EDEC 3700.006 Pedagogies and Practices of Early Childhood

Fall 2026
University of North Texas
Department of Teacher Education and Administration

Instructor: Ranita Cheruvu, Ed.D (she/her/hers)
Course Meets: Mondays 11:10-2:00, MATT 112
Office hours: Mondays 9-11and after class by appointment
Email: Ranita.cheruvu@unt.edu
Communication: Please include EDEC 3700 in the subject line; if you do not receive a response in 48 hours then feel free to send a gentle reminder.

BRIEF OVERVIEW

This course examines early childhood education and care practices and pedagogies to consider how they support and nurture children's experiences, learning, and development. Students will examine play, language, literacy, mathematical practices while also critically examining the classroom environment, positive guidance and assessment and observation in ECE classrooms. Students will also participate in a 20-hour field experience that engages them in thinking about the enactment of humanizing pedagogies and practices that center children's identities, knowledge and sense making, as well as a sense of community and belonging.

REQUIRED FIELD HOURS

Students will be expected to observe and participate in 20 hours of classroom activities at the UNT-affiliated laboratory school, the Center for Young Children (CYC) or another site. Students will spend 2 hours a week for 10 weeks (20 hours total). The placements will start around the 3rd or 4th week of class. Each week students will be asked to observe multiple pedagogical,curricular and caregiving practices. Students will be expected to use reflexive journaling to document their observations, curiosities and to complete course assignments and participate in weekly discussions. *Please note that due to changes in the Teacher Education program, if you are completing your 50 hours of Early Field Experiences as part of your Block A requirements, you will use this field placement instead.*

OBJECTIVES

This course is designed to denaturalize typical ways of seeing and understanding early childhood pedagogies and practices. To do this, you will engage with the following course goals:

1. Critically assess how the aesthetics of schools impact the learning experiences and well-being of young children, families, and communities;
2. Identify various ideologies and discourses that may undergird the design, approaches, and processes of different school practices for children;
3. Contrast and analyze longstanding practices and pedagogies within traditional and progressive Western classroom environments in relation to Afro-centric and Global South ways of knowing, doing, and thinking about learning and school;
4. Evaluate aesthetic and pedagogical choices that communicate humanizing and critical pedagogies in school;
5. Enact critical changes in the classroom environment to assess their impact on children's relationships, well-being, and learning.

TEXTS

All texts will be uploaded to Canvas, corresponding with each week.

ASSIGNMENTS

Assignments: You will have the following assignments during the course. More information will be provided closer to the deadlines, but these assignments include:

Field Experiences: You will complete 20 hours of observation at a preschool during the semester over 10 weeks. Note if you are in Block A and completing your 50 hours of Early Field, you will use these hours for this course requirement. Your completion of these hours is imperative to your success in this class as many assignments are based on your observations.

Class Attendance and Participation: In class is when we discuss the conceptual frameworks that guide our analysis of classroom pedagogies and practices. It is essential you attend class weekly and that you participate in our discussions and activities. Your participation also requires that you complete the weekly readings/videos prior to each class meeting and completing

Weekly Reading Reflections and provocations: Each week you will be asked to submit reading reflections in class. This means you must come to class having completed the readings. These reflections will be completed in class, so it is recommended that you come to class with notes and/or annotations of your readings. You will be asked to identify big ideas, questions, and connections to course readings and activities from this class and/or

other courses. Additionally, we will have in class reflections and activities that will also count towards your grade.

Reflective Practitioner Lead: You will sign up to present an issue of practice from your field experience observations. You will be asked to share an ongoing wondering or observation that you have made about some facet of your placement (e.g., a child, a relationship, curriculum or teaching practices). Although we will be talking about your observations throughout the semester, this will be dedicated time to your observations. Each small group discussion will be approximately 15 minutes and you will be asked to prepare a 2 page statement of the issue of practice. At the end of your presentation and discussion, you will be asked to reflect on the conversation and how your thinking has been challenged, deepened and/or expanded.

Interdisciplinary Inquiry Project: In a small group, you will choose an inquiry focus and design a series of provocations. This project will be worked on throughout the semester and with significant in class time given to work together. These provocations must give children the opportunity to utilize and develop their language, literacy, mathematical and critical thinking skills. For each provocation you will write a rationale, identify learning standards, and design an observation guide for teachers for assessment purposes.

COMMUNITY IN OUR COURSE

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.

HOW TO SUCCEED IN THIS COURSE

In this course, I want you to stay focused on the formulation of critical ideas and pushing your thinking around children and schooling. To do well in this course, you need to:

1. Be present and remember that your learning will shape your teaching practice and the learning of your future students.
2. Unlearn any previously held ideas that learning is solely lecture-oriented or teacher-directed. I am asking you to think about learning as happening within our experiences in the world;
3. Rethink your role of being a teacher as being a facilitator of environments and as learning alongside children.
4. Come prepared to class and have completed the assigned texts.
5. Complete and turn in assignments on time;

My priority is your learning and success in this course, and at the same time I know that we are all human beings with very real lives outside of this course which sometimes pose challenges to our coursework and learning. If you feel that you are struggling for any

reason, please reach out to me so we can make a plan to support you with flexibility, grace, and accommodations as needed.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA by phone at (940) 565-4323.

All of this is to say a few things:

1. It is your responsibility to keep track of your grades. Grades on Canvas may be inaccurate so to figure out your grade, total up your points and divide it by the total possible number of points.
2. If you want to dispute your grade on an assignment, wait 24 hours and then send me an email with a rationale as to why you believe your grade should be higher.
3. If you have severe anxiety around grades, do let me know early on so that we can find a grading procedure that works best for you.

Note on late assignments: If you turn assignments in late, I reserve the right to only provide a grade and minimal comments. Late assignments may be subject to grade reduction.

Looking at assignments ahead of time and redoing assignments: With a large class, I cannot look at your work ahead of time to make sure you are "on track" or allow assignments to be redone for a higher grade. I will provide you with rubrics for all of the assignments so be sure to use them as guides for your own. If you use them and edit your work for clarity, you should be okay.

COURSE EVALUATION

Assignment	Points (percentage)
Attendance & Participation	200 (20)
Field Experience (20 hours/50 hours Block A students)	250 (25)
Weekly reading reflections & provocations	200 (20)
Reflective Practitioner Discussion Lead	100 (10)
Interdisciplinary Inquiry Curricular Project	250 (25)
Total Points	1000

COURSE GRADING SCALE
A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59%

Schedule of Topics

**This calendar are subject to revision. Readings will be posted on Canvas*

Part 1: Understanding and Examining Guiding Practices of ECE		
Week	Topic	Assignment
Week 1 August 17	Course Introduction What do we know about early education & care? Field Experiences	In class provocation
Week 2 August 24	Unpacking the ECE Classroom: Environments & Rituals Centers	Reading Reflection & class provocation (in class)
Week 3 August 31	Assessment in ECE Pedagogical Documentation	Reading Reflection & class provocation (in class)
Week 4 September 7	Labor Day - No class	
Week 5 September 14	Power of Play	Reading Reflection & class provocation (in class)
Week 6 September 21	Inquiry Based Learning	Reading Reflection & class provocation (in class)
Part 2: Examining Children's Emerging Literacies in the ECE classroom		
Week 7 September 28	Introduction to young children's emergent literacies	Reading Reflection & class provocation (in class)
Week 8 October 5	Nurturing children's oral language	Reading Reflection & class provocation (in class)
Week 9 October 12	Emergent Reading Practices	Reading Reflection & class provocation (in class)
Week 10 October 19	Emergent Writing Practices	Reading Reflection & class provocation (in class)
Part 3: Examining Children's Mathematical Practices in the ECE classroom		
Week 11	Young Children and their mathematical thinking	Reading Reflection & class

October 26		provocation (in class)
Week 12 November 2	Counting & Operations	Reading Reflection & class provocation (in class)
Week 13 November 9	Patterns & Algebra Spatial Relations	Reading Reflection & class provocation (in class)
Week 14 November 16	Inquiry and Curriculum Design Project-Deeper Dive	
Week 15 Fall Break No Class November 23-29		
Week 16 November 30	Inquiry and Curriculum Design Project- Sharing Our Learning	
Week of Finals: December 7-11 No class meeting or exam		

Important UNT Calendar Dates

08/17 – First Day of Classes
08/21 – Last Day to Add a Class or Swap Sections
08/28 – Last day to drop a Class without a W
08/29 – Drop with a Grade of W Begins
09/25 – Last day to change to pass/no pass grade option
11/6 – Last day for a student to drop a course or all courses with a grade of W

COURSE POLICIES

Class Attendance: Your attendance at weekly meetings is key to your success in this class. Each week your attendance and participation will count towards your final grade. Each week's attendance counts as 10 points towards your final grade. The attendance policy is not meant to be punitive but simply to ensure that you are able to fully engage in this course and that there is equity in how final grades are determined.

If you have to be absent, please contact me via email as soon as you know you will be absent. It is your responsibility to get the notes and handouts from class and you must submit major assignments if due on that date regardless of your absence. You are allowed 1 excused absence for which there is no penalty. University policy 06.039 will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise).

If your 2nd and 3rd absence and beyond are due to extenuating circumstances please reach out to me. As per university policy I may use my discretion in excusing absences. Life is full of so many unexpected moments and challenges, so just as you commit to engaging in this course to the fullest extent, I commit to engaging in compassion, understanding and grace to the fullest extent!

Tardiness: Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early).

Please note: it is the student's responsibility to drop this course, if necessary. See above for important semester dates.

Canvas: We will use Canvas as the platform for the course. It is your responsibility to check Canvas for the readings and learning engagement assignments which will be uploaded there. From time to time, I may make revisions to this syllabus, based on the needs of the class. Those revisions will be announced on Canvas, and the appropriate changes will be made to the module.

Assignments: *All written assignments should be completed on time. I will accept all assignments (except for final reflection) up to 24 hours after the due date with no questions asked or explanations needed.* I encourage you to use this grace period as needed, but at the same time to not plan around the grace period. If you are unable to turn in your assignment beyond the grace period, please make arrangements with me ahead of time (not on the due date/grace period). Without prior arrangements, five points will be deducted for each day late beyond the grace period. All written assignments must be completed in APA style (http://www.apastyle.org/ or https://owl.english.purdue.edu/owl/resource/560/01/). You must submit assignments via Canvas. Please note that many submissions will go through Turnitin, a plagiarism checker, so make sure that your work is original.

Assignments have been intentionally assigned throughout the semester to align with the course readings and meetings. Additionally, I have put careful thought into spreading out the assignments so that the work is meaningful and for the most part assignments don't overlap.

Please be proactive in looking ahead at assignments so that you can ask any clarifying questions well before it is due. I will be going over assignments in class. On the schedule I have indicated when assignments are due. You can also use the calendar tool in Canvas. If an assignment due date is changed due to course needs and/or student learning needs, please know that the due date will only be postponed but never preponed.

Extra credit: I do not give extra credit assignments so it is important for you to do your best on the work that is already assigned in the course.

Incompletes: All assignments need to have been completed for a grade to be issued. Incompletes will not be granted, with the exception of a documented emergency.

Technology in the Classroom: You may use your tablet or laptop during class. However, at the same time I know that having your computer or tablet open can be challenging as it can be distracting when there is so much at your fingertips—but please try to refrain from distracting yourself and your peers.

Academic Integrity

Students who submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will be subject to charges. 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 (https://policy.unt.edu/policy/06-003).

There are various forms of plagiarism of which the following are most common. It is your responsibility to ensure that you clearly distinguish between your words and ideas and those of other authors, and to understand proper ways to give credit to other authors and sources.

1. Word-for-word plagiarism. This includes (a) the submission of another student's work as your own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis, internet) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks and citation.
2. Patchwork plagiarism. This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.
3. Unacknowledged paraphrase. It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.
4.Self-plagiarism. Work created for a class may be turned in only for credit in that class. Attempting to receive academic credit for work done for another class is a form of academic dishonesty. Please speak with me if you are considering combining your work for this class with work for another class.

A note about AI…
In this course, you are encouraged to use Generative AI (GenAI) tools such as Claude, ChatGPT, Gemini, Deep Seek to support your learning and develop skills for a GenAI-oriented workforce. This use will help us stay technically proficient and ethically

grounded. However, GenAI should complement, not replace, your critical thinking or our course materials. If something seems unclear, please seek clarification. I will always disclose if and how I use GenAI, and I expect the same from you.

In line with the UNT Honor Code, all work you submit must be your own. Using GenAI tools without attribution or relying on them to complete assignments violates academic integrity and will be addressed according to university policy.

NOTEWORTHY

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. 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

Title IX Services: 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, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.
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 and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources

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.

EMAIL – EAGLE CONNECT

All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.
For this course, should you need to contact me, please send me an email via Canvas. This allows me to better keep track of your questions, comments, and messages. It also allows me to keep track of which class my students are emailing me from- thank you in advance!

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 Canvas for contingency plans for covering course.

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

OBSERVANCE OF RELIGIOUS HOLIDAYS

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. You have a right to view your individual record; however, information about your

records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

WRITING POLICY

Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, visit https://ltc.unt.edu/labs/unt-writing-lab-home.

Additional UNT Policies and Resources

There are many resources available on this site that may be worth bookmarking.

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 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.