TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Department of Teacher Education

Master of Science in Elementary Education
Master of Science in Secondary Education

EDUC 5351 – Foundations of Education in America
March 20 – May 8, 2017

Course Instructor: Martin Ward

Office Hours: Available by appointment; contact via Bb Messages (course email)

I. EDUC 5351 – Foundations of Education in America
EDUC 5351 is a course emphasizing the professionalism of teaching, major philosophies and theories of education, historical foundations of American education and the legal framework of public schools in the context of our nation’s increasingly diverse, multicultural society. Enrollment is limited to graduate students seeking initial teacher certification.

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 populations of our nation’s schools is emphasized.

III. EC6 Standards, Chapter 149 – see page 12

IV. TExES Content Competencies – not applicable; this is not a content-specific course

V. Pedagogy and Professional Responsibilities Standards (EC-12) – see pages 13-15

VI. Technology Standards (addressed in the course) – see page 15
VII. 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 5351 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.

VIII. 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-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. Develop awareness of the “historical evolution” of special education in our nation.
E-4. Acquire professionalism in speaking and writing about persons with disabilities.
### Alignment of EDUC 5351 Course Goals and Assignments with State Learner Proficiencies and TExES EC-12 PPR Competencies

<table>
<thead>
<tr>
<th>TExES PPR Competencies</th>
<th>EDUC 5351 Course Goals</th>
<th>EDUC 5351 Course Assignments/Activities</th>
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</thead>
<tbody>
<tr>
<td>002</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, Brave in the Attempt Rdng Rspn</td>
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<tr>
<td>004</td>
<td>E. Expand awareness and understanding of teaching a diverse student population</td>
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<tr>
<td>012</td>
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<td>Reading Responses, Quizzes, Exams, Multiple intelligences module</td>
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<td>011</td>
<td>A. Improve understanding of teaching as a profession and individual professional competence.</td>
<td>Philosophy of teaching, Professional org. membership, Reading responses, Quizzes, Exams</td>
</tr>
<tr>
<td>012</td>
<td>A. Improve understanding of teaching as a profession and individual professional competence.</td>
<td>Philosophy of teaching, Professional org. membership, Current events in U.S. education</td>
</tr>
<tr>
<td></td>
<td>C. Acquire a professional historical knowledge base of American education.</td>
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<tr>
<td></td>
<td>D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools.</td>
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</table>
IX. Instructional methods and activities

A. Course orientation

1. Student Information and Assignment Form
   Complete the Student Information and Assignment Form (found in the “Assessments” section of the top left side menu) and send to Dr. Ward via Bb Messages by 10:00 pm on Tuesday, March 21. Ten points possible

2. Syllabus Quiz
   Complete the course Syllabus Quiz (see “Assessments”) by 10:00 pm on Tuesday, March 21. In order to prepare for this quiz study your syllabus thoroughly and review the “Assessments” section of the course website in advance. Ten points possible

3. Philosophy of teaching
   Complete the Philosophy of Teaching Response Paper (see “Assessments”) and submit via the Discussion Forum by 10:00 pm on Thursday, March 23. Forty points possible

   The second part of the philosophy of teaching assignment involves responding to your peers’ papers. The Philosophy of Teaching Response Paper Reply to four classmates assigned by Dr. Ward is due by 10:00 pm on Monday, March 27. Respond to any two items on your four assigned classmates’ papers (eight total responses). Forty (8 x 5) points possible

B. Reading and writing

1. Reading responses
   Four Reading Responses (Chapters 4, 7, 12 and ESPN 30 for 30 – Brave in the Attempt) 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 10:00 pm on Wednesday, March 29; Wed., April 5; Wed., April 19 and Wed., April 26, respectively. Fifty points each, 200 total points possible

   The Reading Response Reply to a classmate assigned by Dr. Ward will be due by midnight on Saturday, April 1; Saturday, April 8; Saturday, April 22 and Saturday, April 29. Ten points each, 40 total points possible

2. Top Twenty in American Education
   This assignment culminates with each individual student’s personal selection of his/her top twenty most influential persons, place or events in American education. The two parts of this assignment are as follows:
   Part I – Develop tentative draft of personal Top Twenty in American Education and submit via Bb Messages to Prof Ward by 10:00 pm Monday, April 10

   Part II – Finalize/revise personal Top Twenty in American Education and submit via Bb Messages to Prof Ward by midnight, Saturday, April 15

   Further details are provided in the “Assessments” section. Two hundred total points possible
C. Exams

1. **Pre/posttest**
   
   The pretest is **due by 10:00 pm on Tuesday, March 21 via Bb Messages.**

   The posttest is worth **20 points** must be completed within 30 minutes. **Due by 10:00 pm Monday, May 1 via Bb Messages**

2. **Unit Quizzes**

   Five unit quizzes will be assigned during the course (see the “Unit Quizzes” folder in “Assessments”). Quizzes over Chapters 1/2, 3/4, 5/6, 9/10 and 11/12 are **due by noon on the Fridays of March 24, March 31, April 7, April 21 and April 28, respectively. Forty points each, 200 total points possible**

3. **Mid-term and final exams**

   The **mid-term exam** (see the “Exams” folder in “Assessments”) will be a comprised of varied objective items with a 90 minute time limit. **One hundred and twenty points possible; due by 10:00 pm Wednesday, April 12 via Bb Messages**

   The **final exam** (see the “Exams” folder in “Assessments”) will be a short essay exam with a two-hour time limit. **One hundred and twenty points possible; due by 10:00 pm Monday, May 8 via Bb Messages**

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

X. **Evaluation and grade assignment**

<table>
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<th>Course requirements</th>
<th>points possible</th>
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<tr>
<td><strong>I. Course orientation</strong></td>
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<td>A. Student Information and Assignment Form</td>
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<td>B. Syllabus Quiz</td>
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<td>C. Pre/post philosophy of teaching</td>
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<td><strong>II. Reading and writing</strong></td>
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<tr>
<td>A. Readings responses and peer feedback</td>
<td>240</td>
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<tr>
<td>B. <em>Top Twenty in American Education</em></td>
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</tr>
<tr>
<td><strong>III. Exams</strong></td>
<td></td>
</tr>
<tr>
<td>A. Pre/posttest</td>
<td>20</td>
</tr>
<tr>
<td>B. Online quizzes</td>
<td>200</td>
</tr>
<tr>
<td>C. Exams</td>
<td>240</td>
</tr>
</tbody>
</table>

**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 past 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. Final day to submit late work is Friday, April 28.

XI. Course Policies and Schedule

Advice from Dr. Ward

- EDUC 5351 is a compacted course representing three semester credits hours which has previously been delivered as a full-semester course. Therefore, until the course is completed, “each day there will be something to do.” The “Course unit sequence” found in the left menu provides a weekly agenda for each of the five units along with the mid-term and final exam weeks.

- Read and study the syllabus prior to beginning the course. Review the syllabus periodically so that you are able to “stay one step ahead.” Create your own EDUC 5351 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!”
**Week One**  
*Orientation Unit* – EDUC 5351-Foundations of American Education

Student Information and Assignment Form  
(due Tuesday, March 21 by 10:00 pm via Bb Messages)

Syllabus Quiz (due Tuesday, March 21 by 10:00 pm)

Pretest (due Tuesday, March 21 by 10:00 pm via Bb Messages)

Philosophy of Teaching Response Paper (due Thursday, March 23 by 10:00 pm)

*Unit One* - The profession of teaching

Read:  
Chapter 1 – Status of the Profession  
Chapter 2 – Development of the Profession

Quiz (1) – Chapters 1 & 2 (due by noon on Friday, March 24)

**Week Two**  
*Unit Two* - Major philosophies, Educational theories

Read:  
Chapter 3 – The Major Philosophies  
Chapter 4 – The Impact of Educational Theories on Ed. Practice

Philosophy of Tchng Response Paper Reply (due by 10:00 pm Monday, March 27)

Reading Response (1):  Chapter 4 (due by 10:00 pm Wednesday, March 29)  
Reading Response Reply (1): Chapter 4 (due by midnight Saturday, April 1)

Quiz (2) – Chapters 3 & 4 (due by noon on Friday, March 31)

**Week Three**  
*Unit Three* – Historical Foundations of American Education

Read:  
Chapter 5 – European Heritage and Colonial Experience  
Chapter 6 – From Revolution to the Twentieth Century  
Chapter 7 – From the Progressive Movement to the Present

Reading Response (2):  Chapter 7 (due by 10:00 pm Wednesday, April 5)  
Reading Response Reply (2): Chapter 7 (due by midnight Saturday, April 8)

Quiz (3) – Chapters 5 & 6 (due by noon on Friday, April 7)
Week Four  
*Mid-Term Exam and Top Twenty in American Education*

Initial, tentative Top 20 (submit via Bb Messages by 10:00 pm Mon., April 10)

Mid-term exam (submit via Bb Messages by 10:00 pm Wednesday April 12)

Final Top 20 (submit via Bb Messages by midnight Saturday April 15)

Week Five  
*Unit Four – Legal Framework of American Schools*

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

Reading Response (3):  Chapter 12 (due 10:00 pm Wednesday, April 19)  
Reading Response Reply (3): Chapter 12 (due midnight Saturday, April 22)

Quiz (4) – Chapters 11 & 12 (due by noon Friday, April 21)

Week Six  
*Unit Five – Introduction to Diverse Student Populations*

Multicultural education, Multiple intelligences, Education of students with special learning needs

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

Rdng Rsp (4):  View ESPN – *Brave in the Attempt*; due by 10:00 pm Wed., April 26)  
(Google search – “ESPN 30 for 30 – Brave in the Attempt)  
Rdng Rsp Reply (4): *Brave in the Attempt* (due by midnight Saturday, April 29)

Quiz (5) – Chapters 9 & 10 (due by noon Friday, April 28)

Week Seven  
Posttest (submit via Bb Messages no later than 10:00 pm, Monday, May 1)

Final exam (submit via Bb Messages no later than 10:00 pm, Monday, May 8)
XII. Textbook


XIII. 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.


IV. 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 Rule13.02.99.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](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.

XV. 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](http://disabilityservices.tamucc.edu)

XVI. 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](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm)
III. **EC6 Standards, Chapter 149**

(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.
### V. Pedagogy and Professional Responsibilities Standards (EC-12)

**PPR Alignment to CH 149 Teacher Standards (TS)**

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); <strong>TS3Ci Teachers teach both the key content knowledge and the key skills of the discipline.</strong></td>
</tr>
<tr>
<td>1.11k current research on best pedagogical practices. <strong>TS3Ai</strong> Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.</td>
</tr>
<tr>
<td>1.13k the importance of developing instructional goals and objectives that can be assessed; <strong>TS1Aii Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.</strong></td>
</tr>
<tr>
<td>1.17k the importance of knowing when to integrate technology into instruction and assessment;</td>
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<td>1.20k features of instruction that maximize students’ thinking skills;</td>
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<tr>
<td>1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;</td>
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<tr>
<td>1.25k the role of assessment in guiding instructional planning;</td>
</tr>
<tr>
<td>1.26k the importance of creating assessments that are congruent with instructional goals and objectives; <strong>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.</strong></td>
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<tr>
<td>1.11s use a variety of pedagogical techniques to convey information and teach</td>
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<tr>
<td>1.17s use technological tools to promote learning and expand instructional options; and</td>
</tr>
<tr>
<td>1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students’ learning opportunities</td>
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<tr>
<td>1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and</td>
</tr>
<tr>
<td>1.25s communicate assessment criteria and standards to students;</td>
</tr>
<tr>
<td>1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives; <strong>TS1Cii Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.</strong></td>
</tr>
<tr>
<td>1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and</td>
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<tr>
<td>1.25s communicate assessment criteria and standards to students;</td>
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<table>
<thead>
<tr>
<th>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)</th>
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</thead>
<tbody>
<tr>
<td>2.1k the importance of creating a learning environment in which diversity and individual differences are respected; <strong>TS4Ai Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.</strong></td>
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<td>2.4k the importance of communicating enthusiasm for learning; and</td>
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<tr>
<td>2.5k the necessity of communicating teacher expectations for student learning;</td>
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<tr>
<td>2.8k the importance of time management for effective classroom functioning;</td>
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</tbody>
</table>
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 instruction.**

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
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 components**

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** *TS6Dii 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 prof 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*

**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**;

5.2s **model ethical acquisition and use of digital information, including using established methods to cite sources**;