

EDUC 5302-110. CRN, 10159 Cultural Diversity in Schools and Community

Spring 2019

Texas A&M University - Central Texas

Class Meeting: Wednesday Evenings 6:00pm- 9:00pm

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Edward L. Hill, Ed.D.

Office: Warrior Hal

Phone: 254-519-5411

Email: edward.hill@tamuct.edu

Office Hours: Friday: 3:00-5:00 Appointments can be scheduled as needed.

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

Examine various dimensions of culture related to teaching, learning, and support services in the community. Study ethnicity, socio-economic status, language, gender, religion, age, and exceptionality.

Prerequisite

Admission to the College of Graduate Studies

Course Description:

This course explores the intersections between education, democracy and diversity in American schooling. It introduces students to key philosophical, sociological and political questions in education and asks students to critically examine the role of education in a diverse and pluralistic democracy. Students will examine the relationship between democracy and education, including how educational institutions and practices might be structured democratically. Students will develop an awareness of race, ethnicity, class, gender and other lines of difference, and explore how schooling might be structured in ways that build equity and justice. Throughout the course of the semester, we examine some of the following questions:

- What are the purposes of schooling in a diverse and democratic nation?
- How are these purposes reflected in different pedagogical strategies and choices?
- How do issues of gender, race, ethnicity, and class impact educational practices?
- How might schools and curriculum address issues of diversity?

- What is the relationship between diversity, democracy and education?
- What role should schools—and teachers—play in fostering justice and equity?

We will explore these questions and issues through three central lenses: interpretive, critical, and normative. We will begin *interpreting* educational issues, asking how we might understand the nature of an issue or problem. We will then view these issues *critically*, looking at how problems are shaped by political and social forces. Finally, we will examine the *normative* dimension of issues, asking what we—as democratic citizens and prospective educators—ought to do about such issues and how education should be structured and to what ends.

Course Outcomes:

Upon successful completion of the course, students will understand:

1. Key social and political issues in American education, including diversity and inequality;
2. The implications of a culturally diverse population for American education;
3. The role of schooling in a democratic society;
4. How to think critically and reflectively about education and schooling.

Student Learning Outcomes:

- Students will learn the definitions and application for basic concepts including culture, ethnicity, race, racism, stereotype, prejudice, core values, oppression and discrimination;
- Students will examine the components of culture including beliefs, mores, social customs, in addition to rites, ritual and ceremonies;
- Students will examine how geography affects culture;
- Students will understand that culture is dynamic;
- Students will explore intragroup differences within a culture and intergroup differences between two cultures;
- Students will demonstrate an understanding of culturally related concepts such as cultural relativism, cultural universalism, macro/micro cultures, and cultural congruence;
- Students will practice shifting their perceptions in order to empathize with people who come from backgrounds other than their own;
- Students will study Banks' approach to multicultural education and will learn to infuse multicultural education into the classroom and school environment;
- Students will develop an understanding of the phenomena that occur when cultures come into contact;
- Students will develop a book of culturally diverse resources such as community members, computer software, in addition to multicultural literature and curriculum.
- Students will study the cultures represented in their own school community and develop lessons to meet the learning needs and to validate the cultures of all students;
- Students will develop an understanding of the history of immigration in the United States and how immigration is affected by various social, political, religious and economic factors;
- Students will be sensitized to the struggles that many immigrants face and will explore ways the educational system can help new immigrants adjust;
- Students will appreciate and recognize the variety of contributions made by immigrants to the United States.

Textbooks

Competency and Goals Statements:

Competencies and goals are the final documents of the syllabus.

Resources:

Noguera, A.P.. (2009). *The Trobule with Black Boys..and other Reflections on Race, Equity, and the Future of Public Education*), Jossey-Bass, Wiley

Zamundio, M, Russell, C., Rios, F., & Bridgeman, J. L. (2011). *Critical race theory matters: Education and ideology*. New York, NY: Routledge.

ASSESSMENT COMPONENTS

Chapter presentations (30)

Sanford Inspire Professional Development Modules (30)

<https://modules.sanfordinspire.org>

Create a free account using the link. Students will need to complete 4 assigned development modules and two self-selected modules. You will upload your completion certificate as verification of completion on the assigned due date. All module verifications are due by 10:00 pm of the due date.

Module 1: Affirming Difference and Valuing Background Knowledge (1/16/19)

Module 2: Building Relationships with Students (2/6/19)

Module 3: Contrastive Analysis: Learn and Affirm Language (2/20/19)

Module 4: Addressing Barriers to Parent Involvement (3/6/19)

Module 5: Self Selected Module (3/13/19)

Module 6: Self Selected Module (3/27/19)

Our goal is to have you thoughtfully engage the different essays we will read, to ask critical questions about the purposes of education, and to apply what we've learned in the course to examine educational issues important to you. You will not be expected to memorize facts, nor will you be tested on the material. Your final grade will be based upon class participation, in-class writing assignments, three short papers and a final project. Each of the assignments is described below, with its weight in parentheses.

- 1. Class Participation (15%):** Thoughtful and informed participation in the course will be a significant part of your final grade. Thoughtful and informed participation means three things: (a) attendance in class, (b) preparation for class and (c) participation in class. We expect that you will attend every class on time: missing class or arriving to class late will negatively affect your participation grade. Participation is more than attendance. You are expected to complete readings before each class so that you can participate in both small and large group discussions and activities. In addition, participation involves being an 'active' speaker and listener. Be prepared to share your thoughts, offer evidence for your claims, and bring an open mind to what others are sharing.
- 2. In-class "Reading Checks" (10%)** Over the course of the semester, we will be completing five in-class writing assignments. You will be asked to respond to a key question(s) or issue(s) about the readings. You will have approximately 30 minutes to write your response(s). The dates of these checks will not be announced - if you do the reading, you should not have a problem formulating thoughtful responses. You will be allowed to refer to the readings or any notes you have taken on them while writing your response. (So, make sure to engage with the texts before class and bring the readings with you to class!).
- 3. Reflection Papers (10%):** We will be completing 2-3 smaller "reflection papers" (2-3 pages in length) that ask you to respond to particular readings, apply a concept to your specialization, or connect your experience with the reading.
- 4. Essays: We will be writing three papers over the course of the semester:**
 - Essay #1 'My Pedagogic Creed, Applied to Dewey (15%) After reading and discussing Dewey's "My Pedagogic Creed," write a coherent, brief essay (4-5 pages) that develops your own "pedagogic creed." Devote the first page to your beliefs about education. What do you believe about what education is, and is for? What are the core values that will

guide your work as an educator? Make sure to address not only what education is, but what education is for. In the second part of the essay, choose one value or belief that is particularly central to you. Describe how you will translate this belief into your classroom practice. How would you enact this belief or value in your work with children? What does the belief demand that you do? Be specific! Offer examples (i.e., arranging the classroom chairs a certain way, activities you would implement, particular curricular units, kinds of pedagogy, etc.). Above all, try to show us how that value looks in practice. See attached assignment guidelines and grading rubric. **(Due 2/13/19)**

Essay #2 Democracy and Education (15%) Write a paper (5-6 pages) that describes the relationship between education and democracy. You should begin by describing your definition and understanding of democracy. What is the relationship between your understanding of democracy and public education? What should be the primary purposes of education in a democratic society? How specifically can/should we cultivate democracy in schools (think, for example, in terms of structures, processes, curricula, habits, etc.)? You must directly cite at least four of the readings in your paper. See attached assignment guidelines and grading rubric. **(Due 3/6/19)**

• **Essay #3: Education and Diversity (15%)** Write a paper (5-6 pages) where you discuss your vision for critical multicultural education. How should educators address issues of diversity, privilege and power? Describe three issues or lessons that you think are important to your vision of critical multicultural education. What changes should we make in schools to ensure that all children can be successful? Be specific and develop examples that describe the kinds of changes you are advocating for. You must directly cite at least four readings in your paper. See attached assignment guidelines and grading rubric **(Due 3/20/19)**

5. **Final Project (20%)** For this final project, you must find a way to creatively bring together the material we have discussed in this class to reflect on the connections between education, diversity and democracy. It will be due the Monday of finals week. You will need to turn in a brief proposal for your final project no later than the beginning of Week 13 of the course (for feedback and instructor approval). This proposal should be typed, and does not need to be more than one page in length. You should briefly sketch out your idea for the final project, as well as the readings that you plan on using in your final writing assignment. The final week of class is scheduled for individual project presentations. Final projects will be due (Wednesday of Finals Week by 6 pm in my office 318 Warrior Hall). Some options for final projects include:

- a. Your Philosophy of Education: Write a coherent, well-constructed essay (6-8 pages citing at least 6 class readings) that develops your own philosophy of education. The goal of this assignment is to bring together themes and ideas we have been discussing throughout the semester to construct your own philosophy of education. You should critically reflect on not only what education is, but what education is for, and how you will integrate these values into your own work in education. You should draw on at least 6 sources that we read in class.
- b. Emancipatory Education Project: Using ideas from critical pedagogy, Freire and Horton, design an emancipatory educational experience (6-8 pages citing at least 6 class readings). This can be a vision for a school, a curriculum, a classroom, an educational workshop, or other educational experience. You may also choose to design or redesign a particular class or curriculum unit. Your paper should explicitly address how you account for issues of power and privilege.
- c. Art or Media Project: For the artist! You may also develop a performance, a multimedia film or a work of art that explores themes from the class. You must show evidence in this project that you have drawn significantly upon the course readings and discussions. In addition to creating the work of art or media, you will also need to write a 3-4 page analysis paper that describes your rationale and thinking for the project. As in the other papers, you should specifically reference course readings (at least 3) in developing your paper.
- d. Reflective Journal: keep a journal throughout the semester where you critically reflect on course readings and class discussions. If you choose this option, you will need to make 7 entries (at least 1 page in length) every other week, and write a 3-4 page concluding entry that pulls together some themes across the journal. You must draw on course readings in each of your journal entries and in the final concluding entry.

e. Other Options: You are also welcome to propose another option for a final project. There are many possibilities, but any project must explore the themes and readings from the course. In this case, you should also submit a proposal for your final project (for feedback and instructor approval) by week 12. You may also want to run your idea by your course instructor earlier.

EXTRA CREDIT We are offering multiple options to earn extra credit points. You can complete up to 5% of your course grade by completing any two of these projects worth up to 2.5% each: 1. Critical Analysis of an Educational Setting. Read “What’s Worth Knowing,” an essay by Neil Postman and Charles Weingartner. Armed with the questions raised in this essay, take up the authors’ challenge to provide an anthropological description of an educational setting (this could be a classroom, museum, school, library, etc.). You do not (and should not) answer all of the questions in the essay, but use the questions to shape your description of how education happens in this setting and space. Your analysis should be 3-4 pages, double-spaced.

2. Educational Autobiography. Write your educational autobiography in ways that connect your own life experience to some of the themes and ideas of this course. Don’t try to recount all of your educational background. Instead, describe a few key experiences in your own education helped to shape and influence the person you are (and hope to become). For instance, you might ask yourself questions such as: when did you first become aware of diversity, of difference, of inequality? In what ways? How have your experiences in education shaped your desire to become a teacher? Your conceptions of democracy, education, equality or justice? (Length: 3-4 pages, double-spaced).
3. Guest Speakers write-up. This semester, Author Angie Thomas, and other key figures will be giving lectures in and around the metro area. For extra credit, attend the lectures and write about who they are and the focus of their lectures. Include how their lectures speak to the themes of our class. (Length: 3-4 pages, double-spaced for each lecture)

EXPECTATIONS FOR WRITTEN ASSIGNMENTS

All written assignments for this class must be typed, double-spaced, and use 1 inch margins all around and 10-12 point font. In general, the following criteria apply for each assignment. More specific detail will be given in class. Essays, and all course work, will not be accepted if you have an unexcused absence as per TAMUCT policy on due dates.

A level work is clearly outstanding and reflects substantial effort. All aspects of the assignment are responded to in a cogent, organized and cohesive manner. Well-chosen, supportive examples and persuasive reasoning are utilized. There is an introduction, conclusion, and transition between sections. The mechanics of the paper are excellent – there are very few grammatical or spelling errors. The paper is handed in on time.

B level work is of high quality. Most of the aspects of the assignment are covered in an adequate and organized manner. Supportive examples are given and arguments are organized and sensible. There is a clear structure to the paper. The mechanics of the paper are good – there are some minor grammatical and/or spelling errors, but these do not detract substantially from the content of the paper. The paper is handed in on time, unless an extension is granted.

C level work is adequate. The author does address the main aspects of the assignment, although some are not covered thoroughly. Examples are given, but not developed fully. The paper lacks a clear organizational structure. The mechanics of the paper are poor. There are a number of grammatical and/or spelling errors. The paper may be late.

D level work and below is unsatisfactory. The paper shows serious weaknesses. The assignment is not addressed and/or the response is incoherent. There is little obvious structure to the paper. The mechanics of the paper are abysmal. There are frequent grammatical and/or spelling errors. The paper may be late.

Suggestions for written work:

- Carefully read the assignment guidelines and rubrics before you start writing. And make sure to re-read your paper before you hand it in. How would you score it on the rubric?
- Outline your assignments before writing them. This will help to ensure all aspects of the assignment are responded to.

- Proofread all work before it is handed in. Use spell and grammar check if these are available. If you are not a good proofreader, have a friend proofread your papers as well. Make sure your argument is clear and examples are provided. Watch out for abrupt transitions, run-on sentences, and sentence fragments. Make sure that quotes are well-integrated in the paper (not simply dropped in with no explanation). While you are proofreading, note the places in your paper where you respond to each aspect of the assignment.
- If you receive grades on your written work that you are not happy with, please talk with your instructor. You may also consider utilizing one the writing centers on campus.

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.

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. **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. 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. Supplemental assignments are not available.

Class Dates:

January 2019

January 16, Class Begins (Sanford Inspire Module) Online Assignment Due

January 23, Chapters 1&2 Critical Race Theory (CRT) / Introduction The Trouble with Black Boys (TWBB)

January 30 Last day to drop 1st 8-week classes with no record Chapters 3&4 CRT Chapters ½ TWBB

February 2019

February 6, Chapters 8/9 CRT Chapter 3 TWBB

February 13, Chapters 6/7 TWBB

February 20, Part II and Chapter 4 CRT

February 27, Chapter 7 CRT

March 2019

March 6, Chapter 9 CRT

March 13, Part III CRT

March 20, Chapters 8/9 TWBB

March 27, Chapter 10 TWBB

April 2019

April 3, Chapter 11 TWBB

April 10, Chapters 11/12 CRT

April 17

May 2019

May 1 Finals Week

May 8

Competency and Goals Statements:

Texas Teaching Standards Adopted in Chapter 149

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.

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.

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.

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.

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.

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.
 - (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
 - (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.
 - (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
 - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - (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).

