

**EDUC 4335.120: CRN – 81210 - Capstone for Educators Fall 2021**  
Texas A&M University-Central Texas

**COURSE DATES, MODALITY, AND LOCATION**

Class meets on the following Saturdays: 09/11, 09/25, 10/23, 11/13 & 12/4

Class times: 1:00 pm - 5:30 pm      Room: Warrior Hall 312

This course uses the A&M-Central Texas Canvas Learning Management System  
[<https://tamuct.instructure.com/>].

Additionally, this course is continued professional development that is done in conjunction with Clinical Teaching. As such, the Clinical Teaching experience is the major topic for the course.

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** J. Elizabeth Casey, Ph.D.

**Office:** WH 322 J

**Phone:** 254.519.5491

**Cell:** 864.247.6542

**Email:** [j.casey@tamuct.edu](mailto:j.casey@tamuct.edu)

**Office Hours**

T/TH 10-2

**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.

**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.

## COURSE INFORMATION

### Course Overview and description

#### **EDUC 4335. Capstone for Educators. 3 Credit Hours.**

Capstone is a culminating course designed for teacher candidates to synthesize their knowledge across the program through the development of artifacts that demonstrate effective integration of content understanding and pedagogical skills. The teacher candidates will analyze student learning and reflect on their teaching effectiveness in order to facilitate learning for all students. Prerequisite(s): Admittance to the Teacher Education Program, successful completion of Content Certification Examination, and concurrent enrollment in Clinical Teaching ([EDUC 4691](#)).

### Course Objective or Goal

The student will demonstrate effective practices in a field-based setting and reflect on his/her role as a professional educator as he/she moves forward on the continuum from pre-service to inservice educator. Upon completion of this course, the student will be a reflective professional educator who makes effective educational decisions that support the creation of dynamic learning environments.

### Student Learning Outcomes

The State of Texas has developed the following standards for all Texas Teachers: Teacher Standards, Professional Roles & Responsibilities Standards, and Technology Standards.

These standards were utilized to define what the teacher will know or be able to do upon successful completion of this course. The student learning outcomes are categorized into four domains: Domain 1 Planning, Domain 2 Instruction, Domain 3 Learning Environment, and Domain 4 Professional Practices Responsibilities. **Students will address each domain and each dimension through reflections posted in T-CAR.**

#### **Domain 1 Planning.**

Dimension 1.1 Standards & Alignment. The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Dimension 1.2 Data & Assessment. The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

Dimension 1.3 Knowledge of Students. Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

Dimension 1.4 Activities. The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

## **Domain 2 Instruction.**

Dimension 2.1 Achieving Expectations. The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Dimension 2.2 Content Knowledge & Expertise. The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Dimension 2.3 Communication. The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Dimension 2.4 Differentiation. The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Dimension 2.5 Monitor & Adjust. The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

## **Domain 3 Learning Environment.**

Dimension 3.1 Classroom Environment, Routines, & Procedures. The teacher organizes a safe, accessible and efficient classroom.

Dimension 3.2 Managing Student Behavior. The teacher establishes, communicates and maintains clear expectations for student behavior.

Dimension 3.3 Classroom Culture. The teacher leads a mutually respectful and collaborative class of actively engaged learners.

## **Domain 4 Professional Practices & Responsibilities.**

Dimension 4.1 Professional Demeanor & Ethics. The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Dimension 4.2 Goal Setting. The teacher reflects on his/her practice.

Dimension 4.3 Professional Development. The teacher enhances the professional community.

Dimension 4.4 School Community Involvement. The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

## **Competency Goals Statements (see end of syllabus)**

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

Yardsticks (same as 4691)

### **COURSE REQUIREMENTS**

Course Requirements:

- Domain Dimension Reflections (35 pts)  
Texas Teacher Standards 1, 2, 3, 4, 5, 6
- First Weeks of School Reflection (10 points): Students will write a reflective essay about the experiences of the first few weeks of Clinical Teaching. Specific requirements and rubric are

- included in Canvas. Texas Teacher Standards 1, 2, 4, 6
- Lesson Reflection (10 pts) – Students will write a reflection related to a specific lesson taught. Specific requirements and rubric are included in Canvas
- Assessment and Remediation Activity (10 pts) – Students will teach a lesson with a stated objective, assess student learning, disaggregate the data, develop a remediation plan, and reflect on the process. Specific requirements and rubric are included in Canvas. Texas Teacher Standards 1, 2, 3, 4, 5, 6
- Final Reflection (10 pts) – Students will write a final reflection of the experience for the semester. Specific requirements and rubric are in Canvas. Texas Teacher Standards 1, 2, 3, 4, 5, 6
- TEA Certification Required Trainings (10 pts): Students will complete each of the 4 required trainings. Certificates of completion must be uploaded to T-CAR. Texas Teacher Standards 1, 2, 4, 6
- Participation (15 pts) Students attend every Saturday session in person and participate in discussions, activities, and collaborative group work.

### Grading Criteria Rubric and Conversion

90 – 100 = A  
 80 – 89 = B  
 70 – 79 = C  
 60 – 69 = D  
 Below 60 = F

### COURSE OUTLINE AND CALENDAR

The assignments in black ink are for the EDUC 4691 Clinical Teaching. Assignments in red belong to EDUC 4335: Capstone for Educators

Week	Date**	Time	Location	Assignment/Assessment and <b>deadline</b> dates
	August 6		WARRIOR HALL TAMUCT	TAMUCT Clinical Teacher <b>Orientation</b> 8:15-5:00 *Disclosure Agreement-upload to T-CAR Tab 6 *Acknowledge Handbook, Code of Ethics & TAMUCT Code of Conduct (on acknowledgments form; save to your computer)
<b>1</b>	August 9	Campus Hours	Placement Campus	First day in Clinical Teaching Placement Weekly Teaching Schedule Due to your Field Supervisor via email as soon as it is available. First weekly conference with your cooperating teacher (this is logged and acknowledged by your cooperating teacher)

2	Week 2 August 16-20	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #1 due; T-CAR	
3	Week 3 Aug. 23-27	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #2 due; T-CAR <b>Discussion Board Post in Canvas – due 28th</b>	
4	Week 4 Aug.30-Sept. 3	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #3 due; T-CAR	
5	Week 5 Sept. 6-Sept.10	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #4 due; T-CAR <b>Dyslexia Training WebEx Meeting – Time Announced in Canvas</b>	
			TAMUCT Classroom	September 11 <sup>th</sup> PPR 10 am Class <b>Discussion of Syllabus and Course Requirements</b>	
6	Week 6 Sept. 13-17	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #5 due; T-CAR	
				<b>First Observation Round Complete</b> September 17, 2021	
7	Week 7 Sept. 20-24	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #6 due; T-CAR	
			TAMUCT Classroom	September 25 <sup>th</sup> <b>First Weeks of School Reflection Paper Discussion Board Post in Canvas – due 18th</b>	
8	Week 8 Sept. 27-Oct. 1	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #7 due; T-CAR <b>Suicide Prevention Training</b>	
				<b>Second Observation Round Complete</b> October 1, 2021	
	October 4			First day in Clinical Teaching Placement 2 Weekly Teaching Schedule Due to your Field Supervisor via email as soon as it is available (for two placement clinical teachers only)	

9	Week 9 Oct. 4-Oct. 8	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #8 due; T-CAR <b>Youth Mental Health Training</b>
10	Week 10 Oct. 11-15	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #9 due; T-CAR <b>Reflection # 2</b>
11	Week 11 Oct. 18-22	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #10 due; T-CAR *CTESS Dimension Reflection #11 due; T-CAR
			TAMUCT Classroom	<b>Third Observation Round Complete</b> October 22 Topics-TBD
12	Week 12 Oct. 25-29	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #12 due; T-CAR
13	Week 13 Nov. 1-5	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #13 due; T-CAR *CTESS Dimension Reflection #14 due; T-CAR
14	Week 14 Nov. 8-12	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #15 due; T-CAR
			TAMUCT Classroom	Topics-TBD <b>Fourth Observation Round Complete</b> November 12, 2021
15	Week 15 Nov. 15-19	11:55 p.m.	T-CAR	*CTESS Dimension Reflection #16 due; T-CAR <b>Texas Behavior Initiative Training (TBSI)</b> <b>Discussion Board Post in Canvas – due 20th</b>
<b>*THANKSGIVING/FALL BREAK (you will be out of placement for the days observed by your campus)</b>				
16	Week 16 Nov. 29-Dec. 3	11:55 p.m.	T-CAR	<b>Final Reflection</b>
			TAMUCT Classroom	Topics-TBD
	End of Placement		T-CAR	<b>Two (2) Cooperating Teacher Classroom</b> <b>Observations should have been uploaded to TAB 6</b>

	End of Placement		T-CAR	<b>Two (2) Targeted Observation of Other Classroom Teacher should have been uploaded to TAB 6</b>
	End of Placement		T-CAR	<b>Training Certificates</b> *Mental Health, Substance Abuse, and Youth Suicide, TBSI Training, *Youth
				Mental Health First Aid Training *Dyslexia <b>uploaded to TAB 6</b>
				<b>Final Day at Placement* Friday, December 4</b>
				<b>December 7-10 Absence Make Up*</b>

### Posting of Grades

- All assignments will be graded, and grades posted, in a timely manner, typically within one to three days of due date. Quizzes will be graded immediately. 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/academic-calendar.html>

### 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.

## Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

## 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](mailto: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.*

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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), [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://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

### 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 except writing support. Access Tutor.com through Canvas.

### University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

### 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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### **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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. 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/bit) website for more information [https://www.tamuct.edu/bit]. 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.

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### **Other Policies**

*Late work may 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)**

### **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.** 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 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 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 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 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 teachers communicate information in different formats and for diverse audiences.

Standard 5. 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.

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.

### **InTASC 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.