



EAST TEXAS A&M UNIVERSITY

EDCB 515 –Evidence-Based Teaching for Diverse Populations

COURSE SYLLABUS

Term:		Year:	
-------	--	-------	--

INSTRUCTOR INFORMATION

Instructor Name:	
Office Phone:	
East Texas A&M University 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 capstone course requires students to apply and expand their knowledge through a number of project-based and research initiatives. Students will synthesize or integrate the knowledge they have developed throughout the prerequisite courses in a clinical/internship experience. The course focuses on understanding diagnostic teaching practices and aligning the needs of a diverse population of students. Course requirements will include designing and implementing responsive instruction and assessment, creating a community of learners, and exhibiting an understanding of the legal and professional responsibilities outlined on the Pedagogy and Professional Responsibility TExES test. Prerequisites: [EDCB 514 & EDCB 566](#). Enrollment is limited to teacher candidates fully admitted into the Alternative Certification Program & completing an internship or student teaching with Advisor approval.

Student Learning Outcomes

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

1. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.
2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence by incorporating knowledge about students.

3. Promote 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.
4. Collect and analyze student data for instructional decision-making purposes and communicate this information in different formats and for diverse audiences.
5. Design instruction that is appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
6. Plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Alignment to the Texas Education Agency (TEA) Standards

This course supports the learning and practice of the *Texas Administrative Code* and *Texas Education Code*, which outline the foundational content and skills needed for Texas teacher certification. These *Standards and Competencies* were introduced in EDCB 514 and will receive additional study in EDCB 515, and other courses required by the Alternative Teacher Certification program.

Texas Teacher Standards: Standards 1.B.i-iii, 2.B.i-iii, 2.C.i-iii, 6.A.i-iii, 6.B.i-ii, 6.C.i-ii, 6.D.i-iii

ELPS Standards: ELPS in effect until 2026-2027 School year [19 TAC §74.4](#). New **ELPS Standards: Standard 19 TAC §120.20**.e English Language Proficiency Level Descriptors for Kindergarten-Grade 3, e.1.A-E, e.2 (attached graphic) and **Standard 19 TAC §120.21**.e Grades 4-12, e.1.A-E, e.2 (attached graphic)

Pedagogy and Professional Responsibilities Standards: 19 TAC §228.57(a) I.1.1k-1.6k, 1.12k-1.17k; 1.30k-1.31k; 1.12s-1.18s; 3.12k-3.16k; 3.1s-5s; 3.17s-3.20s; 4.11k-4.18k; 4.1s-4.19s

Technology Applications - 19 TAC§228.57(a) I.1.1k-1.3k; I.1.1s – 1.5s; II.2.1k-2.4k; II.2.2s-2.10s; III.3.1k-3.3k; III.3.1s-3.7s; IV.4.1k-4.3k; IV.4.1s-4.12s; V.5.3k; V.5.1s, 5.3s-5.6s; VI.6.1k-6.4k; VI.6.1s-6.31s; VII.7.12s, 7.16s, 7.17s

19 TAC 228.57(c): Code of Ethics and Standard Practices for Texas educators – [Chapter 247](#) and [Chapter 249, Subchapter B](#) (relating to Enforcement Actions and Guidelines).

19 TAC 228.57(c)(1)(A-C): Code of Ethics Instruction

19 TAC 228.57(c)(4): the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities

19 TAC 228.57(c)(6): the framework in this state for teacher and principal evaluation

19 TAC 228.57(c)(7) – appropriate relationships, boundaries, and communications between educators and students

19 TAC 228.57(c)(8)(A-C): Digital Literacy Instruction

Course SLO	Standards
<p>1. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.</p>	<p><u>Texas Teacher Standards: Standard 6—Professional Practices and Responsibilities.</u> Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.</p> <p>(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.</p> <p>i. Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.</p> <p>ii. Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.</p> <p>iii. Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.</p> <p>(C) Teachers seek out opportunities to lead students, other educators and community members within and beyond their classrooms.</p> <p>i. Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.</p> <p>ii. Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.</p>

Pedagogy and Professional Responsibilities Standards:

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)

Teacher Knowledge: What Teachers Know

4.11k characteristics, goals, and procedures associated with teacher appraisal; and

4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

Legal and Ethical Requirements and the Structure of Education in Texas

4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);

4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);

4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

4.16k procedures and requirements for maintaining accurate student records;

4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components

Continuing Professional Development

4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);

4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems;

	<p>improve teaching performance; and achieve instructional goals; and 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.</p> <p>Legal and Ethical Requirements and the Structure of Education in Texas</p> <p>4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations; 4.17s serve as an advocate for students and the profession; 4.18s maintain accurate records; and 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues</p> <p><u>19 TAC 228.57(c)</u>: Code of Ethics and Standard Practices for Texas educators – Chapter 247 and Chapter 249, Subchapter B (relating to Enforcement Actions and Guidelines).</p> <p><u>19 TAC 228.57(c)(1)(A-C)</u>: Code of Ethics Instruction</p>
<p>2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence by incorporating knowledge about students.</p>	<p><u>Texas Teacher Standards: Standard 2—Knowledge of Students and Student Learning.</u> 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> <p>(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning</p> <p>i. Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.</p> <p>ii. Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.</p> <p>iii. Teachers understand the role of language and culture in learning and know how to modify their practices to support</p>

	<p>language acquisition so that language is comprehensible, and instruction is fully accessible.</p> <p>19 TAC 228.57(c)(7) – appropriate relationships, boundaries, and communications between educators and students</p>
<p>3. Promote 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.</p>	<p><u>Texas Teacher Standards:</u> 2.(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.</p> <ul style="list-style-type: none"> i. Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills. ii. Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas. iii. Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student. <p><u>Pedagogy and Professional Responsibilities Standards:</u></p> <p>1.17s use technological tools to promote learning and expand instructional options; and</p> <p>1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities</p> <p>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>Providing Feedback to Students</p> <p>3.12k characteristics of effective feedback for students;</p> <p>3.13k the role of timely feedback in the learning process; and</p> <p>3.14k how to use constructive feedback to guide each student's learning.</p> <p>Demonstrating Flexibility and Responsiveness</p>

	<p>3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and 3.16k situations in which teacher flexibility can enhance student learning.</p> <p>Communication 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing; 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher’s commitment to students; 3.3s use spoken and written language that is appropriate to students’ ages, interests, and backgrounds; 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and</p> <p>3.17s base feedback on high expectations for student learning.</p> <p>Demonstrating Flexibility and Responsiveness 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity; 3.19s adjust instruction based on ongoing assessment of student understanding; and 3.20s use alternative instructional approaches to ensure that all students learn and succeed.</p>
<p>4. Collect and analyze student data for instructional decision making purposes and communicate this information in different formats and for diverse audiences.</p>	<p><u>Texas Teacher Standards:</u> Standard 6 - Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus</p>

and school district policies, and conduct themselves ethically and with integrity.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

i. Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

ii. Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

iii. Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Pedagogy and Professional Responsibilities Standards:
Interacting and Communicating with Families

4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

4.2s apply procedures for conducting effective parent-teacher conferences;

4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and

4.4s engage families in their children's education and in various aspects of the instructional program

Interacting with Other Educators and Contributing to the School and District

4.5s maintain supportive and cooperative relationships with colleagues;

4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being;

4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;
4.8s communicate effectively and appropriately with other educators in varied contexts;
4.9s collaborate professionally with other members of the school community to achieve school and district educational goals;
4.10s participate in decision making, problem solving, and sharing ideas and expertise; and
4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).

ELPS Standards:

The beginning teacher can:

Describe the proficiency level descriptors for Kindergarten – Grade 3 - (e) Proficiency level descriptors.

(1) The following five proficiency levels describe students' progress in English language acquisition.

(A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.

(B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.

(C) Intermediate. The intermediate level is characterized by the ability to use receptive and expressive language with demonstrated literal comprehension. Students at this level need moderately scaffolded instruction and linguistic support. Additional visual and linguistic support is needed to understand unfamiliar or abstract concepts such as figurative language, humor, and cultural or societal references. Students at this level begin to consistently use short phrases and simple sentences or ask short questions to demonstrate comprehension during formal and informal interactions.

(D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.

(E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.

(2) The Kindergarten-Grade 3 proficiency level descriptors are described in this figure [19 TAC §120.20\(e\)\(2\)](#)

The beginning teacher can:

Describe the proficiency level descriptors for students in Grades 4-12.

(e) Proficiency level descriptors.

(1) The following five proficiency levels describe students' progress in English language acquisition.

(A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.

(B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.

(C) Intermediate. The intermediate level is characterized by the ability to use receptive and expressive language with demonstrated literal comprehension. Students at this level need moderately scaffolded instruction and linguistic support. Additional visual and linguistic support is needed to understand unfamiliar or abstract concepts such as figurative language, humor, and cultural or societal references. Students at this level begin to consistently use short phrases and simple sentences or ask short questions to demonstrate comprehension during formal and informal interactions.

	<p>(D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.</p> <p>(E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.</p> <p>(2) The Grades 4-12 proficiency level descriptors are described in this figure 19 TAC §120.21(e)(2)</p>
<p>5. Design instruction that is appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</p>	<p>Texas 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.</p> <p>(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.</p> <p>i. Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.</p> <p>ii. Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.</p> <p>iii. Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.</p> <p>Standard 6 - Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.</p>

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

- i. Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
- ii. Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

Pedagogy and Professional Responsibilities Standards:
Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)

Teacher Knowledge: What Teachers Know

Students

- 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
- 1.2k the implications of students’ developmental characteristics for planning appropriate instruction;
- 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
- 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;
- 1.6k appropriate strategies for instructing English language learners.

Selection of Instructional Goals and Objectives

- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed;

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15k the importance of aligning instructional goals with campus and district goals.

1.31k how to analyze data from local, state, and other assessments using common statistical measures.

1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13s develop instructional goals and objectives that are able to be assessed;

1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and

1.15s develop instructional goals and objectives that reflect different types of student learning and skills.

1.16s use various types of materials and other resources to aid in preparing and implementing instruction;

ELPS Standards:

The beginning teacher can:

Describe the proficiency level descriptors for Kindergarten – Grade 3 - (e) Proficiency level descriptors.

(1) The following five proficiency levels describe students' progress in English language acquisition.

(A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.

(B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.

(C) Intermediate. The intermediate level is characterized by the ability to use receptive and expressive language with demonstrated literal comprehension. Students at this level

	<p>need moderately scaffolded instruction and linguistic support. Additional visual and linguistic support is needed to understand unfamiliar or abstract concepts such as figurative language, humor, and cultural or societal references. Students at this level begin to consistently use short phrases and simple sentences or ask short questions to demonstrate comprehension during formal and informal interactions.</p> <p>(D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.</p> <p>(E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.</p> <p>(2) The Kindergarten-Grade 3 proficiency level descriptors are described in this figure 19 TAC §120.20(e)(2)</p> <p>The beginning teacher can:</p> <p>Describe the proficiency level descriptors for students in Grades 4-12.</p> <p>(e) Proficiency level descriptors.</p> <p>(1) The following five proficiency levels describe students' progress in English language acquisition.</p> <p>(A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.</p> <p>(B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.</p> <p>(C) Intermediate. The intermediate level is characterized by the ability to use receptive and expressive language with demonstrated literal comprehension. Students at this level</p>
--	---

	<p>need moderately scaffolded instruction and linguistic support. Additional visual and linguistic support is needed to understand unfamiliar or abstract concepts such as figurative language, humor, and cultural or societal references. Students at this level begin to consistently use short phrases and simple sentences or ask short questions to demonstrate comprehension during formal and informal interactions.</p> <p>(D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.</p> <p>(E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.</p> <p>(2) The Grades 4-12 proficiency level descriptors are described in this figure 19 TAC §120.21(e)(2)</p> <p><u>19 TAC 228.57(c)(4):</u> the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities</p> <p><u>19 TAC 228.57(c)(6):</u> the framework in this state for teacher and principal evaluation</p>
<p>6. Plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge</p>	<p><u>Pedagogy and Professional Responsibilities Standards:</u></p> <p>1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;</p> <p>1.17k the importance of knowing when to integrate technology into instruction and assessment; and</p> <p>1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction;</p> <p><u>Technology Applications:</u></p>

and Skills (TEKS) into the curriculum.

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas and create products.

Teacher Knowledge: What All Teachers Know – Teachers of Students in Grades EC-12

- 1.1k How to use innovative technology and electronic communication to create new knowledge;
 - 1.2k How to use prior knowledge to develop new ideas, products and processes;
 - 1.3k How to demonstrate creative thinking, construct new knowledge and develop innovative products and processes that use technology.
 - 1.1s Design and create interdisciplinary multimedia presentations that include audio, video, text and graphics;
- Application: What All Teachers Can Do – Teachers of Students in Grades EC-12*
- 1.2s Explore complex systems or issues by using models, simulation and new technologies to develop hypotheses, modify input and analyze results;
 - 1.3s Analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product;
 - 1.4s Apply prior knowledge to develop new ideas, products and processes;
 - 1.5s Create, present, publish and copyright original works as a means of personal or group expression.

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Teacher Knowledge: What All Teachers Know – Teachers of Students in Grades EC-12

- 2.1k How to design and format digital information for appropriate and effective communication;
- 2.2k How to deliver a product electronically in a variety of media;
- 2.3k How to evaluate communication in terms of both process and product;
- 2.4k How to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication and instruction.

Application: What All Teachers Can Do – Teachers of Students in Grades EC-12

- 2.2s Participate in electronic communities as a learner, initiator and contributor;
- 2.3s Employ technological collaboration such as sharing information through online communications to complete tasks;
- 2.4s Use groupware, collaborative software and productivity tools to create products;
- 2.5s Use technology in self-directed activities to create products for and share products with defined audiences;
- 2.6s evaluate student-created products through self and peer review for relevance to the assignment or task prior to final submission;
- 2.7s Use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures or reports to create effective document files for defined audiences;
- 2.8s Use a variety of media, formats, devices and virtual environments to select, store and deliver products;
- 2.9s Design and create interdisciplinary multimedia presentations that include audio, video, text and graphics for defined audiences;
- 2.10s Create and manage personal learning networks to collaborate and publish with peers, experts or others by using digital tools such as blogs, wikis, audio/video communication or other emerging technologies.

Standard III: All teachers acquire, analyze and manage content from digital resources.

Teacher Knowledge: What All Teachers Know – Teachers of Students in Grades EC-12

- 3.1k How to use strategies for acquiring information from electronic resources in a variety of formats;
- 3.2k How to evaluate and validate acquired electronic information;
- 3.3k How to access and use online help.

Application: What All Teachers Can Do – Teachers of Students in Grades EC-12

- 3.1s Use strategies to locate and acquire desired information from collaborative software and online resources;
- 3.2s Apply appropriate electronic search strategies in the acquisition of information to guide inquiry, including keyword and Boolean search strategies;

- 3.3s Use online help and other documentation;
- 3.4s Determine and employ methods to evaluate electronic information for accuracy and validity;
- 3.5s Resolve information conflicts and validate information by accessing, researching and comparing data from multiple sources;
- 3.6s Identify the source, location, media type, relevancy and content validity of available information;
- 3.7s Process data and communicate results.

Standard IV: All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Teacher Knowledge: What All Teachers Know – Teachers of Students in Grades EC-12

- 4.1k How to use appropriate computer-based productivity tools to create and modify solutions to problems;
- 4.2k How to use technology applications to facilitate evaluation of work, including both process and product;
- 4.3k How to evaluate and modify steps to accomplish a task or the development of a process or product.

Application: What All Teachers Can Do – Teachers of Students in Grades EC-12

- 4.1s Discuss, explain and evaluate the impact of technology applications on society and in various areas of study through research, interviews and personal observation;
- 4.2s Plan and manage activities to develop a solution, design a computer program or complete a project;
- 4.3s Collect and analyze data to identify solutions, make informed decisions and support reasoning;
- 4.4s Use multiple processes and diverse perspectives to explore alternative solutions;
- 4.5s Evaluate and modify steps to make informed decisions and support reasoning to accomplish a task or the development of a process or product;
- 4.6s Identify and define relevant problems and significant questions for investigation;
- 4.7s Transfer current knowledge to the learning of newly encountered technologies;
- 4.8s Evaluate the appropriateness of a digital tool to achieve the desired product;
- 4.9s Use tools such as word processing, spreadsheets, databases, graphic organizers, charts, multimedia, simulations,

	<p>models and programming languages to collect, analyze and represent data;</p> <p>4.10s Design and implement procedures to track trends, set timelines and review/evaluate progress for continual improvement in process and product;</p> <p>4.11s Design and implement procedures for tracking trends, setting timelines and reviewing and evaluating products through the use of technology tools such as database managers, daily/monthly planners and project management tools;</p> <p>4.12s Determine and employ technology specifications to evaluate projects for design, content delivery, purpose and audience and demonstrate that established criteria or rubrics can be used to evaluate the process and product.</p> <p>Standard V: All teachers practice and promote safe, responsible, legal and ethical behavior while using technology tools and resources.</p> <p><i>Teacher Knowledge: What All Teachers Know – Teachers of Students in Grades EC-12</i></p> <p>5.3k How to practice and explain safe and appropriate online behavior, personal security guidelines, digital etiquette and acceptable use of technology.</p> <p><i>Application: What All Teachers Can Do – Teachers of Students in Grades EC-12</i></p> <p>5.1s Understand copyright laws, fair use guidelines, digital safety rules, creative commons, free and open source, public domain, violations and issues including but not limited to computer hacking, computer piracy, intentional virus setting and invasion of privacy;</p> <p>5.3s Demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, a lab or on the internet or an intranet;</p> <p>5.4s Model respect for intellectual property when manipulating, morphing and editing graphics, video, text and sound;</p> <p>5.5s Understand and explain the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy and piracy of software, music, video and other media;</p>
--	--

5.6s Understand and practice safe and responsible online behavior, personal security guidelines, digital etiquette and acceptable use of technology.

Standard VI: All teachers demonstrate a thorough understanding of technology concepts, systems and operations.

Teacher Knowledge: What All Teachers Know – Teachers of Students in Grades EC-12

- 6.1k The correct use of hardware components, software programs and various systems and their connections;
- 6.2k How to use software applications, including selecting and using software for a defined task;
- 6.3k How to compare and contrast various network systems;
- 6.4k How to apply basic design principles.

Application: What All Teachers Can Do Teachers of Students in Grades EC-12

- 6.1s Demonstrate knowledge and appropriate use of operating system, hardware systems, network systems, virtual systems, learning systems, software applications and communication and networking components;
- 6.2s Manipulate files by using appropriate naming conventions, file management (including folder structures and tagging), file conversions and emerging digital organizational strategies:
- 6.3s Compare, contrast and appropriately use various input, processing, output and primary/secondary storage devices:
- 6.4s Navigate systems and applications accessing peripherals both locally and remotely:
- 6.5s Select and use software and Internet tools for a defined task according to quality, appropriateness, effectiveness and efficiency:
- 6.6s Delineate and make necessary adjustments regarding compatibility issues, including but not limited to digital file formats and cross-platform connectivity:
- 6.7s Use and understand technology terminology appropriate to the task;
- 6.8s Perform basic software application functions, including but not limited to opening an application program and creating, modifying, printing and saving documents;

	<p>6.9s Apply techniques and available resources (such as online help and knowledge bases) to troubleshoot minor technical problems with hardware and software;</p> <p>6.10s Evaluate and select technology tools based on licensing, application and support;</p> <p>6.11s How to compare and contrast LANs, WANs the Internet and intranets;</p> <p>6.12s Use a variety of input and storage devices such as mouse/track pad, keyboard, microphone, digital camera, digital voice recorder, scanner, disk/disc, modem and controller;</p> <p>6.13s Demonstrate keyboarding proficiency in technique and posture while building speed and accuracy;</p> <p>6.14s Use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes and smart quotation marks;</p> <p>6.15s Identify, create and use files in various appropriate formats such as text, bitmapped/vector and raster graphics, image, video and audio files;</p> <p>6.16s Access, manage and manipulate information from secondary storage and remote devices;</p> <p>6.17s Use digital typography standards such as readable fonts, alignment, page setup, tabs, table properties and ruler settings to plan, create and edit word processing documents;</p> <p>6.18s Use advanced computational and graphic components, trending tools, all data types, formulas and functions and chart information to plan, create and edit spreadsheet documents;</p> <p>6.19s Plan, create and edit databases by manipulating components, including defining fields, entering data and designing layouts appropriate for reporting;</p> <p>6.20s Use relevant publication standards and graphic design principles to plan, create and edit a digital publication;</p> <p>6.21s Demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects that incorporate text, audio, video and graphics;</p> <p>6.22s Integrate two or more technology tools to create a new digital product;</p> <p>6.23s Differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications and photo editing software;</p> <p>6.24s Create a variety of spreadsheet layouts containing descriptive labels and page settings;</p>
--	---

	<p>6.25s Use a variety of media, formats, devices and virtual environments to select and store products;</p> <p>6.26s Match the chart style to the data when creating and labeling charts;</p> <p>6.27s Discuss, explain and evaluate the relevance of technology as it applies to college and career readiness, life-long learning and daily living;</p> <p>6.28s Select and use appropriate collaboration tools;</p> <p>6.29s Evaluate products for relevance to the assignment or task;</p> <p>6.30s Use font attributes, color, white space and graphics to ensure that products are appropriate for multiple communication media, including monitor display, Web and print;</p> <p>6.31s Discuss, explain and evaluate the impact of technology applications through history and in various areas of study through research, interviews and personal observation.</p> <p>Standard VII: All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.</p> <p>7.12s Use appropriate sources, such as dictionaries, thesauruses, glossaries and search engines to locate the meanings and pronunciations of unfamiliar content-related words;</p> <p>7.16s Conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications;</p> <p>7.17s Develop and implement an individual plan for professional growth in the knowledge and skills of Technology Applications.</p> <p>19 TAC 228.57(c)(8)(A-C): Digital Literacy Instruction</p>
--	--

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 ETAMU 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 East Texas A&M University 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 your ETAMU 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 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.

ETAMU Attendance

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

Academic Integrity

Students at East Texas A&M University 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

East Texas A&M University 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
East Texas A&M University
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

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University, 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: Legal & Ethical Portfolio	100 points
Module 2: Classroom Environment Report	100 points
Module 3: Differentiated Instruction Training	100 points
Module 4: Collecting & Analyzing Data	100 points
Module 5: Using Assessment Data to Plan Instruction	100 points
Module 6: Digital Literacy	100 points
Beginning of Year Observation	15 points
Culminating Portfolio	100 points
Total	715 points

Grading Scale

- A = 90%-100%
- B = 80%-89%
- F = 79% or Below

COURSE OUTLINE / CALENDAR

Suggested Schedule

Learning Objectives and Competencies	Materials to Read or Review	Assignments
Module 1: Fulfill professional roles and responsibilities and adhere to legal and ethical	Reading and/or viewing material listed on D2L	1. Complete Module Pretest

Learning Objectives and Competencies	Materials to Read or Review	Assignments
<p>requirements of the profession.</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><i>H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities</i></p>		<ol style="list-style-type: none"> 2. Complete Module readings, videos, and reflections 3. Complete Project- Legal & Ethical Post Assessment Portfolio
<p><u>Module 2:</u> Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence by incorporating knowledge about students.</p>	<p>Reading and/or viewing material listed on D2L</p> <p>This module explores the classroom environment and how to foster a positive learning environment for all learners while establishing appropriate boundaries.</p>	<ol style="list-style-type: none"> 1. Complete Module Pretest 2. Complete Module readings, videos, and reflections 3. Complete Project-Classroom Environment Report
<p><u>Module 3:</u> Promote student learning by providing responsive instruction that makes use of effective</p>	<p>Reading and/or viewing material listed on D2L</p>	<ol style="list-style-type: none"> 1. Read the material for the week. 2. Complete Differentiated

Learning Objectives and Competencies	Materials to Read or Review	Assignments
communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.		Instruction Training and submit certificate
<p>Module 4: Collect and analyze student data for instructional decision-making purposes and communicate this information in different formats and for diverse audiences.</p>	Reading and/or viewing material listed on D2L	<ol style="list-style-type: none"> 1. Complete Pretest 2. Complete readings, videos, & reflections 3. Complete Project-Collecting & analyzing data
<p>Module 5: Design instruction that is appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</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>(C) Ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven</p>	Reading and/or viewing material listed on D2L Overview of T-TESS and T-PESS evaluation systems.	<ol style="list-style-type: none"> 1. Complete Pretest 2. Complete readings, videos, & reflections 3. Complete Project-Using assessment data to plan instruction

Learning Objectives and Competencies	Materials to Read or Review	Assignments
practices, and differentiated instruction.		
<p>Module 6: Plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum</p>	<p>Digital Literacies trainings provided on D2L Covering the following:</p> <ul style="list-style-type: none"> • Digital learning • Virtual Instruction • Virtual Learning • Best practices in assessing virtual instruction • Best practices in developing a virtual learning curriculum • Alignment with ISTE Standards 	<ol style="list-style-type: none"> 1. Complete readings, videos & reflections 2. Digital Literacies Training 3. Upload Digital Literacies Awards in PDF (2 Google Award PDFs should be uploaded in D2L – The Preassessment Evaluation Results should be uploaded in Tk20)
<p><u>Beginning of Year Field Experience:</u></p>	<p><u>Options for Completing Beginning of Year Observation Requirement:</u></p> <ol style="list-style-type: none"> 1. Your clinical teaching begins in the fall semester, and you are in the classroom at the start of the school year. 2. You observed a classroom during the beginning weeks of school, and it is recorded on the 30 hours you completed at the start of the alt cert program. 3. You are participating in a one-year paid internship. 	<p>If you have not completed this observation requirement through the options listed to the left, you will need to complete 3 online training modules through TLAC. Details listed on D2L.</p>
<p><u>Culminating Project</u> Lesson Reflection</p>	<p>Directions and details provided on D2L.</p>	<ol style="list-style-type: none"> 1. TTESS Lesson Evaluation 2. Question 1 Reflection 3. Question 2 Reflection

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
- Competency 5 Posttest
- Competency 6 Preassessment Evaluation Results

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.