student learning; |
| 3.14k | how to use constructive feedback to guide each student’s learning. |
| 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; |
| 3.4s | use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; **TS1Dii Teachers validate each student’s comments and questions, utilizing them to advance learning for all students; TS1Eii Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.** |
| 3.6s | apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge; **TS1Dii Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.** |
| 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; **TS1Eii Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.** |

**Standard IV:**  The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession  (Domain IV. Competencies 011-013)

| 4.9k | the importance of participating in professional development activities to enhance content knowledge and pedagogical skill; |
| 4.11k | characteristics, goals, and procedures associated with teacher appraisal; |
| 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; |
| 4.17k | the importance of adhering to required procedures for administering state-and district-mandated assessments; |
| 4.18k | the structure of the education system in Texas, including relationships between campus, local, and state |
4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

4.5s maintain supportive and cooperative relationships with colleagues; *TS6Di Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.*

4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations; *TS6Di Teachers adhere to the educators’ code of ethics in Chapter 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).*

4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

**Other State Requirements**

*Code of Ethics*

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### VI. Technology Standards addressed in the course

1.1k how to use innovative technology and electronic communication to create new knowledge;
1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics;
2.1k how to design and format digital information for appropriate and effective communication;
2.2s participate in electronic communities as a learner, initiator, and contributor;
2.3s employ technological collaboration such as sharing information through online communications to complete tasks;
2.4s use groupware, collaborative software, and productivity tools to create products;
2.5s use technology in self-directed activities to create products for and share products with defined audiences;
2.6s evaluate student-created products through self- and peer review for relevance to the assignment or task prior to final submission;
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats;
3.2k how to evaluate and validate acquired electronic information; and
5.2s model ethical acquisition and use of digital information, including using established methods to cite sources;