

SPED 4383-110. CRN, Teaching Learners with Learning and Behavior Anomalies

Spring 2018

Texas A&M University - Central Texas

INSTRUCTOR AND CONTACT INFORMATION

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Office Hours: Monday: 2:30-5:30; Tuesday: 9:00-11:00 & 3:00-5:00; Wednesday: 2:30-5:30

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.instructure.com>].

Student-instructor interaction:

Email only to the above email address. I will not respond to email messages sent through Canvas, and I will only respond 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.

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 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<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

Learning disabilities, emotional disturbances, and behavior management are investigated as intertwining educational divisions. Histories, definitions, etiologies, and characteristics are examined in conjunction with teaching methods for academics and social skills as well as effective inclusive practices. Strategies for successful collaboration with parents and various educators are explored. Field experience is required.

Course Objectives

1. The preservice teacher will develop an awareness of the needs of the students with learning disabilities and those with emotional disturbances.
2. The preservice teacher will investigate theories and applications of behavior and behavior management.

Student Learning Outcomes:

The student will

1. Demonstrate knowledge and the application of characteristics and teaching methods for students with learning disabilities and emotional disturbances.
2. Evaluate characteristics and the application of effective behavior management practices in various situations and environments.
3. Demonstrate knowledge of the behavior intervention plan (BIP), the manifestation determination, and the laws surrounding these issues.

Competency and Goals Statements:

Competencies and goals are the final documents of the syllabus.

Resources:

Bos, C. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). Upper Saddle River, NJ: Pearson.

ASSESSMENT COMPONENTS***Field Experience Assignments and journal (10 pts.)*** SLO # 1 & 2; SPED Standards I-IV

Complete a 10-hour field experience with students with diagnosed learning disabilities. Complete a 10-hour field experience in a classroom with students with emotional disturbances. A special education teacher must be in the classroom during your visit. This is to be as interactive as possible; I will not accept field experience time that is less than one hour or over three hours. If you have a special circumstance (field trip) please check with me first. Complete the log sheet I provide you each time you visit your classroom. I will only accept this log sheet.

Field experience reflection: (5 pts.) SLO # 1-3

Write a two to three page reflection on your entire experience. What would you change and what would you leave the same? How would you alter your strategies, teaching style, evaluation style, attitude, etc. to make the teaching/learning process a better experience for you and your student? Reflect and describe how you evaluated your student to determine improvement. Think about the positive and negative aspects of your experience.

⇒ **Do not use the real names of the students in the classroom – use initials or first names.**

Lesson plans and objectives: (20) SLO # 1-3; SPED Standards V-XII

With your cooperating teacher's assistance, choose one or two students from each field experience placement with whom to work. Choose a skill and develop an objective to improve that skill. The objective should reflect a skill that the student(s) will be continuously working on throughout your placement (i.e., eating a snack, lining up for lunch, recess, etc., getting/staying on task, an academic skill, etc.). A rubric will be provided and discussed in class.

Write one lesson plan for each placement based on your objective.

Theories of Behavior presentations (15) SLO # 2

With a partner, research and present to the class one of the following approaches:

- Biophysical and psychodynamic
- Behavioral approaches
- Social learning theory
- Ecological Model

A rubric will be provided and discussed in class.

Progressive Classroom: (20 pts.) SLO # 1-3

Given a set of students and their information, develop your own classroom. The student information will include number of students, disabilities of some of the students, gender, grade levels, and more specific information about some of the students. Your first assignment will be to design your classroom according to the students with whom you are provided. You may include reasonable equipment, facilities, etc. for you and your students. Provide a rationale for all parts of your design.

Periodically I will provide a scenario about a student(s) or a situation involving these same students. Discuss the strategies, and/or techniques you would use in each scenario and why. You will provide an explanation of what you expect the results of your decisions and actions to be. A rubric will be provided and discussed in class.

When the Chips Are Down reflection (5 pts.) SLO # 1 & 2

Last One Picked, First One Picked On reflection (5pts.) SLO # 1 & 2

Midterm and Final Exams: (2 @ 10 pts.) SLO # 1-3

Points may also be deducted from your final grade for unprofessional behaviors. These behaviors include but are not limited to cell phone use, profanity, unethical behaviors, etc.

All work will be word-processed, double-spaced, 12 point font, and front side only. No hand-written work will be accepted unless otherwise specified. Use person-first language in all documentation. 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: |
|---|------------|--|
| Field Experience | 10 | 100-90 = A |
| Progressive Classroom | 20 | 89-80 = B |
| Lesson plans and objectives | 20 | 79-70 = C |
| Theories of Behavior presentations | 15 | 69-60 = D |
| Exams | 20 | 59 > F |
| Reflection | 5 | |
| <i>When the Chips Are Down</i> | 5 | |
| <i>Last One Picked, First One Picked On</i> | 5 | |
| TOTAL | 100 | |

Posting of Grades

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

Tentative course schedule is at the end the syllabus.

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

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

Other 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): [http://hdc.tamu.edu]

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

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) [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 Department 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 Department 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](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit <https://www.tamuct.departments/index.php>. 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 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. On-campus subjects tutored 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 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 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 forty subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. 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 [WOnline](https://tamuct.mywconline.com/) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. 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 University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

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 72,000 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 twenty-four 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](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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) [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.

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Attendance and Late Assignment Policy:

Attendance and punctuality are required. It is NOT possible to make up the work missed during the class period since it involves the interactions of students, the professor, and content. I will not provide make-up work.

If a student misses three (3) classes for any reason, his/her final grade will drop one letter. If a student misses four (4) classes for any reason, he/she will fail the entire course. Missing ½ of a class or more = 1 absence. This applies to being absent at any time during the class. If you have any questions about your absences, please schedule an appointment with me to discuss them as soon as possible. A student is considered tardy if he/she is 15 minutes late or more. Four (4) times a student is tardy is equal to one absence.

Students are responsible for obtaining notes, handouts, graded assignments, changes in schedules, and all other information when absent or tardy. The instructor **is not responsible** for assignments that are not picked up on the day they are returned.

Being prepared to participate includes completing assigned readings and bringing necessary books, textbooks, assignments, and materials to class. Being prepared also includes having all handouts for the instructor and students prepared on the day and at the time the handouts are required.

Ten percent will be deducted each day an assignment is turned in late. If the assignment is due on Canvas, and it is late, the assignment date will not be reopened. **The instructor will not accept an assignment after it is one week overdue.** Supplemental assignments are not available.

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

At the end of the semester, the instructor will dispose of all unclaimed assignments.

Tentative Schedule

| Date | Topic | Materials | Assignments Due |
|-------------|--|---------------|---|
| 1/17 | Introductions & Syllabus Review of laws | Syllabus etc. | |
| 1/24 | Monitoring Teaching | Chapter 1 | |
| 1/31 | Approaches to learning | Chapter 2 | |
| 2/7 | Response to Intervention | Chapter 3 | |
| 2/14 | Managing Behavior | Chapter 4 | |
| 2/21 | Continue | | Draft lesson plan due |
| 2/28 | Co-teaching | Chapter 5 | Theories presentations |
| 3/7 | Midterm Exam | | First field experience due First final lesson plan due |
| 3/14 | <i>Spring Break</i> | | |
| 3/21 | Oral language | Chapter 6??? | |
| 3/28 | Reading | Chapter 7 & 8 | |
| 4/4 | Writing | Chapter 9 | Fat City review |
| 4/11 | Content Area | Chapter 10 | |
| 4/18 | Mathematics | Chapter 11 | Field Experience |
| 4/25 | Behavior management techniques | | |
| 5/2 | | | Presentations |
| 5/9 | | | Final Exam |

Schedule is subject to change.

Important University Dates:**January 2018**

January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)

January 16, (Tuesday) Classes Begins

January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)

January 23, (Tuesday) Last day to drop 1st 8-week classes with no record

January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

February 2, (Friday) Priority Deadline to Submit Graduation Application

February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W

February 15, (Thursday) Last day to apply for Clinical Teaching

February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

March 1, (Thursday) Deadline to submit application to Teacher Education Program

March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation

March 9, (Friday) 1st 8 week classes end

March 9, (Friday) Deadline for Admissions applications

March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)

March 12, (Monday) Spring Break Begins

March 12, (Monday) 1st 8-week grades from faculty due by 3pm

March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)

March 16, (Friday) Spring Break Ends

March 19, (Monday) 2nd 8 week begins

March 19, (Monday) Summer Advising Starts

March 19, (Monday) Class Schedule Published

March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)

March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)

March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record

March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies

April 2, (Monday) Scholarship Deadline

April 2, (Monday) Registration begins

April 5, (Thursday) Priority Deadline for International Student Admission Applications

April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*

April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

May 7-11, Finals Week

May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office) (\$20 Late Application Fee applies)

May 11, (Friday) Spring Term Ends

May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)

May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for spring graduation (5pm)

May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.

May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)

May 14, (Monday) Minimester begins

May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)

May 21, (Monday) Priority Deadline for Admissions applications

May 25, (Friday) VA Certification Request Priority Deadline

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 all 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.

Teacher Standards

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(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.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(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.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(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.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.

Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955.

TEA Pedagogy and Professional Responsibilities Standards (EC-Grade 12) (PPR)

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.

The beginning teacher knows and understands:

- 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 Knowledge and Skills (TEKS)
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate
- 1.13k the importance of developing instructional goals and objectives that can be assessed
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs
- 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

The beginning teacher is able to:

- 1.12s develop instruction goals and objectives that are clear, relevant, meaningful, and age-appropriate
- 1.13s develop instruction goals and objectives that are able to be assessed
- 1.14s develop instruction goals and objectives that reflect students' ages, developmental levels, prior skills, and knowledge, backgrounds, and interests
- 1.15s develop instruction goals and objectives that reflect different types of student learning and skills

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

The beginning teacher knows and understands:

- 2.6k how classroom routines and procedures affect student learning and achievement
- 2.7k how to organize student groups to facilitate cooperation and productivity
- 2.9k procedures for managing transitions
- 2.14k appropriate behavior standards and expectations for students at various developmental levels
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior
- 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

The beginning teacher is able to:

- 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

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.

The beginning teacher knows and understands:

- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;

The beginning teacher is able to:

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

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

The beginning teacher knows and understands:

- 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)

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 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.