

**EDUC 5311.125 and EDUC 5311.135**  
**Methods of Effective Teaching**  
**CRN 60192 and 60299**  
**Summer 2023**  
**Texas A&M University-Central Texas**

**COURSE DATES, MODALITY, AND LOCATION**

This course meets once a week online on Wednesdays from 6:00-8:45 pm from June 7, 2023 to July 28, 2023, and also with supplemental assignments made available online through the A&M-Central Texas Canvas Learning Management System <https://tamuct.instructure.com/>.

**A computer or device equipped with a camera is essential for this course and the camera is required to be turned on during class.**

**INSTRUCTOR AND CONTACT INFORMATION**

Instructor: **Linda Black, PhD**  
Office: WH 322P  
Phone: **Outside of office at 832-372-7640**  
Email: [linda.black@tamuct.edu](mailto:linda.black@tamuct.edu)

Online Office Hours:  
MW 11-noon, 2-5:00pm Phone 832-372-7640  
M-TR 9am-5 pm Online email [linda.black@tamuct.edu](mailto:linda.black@tamuct.edu)

Student-instructor interaction You can meet with me online during scheduled office hours or by appointment. 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 respond to emails within 24 hours. Whether texting or leaving a voice mail, please tell me your name and which class you are taking. I usually respond to phone calls or text messages the same day, unless in a meeting or at a conference.

**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.

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 website [[www.safezoneapp.com](http://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>]
  - o Android Phone / Tablet [<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

For updates on COVID information, please monitor the University website [<https://www.tamuct.edu/covid19/>]

## **COURSE INFORMATION**

### **Course Overview and Description**

An examination of the relationship between the state-adopted curriculum, learner-centered proficiencies and best practices. Topics include: the lesson cycle, models of learning, instruction, uses of technology, assessment, micro-teaching, learning styles, multiple intelligences and emotional intelligence.

**Prerequisite:** Admission to Educator Preparation Program and ACP Program.

**Course Objectives:** Upon completion of this course students will understand and be able to implement the elements of effective instruction. These include: short-term and long-term instructional planning, various lesson models, writing effective lesson objectives, designing active engaging lessons, the relationship between planning, instruction and assessment, and other elements of best practice.

### **Student Learning Outcomes:**

1. Understand how to manage a classroom [EDUC 5314];
2. Know the lesson cycle and how it relates to lesson planning;
3. Implement practice teaching using micro-teaches;
4. Know the importance of how and when to utilize Bloom's taxonomy;
5. Know how to write effective lesson plan objectives and the various types of objectives;
6. Know the various types of assessments and their uses;
7. Understand the value and use of direct instruction
8. Observe classrooms through field experience
9. Know best practices of teaching

## TEXES Core Subjects test information

<http://cms.texas-ets.org/texas/core-subjectsgeneralisttests/>

## ISTE Technology Standards

<https://www.iste.org/standards/iste-standards-for-teachers>

## Required Textbook- None

## Course Requirements/Assignments/Assessments

**a. Authentic Assessment, Course Design: *Getting to Know You* Sheet (100 pts.)-** Students will complete a *Getting to Know You* sheet for themselves (50 pts.) to share with the class, as well as create a *Getting to Know You* sheet for a future classroom (50 pts.). **\*\*Supports the Dept. of C&I Goals #2, 4, & 10, Student Learning Outcomes #5, and ISTE Technology Standards 7a, 7b, 7c.**

**b. Formative Assessments (100 pts.)-** Students will complete various types of formative assignments to process and reflect on learning gained from homework assignments, textbook readings, classroom instruction and discussion, and collaboration with peers. **\*\*Supports the Dept. of C&I Goals #1, 2, 3, 4, 7, Student Learning Outcomes #1, 3, 4 and 6, PPR State Standards, and ISTE Technology Standards 1a.**

**c. Analysis of Videos about Curriculum Theories (80 pts.):** Each student will identify and analyze a video from the Internet about the following curriculum terms: student-centered classroom and differentiated instruction. Part of the analysis should reflect on the usefulness of the video to the student in expanding or deepening his/her understanding of the particular curriculum term. **\*\*Supports the Dept. of C&I Goals #3, 6, & 7, Student Learning Outcomes #2 & 6, PPR State Standards I & III, and ISTE Technology Standards 1b & 5a.**

**d. Authentic Formative Assessment- Parts of the Instructional Design Plan throughout the semester (350 pts.)** Each student will create the following parts of an instructional design plan to be assessed separately: a curriculum map (scope and sequence) (50 pts.), one unit plan (100 pts.), three detailed lesson plans (150 pts.) and a reflection on planning (50 pts.). **\*\*Supports the Dept. of C&I Goals #1, 2, 3, 4, 7, Student Learning Outcomes #1, 3, 4 and 6, PPR State Standards, and ISTE Technology Standards 1a, 5a, 5b, 5c.**

As part of the Instructional Design Plan, students are required to list the appropriate standards from ALL three of the following state of Texas educational standards:

**(1) Texas Essential Knowledge Skills (TEKS), (2) English Language Proficiency Skills (ELPS) and (3) College Readiness Skills (CCRS)** are available at:

[http://www.tea.state.tx.us/index2.aspx?id=6148&menu\\_id=720&menu\\_id2=785](http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785)

**e. Three Course Assessments over Curriculum & Instruction Information (200 pts.)-** Each student will be assessed over (1) quiz over coursework at mid-term, (2) quiz over Bloom's taxonomy, and (3) a final exam at the end of the semester. **\*\*Supports the Dept. of C&I Goals #1,**

**Student Learning Outcomes #3, PPR State Standards #1 & 3, and ISTE Technology Standards #1, 4, &5.**

**f. Class Participation (100 pts.)** Each student is required to participate in class through discussion, collaboration, and active listening. \*\*Supports the Dept. of C&I Goals #1, 2, 4, 6, 9, 10 and Student Learning Outcomes #1, 3 & 6.

**Summary of Course Grades**

Getting to Know You (2 types)	100 pts.
Two quizzes	200 pts.
Formative Assessments	200 pts.
Analysis of video	40 pts.
Instructional Design Plan Parts	350 pts.
Final Exam	100 pts.
Class Participation	100 pts.

**Grading Criteria Rubric and Conversion**

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

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

**Posting of Grades**

Grades from assessments will be posted within seven working days, unless it is a major assignment. Posting of major assessment grades will be discussed in class.

**Grading Policies**

Quality of Assignments- High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.). All assignments are to be submitted in a timely, professional manner. This includes use of standard English, correct grammar and spelling, and appropriate formatting. Remember that the quality of work you present reflects your desire to be a professional educator. **All submitted work should be typed unless otherwise noted.**

**Late Work Policy-** Missed exams and quizzes may only be re-scheduled in cases of excused absences and must be made up within 1 week of the original date. Late work will be accepted for no penalty for university-excused absences. For other late work due to extenuating circumstances, please speak with the professor privately.

## Course Outline and Calendar

Week	In Class Topics	Homework due on Mondays 11:59 pm
June 7	<ul style="list-style-type: none"> <li>-Getting to Know You for You and for Your Future Class;</li> <li>-Reading, <i>How People Learn</i> with chart</li> <li>-PowerPoint- Key characteristics of effective teaching with chart; -</li> <li>-Reading- <i>Teacher's Role and Constructivism</i>.</li> <li>-Begin list of terms: learning, remembering (recall),</li> </ul>	<ol style="list-style-type: none"> <li>1. Getting to Know You sheet for Myself</li> <li>2. Getting to Know You sheet for My Future Class</li> <li>3. Chart from <i>How People Learn</i></li> <li>4. Chart from PowerPoint</li> </ol>
June 14	<ul style="list-style-type: none"> <li>-Reading- <i>Human Memory</i>, highlighting one sentence in each paragraph.</li> <li>-Reading- <i>Multiple Intelligences</i></li> <li>-The relationship between planning, instruction and assessment</li> <li>-Reading- <i>Bloom's Taxonomy</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Personal survey about Multiple Intelligences</li> </ol>
June 21	<ul style="list-style-type: none"> <li>-Student and teacher introductions online.</li> <li>-Fill in <i>Smiley Face</i> graphic organizer</li> <li>-3 types of instructional planning</li> <li>-Reading- Scope &amp; sequence/curriculum map/pacing guide;</li> <li>-Review Bloom's taxonomy;</li> <li>-4 sets of state standards- TEKS, ELPS, CCRS, Cross-Dis.;</li> <li>-Writing Objectives using Bloom</li> </ul>	<ol style="list-style-type: none"> <li>1. Study for quiz next class.</li> <li>2. Curriculum Map assignment</li> </ol>
June 28	<ul style="list-style-type: none"> <li>- Quiz #1 over previous class information.</li> <li>-Practice Bloom's Taxonomy</li> <li>-Unit Plan explanation</li> <li>-Lesson Cycle- Parts of a Lesson</li> <li>-Opening &amp; Closing a Lesson</li> </ul>	<ol style="list-style-type: none"> <li>1. Study for quiz over Bloom's taxonomy next class.</li> <li>2. 10-day Unit Plan assignment</li> </ol>
July 5	<ul style="list-style-type: none"> <li>-Quiz Bloom's taxonomy</li> <li>-Lesson Models: Direct Instruction</li> <li>-Lesson Models: Interactive Presentation</li> <li>-Lesson Model: Inquiry</li> </ul>	<ol style="list-style-type: none"> <li>1. Lesson Plan assignment</li> </ol>
July 12	<ul style="list-style-type: none"> <li>-Designing active engaging lessons</li> <li>-Differentiated instruction</li> <li>-Questioning strategies</li> </ul>	<ol style="list-style-type: none"> <li>Work on 3 lesson plans and study for final exam.</li> </ol>
July 19	<ul style="list-style-type: none"> <li>-Different types of assessment with examples</li> <li>-Review for final exam next class, including terms for matching.</li> </ul>	<ol style="list-style-type: none"> <li>Study for final exam.</li> </ol>
July 26	<ul style="list-style-type: none"> <li>Final Exam- Multiple Choice, matching, &amp; Short answer on exam,</li> </ul>	

\*\*\*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.

## Important University Dates

[http://catalog.tamuct.edu/undergraduate\\_catalog/general-information/academic20calendars20and20final20exam20schedule/](http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/)

**University Closed-** July 4, 2023.

## 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](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 a [Drop Request Form](#)

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be45f3-a37d46928168bc10&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, 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. 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 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 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/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both 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](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching 6 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 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.

### **University Library**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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 through WebEx, Microsoft Teams or in-person at the library. Schedule an appointment here [<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>].

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

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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## OTHER POLICIES

### Class Attendance

Regular, punctual attendance, documented participation, and submission of completed assignments are expected in all classes, field experience, and other activities for which the student is registered. Failure of students to adhere to these requirements may influence the course grade, financial assistance, and/or enrollment status. Students may be excused from attendance for reasons such as health/medical reasons, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Make-up work must be completed as soon as possible after returning from an absence.

**A. Personal Days-**Students are expected to attend all classes with a camera on so that the instructor can see your face, arrive on time **and actively participate in class, including online courses.**

**B. Excused Absences-**You also have officially excused university days available to you that are covered under university policy- health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

**C. Unexcused absences-** If there is a situation for an absence, please communicate with your instructor. **It is YOUR responsibility to NOTIFY the instructor of your absent.**

**D. Tardies-** Two tardies of over 20 minutes late will count as one absence, unless there are extenuating circumstances. This is the same rule as in Clinical Practice (Student Teaching).

**Mobile technology:** Please turn off any mobile phones prior to the beginning of class unless we are using them to complete a class assignment. If you are expecting an important call during class time, please inform the instructor before class.

### Code of Ethics for Texas Educators

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

[https://tea.texas.gov/Texas\\_Educators/Investigations/Preliminary\\_Criminal\\_History\\_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/) <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas.

### **Stay in Touch with the Instructor**

Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important and rewarding job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students' lives. There is much to do to prepare for taking on the demands of leading a classroom so we ask you to put in your best effort. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that's a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

### **Class Participation**

I expect you to share your ideas, listen to and try to understand the ideas of others, ask each other questions about the topic of discussion and ideas shared, build on each other's ideas, cite examples from the texts or your experiences to support your ideas, and treat each other with respect. As a participant in discussions, do what you can to encourage your peers to participate, move the discussion forward, and make the classroom safe for different perspectives. Consider the following practices and cautions to support active listening as you participate in class:

Good practice includes looking at the person who is talking to you; making an effort to hear the exact words the speaker is saying; reflecting back what you hear; responding to others' ideas by extending, supporting, or challenging those ideas with your own thoughts; using specific examples from course readings to support your ideas or connect to the ideas of others; and the use of nodding or other signs to show that what a classmate says matters.

Some cautions to avoid include interrupting before the person has finished speaking, being preoccupied with other things such as looking down at your phone, conveying immediate disagreement or impatience by how you look at the person, or quickly suggesting other perspectives without understanding those of the speaker.

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