Catalogue Course Description: This course examines the history of education in the United States through a study of the philosophical, historical, psychological and social foundations of curriculum. Emphasis is on the development of a philosophy of education and critical thinking about issues in education. Students must complete this course within the first twelve semester hour of graduate study. 3 Credit Hours.

***Prerequisite(s): Certified teacher or admitted to MAT 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:
By appointment. I can meet with you virtually via Webex. Email for an appointment.

Mode of instruction and course access:
This course is online. This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com].

Student-instructor interaction:
I respond to emails usually the same day. Weekends might take longer. I will respond to all emails SENT through my j.casey@tamuct account within 24 hours. If an email is sent through Canvas, it may be missed. Please ONLY use j.casey@tamuct.edu for communication via email. All students have my cell number (above), and I respond to texts/calls as soon as possible. I have eight office hours each week and use Canvas for grades and announcements.

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] 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 goal of this course is to deepen your conceptual understanding of the history of the American Educational System. Through readings, discussions, papers, and session leader, students will identify key elements, historical figures, timelines, and major events that have shaped the educational system in place today.

**Student Learning Outcomes (SLOs):**
1. Explain the historical, philosophical psychological and cultural factors that have contributed to the evolution of curriculum in the United States.
2. Analyze and evaluate the significance of various philosophies in the formulation of curriculum.
3. Examine theoretical foundations of education and articulate a philosophy of education.
4. Synthesize research on current issues in education.
5. Analyze articles on current and past educational trends

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

**Required Reading and Textbook(s):**

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](http://tamuct.libsurveys.com/WebLiteracyIntroduction)
2. Investigate the Source: [http://tamuct.libsurveys.com/InvestigateSource](http://tamuct.libsurveys.com/InvestigateSource)
3. Find the Original Source: [http://tamuct.libsurveys.com/FindOriginal](http://tamuct.libsurveys.com/FindOriginal)

**COURSE REQUIREMENTS**
Course Requirements: (include point values for each- not just a percentage)
1. **Analysis Paper on Kliebard chapters** (2@10 pts each) **(20 pts)** Students will read, analyze, argue, and support a position. This will be an original 2.5-3.5 page paper written in TNR, 12 pt font in APA style. (SLOs 1-5)
2. **Guided Discussion** (Kliebard/Schiro) (2@10 pts each) **(20 pts)** Students will guide discussion on an assigned reading. Each student will be assigned a chapter from the Kliebard and Schiro book; students will prepare a 10 minute video that peers will view to gain insight into the major points of the chapter. Each student, after watching the video, will post at least one question for
the discussant leader; and each discussant leader will respond to one question from each peer. Each week, the discussant leader will send me a link to their video-taped guided discussion post, which I will post in the discussion board, or they can post a link. Either way, the link must be posted to the discussion board no later than Monday evening.

After watching the video-taped discussion, students will have create a question for the discussion leader, which will be uploaded to blackboard no later than Saturday by noon. The discussion leader will to allow time for the discussant leader to respond. Respond to one question from each peer (12 students registered so 11 peer responses).

The goal of this assignment is to “virtually create”, in an asynchronous manner, a seminar style discussion, with the discussant leader guiding the discussion and responding to peers’ questions. The goal of a discussant leader is to guide peer learning. The discussant leader should support her/his responses in a substantive way with references to the assigned reading. You can read salient sections from the text during your video-taped lecture, but primarily focus on summarizing the text.

Students will be assigned chapters in announcements. (SLOs 1-5)

3. **Analysis Paper (30 pts)** *(Flinders)* Students will read, analyze, argue, and support a position. This will be an original 4-5 page paper written in TNR, 12 pt font in APA style. (SLO 5)

4. **Final: Philosophy of Education (20 pts)** Students will write a 500-750 word paper on their Philosophy of Education using relevant information and readings to form a coherent and cohesive idea that outlines their major philosophical ideals. (SLO 3)

5. **Professional Grade (10 Pts)** This includes attendance (absences and tardies); behavior in class (Dispositions; active and meaningful participation; assignments turned in on time; papers typed according to guidelines.

- 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.*

<table>
<thead>
<tr>
<th>Grading Criteria Rubric and Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
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<tr>
<td>Points</td>
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<tr>
<td>Final Grade Calculation</td>
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<tr>
<td>Philosophy of education activity</td>
</tr>
<tr>
<td>Discussion Board over Flinders</td>
</tr>
<tr>
<td>Discussant Leader over assigned reading (2@10)</td>
</tr>
<tr>
<td>Chapter Analysis (2@10 pts each) Kliebard</td>
</tr>
<tr>
<td>Chapter Analysis (1@30 pts) Flinders</td>
</tr>
<tr>
<td>Final: Philosophy of Education</td>
</tr>
<tr>
<td>Professionalism</td>
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<tr>
<td>Total Points Possible</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Please Read in Text</th>
<th>Due in Class</th>
<th>Assessments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 19</td>
<td></td>
<td>Introductions. Team Building Activity.</td>
<td>Philosophy of education activity due in Canvas by week’s end. Complete informational quiz.</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Schiro Chapter 2</td>
<td>Schiro Chapter 2 presentation-Hannah (pgs 13-31) and Jose (pgs 32-50); Kliebard-Katosha (ch 1); Lisa (ch 2)</td>
<td>Use this time to work on all assignments. This course will go by quickly, and there is a lot of work involved.</td>
</tr>
<tr>
<td></td>
<td>Kliebard Chapters</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1&amp;2</td>
<td></td>
<td></td>
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<tr>
<td>Nov 2</td>
<td>Schiro Chapter 3</td>
<td>Schiro Chapter 3 presentation-Wilfredo (pgs 50-70) and Michael (pgs 71-89); Kliebard- Jordan (ch 3); Danielle (ch 4)</td>
<td>Analysis papers due on Nov 8th by 11:59 pm. Students select from chapters 2-4 in Kliebard. Only write from one chapter.</td>
</tr>
<tr>
<td></td>
<td>Kliebard Chapters</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3&amp;4</td>
<td></td>
<td></td>
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<tr>
<td>Nov 9</td>
<td>Schiro Chapter 4</td>
<td>Schiro Chapter 4 Presentation-Mary (pgs 91-111) and Rebekah (pgs 112-132); Kliebard- Hollyan (ch 5); Jermaine (ch 6)</td>
<td>Analysis papers due on Nov 22nd by 11:59 pm. Students select from chapters 5-8 in Kliebard. Only write from one chapter.</td>
</tr>
<tr>
<td></td>
<td>Kliebard Chapters</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>5&amp;6</td>
<td></td>
<td></td>
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<tr>
<td>Nov 16</td>
<td>Schiro Chapter 5</td>
<td>Schiro Chapter 5 presentation-Lisa (pgs 133-153) and Katosha (154-174); Kliebard-Hannah(ch 7); Jose (ch 8)</td>
<td>Analysis paper over Flinders due on Dec 3rd by 11:59 pm. Have your chapter approved by Dr. Casey prior to beginning to write. Some chapters will not be allowed. Only write from one chapter.</td>
</tr>
<tr>
<td></td>
<td>Kliebard Chapters</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>7&amp;8</td>
<td></td>
<td></td>
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<tr>
<td>Nov 23</td>
<td>Schiro Chapter 6</td>
<td>Schiro presentation-Jordan (ch 6-1st half) and Danielle (ch 7-1st half) Kliebard – Mary (ch 9-1st half); Rebekah (ch 10-1st half);</td>
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<tr>
<td></td>
<td>Kliebard Chapters</td>
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<tr>
<td></td>
<td>9&amp;10</td>
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<tr>
<td>Nov 30</td>
<td>Schiro Chapter 7</td>
<td>Schiro presentation-Hollyan (ch 6-2nd half) and Jermaine (ch 7-2nd half) Kliebard – Wilfredo (ch 9-2nd half); Michael (ch 10-2nd half);</td>
<td>Analysis of Education Due Dec. 8th, @ 11:59 pm.</td>
</tr>
<tr>
<td>Dec 7</td>
<td>Final Exam</td>
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</tr>
</tbody>
</table>

**Posting of Grades**
- All assignments will be graded, and grades posted, in a timely manner, typically within one to three days of due date except for larger assignments.

**Important University Dates**
https://www.tamuct.edu/registrar/docs/2020-2021-academic-calendars-and-final-exam-schedule.pdf
### Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 19, 2020</td>
<td>Add, Drop, and Late Registration Begins for Second 8-Week Classes $25 Fee assessed for late registrants</td>
</tr>
<tr>
<td>October 19, 2020</td>
<td>Classes Begin for Second 8-Week Session</td>
</tr>
<tr>
<td>October 19, 2020</td>
<td>Class Schedule Published for Spring Semester</td>
</tr>
<tr>
<td>October 21, 2020</td>
<td>Deadline for Add, Drop, and Late Registration for Second 8-Week Classes</td>
</tr>
<tr>
<td>October 26, 2020</td>
<td>Deadline to Drop Second 8-Week Classes with No Record</td>
</tr>
<tr>
<td>October 30, 2020</td>
<td>Deadline for Graduation Application for Fall Ceremony</td>
</tr>
<tr>
<td>November 2, 2020</td>
<td>Registration Opens for Spring Semester</td>
</tr>
<tr>
<td>November 11, 2020</td>
<td>Veteran's Day (University Closed)</td>
</tr>
<tr>
<td>November 26-27, 2020</td>
<td>Thanksgiving (University Closed)</td>
</tr>
<tr>
<td>November 27, 2020</td>
<td>Deadline to Drop 2nd 8-Week Classes with a Quit (Q) or Withdraw (W)</td>
</tr>
<tr>
<td>December 11, 2020</td>
<td>Deadline to Withdraw from University for 16- and 2nd 8-Week Classes</td>
</tr>
<tr>
<td>December 11, 2020</td>
<td>Fall Semester Ends</td>
</tr>
<tr>
<td>December 11, 2020</td>
<td>Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)</td>
</tr>
<tr>
<td>December 11, 2020</td>
<td>Deadline for Fall Degree Conferral Applications to the Registrar's Office</td>
</tr>
<tr>
<td></td>
<td>$20 Late Application Fee</td>
</tr>
<tr>
<td>December 11, 2020</td>
<td>Fall Commencement Ceremony Bell County Expo 7 pm</td>
</tr>
<tr>
<td>December 15, 2020</td>
<td>Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)</td>
</tr>
</tbody>
</table>

### 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]
UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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

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

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

For more information regarding the Student Conduct process, [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].

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.
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]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines 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 WCONline [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].

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**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].

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 online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team 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, with two points taken off per day late.

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.

Copyright. (2020) by (Casey) at Texas A&M University-Central Texas, (COLLEGE of Education); 1001 Leadership Place, Killeen, TX 76549; 254-(254-519-5491); (j.casey@tamuct.edu)
Texas Teacher Standards:
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. Pre-service 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.
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.

Texas Pedagogy and Professional Responsibilities (PPR) Standards:
Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.
Standard 2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
Standard 3. 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.
Standard 4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Texas Technology Application Standards:
Standard 1. All beginning teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.
Standard 2. All beginning teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.
Standard 3. All beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
Standard 4. All beginning teachers communicate information in different formats and for diverse audiences.
Standard 5. All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.
Standard 6. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.
Standard 7. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

In TASC Core Teaching Standards
Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

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

Standard 5: Application of 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.

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’s and learner’s decision making.

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

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

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

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

**ISTE Standards**

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

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

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

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

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

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

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