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**EDCI 4060: Content Area (Disciplinary) Literacy in Secondary Schools**

**SUMMER 2023**

**INSTRUCTOR:** Brittany Frieson Davis, PhD (she/her/hers)

**PLEASE CALL ME:** Dr. Frieson

**OFFICE:** Matthews Hall, 206T (Enter through 206 suite door)

 brittany.frieson@unt.edu

**STUDENT HOURS: Mondays 12-1pm\* and by appointment only.**

Please make a virtual appointment by email and use this Zoom [link](https://unt.zoom.us/j/5900387431) for appointments outside of office hours. Office hours are subject to change based on Dr. Frieson’s schedule, but students will be notified promptly prior to a change in the schedule.

**CLASS MEETINGS:** This is an internet course. There are no synchronous meetings.

**COURSE DESCRIPTION**

This course was designed to help middle and secondary teacher education candidates, as well as practicing teachers in all teaching fields, increase and enhance students' learning. While there is a primary emphasis on learning from printed materials, learning effectively from all forms of text (visual media, audio, and so on) will be included. The course will build understanding of the importance and the process of recognizing and assessing the typically diverse population of classroom learners, and using that information to scaffold learning and differentiate instruction. For each course topic, relevant theory and research will be provided, however, practical application of course material to your future or current classroom is emphasized. Areas studied will include content area literacy, disciplinary literacy, cognition and metacognition, asset-based approaches to language and literacy learning, culturally sustaining pedagogies, critical perspectives, differentiating instruction, writing as a tool for thinking, classroom assessment, text analysis, and use of alternate resources to improve teaching and learning. Students will explore and understand existing knowledge and theory regarding literacy in its many forms and apply that information to practical classroom situations.

**READING MATERIALS**

\*\*There are no required textbooks for this course. All course materials such as journal articles, book chapters, podcasts, and curriculum materials are available through UNT libraries on our course Canvas site.\*\*

**COURSE STRUCTURE**

This course takes place online asynchronously. Your interaction with me and with your fellow students will take place in Canvas. There are 8 content modules that you will move through as you complete this 10-week course. Virtual office hours will be held via Zoom at a time that both the instructor and the student collaboratively agree upon.

**TECHNICAL REQUIREMENTS & SUPPORT**

For this course, you will need internet access to complete course content and to regularly check our course for Canvas announcements. You will need to access Zoom at the link that Dr. Frieson provides for you for virtual office hours.

UNT IT and Tech Support

UNT Student Help Desk: helpdesk@unt.edu Phone: 940-565-2324

If you need assistance with Foliotek, contact alyssa.armstrong@unt.edu

**COURSE OBJECTIVES**

At the end of this course, students should be able to:

1. appreciate the value of an informed and reflective mindset about one’s instructional decision-making.
2. delineate the distinctions among Content Area Literacy, Disciplinary Literacy, and Critical Literacy.
3. explain and apply to instructional decision-making an understanding of how reader, text, and context factors interact to affect the construction of meaning.
4. incorporate disciplinary literacy strategies into instruction with the goal of folding learners into the practices of disciplinary communities.
5. develop strategies to sustain learners' abilities, interests, cultures, and languages.
6. utilize anti-biased and anti-racist instructional resources and strategies in instructional decision-making.
7. recognize and describe the impact of students’ cognitive and metacognitive processing during reading.
8. identify and describe discipline-specific literacy practices employed by content experts (including yourself).
9. identify discipline-specific professional literature, technology resources, and texts that support your instruction.
10. incorporate discipline-specific language and text-structures into instruction in ways that increase concept development and disciplinary habits of mind.
11. purposefully choose and incorporate selected content literacy and disciplinary literacy strategies into instructional decision-making, drawing from diverse modalities that are most aligned with specific areas.

**FOLIOTEK E-PORTFOLIO**

Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. *This course requires one assignment (e.g., Common Lesson Plan) to be uploaded and graded in Foliotek. You will upload to Foliotek directly from your Canvas assignment page by clicking on the load button at the bottom of the assignment page.*

For students with visual impairments, please reach out to your instructor to develop alternate accommodations.

The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. **All students must register in the (free) program portfolio that aligns with their degree plan.**

**COURSE EVALUATION**

|  |  |
| --- | --- |
| **Online Participation and Engagement** | 10% |
| **Checkpoint Activities (10 points each)** | 20% |
| **Case Studies (15 points each)** | 20% |
| **Classroom Application (25 points each)** | 20% |
| **Capstone (Parts I, II, & III)** | 30% |
| **Total Evaluation Points** | **100%** |

**COURSE GRADING SCALE**

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| --- | --- |
| **A** | 100-90% |
| **B** | 89-80% |
| **C** | 79-70% |
| **D** | 69-60% |
| **F** | 59% and below |

**MAJOR ASSIGNMENTS**

Brief descriptions of major assignments are described below with corresponding due dates. **Please refer back to this throughout the semester.** A more detailed assignment sheet and evaluation rubric may be provided a few weeks before each assignment is due. Please note that my preference is double-spaced, one-inch margins, and 12-point font for all assignments. *It makes it easier to read and provide feedback.*

**Online Participation & Engagement (10%); Ongoing**

Students will be expected to be an active participant during our online course. This includes completing **all** coursework, regularly logging into our Canvas site to complete work, check messages, and participate in discussions. *Please note: If you do not complete all coursework and assignments, you will not receive full credit in this category.*

**Checkpoint Activities (20%); Modules 1, 4, and 5**

You will encounter different content literacy strategies designed to connect you to a topic in some way. These are the types of activities you should use with your own students to scaffold their understanding of material in your own classroom. Completing these activities will give you a chance to see what the benefits and challenges of the activities are, in addition to considering modifications to make each literacy strategy work more effectively in your discipline.

**Case Studies (20%); Modules 3 and 5**

Students will be expected tothink critically, analyze problems of practice, and share thoughts and ideas with other future teachers. These case studies are designed to help prepare you for the realities of engaging with disciplinary literacy in your subject area as future teachers.

**Classroom Application (20%):** *25 points each;* **Modules 1 and 2**

Each module will provide an opportunity for you to apply what you have learned to a hypothetical (or actual, if currently teaching) classroom setting which should simulate your desired future teaching context as closely as possible.

**Capstone Project**

Students will be expected to complete a 3-part capstone culminating project. Each portion is worth different points.

Part 1a: 15 points

Part 1b: 10 points

Part 2: 45 points

Part 3: 50 points

\*Part 2 is a teacher certification required assessment and must be uploaded to Foliotek through the Canvas assignment submission page.

**COURSE OUTLINE/CALENDAR**

\*This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor’s discretion to enhance the learning experiences of students.

*Read corresponding materials relevant to your discipline or interests.*

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| **Week/ Dates** | **Topics** | **Readings/Activities Due**  | **Assignments Due** |
| **Module 1**May 22 | Approaches in Disciplinary Literacy | Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. *Journal of Adolescent & Adult Literacy*, *57*(8), 614-623.International Literacy Association. (2017). Content area and disciplinary literacy: Strategies and frameworks [Literacy leadership brief]. Newark, DE: Author. | **Module 1 Checkpoint** (Due May 24)**Module 1 Classroom Application**(Due May 28) |
| **Module 2**May 30 (May 29; Memorial Day: NO CLASSES) | Disciplines as Sociocultural Communities | Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent & Adult Literacy*, *52*(2), 96-107.Hynd‐Shanahan, C. (2013). What does it take? The challenge of disciplinary literacy. *Journal of Adolescent & Adult Literacy*, *57*(2), 93-98. | **Module 2 Classroom Application**(Due June 4) |
| **Module 3**June 5 | Asset-Based Pedagogies | Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, *41*(3), 93-97.**OR**Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, *53*(2), 106-116.**OR**Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, *32*(3), 465-491.**EVERYONE**: Moje, E. B., Ciechanowski, K. M., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly*, *39*(1), 38-70. | **Module 3 Case Study**(Due June 11) |
| **Module 4**June 12 | Indigenous Knowledges & Expertise | Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, *32*(5), 19-25.Watahomigie, L. J., & McCarty, T. L. (1994). Bilingual/bicultural education at Peach Springs: A Hualapai way of schooling. *Peabody Journal of Education*, 69(2), 26–42.Listen to this podcast: Nature and Human Nature | **Module 4 Checkpoint**(Due June 17) |
| **Module 5**June 20(June 19; Juneteenth: NO CLASSES) | Disciplinary Deep-Dive | For Math, Sci, Social Studies, ELA, the Arts: * Disciplinary Literacy Research and Practice, Explained

For PE/Kinesiology:* Chandler‐Olcott, K. (2017). Disciplinary literacy and multimodal text design in physical education. *Literacy*, *51*(3), 147-153.

Everyone Read: * Danielsson, K., & Selander, S. (2016). Reading multimodal texts for learning--A model for cultivating multimodal literacy. *Designs for Learning, 8*(1), 25-36.
* Danielsson, K., & Selander, S. (2021). Introduction. In *Multimodal Texts in Disciplinary Education* (pp. 3-7). Springer.
 | **Module 5 Checkpoint** (Due June 25)**Module 5 Case Study**(Due July 2)**Choose 1 or 2 other peers for your Capstone Project Group [a minimum of 2 disciplines should be represented in your group- ex. art, ELA]** |
| **Module 6**July 3 (July 4; Independence Day- NO CLASSES) | Disciplinary Literacy Pedagogy | Choose **ONE** (relevant to your discipline): **Art:** Katz, A. (2013). Positioning students in a new Lens: Art historians, Readers and Writers. Journal of Content Area Reading, 10(1), 7–28. **ELA:** Pytash, K. (2011). Teaching PSTS to Take a Disciplinary Approach to Teaching Writing. Journal of Content Area Reading, 9(1), 105–122. **Math:** Spitler, E. (2011). From resistance to advocacy for math literacy: One teacher's literacy identity transformation. Journal of Adolescent & Adult Literacy, 55(4), 306–315. <https://doi.org/10.1002/jaal.00037>**Music:** Lenley, S. M. (2018). Using Inquiry to Develop Art and Music Preservice Teachers' Disciplinary Literacy Pedagogy. The Journal of Literature, Literacy, and the Arts, Research Strand, 5(1), 49–73. <http://ed-ubiquity.gsu.edu/wordpress/wp-content/uploads/2018/10/Lemley-and-Hart-5-1b.pdf> **Science:** Cervetti, G., & Pearson, P. (2012). Reading, writing, and thinking like a scientist. Journal of Adolescent & Adult Literacy, 55(7), 580–586. <https://doi.org/10.1002/jaal.00069>**Social Studies:** Damico, J., Baildon, M., Exter, M., & Guo, S.-J. (2009). Where we read from matters: Disciplinary literacy in a ninth-grade social studies classroom. Journal of Adolescent & Adult Literacy, 53(4), 325–335. <https://doi.org/10.1598/jaal.53.4.6>  **Spanish:** Hayes, K., Rueda, R., & Chilton, S. (2009). Scaffolding language, literacy, and academic content in english and spanish: The linguistic highway from mesoamerica to southern california. English Teaching, 8(2), 137. <https://libproxy.library.unt.edu/login?url=https://www-proquest-com.libproxy.library.unt.edu/scholarly-journals/scaffolding-language-literacy-academic-content/docview/926191047/se-2?accountid=7113>**Physical Education:** Wickens, C. M., Manderino, M., Parker, J., & Jung, J. (2015). Habits of practice. Journal of Adolescent & Adult Literacy, 59(1), 75–82. <https://doi.org/10.1002/jaal.429>  **Theatre:** Flynn, R. M. (2004). Curriculum-based readers theatre: Setting the stage for reading and retention. The Reading Teacher, 58(4), 360–365. <https://doi.org/10.1598/rt.58.4.5> | **Capstone Part 1a****Capstone Part 1b**(Due July 9) |
| **Module 7**July 10 | Designing for Disciplinary Teaching | Moje, E. B. (2015). Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise. *Harvard Educational Review*, *85*(2), 254-278.Rainey, E. C., Maher, B. L., Coupland, D., Franchi, R., & Moje, E. B. (2018). But what does it look like? Illustrations of disciplinary literacy teaching in two content areas. *Journal of Adolescent & Adult Literacy*, *61*(4), 371-379. | **Capstone Part 2**(Due July 16) |
| **Module 8**July 17 | Interdisciplinarity | Drake & Burns Ch. 1: What is Integrated Curriculum?  | **Capstone Part 3**(Due July 28) |

\*Details about assignments and collaboration on Capstone Project will be posted on Canvas.

SUPPLEMENTAL READINGS RELEVANT TO CULTURALLY RESPONSIVE TEACHING

\*Readings from an honors project, “Designing Anti-Biased and Anti-Racist Instruction in a Secondary English Classroom”

Arneback, E. & Englund, T. (2020). Teachers’ deliberation on communicative potentials in classrooms when students express racism. *Reflective Practice, 21*(1), 28-40. https://doi.org/10.1080/14623943.2019.1708304

Arneback, E. & Jämte, J. (2021). How to counteract racism in education: A typology of teachers’ anti-racist actions. *Race Ethnicity and Education.* https://doi.org/10.1080/13613324.2021.1890566

Baker-Bell, A. (2020). Dismantling anti-black linguistic racism in English language arts classrooms: Toward an anti-racist black language pedagogy. Theory Into Practice, 59(1), 8–21. https://doi-org.libproxy.library.unt.edu/10.1080/00405841.2019.1665415

Darling-Hammond, L. (2017). Teaching for social justice: Resources, relationships, and anti-racist practice. *Multicultural Perspectives, 19*(3), 133-138. https://doi.org/10.1080/15210960.2017.1335039

Dei, G. J. S. (2001). Rescuing theory: Anti-Racism and inclusive education. *Race, Gender & Class, 8*(1), 139. https://libproxy.library.unt.edu/login?url=https://www-proquest-com.libproxy.library.unt.edu/scholarly-journals/rescuing-theory-anti-racism-inclusive-education/docview/218857970/se-2?accountid=7113

Ebarvia, T. (2021). Starting With self: Identity work and anti-racist literacy practices. *Journal of Adolescent and Adult Literacy, 64*(5), 581-584. https://doi-org.libproxy.library.unt.edu/10.1002/jaal.1140

Hinton, M., & Ono-George, M. (2020). Teaching a history of “race” and anti-racist action in an academic classroom. *AREA, 52,* 716-721. https://doi-org.libproxy.library.unt.edu/10.1111/area.12536

Joseph, T. & Evans, L. M. (2018). Preparing preservice teachers for bilingual and bicultural classrooms in an era of political change. *Bilingual Research Journal, 41*(1), 52-68. https://doi.org/10.1080/15235882.2017.1415237

Kishimoto, K. (2018). Anti-racist pedagogy: From faculty’s self-reflection to organizing within and beyond the classroom, *Race Ethnicity and Education, 21*(4), 540-554. https://doi.org/10.1080/13613324.2016.1248824

Watt, D. (2017). Dealing with difficult conversations: anti-racism in youth & community work training. *Race Ethnicity and Education, 20*(3), 401-413. https://doi.org/10.1080/13613324.2016.1260235

COURSE POLICIES:

**Instructor Communication Policy**: Emails to your instructor regarding course assignments and other class business should be sent at least 48 hours prior to the due date or date of meeting. You may expect a response to email correspondence within 24 hours during weekdays. Please note that this time frame may be extended during the weekend. **Your instructor will not respond to emails/other methods of communication between the hours of 8:00 p.m. and 8:00 a.m.** Please plan accordingly!

**Late Work:** All assignments and postings are due on the day designated in the course agenda by 11:59pm (for example, if an assignment is due on 7/10, the assignment is due by 11:59pm on 7/10). In the case of an emergency if you need extra time before a due date, please discuss it with me and together we will decide on a timeline for completion. Please remember to honor this commitment.

**Expectations for Assignments:** Transmit only WORD documents to Canvas (no PDFs). *Please do not email assignments*.

**Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

**Teacher Education & Administration Departmental Policy Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

**UNT TEACHER EDUCATION PROGRAM**

**COMMITMENTS**

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act.* We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

* **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
* **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
* **Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
* **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

**Teacher Preparation at The University of North Texas**

**Core Commitments**

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| --- | --- | --- | --- | --- |
| **Commitments->**  | **As Teachers**  | **To Children and Youth**  | **In our Practice**  | **To Radically Imagine**  |
| **Identity**  | **We are** individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.  | **We value**and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.   | **We practice** humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.  | **We imagine**schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.   |
| **Inquiry**  | **We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.   | **We value** young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating  | **We practice** curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.  | **We imagine** a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.  |
| **Advocacy &** **Activism**  | **We are** activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.   | **We value**and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.  | **We practice** activism in the curriculum by engaging children and youth in work that contributes to the creation of  more just, more caring, and more peaceful world.  | **We imagine** metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.  |
| **Communities**   | **We are** members of a multiple communities— connected in ways that make our successes intertwined.  | **We value** inclusive learning communities that connect us within and outside of our classrooms.  | **We practice** humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.    | **We imagine** schools as sustaining intersecting ways of being, knowing, and languaging.  |

EDUCATOR STANDARDS

In order to recommend a candidate to the Texas Education Agency, the UNT Educator Preparation Program curriculum includes alignment to standards identified by the State Board of Educator Certification (SBEC). These standards are assessed throughout your preparation and through the TExES Certification exams required for your teaching certificate. The Texas State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide school curriculum. Additionally, the Commissioner of TEA has adopted rules pertaining to Texas teaching standards:

TEXAS TEACHING STANDARDS

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

1. Standard 1--Instructional Planning and Delivery.

a. Standard 1Ai,ii,iv

b. Standard 1Bi,ii (Lesson design)

2. Standard 2--Knowledge of Students and Student Learning

3. Standard 3--Content Knowledge and Expertise

4. Standard 4--Learning Environment

5. Standard 5--Data-Driven Practice

6. Standard 6--Professional Practices and Responsibilities

Full description of the standards and competencies can be accessed using this link: Texas Teaching Standards Adopted in Chapter 149

EDUCATOR STANDARDS FOR EC-6 CORE SUBJECTS:

A full description of the standards and competencies can be accessed using this link: https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

The following TEKS are addressed in this course. The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency Web site using the A-Z index at the following URL: https://tea.texas.gov/academics/curriculum-standards

*• Pre-K Guidelines VII for Social Studies • Chapter 117 TEKS for Fine Arts Subchapter A. Elementary Grades K-5 117.1-117.19 • Chapter 117 TEKS for Fine Arts Subchapter B. Middle Grade 6 117.32-117.34 • Chapter 113 TEKS for Social Studies Subchapter A. Elementary Grades K-5 113.1-113.7 • Chapter 113 TEKS for Social Studies Subchapter B. Middle Grade 6 113.21-113.22 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter A. Elementary Grades K-5 110.10-110.16 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter B. Middle Grade 6 110.18]*

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.

TEXAS COLLEGE AND CAREER READINESS STANDARDS

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8

TECHNOLOGY APPLICATIONS

Technology Applications (All Beginning Teachers, PDF) The first seven standards of the Technology Applications EC-12 Standards are expected of all beginning teachers and are incorporated in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

*• Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s*

*• Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s*

*• Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s*

*• Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s]*