

**SPED 5305-125, 60278-Exceptional Learners
Summer, 2023
Texas A&M University-Central Texas**

COURSE DATES, MODALITY, AND LOCATION

This is a blended course wherein some classes will be held in-person at the East Williamson County Higher Education Center (EWCHEC) in Hutto, Texas, and some classes will be held either online or through the use of online modules. The Course Outline and Calendar, below, indicates which classes will be in-person, online, or completed through an online module.

All in-person and synchronous online classes will be held on Tuesdays from 6:00pm – 8:45pm. In-person classes will be held in room **A208** of the East Williamson County Higher Education Center (1600 Innovation Blvd., Hutto, TX. 78634). Activities for the asynchronous online modules can be completed at any time prior to the due date(s).

Additionally, this class uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Steven A. Maddox, Ph.D.

Cell: 512.924.6583

Email: steven.maddox@tamuct.edu

Office Hours

By appointment.

Student-instructor interaction

You can meet with 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 try to get back to emails within 24 hours.

If you need immediate assistance (i.e., something that cannot wait for an email response) you can reach me by cell. 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 call or text after 10 pm M-F, before 9 am M-F, and on the weekends. Thank you in advance.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

Catalogue Course Description: Study learner characteristics and an examination of instructional techniques that promote academic, personal, and social growth in exceptional learners also examination of the process and procedures relating to the services provided to learners with disabilities.
3 Credit Hours.

Course Objective:

Students will develop an awareness of the legal aspects of special education as well as students who receive special education services and those services.

Student Learning Outcomes:

The student will:

1. Identify the types, characteristics, and strategies of and for students with disabilities.
2. Identify the role of related services in the education of students with disabilities.
3. Identify federal and state laws and rules related to special education.
4. Demonstrate knowledge of the development and implementation of IEP’s for students with disabilities.
5. Analyze environmental influences on students’ achievement and socialization.
6. Demonstrate knowledge of critical issues in special education.

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

Required Reading and Textbook(s):

Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2018). *Exceptional Children: An Introduction to Special Education (11th ed.)* Columbus, OH: Merrill.

OR

Heward, W. L. (2013). *Exceptional Children: An Introduction to Special Education (10th ed.)* Columbus, OH: Merrill.

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.

COURSE REQUIREMENTS

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

1. **Exceptional Instructional Strategies Collection (100 pts)** As we study strategies for students with exceptionalities, you will create a list of strategies that are appropriate for teaching students identified with learning disabilities (LD), emotional/behavioral disorders (EBD), Autism Spectrum Disorder (ASD), Intellectual Disabilities (ID), and any three other areas of your choosing. Develop a total of TEN strategies, with at least two strategies each for LD and EBD. Your list will identify the strategy 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 as appropriate). (SLO 1)
2. **Syllabus Quiz (5 points)** This is a quiz consisting of 5 questions over material covered in the syllabus.
3. **Quizzes Lesson (130 pts)** There will be 13 quizzes. Each quiz will have 10-20 questions over material covered in the chapter. You will have two attempts; however, questions are pulled from a bank and you may not get the same questions. You may use your resources as you take the quiz. (SLOs 1-6)
4. **IEP Document and corresponding Lesson Plan with Differentiation for students with Exceptionalities (30 pts)** Develop a lesson that has differentiation of instruction for a student with EBD. Review the corresponding IEP to ensure you are providing the student with a FAPE. (SLOs 2 & 4)
5. **Discussions (30 pts)** Respond to assignment in Canvas. (SLOs 1, 3, 5, & 6)
6. **Final Exam (30 pts)**

- 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 any 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
Exceptional Strategies Collection	100	
Syllabus Quiz	5	A = 90-100
Quizzes (13@10 pts each)	130	B = 80-89.4
IEP and LP	30	C = 70-79.4
Discussions (3@10 pts each)	30	D = 60-69
Final exam	30	F = <60
Total Points Possible	325	

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
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Class 1 (online module) June 6	Introductions. Review Syllabus and requirements CH. 1 The Purpose and Promise of Special Education CH. 2 Planning and Providing Special Education Services	Syllabus Quiz Due 6/12 @11:59pm. Quiz 1 Due 6/12 @11:59 pm. Quiz 2 Due 6/12 @11:59 pm.
Class 2 (in-person, Hutto) June 13	CH. 3 Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society CH. 4 Intellectual Disabilities (ID)	Quiz 3 Due 6/19 @11:59 pm. Quiz 4 Due 6/19 @11:59 pm. Discussion 1 Due 6/19 @11:59 pm.
Class 3 (online) June 20	CH. 5 Learning Disabilities (LD) CH. 6 Emotional/Behavioral Disorders (EBD)	Quiz 5 Due 6/26 @11:59 pm. Quiz 6 Due 6/26@11:59 pm.
Class 4 (in-person, Hutto) June 27	CH. 7 Autism Spectrum Disorders (ASD) CH. 8 Communication Disorders	Quiz 7 Due 7/3 @11:59 pm. Quiz 8 Due 7/3 @11:59 pm.
Class 5 (online module) July 4	CH. 9 Deafness and Hearing Loss CH. 10 Blindness and Low Vision	Quiz 9 Due 7/10 @11:59 pm. Quiz 10 Due 7/10 @11:59 pm. Discussion 2 Due 7/10@11:59 pm.
Class 6 (in-person, Hutto) July 11	CH. 11 Physical Disabilities, Health Impairments, and ADHD H. 12 Low-Incidence Disabilities: Severe/Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury (TBI)	Quiz 11 Due 7/17 @11:59 pm. Quiz 12 Due 7/17@11:59 pm. IEP and Lesson Plan Due 7/17 @11:59 pm.
Module 7 (online) July 18	CH. 13 Gifted and Talented CH. 14 Early Childhood Special Education	Quiz 13 Due 7/24 @11:59 pm Discussion 3 Due 7/24 @11:59 pm. Exceptional Strategies Collection Due in Canvas on 7/24 @ 11:59pm.
Class 8 (in-person, Hutto) July 25	CH. 15 Transitioning to Adulthood	Final Exam due by 7/27 @ 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. 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

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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

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 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), [<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 Warrior Center for Student Success, Equity 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](#) 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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](#) [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Spring 2022 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 [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via [WCOOnline](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, 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 TEAMS, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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](#) 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/bit]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

OTHER POLICIES

INSTRUCTOR Late 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, develop-mental 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.