



A&M-COMMERCE

EDCB 514: Management & Curriculum Development for Diverse Learners

COURSE SYLLABUS: Term:

Year:

Must meet all admission requirements and be fully admitted to the PBTC/AC program. Permit to register is required from the Office of Educator Certification.

INSTRUCTOR INFORMATION

Instructor:

Office Location: Online, Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Office Phone:

University Email Address:

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less

Instructor Notes:

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

PROGRAM DESCRIPTION

The competency-based alternative certification program provides coursework preparing post-baccalaureate or graduate students for initial teacher education certification. The courses prepare students to be teacher leaders in a modern classroom and in their district by helping provide the knowledge and skills needed to be an effective teacher in their respective field. The 18-semester credit hour program will focus on evidenced-based learning, curricular and instructional design, and

pedagogy for teaching in K-12 schools. Through rigorous and applicable curriculum, students will be supported to achieve the objective of earning teacher certification. This program provides opportunities for students to work at their own pace toward completion of their degree, and — because it is fully online — students can plan their study schedule around other responsibilities to complete the coursework.

COURSE DESCRIPTION

This course contains introductory content for the professional body of knowledge necessary for effective teaching in a K-12 classroom. Competency in instructional design as well as organizing and managing a classroom in diverse environments will be developed. The content of this course will include classroom procedures and management, knowledge of research-based teaching strategies, curriculum analysis/development and lesson design, teaching models, formative and summative assessment, and certification issues. Students will exhibit an understanding of the domains and competences Texas teachers are expected to demonstrate on the Pedagogy and Professional Development TExES certification examination.

STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge to:

1. The Learning Environment: Understand the interplay between teachers, students, and the environment recognizing the influences on classroom management and curriculum.
2. Research and Theory to Practice: Analyze and apply a variety of educational theories, models, and strategies that foster a stimulating productive learning environment.
3. Context for Learning: Connect context for learning to classroom management and instruction that support optimal outcomes for students such as context for learning, social-emotional skills, background knowledge and experiences. personality/temperament, executive functions.
4. Teacher-Student Interactions: Recognize the importance of teacher-student interactions and transfer this understanding to fostering a safe, supportive, and effective learning environment.
5. Evidence-based Pedagogical Approaches: Design instruction that incorporates evidence-based practices of classroom management and curriculum that considers the role of the teacher, students, and environment.

Pedagogy and Professional Responsibilities Standards: Standard I, 1.7k-1.11k; 1.18k–1.24k; 1.1s – 1.11s, 1.19s – 1.23s, II, 2.4k – 2.18k, 2.6s – 2.17s; III, 3.1k – 3.11k, 3.6s – 3.16s

Texas Teacher Standards:

Standard 1.A.i-iii, 1.C.i-iii, 1.E.i– iii, 1.F.i-iii; 2.A.iii, 3.A.i-iii, 3.C.i-ii, 4.A.i-iii, 4.C.i-iii, 4.D.i.-iv.

Prekindergarten Guidelines:

I.A-B.1.c, V – A, B, C, D, E; VI – A, B, C; VII – A, B, C, D; VIII – A, B, C; IX – A, B

19 TAC 228.30(c)(5) – Classroom Management Skills

19 TAC 228.30(c)(7) – Appropriate Boundaries

Course SLO (Competency)	Standards
1. The Learning Environment: Understand the interplay between teachers, students, and the environment recognizing the influences	Teacher Standards (4) 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

<p>on classroom management and curriculum.</p>	<p>by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.</p> <p>(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.</p> <ul style="list-style-type: none"> i. Teachers embrace students' backgrounds and experiences as an asset in their learning environment. ii. Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students. iii. Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences. <p>(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.</p> <ul style="list-style-type: none"> i. Teachers implement behavior management systems to maintain an environment where all students can learn effectively. ii. Teachers maintain a strong culture of individual and group accountability for class expectations. iii. Teachers cultivate student ownership in developing classroom culture and norms. <p>(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.</p> <ul style="list-style-type: none"> i. Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning. ii. Teachers maximize instructional time, including managing transitions. iii. Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement. iv. Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals. <p>PPR EC-12 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)</p> <p>Designing Coherent Instruction</p> <p>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;</p>
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1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

1.23s provide students with opportunities to explore content from many perspectives.

1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

Designing Coherent Instruction

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.

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)

Teacher Knowledge: What Teachers Know

Establishing an Environment for Learning and Excellence

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning

Managing Classroom Procedures

2.6k how classroom routines and procedures affect student learning and achievement;

2.7k how to organize student groups to facilitate cooperation and productivity;

2.8k the importance of time management for effective classroom functioning;

2.9k procedures for managing transitions;

2.10k routines and procedures for managing and using materials, supplies, and technology;

2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and

2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.

	<p>Managing Student Behavior</p> <p>2.13k theories and techniques relating to managing and monitoring student behavior;</p> <p>2.14k appropriate behavior standards and expectations for students at various developmental levels;</p> <p>2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;</p> <p>2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;</p> <p>2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and</p> <p>2.18k appropriate responses to a variety of student behaviors and misbehaviors.</p> <p>Establishing an Environment for Learning and Excellence</p> <p>Managing Classroom Procedures</p> <p>2.6s establish classroom rules and procedures to promote an organized and productive learning environment;</p> <p>2.7s organize and manage groups to ensure that students work together cooperatively and productively;</p> <p>2.8s schedule activities and manage class time in ways that maximize student learning;</p> <p>2.9s manage transitions to maximize instructional time;</p> <p>2.10s implement routines and procedures for the effective management of materials, supplies, and technology;</p> <p>2.11s coordinate the performance of non-instructional duties with instructional activities;</p> <p>2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and</p> <p>2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.</p> <p>Managing Student Behavior</p> <p>2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.</p> <p>2.15s consistently enforce standards and expectations for student behavior and ethical work habits;</p> <p>2.16s encourage students to maintain ethical work standards and monitor their own behavior; and</p> <p>2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.</p> <p><u>19 TAC 228.30(c)(5)</u> – Classroom Management Skills</p> <p><u>19 TAC 228.30(c)(7)</u> – Appropriate Boundaries</p>
<p>2. Research and Theory to Practice: Analyze and apply a variety of educational theories, models, and strategies that foster a</p>	<p>PreK Guidelines</p> <p>I. Social an Emotional Development Domain</p> <p>A. Self-Concept Skills</p>

stimulating productive learning environment.

The beginning teacher knows and identifies:

- I.A.1 When a child is aware of where their own body is in space and respects personal boundaries.
- I.A.2 when a child shows self-awareness and can express pride in age appropriate abilities and skills.
- I.A.3 when a child shows reasonable opinion of his own abilities and limitations.
- I.A.4 when a child shows initiative in independent situations and persists in attempting to solve problems.

B. Self-Regulation Skills

1. Behavior Control

The beginning teacher knows and identifies:

- I.B.1.a when a child follows classroom rules and routines with occasional reminders from teacher.
- I.B.1.b when a child takes care of and manages classroom materials.
- I.B.1.c when a child regulates his own behavior with occasional reminders or assistance from teacher.

V. Mathematics Domain

A. Counting Skills

The beginning teacher knows and can identify:

- V.A.1 when a child knows that objects, or parts of an object, can be counted.
- V.A.2 when a child uses words to rote count from 1 to 30.
- V.A.3 when a child counts 1-10 items, with one count per item.
- V.A.4 when a child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- V.A.5 when a child counts up to 10 items and demonstrates that the last count indicates how many items were counted.
- V.A.6 when a child demonstrates understanding that when counting, the items can be chosen in any order.
- V.A.7 when a child uses the verbal ordinal terms.
- V.A.8 when a child verbally identifies, without counting, the number of objects from 1 to 5.
- V.A.9 when a child recognizes one-digit numerals, 0-9.

B. Adding to/Taking Away Skills

The beginning teacher knows and can identify:

- V.B.1 when a child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.
- V.B.2 when a child uses concrete models or make a verbal word problem for subtracting 0-5 objects from a set.
- V.B.3 when a child uses informal strategies to separate up to 10 items into equal groups.

C. Geometry and Spatial Sense Skills

The beginning teacher knows and can identify:

- V.C.1 when a child names common shapes.
- V.C.2 when a child creates shapes.

V.C.3 when a child demonstrates use of location words (such as over, under, above, on, beside, next to, between, in front of, near, far, etc.)
V.C.4 when a child slides, flips, and turns shapes to demonstrate that the shapes remain the same.

D. Measurement Skills

The beginning teacher knows and can identify:

V.D.1 when a child recognizes and compares heights or lengths of people or objects.

V.D.2 when a child recognizes how much can be placed within an object.

V.D.3 when a child informally recognizes and compares weights of objects or people.

V.D.4 when a child uses language to describe concepts associated with the passing of time.

E. Classification of Patterns Skills

The beginning teacher knows and can identify:

V.E.1 when a child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.2 when a child collects data and organizes it in a graphic representation.

V.E.3 when a child recognizes and creates patterns.

VI. Science Domain

A. Physical Science Skills

The beginning teacher knows and can identify:

VI.A.1 when a child observes, investigates, describes, and discusses properties and characteristics of common objects.

VI.A.2 when a child observes, investigates describes and discusses position and motion of objects.

VI.A.3 when a child uses simple measuring devices to learn about objects.

VI.A.4 when a child observes investigates describes and discusses sources of energy including light, heat, and electricity.

B. Life Sciences Skills

The beginning teacher knows and can identify:

VI.B.1 when a child observes, investigates, describes and discusses the characteristics of organisms.

VI.B.2 when a child describes life cycles of organisms.

VI.B.3 when a child observes, investigates, describes, and discusses the relationship of organisms to their environment.

C. Earth and Space Science Skills

The beginning teacher knows and can identify:

VI.C.1 when a child observes, investigates, describes and discusses earth materials, and their properties and uses.
VI.C.2 when a child identifies, observes, and discusses objects in the sky.
VI.C.3 when a child observes and describes what happens during changes in the earth and sky.
VI.C.4 when a child demonstrates the importance of caring for our environment and our planet.

VII. Social Studies Domain

A. People, Past, and Present Skills

The beginning teacher knows and can identify:

VII.A.1 when a child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VII.A.2 when a child identifies similarities and differences in characteristics of families.
VII.A.3 when a child connects their life to events, time, and routines.

B. Economic Skills

The beginning teacher knows and can identify:

VII.B.1 when a child demonstrates that all people need food, clothing, and shelter.
VII.B.2 when a child demonstrates understanding of what it means to be a consumer.
VII.B.3 when a child discusses the roles and responsibilities of family, school, and community helpers.

C. Geography Skills

The beginning teacher knows and can identify:

VII.C.1 when a child identifies and creates common features in the natural environment.
VII.C.2 when a child identifies flags of the United States and Texas. Explores geography tools and resources.

D. Citizenship Skills

The beginning teacher knows and can identify:

VII.D.1 when a child identifies flags of the United States and Texas.
VII.D.2 when a child recites the Pledge of Allegiance to the United States flag and the state flag and observe a moment of silence.
VII.D.3 when a child engages in voting as a method of group decision-making.

VIII. Fine Arts Domain

A. Arts Skills

	<p>The beginning teacher knows and can identify: VIII.A.1 when a child uses a variety of art materials and activities for sensory experience and exploration. VIII.A.2 when a child uses art as a form of creative self-expression and representation. VIII.A.3 when a child demonstrates interest in and shows appreciation for the creative work of others.</p> <p>B. Music Skills</p> <p>The beginning teacher knows and can identify: VIII.B.1 when a child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. VIII.B.2 when a child responds to different musical styles through movement and play.</p> <p>C. Dramatic Expression Skills</p> <p>The beginning teacher knows and can identify: VIII.C.1 when a child creates or recreates, stories, moods, or experiences through dramatic representations.</p> <p>IX. Physical Development Domain</p> <p>A. Gross Motor Development Skills</p> <p>The beginning teacher knows and can identify: IX.A.1 when a child has mastered basic skills of running, jumping, climbing, and pedaling. IX.A.2 when a child engages in movement sequences with adult prompts.</p> <p>B. Fine-Motor Development Skills</p> <p>The beginning teacher knows and can identify: IX.B.1 when a child shows control of tasks that require small-muscle strength and control. IX.B.2 when a child shows increasing control of tasks that require eye-hand coordination.</p>
<p>3. Context for Learning: Connect context for learning to classroom management and instruction that support optimal outcomes for students such as context for learning, social-emotional skills, background knowledge and experiences. personality/temperament, executive functions.</p>	<p>PPR EC-12 Teacher Knowledge: What Teachers Know Students</p> <p>Content and Pedagogy 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.</p>

**Application: What Teachers Can Do
Students**

- 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
- 1.3s use effective approaches to address varied student learning needs and preferences
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction

Content and Pedagogy

- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
 - 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 skills

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

Teacher Standards: 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 developmental backgrounds and focusing on each student's needs.

	<p>(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.</p> <p>iii. Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.</p>
<p>4. Teacher-Student Interactions: Recognize the importance of teacher-student interactions and transfer this understanding to fostering a safe, supportive, and effective learning environment.</p>	<p>PPR EC-12 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, high-quality feedback. (Domain III. Competency 007-010)</p> <p>Teacher Knowledge: What Teachers Know</p> <p>Communication</p> <p>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</p> <p>Engaging Students in Learning</p> <p>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.</p> <p>3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge</p> <p>Engaging Students in Learning</p> <p>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</p>

	<p>3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;</p> <p>3.10s represent content effectively and in ways that link with students' prior knowledge and experience;</p> <p>3.11s use flexible grouping to promote productive student interactions and enhance learning;</p> <p>3.12s pace lessons appropriately and flexibly in response to student needs;</p> <p>3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and</p> <p>3.14s encourage students' self-motivation and active engagement in learning.</p> <p>Providing Feedback to Students</p> <p>3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;</p> <p>3.16s promote students' ability to use feedback to guide and enhance their learning; and</p>
<p>5. Evidence-based Pedagogical Approaches: Design instruction that incorporates evidence-based practices of classroom management and curriculum that considers the role of the teacher, students, and environment.</p>	<p>Teacher Standards</p> <p>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.</p> <p>(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.</p> <ul style="list-style-type: none"> i. Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes. ii. Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement. iii. Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities. <p>(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.</p> <ul style="list-style-type: none"> i. Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans. ii. Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning. iii. Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts. <p>(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning</p>

- i. Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- ii. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- iii. Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

- i. Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
- ii. Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- iii. Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(3) 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.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- i. Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- ii. Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- iii. Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

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| | <ol style="list-style-type: none">i. Teachers teach both the key content knowledge and the key skills of the discipline.ii. Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences |
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REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students can demonstrate competency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

Tk20

Students are expected to purchase a Tk20 account to use in the CBE alternative certification program. Students will be expected to upload specific assignments in each course as a requirement of the course and program. Tk20 is an electronic database used by teacher candidates to demonstrate they have met Texas Education Agency (TEA) requirements for certification. [Tk20 Information and Support](#).

ASSESSMENT

Students must achieve 80% or higher for the both the post-test or module project and culminating project to demonstrate competency and pass the course.

Pretest

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. Pretests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pretest is required before you begin studying course materials. Students are required to complete the posttest even if scoring 80% or higher on the pretest. The grade on the pre-test does **not** count in the final grade for this course.

Learning Objective Reflections or Projects or Essays

A brief assessment at the end of each module is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. Depending on the course, that can be done through reflections, projects, or essays. Essays are submitted to the instructor and do not require comments or “discussion” with other students in the course.

Culminating Project

The project assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST.**

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

GRADING

A score of 80% or higher on both the Culminating Project and each Competency Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Assignment	Points
Competency 1 The Learning Environment – Posttest Quiz	50 points
Competency 1 Posttest Project – Welcome Communication	100 points
Competency 2 Context for Learning – Posttest Quiz	50 points
Competency 2 Posttest Project - Meeting Student Needs	100 points
Competency 3 Alignment, Standards, and Assessments - Posttest	100 points
Competency 4 TExES Content Practice Exam - Posttest	100 points
Competency 5 Evidence-based Pedagogical Approaches – Posttest Quiz	100 points
Competency 5 Posttest Project – Evaluating Lesson Plans	60 points
Culminating Project - Lesson Plan	100 points
Total	760 points

Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by

The syllabus/schedule are subject to change.

the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- Course name and subject in the subject line (ex. EDCB 517 – Posttest)
- Salutation (Hello, Dr. Smith)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty Form](#)

CID Policy on Academic Integrity

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

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In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

[13.99.99.R0.10 Graduate Student Academic Dishonesty](#)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for

reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
 Velma K. Waters Library Rm 162
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
 Email: studentdisabilityservices@tamuc.edu
 Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students’ Mental Health - Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center’s crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

Competencies	Materials to Read or Review	Assignments
<p>Module 1: The Learning Environment</p> <p>SLO 1: Understand the interplay between teachers, students, and the environment recognizing the influences on classroom management and curriculum.</p>	<p>Seifert, K., & Sutton, R. (2009)</p> <p>Anderson, M. (2018)</p> <p>Brieseth, L. (2021).</p> <p>Kahn, E. (2016)</p>	<ol style="list-style-type: none"> 1. Complete Module Pretest 2. Read or view the material for the module 3. Competency 1 Posttest Quiz (50 points)

Competencies	Materials to Read or Review	Assignments
<p>SLO 2: Research and Theory to Practice: Analyze and apply a variety of educational theories, models, and strategies that foster a stimulating productive learning environment.</p> <p><u>Performance-Based Assessment (PBA) for module meets the following:</u> Texas Administrative Code – Title 19/Part 7/Chapter 228/RULE §228.35(b)(2) 150 clock-hours of coursework and/or training as prescribed in §228.30(d)(4) of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency in:</p> <p>(F) establishing, communicating, and maintaining clear expectations for student behavior</p>	<p>Simmons, C. (2019)</p> <p>Tomlinson, C. A. (2017)</p> <p>In this module, students will learn how to establish a safe and productive learning environment for students while setting appropriate boundaries.</p>	<p>4. Competency 1 Posttest Project: Create a “welcome communication” for students and their families. This communication will include procedures, rules, classroom management philosophy, etc. (100 points)</p>
<p><u>Module 2:</u> Context for Learning</p> <p>SLO 3: Connect context for learning to classroom management and instruction that support optimal outcomes for students such as context for learning, social-emotional skills, background knowledge and experiences. personality/temperament, executive functions.</p> <p>SLO 4: Teacher-Student Interactions: Recognize the importance of teacher-student interactions and transfer this understanding to fostering a safe, supportive, and effective learning environment.</p>	<p>Anderson, M. (2021)</p> <p>Brown, E. (2015)</p> <p>Carol Ann Tomlinson</p> <p>Doubet, K. & Hockett, J. (2015)</p> <p>Doubet, Hockett, J. A., & Tomlinson, C. A. (2018)</p> <p>Gonzalez, J. (2014)</p> <p>SPEDTex</p> <p>Tucker, C. (2016)</p> <p>Wormeli, R. (2016)</p>	<ol style="list-style-type: none"> 1. Complete Module Pretest 2. Read or view the material for the module 3. Competency 2 Posttest Quiz (50 points) 4. Competency 2 Posttest Project: Evaluate a lesson plan for developmental appropriateness and differentiate and accommodate for a group of students. (100 points):
<p><u>Module 3:</u> Alignment, Standards, and Assessments</p> <p>SLO 5: Evidence-based Pedagogical Approaches: Design instruction that incorporates evidence-based practices of classroom management and curriculum that considers the role of the teacher, students, and environment.</p>	<p>Armstrong, P. (2010)</p> <p>Association for Supervision and Curriculum Development (2009)</p> <p>Brookhart. (2008)</p> <p>Common Sense Education</p> <p>Dyer, K. (2022)</p> <p>Wees, D. (2012)</p>	<ol style="list-style-type: none"> 1. Complete Module Pretest 2. Read or view the material for the module 3. Competency 3 Posttest: (100 points)

Competencies	Materials to Read or Review	Assignments
<p>Module 4: TExES Content Exams Preparation</p>	<p>Content Exam Preparation Materials</p>	<ol style="list-style-type: none"> 1. No Module Pretest 2. Review the practice materials 3. Competency 4 Posttest - Take the practice exam and submit your results. (100 points)
<p>Module 5: Evidence-based Pedagogical Approaches</p> <p>SLO 2: Research and Theory to Practice: Analyze and apply a variety of educational theories, models, and strategies that foster a stimulating productive learning environment.</p> <p>SLO 5: Evidence-based Pedagogical Approaches: Design instruction that incorporates evidence-based practices of classroom management and curriculum that considers the role of the teacher, students, and environment.</p>	<p>Dean, & Marzano, R. J. (2012)</p> <p>Gerges (2022)</p> <p>Gonzalez (2013)</p> <p>Gonzalez (2015)</p> <p>Shelton, C. C., & Carpenter, J. P. (2023)</p> <p>Spencer (2022)</p> <p>Workosky (2018)</p>	<ol style="list-style-type: none"> 1. Complete Module Pretest 2. Read or view the material for the module 3. Competency 5 Posttest Quiz: (100 Points) 4. Competency 5 Posttest Project: Evaluating Lesson Planning (60 Points)
<p><u>Culminating Project</u></p> <p><u>Performance-Based Assessment (PBA) for module meets the following:</u></p> <p>Texas Administrative Code – Title 19/Part 7/Chapter 228/RULE §228.35(b)(2) 150 clock-hours of coursework and/or training as prescribed in §228.30(d)(4) of this title (relating to Educator Preparation Curriculum) that allows candidates to demonstrate proficiency in:</p> <p>(C) Ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction.</p> <p>(I) reflect on his or her practice</p>		<p>Project: Design a developmentally appropriate lesson that uses an instructional model, effective teaching practices, motivates and differentiates for students, and includes objectives, activities, and assessments aligned to the TEKS. (100 Points)</p>

Submit the Following Assignments to Tk20:

All assignments should be submitted to D2L. Once you have scored 80% or higher on the assignment, then you can upload it to Tk20. Be sure to upload assignment **AFTER** you have scored 80% or higher. If you have questions, please contact your instructor.

If you have not uploaded specific assignments to Tk20 by the end of the term, then you will NOT have completed all requirements of the course.

Assignments to Upload to Tk20:

- Competency 1 Posttest
- Culminating Project