A&M-COMMERCE

EDCB 566: Learning Environments & Instructional Design for the K-12 Classroom

COURSE SYLLABUS: **Term:** Summer II **Year:** 2024

INSTRUCTOR INFORMATION

Instructor: Ramona Morin Ed.D.

Office Location: Online, Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Office Phone: (972) 926-3172

University Email Address: Ramona.Morin@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less

Instructor Notes:

Hello,
Welcome to EDCB 566. My name is Dr. Ramona Morin. Please email me if you have any questions about the course.

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER) and 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 Water Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use during quizzes, 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.

<u>Course Description</u>

This course provides knowledge and practice in designing developmentally appropriate learning environments and instructional design with the use of technological and other tools/materials to advance learning in K-12 classrooms. Students will investigate the relationship between the classroom environment and instructional planning.

Student Learning Outcomes

Completion of this course provides the student with the knowledge to:
1. Research and Theory:
   Implement developmentally appropriate and evidence-based practices in K-12 classrooms.
2. Student-Centered:
   Foster autonomous learners through an environment that embraces students' assets and facilitates active engagement among students.
3. Community:
   Enhance the community among and between students, teachers, parents/ guardians, and paraprofessionals creating a support system for K-12 students.
4. Environment:
   Incorporate physical and affective components of the learning environment that influence student success across the learning domains.
5. Pedagogy:
   Apply knowledge of research and theory, student-centered, environment, and community to design an instructional plan that enables a class of diverse learners to reach educational goals and achievements.
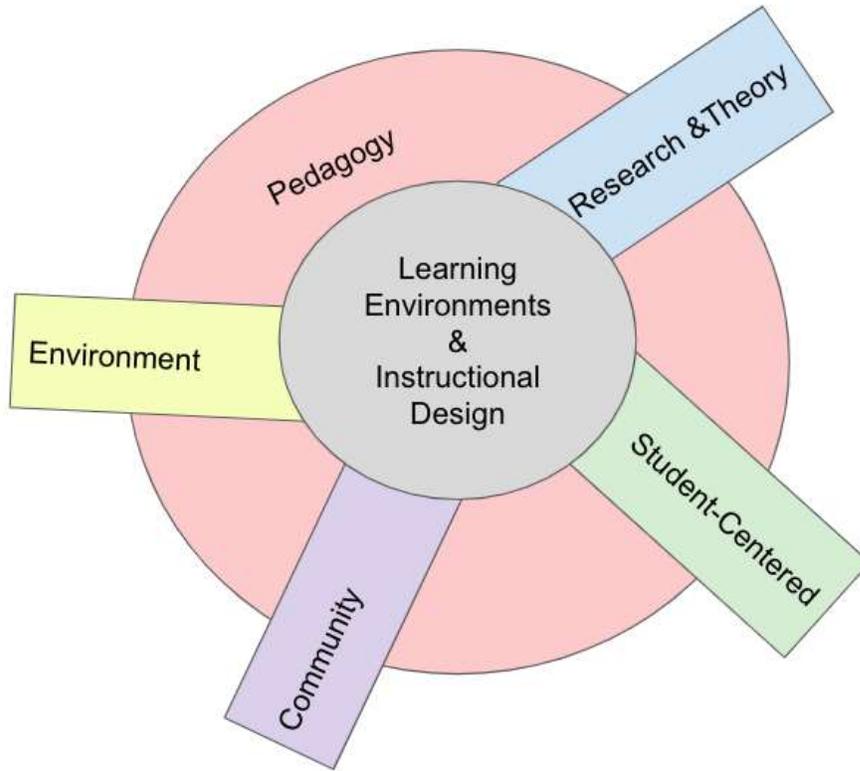
Alignment to TEA Standards

Texas Teacher Standards: Standards 1.D.i-iii, 2.A.i-iii, 4.A.i-iii, 4.B.i-ii, 4.C.i-iii

Pedagogy and Professional Responsibilities Standards:
Standards 2.1-3k, 2.1s-2.5s 2.18-2.21s; 2.19-2.23k; 4.1-10k

PreKindergarten Guidelines:
I.B.3.a-b; I.C.1-7; I.D.1; I.B.2.A-C; X.A.1-5

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

Course SLO	Teacher Standards

1. Research and Theory: Implement developmentally appropriate and evidence-based practices in K-12 classrooms.	**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.
	(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.
	   i. Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
	   ii. Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

	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.
	
	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.
	
	PPR
	Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)
	    Continuing Professional Development
	    4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
	    4.10k the importance of documenting self-assessments;

2. Student-Centered: Foster autonomous learners through an environment that embraces students' assets and facilitates active engagement among students.	**PreK Guidelines**
	I. Social and Emotional Development Domain
	B. Self-Regulation
	    3. Control of Attention
	        The beginning teacher knows and identifies:
	        I.B.3.a when a child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
	        I.B.3.b when a child remains focused on engaging group activities for up to 20 minutes at a time.
	C. Relationships with others
	    The beginning teacher knows and identifies:
	    I.C.4 when a child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
	    I.C.5 when a child initiates problem-solving strategies and seeks adult help when necessary.
	    I.C.6 when a child demonstrates empathy and caring for others.
	D. Social Awareness Skills
	    The beginning teacher knows and identifies:
	    I.D.1 when a child demonstrates an understanding that others have perspectives and feelings that are different from their own.
	
	Teacher Standards
	Standard 4— Learning Environment. Teachers always interact with students in respectful ways, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
	(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
	    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.
	
	PPR
	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)
	    Creating an Environment of Respect and Rapport

	2.1k the importance of creating a learning environment in which diversity and individual differences are respected; **Establishing an Environment for Learning and Excellence** 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement
3. Community: Enhance the community among and between students, teachers, parents/ guardians, and paraprofessionals creating a support system for K-12 students.	**PreK Guidelines** **I. Social and Emotional Development Domain** **C. Relationships with others** **The beginning teacher knows and identifies:** I.C.2 when a child assumes various roles and responsibilities as part of a classroom community. **PPR** **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)** **Creating an Environment of Respect and Rapport** 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students. **Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)** **Interacting and Communicating with Families** 4.1k the importance of families' involvement in their children's education; and 4.2k appropriate ways for working and communicating effectively with families in varied contexts. **Interacting with Other Educators and Contributing to the School and District** 4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts; 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional); 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities); 4.7k the various ways in which teachers may contribute to their school and district; and 4.8k the value of participating in school activities.
4. Environment: Incorporate physical and affective components of the learning environment	**PreK Guidelines** **I. Social and Emotional Development Domain** **B. Self-Regulation** 2. Emotional Control **The beginning teacher knows and identifies:**

that influence student success across the learning domains.	I.B.2.a when a child begins to understand difference and connection between emotions/feelings and behaviors.
	I.B.2.b when a child can communicate basic emotions/feelings.
	I.B.2.c when a child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary
	C. Relationships with others
	    The beginning teacher knows and identifies:
	    I.C.1 when a child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.
	    I.C.3 when a child shows competence in initiating social interactions.
	    1.C.7 when a child interacts with a variety of playmates and may have preferred friends.
	
	==Teacher Standrds==
	Standard 4— Learning Environment. Teaches interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
	(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
	    i. Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
	    ii. Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
	(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
	    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.
	Teachers cultivate student ownership in developing classroom culture and norms.
	
	==PPR==
	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)
	    Maintaining a Physical and Emotional Environment that is Safe and Productive
	    2.18s organize the physical environment to facilitate learning;
	    2.19s create a safe and inclusive classroom environment;
	    2.20s use effective strategies for creating and maintaining a positive classroom environment; and
	    2.21s respect students' rights and dignity.
	    2.19k features and characteristics of physical spaces that are safe and productive for learning;
	    2.20k the benefits and limitations of various arrangements of furniture in the classroom;
	    2.21k procedures for ensuring safety in the classroom;
	    2.22k physical accessibility as a potential issue in student learning; and
	    2.23k students' emotional needs and ways to address needs.
	
	19 TAC 228.30(c)(5) – Classroom Management Skills

| 5. Pedagogy: Students will apply knowledge of research and theory, student-centered, environment, and community to design an instructional plan that enables a class of diverse learners to reach educational goals and achievements. | **X. Technology Applications Domain** A. Technology and Devices Skills
    The beginning teacher knows and can identify:
    X.A.1 when a child opens and navigates through digital learning applications and programs.
    X.A.2 when a child uses, operates, and names a variety of digital tools.
    X.A.3 when a child uses digital learning applications and programs to create digital products and express own ideas.
    X.A.4 when a child uses technology to access appropriate information.
    X.A.5 when a child practices safe behavior while using digital tools and resources.

Teacher Standards
Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
  i. Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
  ii. Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
  iii. Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

PPR
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)
Creating an Environment of Respect and Rapport
    2.1s interact with students in ways that reflect support and show respect for all students;
    2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
    2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning. |

COURSE REQUIREMENTS

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 are able to demonstrate competency.

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 both the posttest or module project and culminating project to demonstrate competency and pass the course.

Course Pretest

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency. The pretest is required before you begin studying course materials. Performance on the pre-test will provide the instructor with data to help effectively guide the student through the module.

Content	Description	Value	Notes
Pretest	This is the initial assessment in the course to provide a baseline understanding of a student's knowledge of the course content and competencies. 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.	100 points	Required before completing any other work in the course. The grade on the pre-test does **not** count in the final grade for this course.

Learning Objective Essays

A brief short-answer item that the student submits to the instructor that requires students to synthesize and apply the concept, theory, process, etc., introduced in the Learning Objective Module. Essays are submitted to the instructor and do not require comments or "discussion" with other students in the course.

Learning Objective Reflections or Projects

A brief assessment at the end of each module that is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module.

Course Posttest (or Project)

The end-of-module exam or project that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the module. A **score of 80% or higher is required** to demonstrate competency.

Content	Description	Value	Notes
Posttest	Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions or through a project.	100 points	Required and you must score 80% or higher. You have up to three attempts. **DUE: Last day of week 7, Friday by 11:59 PM CST**

If you score less than 80% on the posttest, you will have an opportunity to review the material and retake the post-test two additional times. If the posttest score 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. Students who fail the posttest should review feedback from the instructor before reattempting the posttest.

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.

Content	Description	Value	Notes
Project	Measures your competency of learning outcomes the completion of a competency-based project.	Up to 100 points (Varies by module – see details in assignments listed in course schedule)	Required and you must score 80% or higher. You have up to three attempts. **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 all Posttests 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.

Item	Worth
Module 1 Post-test	80 points
Module 2 Post-test	80 points
Module 3 Post-test	80 points
Module 4 Post-test	80 points
Module 5 Post-test	80 points
Culminating Project	100 points
Total	500 points

Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

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. Jones)**
- **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.

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.

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.

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/Modules	Materials	Assignments
Competency 1: The learner will implement developmentally appropriate and evidence-based practices in K-12 classrooms.	Articles Videos Slide Deck	1. Complete Pre-test 2. Read or view the material for the module 3. Post-test. (80 points).
Competency 2: The learner will foster autonomous learners through an environment that embraces students' assets and facilitates active engagement among students.	Articles Videos Slide Deck	1. Complete Module Pre-test 2. Read or view the material for the module 3. Complete Post-test (80 points).

Competencies/Modules	Materials	Assignments
Competency 3: The learner will enhance the community among and between students, teachers, parents/ guardians, and paraprofessionals creating a support system for K-12 students. **Performance-Based Assessment (PBA) for module meets the following:** 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: (D) clearly and accurately communicating to support persistence, deeper learning, and effective effort.	Articles Videos Slide Deck	1. Complete Pre-test 2. Read or view the material for the module 3. Complete Post-test (80 points).
Competency 4: The learner will incorporate physical and affective components of the learning environment that influence student success across the learning domains. **Performance-Based Assessment (PBA) for module meets the following:** 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: (E) organizing a safe, accessible, and efficient classroom.	Articles Videos Slide Deck	1. Complete Pre-test 2. Read or view the material for the module 3. Complete Post-test (80 points).
Competency 5: TExES PPR preparation	Review the practice materials.	1. Complete Pre-test 2. Read or view the material for the module 3. Complete Post-test (80 points).
Culminating Project: The learner will apply knowledge of research and theory, student-centered, environment, and community to design an instructional plan that enables a class of diverse learners to reach educational goals and achievements. **Performance-Based Assessment (PBA) for module meets the following:** Texas Administrative Code – Title 19/Part 7/Chapter 228/RULE §228.35(b)(2) 150 clock-	Review of lesson plan writing techniques and view exemplars.	1. Read or view the material for the module 2. Complete Project (100 points).

Competencies/Modules	Materials	Assignments
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: (G) leading a mutually respectful and collaborative class of actively engaged learners.		

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 3 Posttest
- Competency 4 Posttest
- Competency 5 Posttest
- Culminating Project