COLLEGE OF EDUCATION
Department of Teacher Education & Administration

EDEE 4890.014: Practice Based Research Fall 2026

Instructor: Karina Hayes	**Office Location:** UNT Matthews Hall 218 W
Email: Karina.Hayes@unt.edu	**Office Hours:** Wednesday 1:30 to 3:30 PM Thursdays 1:30 to 4:30 PM Fridays 9:30 to 10:30 AM

CATALOGUE DESCRIPTION

This course will provide preservice teachers with the opportunity to synthesize their student teaching experience through research into their own teaching. Through the seminars associated with this course, teacher interns will strengthen their ability to be a reflective practitioner of content and curriculum knowledge, pedagogy and assessment knowledge, equity for all learners, encouragement of diversity, professional communication, and engaged professional learning as outlined in the conceptual framework.

COURSE LEARNING OBJECTIVES

By the end of this course, students will be able to:

CLO 1: Describe how to build relationships and rapport based on mutual respect with elementary students and their families.

- Connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
- Articulate how to initiate and maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- Compose examples of effective, appropriate communication to parents and families to inform them about student progress.

CLO 2: Explain how to create and maintain an emotionally safe and supportive classroom learning environment.

- Discuss ways to embrace students' backgrounds and experiences as an asset in their learning.
- Identify the unique qualities of students with exceptional emotional, academic, linguistic, and physical needs.
- Describe ways to promote socio-emotional development within a classroom setting.
- Develop strategies to encourage all students to overcome obstacles and remain persistent in the face of challenges.

CLO 3: Design classroom management systems characterized by clear expectations for student behavior and restorative practices.

- Discuss how to maintain a classroom culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- Evaluate which behavior management strategies are developmentally appropriate and enable all students to learn effectively.
- Explain ways to facilitate opportunities for students to engage in individual and collaborative critical thinking and problem solving.

CLO 4: Describe how to design and implement effective, responsive instruction and assessment.

- Apply criteria for evaluating and selecting instructional activities, materials, resources and technologies for students with varied characteristics and needs.
- Identify instructional strategies that promote student engagement and learning.
- Demonstrate an understanding of how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology.
- Identify the characteristics, uses, advantages and limitations of various assessment methods and strategies, including technological methods.

CLO 5: Identify the major professional roles and responsibilities of teachers and explain the legal and ethical requirements of the profession.

- Reflect on strengths and professional learning needs and develop an action plan for growth and improvement.

- Demonstrate an ability to communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff.
- Articulate and adhere to the Texas educators' code of ethics.

CLASS TIME/LOCATION

Note: This class meets in person 5 times throughout the semester on Mondays. Please see Canvas and the Course Schedule on pg. 3 for specific dates.
Location: Matthews Hall 102
Time: 2:25– 5:15 PM

REQUIRED TEXTBOOKS

- Please check Canvas daily/weekly for required readings; no required text purchase

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CLASS CANCELLATIONS/POSTPONEMENTS/NOTIFICATIONS

In the event an in-person class session needs to be cancelled and/or postponed, you will receive a notification from me via Canvas Announcement. Please enable Canvas notifications for Announcements on your mobile device, and check Canvas each day before leaving for class.

ATTENDANCE POLICY

This class will meet ***in person*** five (5) times and ***asynchronously online*** for the remaining weeks (see course schedule and Canvas updates weekly). Since this class meets in person only five (5) times per semester, attendance is *REQUIRED and NECESSARY*. Our time in class will consist of small group and whole class discussion, guest speakers, and critical learning with respect to the key content, assignments, and concepts. You are a VITAL part of this learning community, and your contributions are part of the knowledge that we will create in our classroom. Attendance at in person sessions counts for 20% of your final grade. If you are absent, completion of a makeup assignment in Canvas is required. *Please attend all classes and arrive on time!*

The following attendance policies are in effect for this section of EDEE/ME 4890 and will be strictly enforced:

- **First Absence:** You are permitted one (1) absence from this class (excused or unexcused) without penalty as long as you notify the instructor in writing in advance and complete and submit the absence makeup assignment within a week of your absence. If you do not complete the makeup assignment for the date you are absent, you will receive a zero (0) for your attendance grade on that date.
- **Two Absences:** If you miss two (2) in-person classes, you must notify the instructor in writing and provide official documentation of the necessity of the second absence. If you have an excused absence (see policy below) with appropriate documentation, you must complete and submit the makeup assignment for the date of your second absence within a week to avoid a grade penalty. *If you have an unexcused absence without documentation, you will receive a full letter grade deduction from your final grade in this course.*
- **Three or More Absences:** If you are absent from in-person class four three (3) or more times, *you will receive an automatic D or F as your final grade for this course*, based on instructor discretion on the nature of your absences and documentation provided. You may have to retake the course in the subsequent semester. This will delay your graduation and certification status and could potentially affect your financial aid status.
- **Tardiness:** If you are late to in-person class due to weather or unforeseen circumstances once or twice, that is completely acceptable and reasonable. However, if you are *chronically tardy* (late arrival more than two times), *one or more full letter grades will be deducted from your final grade at the instructor's discretion.*
- **Attendance Reporting:** It is YOUR responsibility to sign the attendance sheet AND email the instructor about your absence(s).
- **Makeup Assignments:** In Canvas, you will find a makeup assignment with explicit directions for each week that an in person class is scheduled. You must complete the assignment for the specific week that you were absent in order to avoid a grade penalty.

University Excused Absences (Policy 06.039):

- Religious holy day, including travel for that purpose
- Active military service, including travel for that purpose
- Participation in an official university function
- Illness or other extenuating circumstances

- Pregnancy (must be medically necessary) and parenting under Title IX

Unexcused Absences:

- Student organization/Sorority/Fraternity events/meetings
- Car Trouble/Parking/Transportation Issues
- Vacations
- Work/Job (other than active military service)
- Studying for Certification Exams/Completing work for other classes/Studying for other classes
- Other events that do not fall under UNT policy as deemed by instructor

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CLASS SCHEDULE: FALL 2026 (SUBJECT TO CHANGE AS NEEDED – CHECK CANVAS)

	Week/Date		Class Type	Assignments/Activities/Due Dates
Milestone 1: Respect, Relationships, and Rapport	**1**	**08/17**	**In Person**	**Welcome and Introduction to the Course!** DUE: Checkpoint in Canvas by midnight on Sunday, 08/23
	2	08/24	Online	DUE: STR Initial Practice Exam by midnight on Sunday, 08/30
	3	**08/31**	**In Person**	DUE: Reflective Prompt #1 in Canvas by midnight on Sunday, 09/06
Milestone 2: Social Emotional Learning and Teaching	**4**	09/07	Online	**LABOR DAY HOLIDAY** DUE: Reflective Prompt #2 in Canvas by midnight on Sunday, 09/13
	5	09/14	Online	DUE: Checkpoint in Canvas by midnight on Sunday, 09/20 DUE: Reflective Prompt #3 in Canvas by midnight on Sunday, 09/20
	6	09/21	Online	DUE: Checkpoint in Canvas by midnight on Sunday, 09/27 DUE: Reflective Prompt #4 in Canvas by midnight on Sunday, 09/27
Milestone 3: Making Restorative Practices Happen	**7**	**09/28**	**In Person**	DUE: Checkpoint in Canvas by midnight on Sunday, 10/04 DUE: Reflective Prompt #5 in Canvas by midnight on Sunday, 10/04
	8	10/05	Online	DUE: Reflective Prompt #6 in Canvas by midnight on Sunday, 10/11 DUE: STR Final Practice Exam by midnight on Sunday, 10/15
	9	10/12	Online	DUE: Checkpoint in Canvas by midnight on Sunday, 10/18
	10	**10/19**	**In Person**	DUE: STR Registration Confirmation by midnight on Wednesday, 10/30 DUE: Reflective Prompt #7 in Canvas by midnight on Sunday, 10/25
Milestone 4: Truly Transformative Teaching and Learning	**11**	10/26	Online	DUE: STR Real Exam Deadline by midnight on Wednesday, 11/01
	12	11/02	Online	DUE: Reflective Prompt #8 in Canvas by midnight on Sunday, 11/08
	13	11/09	Online	DUE: Checkpoint in Canvas by midnight on Sunday, 11/15 DUE: Reflective Prompt #9 in Canvas by midnight on Sunday, 11/15
Milestone 5: Professional Practice and Teacher Identity	**14**	**11/16**	**In Person**	DUE: Checkpoint in Canvas by midnight on Sunday, 11/22 DUE: Reflective Prompt #10 in Canvas by midnight on Sunday, 11/22
	15	**11/23**	**THANKSGIVING BREAK – NO CLASS**	DUE: Checkpoint Part 1 in Canvas by midnight on Sunday, 11/29
	16	**11/30**	**In Person (If needed only Make-Up Date)**	DUE: Checkpoint Part 2 in Canvas by midnight on Sunday, 12/06
	17	**12/07**	**Final Exam Week**	

Late Work: *Work is considered late when it is not submitted on or before the designated due date/time. IF you have communicated with me and requested an extension ahead of time, you may receive up to 48 hrs. after the due date. You will receive a full letter grade deduction for work turned in within a week following the original due date. The instructor will continue to deduct a full letter grade for each week the assignment is missing after that. Work that is 3 or more weeks late will receive a grade of "0" or "F".*

COURSE ASSIGNMENT DESCRIPTIONS

In-Person Class Sessions (20%)
This class meets in person 5 (five) times throughout the semester. Dates are indicated on the course schedule on the syllabus and in Canvas. If you miss an in-person class, you must complete the makeup assignment that is associated with the week you are absent and submit the work within a week of your absence. These assignments can be found in Canvas. If you are present for an in-person class, you are not required to complete makeup assignments.

Online Checkpoints (30%)
Checkpoints for each online week consist of videos, podcasts, select readings, written responses, discussions, and activities to engage you in critical reflection and analysis of your personal and professional growth. Please note that all checkpoints are required to be completed. ***Even if you have an A in the class with a missing assignment, failure to submit or complete any checkpoint will result in an automatic final grade of B.***

Capstone Portfolio (50%)
The Capstone Portfolio will represent your professional and personal growth throughout your student teaching experience. It consists of ten Reflective Practice Prompts with Supporting Artifacts from your coursework/clinical experiences. Please note that all elements of the Capstone Portfolio must be completed and submitted before the end of the semester; failure to do so will result in a grade of I (Incomplete) and may delay graduation.

The Texas Administrative Code Title 19, Part 7, Subchapter 235 Educator Preparation Standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students for candidates pursuing the EC-6 certification. Each element of this course demonstrates your mastery of these standards in accordance with TEA's Educator Preparation Program accreditation and Texas Administrative Code requirements.

GRADING
A: Exemplary. The student performs well above and beyond the minimum criteria.
B: Proficient. The student performs slightly above the minimum criteria.
C: Average. The student meets the minimum criteria.
D: Below Average. The student does not meet the minimum criteria and/or does not meet attendance requirements.
F: Improvement Required. The student does not complete the coursework and/or does not meet attendance requirements.

PROFESSIONAL BEHAVIOR IN CLASS
Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, assessments and assignments, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

If you engage in unprofessional behavior including (but not limited to), lack of communication or dishonesty regarding missing work, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to ***deduct one or more letter grades from your final grade*** and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

A note on Artificial Intelligence (AI) and Plagiarism: Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will undoubtedly be part of your career. Therefore, understanding its uses without depending on it is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. While some assignments may invite the use of online tools, the core expectation for our class is that ***the work you submit is your own original writing***. Using the work of someone else, including AI, and without citing it is a form of cheating/plagiarism and could result in your dismissal from the program/university.

A note on video/voice recordings: You are not permitted to record any part of a class lecture or discussion. Creating and distributing a video or voice recording of lecture/discussion could result in disciplinary action.

TEXES EXAM PREPARATION DATES AND DEADLINES

EDEE 4890 (Block C)

Assignment: TExES Exam Preparation –Practice & Real Exam

Due Date: Multiple

Objective: Complete exam requirements by taking the practice and real Science of Teaching Reading (293) certification exam by established deadlines. The practice exam will help you become familiar with the exam format, assess your current level of readiness, and identify strengths and areas that may require additional review.

Important: In order to be eligible for certification upon graduation, you must have passed all required exams. If there are any exams you have not passed, you should aim to retake them by November 30th.

Science of Teaching Reading Due Dates

Initial Practice Exams Due	Final Practice Exams Due	Registration Confirmation Due	Real Exams Due
August 30	October 15	October 30	November 1

Instructions:

1. Access the TExES Canvas Course

o Log into Canvas and access the TExES Success Course from your Dashboard (https://unt.instructure.com/courses/4278). If you do not see the course, email COE-TSO@unt.edu with your name and UNT ID number to request access.

o From the course homepage, locate your certification program and review the following:

· Required certification exams
· Undergraduate testing sequence
· Certification requirements
· Frequently Asked Questions
· Test accommodations (if you plan to request accommodations)

2. Complete the Initial Practice Exam by August 30

o Under the Quizzes tab of the TExES Canvas course, complete the Science of Teaching Reading (293) practice exam.

o You must score at least 70 on the multiple-choice portion and a 2 or higher on the constructed-response portion of the practice exam to be approved to take the real TExES exam. If you do not meet the score requirements:

· Use your score report to identify areas of need.
· Retake the practice exam after self-guided study

3. Review, Study & Retake the Practice Exam by October 15

o All candidates should use their score reports to identify areas of need and review using 240 Tutoring, available study books, or other methods.

o Retake the practice exam to gain test approval for the real exam by October 15. You must score at least 70 on the multiple-choice portion and a 2 or higher on the constructed-response portion of the practice exam to be approved to take the real TExES exam.

o You may also opt to use 240 Tutoring to complete the practice exam requirement. You must complete six clock-hours of study in the instructional content before attempting a full-length practice exam. You must score an 80 or higher on the multiple-choice portion of the full-length practice exam and a 2 or higher on the constructed-response portion. Submit your constructed response to Jessica Powell through the 240 Tutoring platform for scoring and feedback.

4. Register for the Real Exam & Submit Confirmation

o You must register for the Science of Teaching Reading and submit confirmation that the exam has been scheduled.

YOUR REAL EXAMS MUST BE ATTEMPTED ON OR BEFORE NOVEMBER 1, 2026.

o After scheduling your exam, forward your exam confirmation email to COE-TSO@unt.edu by 11:59pm on October 30th. Include your name and UNT ID number.

o If you will be requesting testing accommodations, be aware that approval can take several weeks. Review the Alternative Testing Arrangements policy and be ready to submit your documentation as soon as you receive test approval.

5. Take your Exam by November 1

o Be prepared and arrive on time for your scheduled exam.

o Bring **two acceptable forms of identification.**

o Get a good night's rest before your exam.

o Arrive **15–30 minutes early** to allow time for check-in.

o Save a copy of your score report for your records.

o UNT will automatically receive your scores. If you do not pass an exam, the TExES Success Office will contact you with information about remediation and next steps.

NOTE: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate throughout the semester.

COURSE SYLLABI REQUIREMENTS (UNT Policy 06.049)

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: Academic Integrity Policy (PDF) (https://policy.unt.edu/policy/06-003).

AI

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (https://policy.unt.edu/policy/06-003).

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the class and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at UNT Policy 07.012 Code of Student Conduct.

ADA Accommodations

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your instructor a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it's important to provide ODA notice to your instructor as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access).

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and 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 Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. UNT's Student Advocate can be reached through e-mail at

SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)
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 and 14 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.

ADDITIONAL STATEMENTS

Accessibility. I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible in order to make the classroom and the course more accessible.

Name Change. As a UNT student, you are able to change how your name shows up on class rosters, Canvas, and MyUNT. Additionally, if your name changes at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your name, you can do so by looking at these guidelines.

Food/Housing Insecurity. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this:https://deanofstudents.unt.edu/resources/food-pantry https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html

Social Media and Online Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. ***You may NOT capture images or record video from online or in-person meetings and share those outside our class community without consent.*** Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

University Mental Health Services. I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/index.html

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Educator Preparation Standards

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards:
Standards required for all Texas beginning teachers fall into the following 6 broad categories:
Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)
Standard 2--Knowledge of Students and Student Learning
Standard 3--Content Knowledge and Expertise
Standard 4--Learning Environment
Standard 5--Data-Driven Practice
Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards
The beginning EC-12 teacher knows and understands:

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.

Standard II
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

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.

Standard IV
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

EC-12 Tech Apps Standards
The beginning EC-12 teacher knows and understands how to:

- **Standard I.** use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
- **Standard II.** collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- **Standard III.** make informed decisions by applying critical-thinking and problem solving skills.

Texas Administrative Code Requirements for Teacher Certification
The Texas Administrative Code Title 19, Part 7, Subchapter 235 Educator Preparation Standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students for candidates pursuing the EC-6 certification.

Instructional Planning and Delivery. Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must:

1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;

3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
9) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
13) monitor and assess students' progress to ensure that their lessons meet students' needs;
14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Knowledge of Student and Student Learning. Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:

1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
3) 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;
4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;
5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and
6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

Content Knowledge and Expertise. Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood-Grade 6 classroom teachers must:

1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;
2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;
3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;
4) organize curriculum to facilitate student understanding of the subject matter;
5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;
7) teach both the key content knowledge and the key skills of the discipline; and
8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Learning Environment. Early Childhood-Grade 6 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood-Grade 6 classroom teachers must:

1) embrace students' backgrounds and experiences as an asset in their learning;
2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;
4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;
5) implement behavior management systems to maintain an environment where all students can learn effectively;
6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
7) maximize instructional time, including managing transitions;
8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

Data-Driven Practices. Early Childhood-Grade 6 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood-Grade 6 classroom teachers must:

1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

Professional Practices and Responsibilities. Early Childhood-Grade 6 classroom teachers consistently hold themselves to a high standard for individual development, 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. Early Childhood-Grade 6 classroom teachers must:

1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
3) 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);
4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and
5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.
