SPED 4364-135. CRN 80596, Teaching Learners with Developmental Disabilities
Fall 2018
Texas A&M University - Central Texas
INSTRUCTOR AND CONTACT INFORMATION
Instructor: Amada G. Allen, Ed.D.
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Phone: 254-519-5411
Email: agallen@tamuct.edu
Office Hours: Monday & Tuesday: 1:00-5:00

"Courage is found in unlikely places." J. R. R. Tolkien

Mode of instruction and course access:
This course meets face-to-face, with some supplemental readings and activities made available online and/or on Canvas [https://tamuct.intructure.com].

Student-instructor interaction:
I will respond only to email sent to the above email account and to messages sent through a myCT email account. You may expect a response to your email message within 24 hours except on weekends. You may also call at the above number or make an appointment during my office hours.

911 Cellular:
Emergency Warning System for Texas A&M University-Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION
Catalog Description
Etiology and characteristics associated with deficits in development are studied. Effects of developmental disabilities in the areas of language acquisition and physical, social, and emotional functioning are examined. Course content includes methods for teaching functional academic skills, communication skills, and life management skills, working with parents, paraprofessionals and related service personnel, community based instruction and vocational planning. Field experience required.

Course objective:
The student will develop an understanding and define appropriate inclusionary and noninclusionary strategies for students with intellectual disabilities.

Student Learning Outcomes:
Upon completion of this course, the student will:
1. describe the population of learners
2. explain the learning and social needs of students with moderate and severe/profound disabilities

3. define and explain Texas statutes related to services for students with severe/profound disabilities

4. create and implement lessons connected to the practical, social, and cognitive needs of students with severe/profound disabilities

Competency Goals Statements (certification or standards):
Competencies and goals are the final documents of the syllabus

Required Reading and Textbook(s):
Brown, Snell, & McDonnell. (2016). *Instruction of students with severe disabilities* (8th ed.). Upper
    Saddle River, NJ: Pearson.

COURSE REQUIREMENTS
Film Review (10) (SPE II, IV, IX)
Watch and review a film on a provided list. Write and informally present the content as it pertains to requirements provided in this class.

Field Experience and log (20) (SPE I, II, III) SLO # 1, 2*
Complete a 16 clock-hour field experience in settings with students with intellectual disabilities. I would like for you to see/work in both a self-contained and an inclusive setting with students with moderate to severe disabilities, but this is not required. Make this field experience as interactive as possible.
What are the social behaviors of the students you observed in each placement? How were their needs met?
What were the various academic needs of the students you observed in each placement? How were these needs met? Who met these needs?

Lesson plans & objectives (30) (SPE II, III, IV, VI)   (two final lesson plans 10/each & 2 objectives 5/each)
Write objectives appropriate for both IEPs and lesson plans. Write objectives for students in inclusive and self-contained environments. Write objectives for students transitioning out of school and write objectives for students in elementary school. Write two final lesson plans, one plan for an elementary classroom and one for a middle or secondary classroom.

Transition skills presentation (15)
Develop and teach a lesson concerning necessary skills students will need after they get out of school. Each presentation must include a short but concise presentation/instructions and a hands-on component. Develop your presentation for students with intellectual disabilities.

Topics may include social skills, job skills, character/personality/disposition skills, interview skills, etc. Also making change, how to be a good friend, co-worker, or employee are topics of interest. The lesson will be taught to high school students with disabilities at the end of the semester.

Chapter presentations (10)
Present chapter in the text according to the provided rubric. These particular chapters will coincide with the transition skills presentations.

Exam – 10

Professionalism: (5)

Attendance, punctuality, preparedness, and active participation are expected. You are expected to practice demonstrating the attitudes and dispositions of a capable, competent, and caring professional educator. Represent yourself, the Teacher Education Program, and the University in the best light possible.

ALL WORK will be word-processed, double spaced, Times New Roman or Arial, 12 point font, front side only. No hand-written work will be accepted unless otherwise specified. Use person-first language. Points will be deducted for incorrect grammar, mechanics, structure, and clarity.

Grading Criteria:		Grades will be assigned at the end of the semester on the following basis:
Film review	10 points	100-90 = A
Field experience & journal	20 points	89-80 = B
Lesson plans & objectives	30 points	79-70 = C
Transition skills presentation	15 points	69-60 = D
Chapter presentations	10 points	59 > = F
Final exam	10 points	
Professionalism	5 points	
Total	**100 Points**	

Posting of Grades

Grades will be posted on Canvas. Grades will be generally posted one week after the assignment is submitted, depending upon the assignment. This timeline does not apply to late work.

The instructor is not responsible for assignments that are not collected during the class period they are returned.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar:

The calendar will appear in a separate document.

TECHNOLOGY REQUIREMENTS AND SUPPORT:

Technology Requirements.

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

> Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
> Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

> Email: helpdesk@tamu.edu
> Phone: (254) 519-5466
> Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES:

Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit

the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES:

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Field Experience: Texas A&M University-Central Texas students working toward becoming teachers are guests in the schools in which they are placed. When you are at a local school, you will remove facial and/or multiple ear piercings. You will be clean and follow the rules of good hygiene.

Attendance and Late Assignment Policy:

Attendance: Professional behavior and commitment to teaching are the expectations. Attendance and punctuality are required. It is not possible to make up the work missed during the class period since it involves interactions of students, instructor, and content.

Three class absences for any reason will result in lowering the final grade by a letter grade. Four or more absences will result in failure of the class. All tardies will result in the loss of professionalism points. Four (4) times a student is tardy for 15 minutes or more is equal to one absence. Students missing class are responsible for notes, handouts, assignments, and any changes in schedules. Your commitment to becoming the best teacher possible includes regular, timely attendance and participation.

Late Work: Work is due according to the course calendar. No late work will be accepted except under extenuating circumstances which are communicated with the professor in a timely manner. If extension is granted, the late work may be subject to deduction of points of 10% each day past the due date. If the assignment is due on Canvas, and it is late, the assignment date will not be reopened. Supplemental assignments are not available.

Class Participation: Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class. You are expected to read before the class session, actively participate in classroom assignments and discussions, and fully participate in online work. Any in-class presentations and activities cannot be made up. The use of technology, to include cell phones and other electronic devices, can enhance learning and the educational experiences; however it can also become a distraction to the learning tasks at hand. Off-task technology usage will result in deduction in professionalism points.

University Calendar – Fall 2018

August 27, 2018	Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes. $25 fee assessed for late registrants.
August 27, 2018	Classes Begin for Fall Semester
August 29, 2018	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 3, 2018	Labor Day – No class
September 4, 2018	Deadline to Drop First 8-Week Classes with No Record
September 12,	Deadline to drop 16-Week Classes with No Record
October 1, 2018	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
October 5, 2018	Deadline for Graduation Application for Ceremony Participation
October 12, 2018	Deadline for Fall Admissions Applications
October 15, 2018	Deadline for Clinical Teaching Applications
October 19, 2018	Classes End for First 8-Week Session
October 19, 2018	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 19, 2018	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 22, 2018	Add, Drop, and Late Registration Begins for Second 8-Week Classes. $25 fee assessed for late registrants
October 22, 2018	Classes Begin for Second 8-Week Session
October 22, 2018	Student End of Course Survey Closes (First 8-Week Classes)
October 23, 2018	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 24, 2018	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 29, 2018	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2018	Deadline for GRE/GMAT Scores to Office of Graduate Studies
November 9, 2018	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 12, 2018	Veterans Day (Observed) - No Class
November 16, 2018	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Fall Semester

November 22 & 23, 2018	Thanksgiving
November 30, 2018	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2018	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 14, 2018	Commencement Ceremony Bell County Expo Center 7:00 p.m.
December 14, 2018	Deadline for Applications for $1,000 Tuition Rebate for Fall Graduation (5pm)
December 14, 2018	Deadline for Fall Degree Conferral Applications to the Registrar's Office. $20 Late Application Fee
December 14, 2018	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 14, 2018	Fall Semester Ends
December 17, 2018	Student End of Course Survey Closes (16- and Second 8-Week Classes)
December 18, 2018	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 18, 2018	Deadline for Theses to Clear Thesis Office for Fall Semester

Competency and Goals Statements:

Special Education EC-12 Standards

Standard I:* The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Standard II:* The special education teacher applies knowledge of professional roles and responsibilities and
adheres to legal and ethical requirements of the profession.

Standard III:* The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard IV:* The special education teacher understands and applies knowledge of the characteristics and needs
of individuals with disabilities.

Standard V:* The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard VI:* The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard VII:* The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard VIII:* The special education teacher understands assistive technology as defined by state and federal regulations.

Standard IX:* The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Standard X:* The special education teacher promotes students' academic performance in al content areas by facilitating their achievement in a variety of settings and situations.

Standard XI:* The special education teacher promotes students' performance in English language arts and reading.

Standard XII:* The special education teacher promotes students' performance in mathematics.

InTASC Standards

The Learner and Learning
Standard 1: Learner Development:
The teacher understands how learners grow and develop, recognizing that patterns of learning and development may vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences:
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments:
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge
Standard 4: Content Knowledge:
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of the Content:
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice
Standard 6: Assessment:
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner's decision-making.

Standard 7: Planning for Instruction:
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies:
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility
Standard 9: Professional Learning and Ethical Practice:
The teacher engages in ongoing professional learning and sues evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration:
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

TEA Competency Goals Statements (certification or standards):

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)
1.1k the intellectual, social, physical, and emotional developmental characteristics of students in
        different age groups;
1.2k the implications of students' developmental characteristics for planning appropriate
        instruction;

1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;

1.10k how lesson content and skills connect with other disciplines and within the discipline; and

1.14k 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

1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;

1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;

1.4s plan instruction that motivates students to want to learn and achieve; and

1.7s exhibit appropriate knowledge of a subject to promote student learning;

1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;

1.25s communicate assessment criteria and standards to students;

1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;

1.27s promote students' use of self-monitoring and self-assessment;

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;

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

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;

2.13k theories and techniques relating to managing and monitoring student behavior;

2.14k appropriate behavior standards and expectations for students at various developmental levels;

2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;

2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;

2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and

2.18k appropriate responses to a variety of student behaviors and misbehaviors.

2.19k features and characteristics of physical spaces that are safe and productive for learning;

2.20k the benefits and limitations of various arrangements of furniture in the classroom;

2.21k procedures for ensuring safety in the classroom;

2.1s interact with students in ways that reflect support and show respect for all students;

2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and

2.8s schedule activities and manage class time in ways that maximize student learning;

2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors

2.21s respect students' rights and dignity.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.   (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;

3.3k 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

3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;

3.6k how to present content to students in relevant and meaningful ways

3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;

3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;

3.9k strategies and techniques for using instructional groupings to promote student learning;

3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and

3.12k 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.

3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;

3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;

3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.14s encourage students' self-motivation and active engagement in learning.

3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;

3.20s use alternative instructional approaches to ensure that all students learn and succeed.

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

4.1k the importance of families' involvement in their children's education; and

4.2k appropriate ways for working and communicating effectively with families in varied contexts.

4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;

4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional);

4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);

4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);   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);

4.16k procedures and requirements for maintaining accurate student records;

4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components

4.5s maintain supportive and cooperative relationships with colleagues;

4.8s communicate effectively and appropriately with other educators in varied contexts;

4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;

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

Texas Technology Application Standards:

Standard 1. All beginning teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard 2. All beginning teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard 3. All beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard 4. All beginning teachers communicate information in different formats and for diverse audiences.

Standard 5. All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Standard 6. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7. All teachers know how to plan, organize, deliver, and evaluate instruction for all

students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

ISTE Standards

Standard 1: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 2: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard 3: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard 4: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard 5: Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Standard 6: Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard 7: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.