

READ 3335
Content Area Reading
Fall, 2020
Texas A&M University-Central Texas

Catalogue Course Description: (*Writing Instructive-WI*) Examine factors that influence learning from content text and study specific instructional strategies which promote comprehension, vocabulary development, effective study strategies, and test-taking skills. Study ways to modify text for diverse learners and the principles of research-based reading instruction. Must be admitted to the Teacher Ed Program.

3 Credit Hours.

*****Prerequisite(s): Must be admitted to teacher education program.**

COURSE DATES, MODALITY, AND LOCATION

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: J. Elizabeth Casey, Ph.D.

Office: WH 322N

Phone: 254.519.5491

Cell: 864.247.6542

Email: j.casey@tamuct.edu

Office Hours

Monday: 1:00-3:00

Thursday: 1:00-4:00

Student-instructor interaction

You can meet with me during scheduled office hours or by appointment (either in-person or virtually). Often, multiple students ask the same questions via email. In these instances, I typically respond through canvas in an announcement to clarify concerns for the entire class.

I will get back to emails within 24 hours. I will usually respond to text messages or phone calls immediately. If I am in a meeting or engaged, I will respond the same day. Whether texting or leaving a voice mail, please tell me your name (text) and which class you are taking. Please do not hesitate to text my cell number if you are stressed about an assignment or if anything is unclear. Just begin the text with your name and the class.

*****WI Course (Writing Instructive Course)**

Writing Instructive courses vary across programs, just as writing adopts diverse forms and functions across different disciplines. In a WI course, writing facilitates learning; as such, a number of written assignments have been incorporated to allow students to learn both the subject matter of the course and discipline-specific ways of reasoning and writing.

WI Course Requirements

- This course has a range of writing assignments worth a significant part of the final grade.
- Writing assignments are an integral part of measuring the mastery of the content in a course.
- All written assignments are tied to specific course objectives and outcomes.
- You will receive feedback on submitted writing assignments.
- You will be required to revise two assignments (Teaching Reflection and Fry Readability Assessment) to improve your understanding what it means to be a reflective practitioner and to gain understanding of readability formulas.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and

Inclusion in Student Affairs.

- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Course Objective: The student will be a reflective professional educator who makes effective educational decisions that support the creation of dynamic learning environments. The student will demonstrate effective practices in a field based setting and reflect on his/her role as a professional education as he/she moves forward on the continuum from preservice to in-service educator.

Student Learning Outcomes (SLOs):

1. Identify research-based reading strategies and the corresponding theorist
2. Develop writing within the discipline with opportunities to revise drafts to improve writing (WI)
3. Analyze current issues associated with reading instruction,
4. Develop lessons embedded with research-based reading strategies,
5. Differentiate instruction to address the needs of diverse learners (i.e., struggling readers, students with dyslexia, students with exceptionalities, English language learners, Culturally and linguistically diverse students)
6. Create an activity that develops students' content area vocabulary

Competency Goals Statements (certification or standards): See end of Syllabus

Required Reading and Textbook(s):

Vacca, R. T., Vacca, J. A. L., & Mraz, M. (2017). *Content area reading: Literacy and learning across the curriculum*. New York, New York: Pearson.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Digital Polarization Tutorials :

1. Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>

2. Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>
3. Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>
4. Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork>

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

1. Nelson-Denny Analysis & Interpretation Paper – (10 pts)

https://www.testprepreview.com/nelson_denny_practice.htm

You will take and score the Nelson-Denny test and then write a 2-3 page paper discussing how the experience helped you better understand reading in the content area. You will determine your grade based on the number of questions answered correctly. For example, if you received 10 correct responses out of 12, your score would be 83% (10/12). You will reflect on your grade equivalent as well as the components of the exam. (SLO 4)

2. Content Area Reading Strategies Collection (40 pts)

As we study reading strategies in class, you will create a list of ten strategies that are appropriate for teaching reading in the content areas. Your list will identify the strategy, the researcher, and a description of how the strategy is used. On each typed page of your collection, list the strategy, how to use it, and when to use it (grade level/content). In addition, you will need a table of contents for this notebook. Include a resource list of 20 chapter books/trade books/ picture books that can be used to teach within the content areas. (SLOs 1-5)

3. Content Area Reading Lesson (30 pts)

Each student will submit a video-taped teaching lesson on a content area (science, SS, health, math) that includes DI of vocabulary, DI of content, and assessment of vocabulary and comprehension. Lessons should be from 4th through 12th grade as appropriate. (Typically, students are still learning to read in K-1, so reading to learn will initially begin in 2nd grade). Lessons will be 20-30 minutes. Students will have: (a) an activity that engages students (siblings, parents, children, spouse) in learning at least seven but not more than ten vocabulary words; (b) an activity that supports student learning of content while reading; and, (c) a vocab and comprehension assessment. All aspects of this lesson will be completed within the allotted timeframe. (SLOs 1, 3, 4, and 5)

4. Reflection (15 pts) *WI revisions required

After the reading lesson, each student will write a 2-3 page reflection detailing the planning, selection of vocabulary, identification of comprehension strategy, and overall lesson viability. Student will incorporate modifications to lesson for the next time it will be taught. All students will receive feedback and resubmit the reflection to improve writing and better understand the nature of reflective practice.

5. Fry Readability Assessment (15 pts) *WI revisions required

Students, with a partner, will use the Fry Readability assessment on three sections (beginning, middle, and end) of three different textbooks (one classic piece of literature, one science or history textbook grade five or above, and one young non-fiction book of their choosing. After determining the grade level, compare the results you obtained with [lexile.com](http://www.lexile.com). **Independently**, students will write a 2-3 page summary of the process and results. Students will also analyze difficulty with selected texts in classes with students who are reading below grade level. A reference list must be provided for all texts. (SLOs 1-5)

6. Final Exam (20 pts)

The final will be cumulative and students will complete the final online. Questions will consist of T/F, M/C, Matching, and S/A. Students will have three hours to complete the final over a 48 hour time period. (SLOs 1-5)

7. Discussions (10 pts)

There will be five discussion boards this semester worth two points each.

(SLOs 1, 3, &5)

- Student learning outcomes (SLOs) are listed above.
- Rubrics for all assignments will be available in Canvas.
- Grades for papers/written assignments will be assigned based on student’s work and grade will align with rubric guidelines. Grades for presentations will also align with rubric guidelines.

Grading Criteria Rubric and Conversion

These items should always match the course requirements.

Grading Criteria Rubric and Conversion

Grading		
Assignment	Points	Final Grade Calculation
Nelson Denny	10	
Collection of Reading Strategies	40	A = 148-165
Content Reading Lesson (video-taped)	30	B = 132-147
Reflection on Lesson	15	C = 115-131
Fry Readability Assessment	15	D = 99-114
Discussion Boards (5@2.5 pts each)	12.5	F = <98
Quizzes (5@2.5 pts each)	12.5	
Final Exam	30	
Total Points Possible	165	

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

*****The instructor reserves the right to modify assignments and due dates to enhance student learning outcomes. Assignments may be altered, but no additional assignments will be added.**

Date	Chapter	Topics	Assessments Due
Module 1 8/24-9/6	Chapter 1	Introductions. Review Syllabus and requirements	Nelson Denny Paper due 8/30@11:59. Quiz 1 Due 9/6@11:59 pm. Fry Readability groups: Noah and Cole Nikki, Marcella, and Christina Janet and Felicia
Module 2 9/7-9/20	Chapters 2-3	Learning with new literacies and CRT	Prepare for teaching demonstration (video-taped) and work on Fry Readability. Discussion 1 Due 9/13 @ 11:59 pm. Quiz 2 Due 9/20 @ 11:59 pm.
Module 3 9/21-10/4	Chapters 4-5	Assessing students and text & planning instruction for content reading	Video-taped teaching Demonstration Due 9/27@11:59 Discussion 2 Due 9/27 @ 11:59 pm. Quiz 3 Due 10/4 @ 11:59 pm.

Module 4 10/5-10/18	Chapters 6-7	Activating prior knowledge and guiding reading comprehension	Fry Readability Due on 10/11 @ 11:59. Discussion 3 Due 10/11 @ 11:59 pm. Quiz 4 Due 10/18 @ 11:59 pm.
Module 5 10/19-11/1	Chapters 8-9	Developing vocabulary and writing across the curriculum	Reflection on teaching due 10/25 @ 11:59 pm. Discussion 4 Due 10/25 @ 11:59 pm. Revisions on Fry Readability due 11/1 @ 11:59
Module 6 11/2-11/15	Chapters 10-11	Studying and Learning with Multiple Texts	Work on Reading Strategies Collection Quiz 5 Due 11/8 @ 11:59 pm. Revisions on Reflection due on 11/15 @ 11:59
Module 7 11/16-11/29	Chapter 12	Professional Development	Discussion 5 Due 11/22 @ 11:59 pm. Reading Strategies Collection Due in Canvas on 12/2 @ 11:59.
Module 8 11/30-12/11			Final Exam due by 12/10 @ 11:59 pm.

Posting of Grades

- All assignments will be graded, and grades posted, in a timely manner, typically within one to three days of due date. Longer assignments, such as the papers and projects, will be graded and grades posted in approximately five to seven days.

Important University Dates (including add/drop/holiday etc.)

<https://www.tamuct.edu/registrar/docs/2020-2021-academic-calendars-and-final-exam-schedule.pdf>

TECHNOLOGY REQUIREMENTS AND SUPPORT

You will need access to Canvas to complete modules during weeks when class will not meet. You will also need to upload assignments to Canvas as needed.

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/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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, WH-212; or call (254) 501-5836. 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/compliance/titleix.html) Canvas page (log-in required) [https://www.tamuct.edu/compliance/titleix.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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, 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. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

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 online tutoring support at no additional cost. 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.

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!

Students may arrange a one-to-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/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

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].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES

Late work will be accepted. Contact Dr. Casey if you fall behind so that arrangements can be made. Points may be deducted based on circumstances.

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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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)

1.7k 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 1.11k current research on best pedagogical practices.

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; and

1.19k the importance of designing instruction that reflects the TEKS;

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

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

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

1.23k the benefits of designing instruction that integrates content across disciplines; and

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional goals and objectives;

1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;

1.29k the benefits of and strategies for promoting student self-assessment;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; 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;

1.9s plan instruction that reflects an understanding of important prerequisites relationships;

1.10s plan instruction that makes connections within the discipline and across other disciplines

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

1.13s develop instructional goals and objectives that are able to be assessed;

1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and

1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;

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; 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning

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, highquality 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
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.
- 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.

Demonstrating Flexibility and Responsiveness

- 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, higherorder 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
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge
- 3.7s create lessons with a clearly defined structure around which activities are organized;
- 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.10s represent content effectively and in ways that link with students' prior knowledge and experience;
- 3.11s use flexible grouping to promote productive student interactions and enhance learning;
- 3.12s pace lessons appropriately and flexibly in response to student needs;
- 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and
- 3.14s encourage students' self-motivation and active engagement in learning.
- 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
- 3.16s promote students' ability to use feedback to guide and enhance their learning; and 3.17s base feedback on high expectations for student 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;
- 3.19s adjust instruction based on ongoing assessment of student understanding; and
- 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

- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 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);
- 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
- 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
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.