



A&M-COMMERCE

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

COURSE SYLLABUS

Term:		Year:	
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INSTRUCTOR INFORMATION

Instructor Name:	
Office Phone:	
A&M Commerce Email Address:	
Instructor Notes:	

Office Location: Online/Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

[CBE Handbook Link](#)

COURSE INFORMATION

Course 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.

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](#).

Alternative Certification 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.

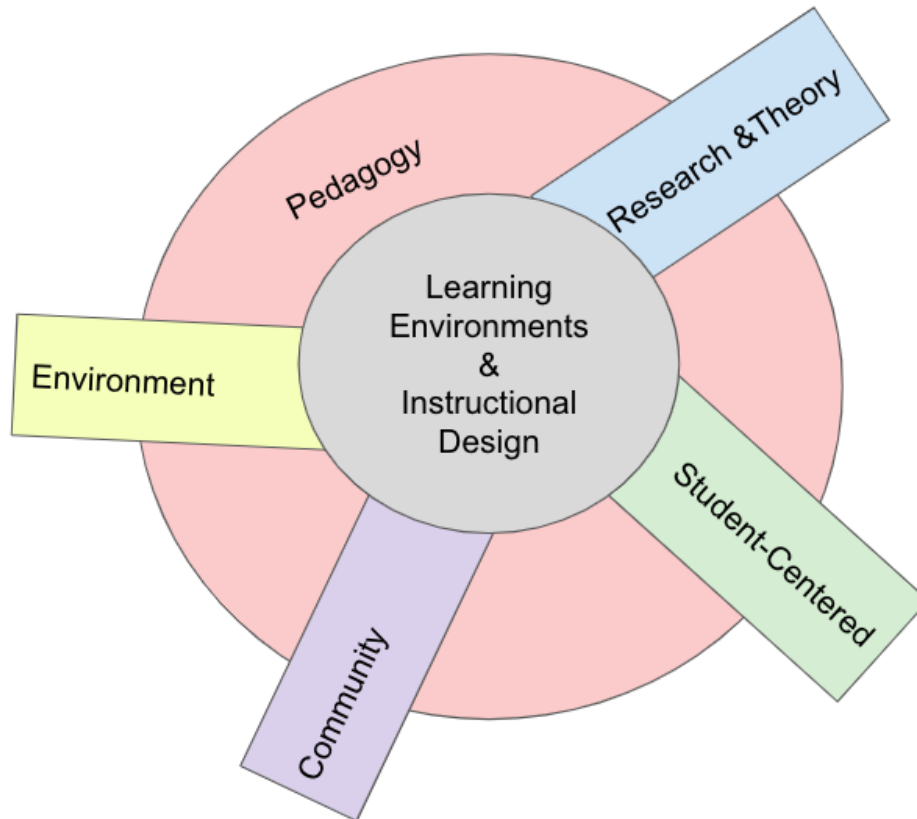
Course Description

This course 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 the Texas Education Agency (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	PreK Guidelines I. Social and Emotional Development Domain C. Relationships with others

students, teachers, parents/guardians, and paraprofessionals creating a support system for K-12 students.	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 that	PreK Guidelines I. Social and Emotional Development Domain B. Self-Regulation 2. Emotional Control The beginning teacher knows and identifies:

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 Standards Standard 4— Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. (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
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	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.	PreK Guidelines 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.
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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.

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.

Dropping the Course Due to Failure

Students are NOT allowed to drop a course due to failure in the course. In the event a student does not make 80% or higher on a posttest or culminating project by the third attempt, the student is not allowed to drop the course due to failure. The student is also ineligible to accelerate or re-enroll/re-take the course in the current term.

To drop a course, students must have passing grades in the course or have not attempted any assignments in the course. Please reach out to an academic advisor to drop a course.

STUDENT RESPONSIBILITIES FOR COURSE

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 by the due date specified. Please contact the instructor by email for any assistance or support.

CWID and Password

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.

Technology-Related Issues

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.

TECHNOLOGY REQUIREMENTS AND SUPPORT

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.

Learning Management System (LMS) – D2L

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:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

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](#).

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). **You will not RECEIVE email through D2L, so be sure to check you TAMUC email for communication.** 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.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line (ex. EDCB 517 – Posttest)
- Salutation (Good afternoon, Dr. Jackson)
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

CID Studio

The CID Studio is located in D2L and available to all CID students. The CID Studio contains modules intended to support and inform students on their educational journey.

[CID Studio Link](#) – Please contact your advisor if you need access.

RESPONSE TIME & GRADING TIME IN CBE COURSES

Instructors for competency-based education courses are expected to respond to students in 24 hours. If you are not able to reach your instructor, please reach out to your advisor for help. The grading of assignments in courses will be done in a timely manner, but grading responses will not be returned in 24 hours.

ACCELERATION IN CBE COURSES

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 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.**

Acceleration 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.

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.

Submitting Past Work

The resubmission of work submitted in a past course is self-plagiarism. Also, the resubmission of substantial parts of work submitted in a past course is self-plagiarism. **If a student would like to resubmit past work or substantial parts of past work, the student must gain permission from the instructor prior to submission and cite the work properly.** If the student does not gain permission and cite the work, then the submission will be flagged for self-plagiarism and result in actions detailed in the CID Policy on Academic Integrity.

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

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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



COURSE ASSESSMENTS

Requirement for Successfully Passing Course

Students must achieve 80% or higher for **every** posttest **and** culminating project to demonstrate mastery of all competencies and pass the course.

Using Remaining Attempts to Improve Grade

Students are permitted to use remaining attempts on a posttest and/or culminating project after scoring 80% or higher to attempt to make a higher score on the assignment. Students are not permitted to exceed 3 attempts for any posttest or culminating project.

- **Must** complete **all** required posttests and culminating project and receive a grade on the assignments before doing additional attempts.
- The **highest** grade achieved on the posttest or culminating project will be used for the **final grade** for the posttest and culminating project.
- Please keep in mind that submitting during the final days and hours of the term means that you may not have time to resubmit or receive feedback.
- Once you have accelerated out of the course and received a completion email, you may not return to the course to resubmit work.

Pretest

The purpose of the pretest is to provide students with a baseline understanding of your knowledge in the 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. A passing score on the pretest does NOT provide permission to skip required assignments in the course. The grade on the pretest does **not** count in the final grade for this course.

Posttest

At the end of a module or course is a comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the module or the course. A **score of 80% or higher is required** to demonstrate mastery of the competency. If a student scores less than 80% on a posttest, the student will have an opportunity to review the material and retake the posttest two additional times. Students who fail the posttest should review feedback from the instructor before reattempting the posttest on another attempt. 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. All posttests in the course have a due date: **Last day of week 7, Friday by 11:59 PM CST.**

Culminating Project

The final project in the course assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate mastery of each competency. 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. **If you want feedback**

for revisions, submit by the end of week 6. Culminating projects have a due date: **Last day of week 7, Friday by 11:59 PM CST.**

GRADING

A score of 80% or higher on the Culminating Project and all Posttests is required to demonstrate mastery of the competencies 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

COURSE OUTLINE / CALENDAR

Suggested Schedule

Competencies/Modules	Materials	Assignments
<u>Competency 1:</u> 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).
<u>Competency 2:</u> 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).
<u>Competency 3:</u> The learner will enhance the community among and between students, teachers, parents/ guardians, and paraprofessionals creating a support	Articles Videos Slide Deck	1. Complete Pre-test 2. Read or view the material for the module 3. Complete Post-test (80 points).

Competencies/Modules	Materials	Assignments
system for K-12 students. <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: (D) clearly and accurately communicating to support persistence, deeper learning, and effective effort.		
<u>Competency 4:</u> The learner will incorporate physical and affective components of the learning environment that influence student success across the learning domains. <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: (E) organizing a safe, accessible, and	Articles Videos Slide Deck	1. Complete Pre-test 2. Read or view the material for the module 3. Complete Post-test (80 points).

Competencies/Modules	Materials	Assignments
efficient classroom.		
<u>Competency 5:</u> 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).
<u>Culminating Project:</u> 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. <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: (G) leading a mutually respectful and collaborative class of actively engaged learners.	Review of lesson plan writing techniques and view exemplars.	1. Read or view the material for the module 2. Complete Project (100 points).

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

TIPS FOR SUCCESS

- **All assignments must be submitted by 11:59PM/CST on the Friday of Week 7 of the term.**
- A score of 80% or higher on the Culminating Project and all Posttests is required to demonstrate competency and receive credit for the course.
- **Tip:** After a failed attempt at a posttest or the culminating project, review feedback provided by your instructor and/or reach out to your instructor with questions before moving to the next attempt.