EDEE/EDME 4890: Practice Based Research Spring 2025

Instructor:	Teddi L Martin, Ph.D. (she/her/hers)
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Office hours:	before/after class or by appointment

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

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. Please see Canvas and the Course Schedule on pg. 3 for dates.
Location: FRLD 228
Time: Thursdays, 5:30-8:20

REQUIRED TEXTBOOKS

- Please check Canvas daily/weekly for required readings

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 eight (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 polices are in effect for this section of EDEE/ME 4890:

- **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. 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

CLASS SCHEDULE: SPRING 2025 (SUBJECT TO CHANGE AS NEEDED – CHECK CANVAS DAILY)

		Week/Date		Class Type	Assignments/Activities/Due Dates
Milestone 1: Respect, Relationships, and Rapport		**1**	**1/16**	**In Person**	**Welcome and Introduction to the Course!**
		2	1/23	Online	DUE: Checkpoint in Canvas by midnight on Sunday, 1/26
		3	1/30	Online	DUE: Reflective Prompt #1 in Canvas by midnight on Sunday, 2/2
Milestone 2: Social Emotional Learning and Teaching		**4**	**2/6**	**In Person**	DUE: Reflective Prompt #2 in Canvas by midnight on 2/9
		5	2/13	Online	DUE: Checkpoint in Canvas by midnight on Sunday, 2/16 DUE: Reflective Prompt #3 in Canvas by midnight on Sunday, 2/16
		6	2/20	Online	DUE: Checkpoint in Canvas by midnight on Sunday, 2/23 DUE: Reflective Prompt #4 in Canvas by midnight on Sunday 2/23
Milestone 3: Making Restorative Practices Happen		**7**	2/27	Online	DUE: Checkpoint in Canvas by midnight on Sunday, 3/2 DUE: Reflective Prompt #5 in Canvas by midnight on Sunday, 3/2
		8	**3/6**	**In Person**	DUE: Reflective Prompt #6 in Canvas by midnight on Sunday, 3/9
		9	3/13	N/A	*Spring Break Week – No Class Meeting*
		10	3/20	Online	DUE: Checkpoint in Canvas by midnight on Sunday, 3/23 DUE: Reflective Prompt #7 in Canvas by midnight on Sunday, 3/23
Milestone 4: Truly Transformative Teaching and Learning		**11**	3/27	Online*	**(**Possible In-Person Makeup Date**)** DUE: Checkpoint in Canvas by midnight on Sunday, 3/30 DUE: Reflective Prompt #8 in Canvas by midnight on Sunday, 3/30 DUE: Research Brief - Context for Learning in Canvas by midnight on Sunday, 3/30
		12	4/3	Online	DUE: Checkpoint in Canvas by midnight on Sunday, 4/6 DUE: Reflective Prompt #9 in Canvas by midnight on Sunday, 4/6
		13	**4/10**	**In Person**	DUE: Reflective Prompt #10 in Canvas by midnight on Sunday, 4/13
Milestone 5: Professional Practice and Teacher		**14**	4/17	Online	DUE: Checkpoint Part 1 in Canvas by midnight on Sunday, 4/20
		15	4/24	Online	DUE: Checkpoint Part 2 in Canvas by midnight on Sunday, 4/27
		16	**5/1**	**In Person**	DUE: Research Brief – Written Analysis due in Canvas by midnight on Sunday 5/4
		17		**Final Exam Week – No Class Meeting**	

Late Work: Work is considered late when it is not submitted on or before the designated due date/time. 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 three separate sections: Reflective Practice Prompts with Supporting Artifacts, Context for Learning, and a Research Brief. 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 the Capstone Portfolio 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.

COURSE SYLLABI REQUIREMENTS (UNT Policy 06.049)

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 the UNT Learning Management System (LMS) for contingency plans for covering course materials.

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 Blackboard 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 student's 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. See UNT Policy 10.10, Records Management and Retention for additional information.

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 classroom 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 deanofstudents.unt.edu/conduct.

Access to Information – Eagle Connect
Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/.

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 [insert administration dates] 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 spot.unt.edu or email spot@unt.edu.

Survivor Advocacy
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit 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.

UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565-2759.

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

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.

Observation of Religious Holidays: I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

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://speakout.unt.edu/content/mental-health-resources.

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.