How Schools Work
EDLE 2010
Section 1: Fall 2024

Instructor Information

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Course Description Objectives

This is an 8-week, 1.5 credit course that provides future teachers with an understanding of how schools work at the local, state, and federal levels. Content is covered through a lens that ensures all students learn, succeed, and thrive in school and beyond. Particular attention will be given to topics such as community, school funding, assessment, programs, curricula, policy, roles, professional learning, professional associations, and school safety.

Course Objectives

Students will:

1. Engage in reflection and critical analysis of how schools work within larger systems.

2. Develop a deeper understanding of the various support roles and professional systems available in schools, especially towards the end of strengthening school-community partnerships.

3. Investigate and reflect on K-12 school experiences, drawing on experiences at the classroom, school, and community-level.

4. Analyze and critique case studies of school communities.

5. Identify and explore existing disparities within schools or across schools within a district.

How to Succeed in this Course

Class Meetings: This course takes place 100% online. All interaction with me and with your fellow students will take place in Canvas. There are 8 weeks of content that you

will move through. The normal pace of the course will be one CANVAS module a week.

Office Hours: Virtual office hours upon student request.

Communication Expectations:

Canvas is my primary tool for sharing information about course assignments/activities, but I also at times communicate via email. Please build into your routine time to check your UNT email daily (or forward it to an account you check daily).

Please email me or send me a Canvas message for any questions, concerns, and non-office hour appointment requests.

I follow a 24-hour rule for email response. I always try to respond in this window and ask you to do as well. If an email comes in Friday (last work day of the week), I attempt to respond by Monday.

CLEAR has a webpage for students that provides Online Communication Tips that you can use in thinking about how to communicate with your instructors (https://digitalstrategy.unt.edu/clear/online-communication-tips.html).

University Resources: UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Required/Recommended Materials

Readings: All chapters, articles, and other readings will be provided and accessible as pdfs and/or hyperlinks via Canvas (see course outline below for more details).

Digital Learning Statement: This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (https://online.unt.edu/learn).

Participation

This course is fast paced. University policy 06.039 will be followed for attendance problems. For an online class, attendance problems include not keeping up with the module deadlines. You must let me know as soon as possible if you will be unable to submit the weekly assignments. It is your responsibility to complete all course assignments. All assignments are due on dates indicated on the syllabus regardless of your absences.

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy (PDF)](https://policy.unt.edu/policy/06-039) (https://policy.unt.edu/policy/06-039). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

Academic Integrity Policies

Plagiarism and Artificial Intelligence Generative AI programs often produce text that is plagiarized: it takes words and ideas from sources without attribution. Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. See Academic Integrity Standards and Consequences regarding UNT policy on plagiarism (https://policy.unt.edu/policy/06-003).

Supporting Your Success and Creating an Inclusive Learning Environment

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.

I encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (https://policy.unt.edu/policy/07-012).

Americans with Disabilities Act Compliance

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](https://studentaffairs.unt.edu/office-disability-access) website (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA by phone at (940) 565-4323.

Course Requirements/Schedule

Quiz and Introduction (5 points each, 10% of grade)

Students will complete a five point quiz over the course introduction materials.

Students will introduce themselves to the class via a discussion post.

Discussion Posts (5 points each, 7 total, 35% of grade)

In these assignments, you will summarize *and* reflect on key learnings from the course materials. Your post should be concise and demonstrate that you have read and digested all of the readings and other materials assigned for that week. The discussion posts are due on Sunday by 11:59 PM. Write in a way that indicates you have truly processed the most important topics for that week.

Rubric (Created using CoPilot)

Criteria	Excellent (1)	Good (0.8)	Satisfactory (0.6)	Needs Improvement (0.4)	Unsatisfactory (0.2)

Completeness	Thoroughly addresses all aspects of the prompt with detailed responses.	Addresses most aspects of the prompt with clear responses.	Addresses the prompt with basic responses.	Partially addresses the prompt with minimal responses.	Does not address the prompt or responses are incomplete.
Description	Provides detailed and vivid descriptions that enhance understanding.	Provides clear descriptions that are easy to understand.	Provides basic descriptions that are somewhat clear.	Provides minimal descriptions that lack clarity.	Descriptions are unclear or missing.
Application of Readings	Effectively applies concepts from readings with insightful connections.	Applies concepts from readings with clear connections.	Applies some concepts from readings with basic connections.	Minimally applies concepts from readings with weak connections.	Does not apply concepts from readings or connections are unclear.
Clarity	Writing is clear, concise, and well-organized with no grammatical errors.	Writing is mostly clear and well-organized with few grammatical errors.	Writing is somewhat clear and organized with several grammatical errors.	Writing lacks clarity and organization with many grammatical errors.	Writing is unclear, disorganized, and has numerous grammatical errors.
Engagement	Actively engages with peers' posts, providing thoughtful and constructive feedback.	Engages with peers' posts, providing relevant feedback.	Engages with peers' posts, but feedback is basic or limited.	Rarely engages with peers' posts or feedback is minimal.	Does not engage with peers' posts.

Communication Performance Task (15%)

Schools work because of clear and concise communication.

Goal: Use the three email composition prompts listed below to compose professional emails. You will complete the emails over modules 2, 4, and 5. Each email is worth five points. Please review the expectations and rubric below.

- **Email #1 (module 2)**: Compose an email to parents/guardians of students in your class. The purpose of the email should be clear and the actual message concise. The purpose should be to communicate a specific policy, make an announcement (field trip, class routine change), or ask for parental involvement support. **Due 3/30.**
- **Email #2 (module 4)**: Compose an email to your mentor teacher or former professor asking for help with an issue/project/dilemma you

are facing in your first year of teaching (e.g., classroom management issue, communicating and/or asking for help from your AP or principal). Be specific about your ask and why you think the person you are reaching out to is equipped to help. **Due 4/13.**
- **Email #3 (module 5):** Compose an email to your school's principal proposing a May field trip. Include learning outcomes and a rough estimation of the budget needs. Also include a timeline for planning purposes (e.g., tickets purchased, permission forms sent out, etc.) **Due 4/20.**

Expectations: Each email should include all of the components of a professional email:

- Subject line: A short, clear, and specific subject line that indicates what the email is about. For best open rates, keep the subject line to seven words or fewer.
- Salutation: A simple greeting that acknowledges the sender and sets a professional tone. Examples include "Dear Mr. or Mrs.," "Hello," or "Greetings".
- Email body: A concise and engaging message that delivers value to the recipient and follows through on the subject line.
- Sign off: A final phrase or word followed by your name and email signature. For example, "Sincerely, John Doe".
- Signature: Includes your name, position, address, contact details, and relevant professional links.

Rubric (created using CoPilot)

Criteria	5 Points (Excellent)	4 Points (Very Good)	3 Points (Good)	2 Points (Satisfactory)	1 Point (Needs Improvement)
Complete	Assignment is thoroughly complete with all details and additional relevant information.	Assignment is complete with all necessary details.	Assignment is complete but lacks some minor details.	Assignment is mostly complete but missing some components.	Assignment is incomplete or missing major components.

Professional	Highly professional tone and language, setting a positive impression.	Professional tone and language throughout.	Generally professional but with minor lapses.	Somewhat professional but inconsistent tone or language.	Lacks professionalism; informal tone or inappropriate language.
Clarity	Exceptionally clear and easy to understand, with no ambiguities.	Clear and easy to understand with minor improvements needed.	Mostly clear but with minor ambiguities.	Somewhat clear but with several confusing parts.	Unclear and difficult to understand.
Followed Instructions	Followed all instructions precisely and accurately.	Followed instructions with very few deviations.	Mostly followed instructions with minor deviations.	Partially followed instructions; some deviations.	Did not follow instructions; major deviations.
Engagement	Highly engaging, captivating, and maintains interest from start to finish.	Engaging and maintains interest throughout.	Generally engaging with some interesting elements.	Somewhat engaging but lacks consistency.	Not engaging; fails to capture interest.

Final Project (40%)

 NOTE: Dr. Carden developed this project and Dr. Smith made minor edits

Objective: What is the purpose of the project?

Students will interview a professional in K-12 education to learn more about *how schools work* and draw connections between the course and the realities of education systems. You might interview:

- Superintendent
- Principal
- Teacher
- Counselor

- Social worker

You can always contact Dr. Smith if you are unsure who to interview or have a question about the type of professional you might interview.

Overview: What will I be required to submit for a grade?

Students can choose between using the interview to develop a two-page reflection paper **OR** a 3-5 minute video reflection.

Option 1: Paper

Submit a two-page paper reflecting on your interview and the course. Your paper should be in Times New Roman or Calibri (12 font size) and 1.5 spaced.

- Paragraph #1: Who did you interview and what is their role in education? Begin your paper with an introduction of your interviewee.
- Paragraph #2: Describe how their role contributes to *how schools work*. In other words, how do they fit into the larger schooling system?

  - What best practices did they share that contribute to a positive and inclusive school environment?
  - How did they contribute to student success and overall school operations?
  - How do they connect with families and the community in their role?
- Paragraph #3: What challenges and solutions did they describe in the interview? Be sure to include direct quotes from the interview.
  - EXAMPLE: Mary (pseudonym) described meeting state testing standards as challenging. She stated, "QUOTE." At her school, the administration has decided to support teachers by providing robust curricular resources: "QUOTE."
    - *Please note how I formatted the quote. You can use an introduction such as She stated, followed by a comma, and then the quote. OR, you can make a statement and use a semicolon followed by a supportive quote. Please note that periods go inside the quote.*

- Paragraph #4: Reflect on the interview. Did you find anything they shared surprising? Encouraging? Upsetting? Powerful? etc.? Be sure to include direct quotes from the interview.
    - EXAMPLE: I was surprised to hear Mary talk about how "QUOTE"
        - *In this instance, you do not need a comma before the quote*
- Paragraph #5: How did their responses connect to what we have read and discussed in class? Be specific by using direct quotes from the interview and referencing course readings using APA formatting.
    - EXAMPLE: When Mary stated, "QUOTE." I was reminded of Valenzuela's (2005) descriptions of subtractive and responsive schooling.
        - *Please note how I used APA to reference Valenzuela's work. You do not need to create a reference list for in class readings. However, you do need to follow APA for in-paragraph references.*
- Paragraph #6: Conclude by describing the biggest takeaways from the interview that (1) will be useful for you as you enter the profession and (2) help shape your vision for how schools might work better to meet the students' needs.
    - How can you apply the information from this interview to your future teaching career?
    - How did this interview impact your perspective about how schools work?

Option 2: Video

Submit a 3-5 minute video reflection on your interview and the course. You will address the same prompts as the reflection paper. When referencing a quote from the interview, verbally say "QUOTE what they said END QUOTE"

- Who did you interview and what is their role in education? Begin your paper with an introduction of your interviewee.
- Describe how their role contributes to *how schools work*. In other words, how do they fit into the larger schooling system?

    - What best practices did they share that contribute to a positive and inclusive school environment?

- - How did they contribute to student success and overall school operations?
    - How do they connect with families and the community in their role?
- What challenges and solutions did they describe in the interview? Be sure to include direct quotes from the interview.
    - EXAMPLE: Mary (pseudonym) described meeting state testing standards as challenging. She stated, *"QUOTE what they said END QUOTE."* At her school, the administration has decided to support teachers by providing robust curricular resources: "*QUOTE what they said END QUOTE.*"
- Reflect on the interview. Did you find anything they shared surprising? Encouraging? Upsetting? Powerful? etc.? Be sure to include direct quotes from the interview.
    - EXAMPLE: I was surprised to hear Mary talk about how "*QUOTE what they said END QUOTE.*"
- How did their responses connect to what we have read and discussed in class? Be specific by using direct quotes from the interview and referencing course readings using APA formatting.
    - EXAMPLE: When Mary stated, "*QUOTE what they said END QUOTE."* I was reminded of Valenzuela's (2005) descriptions of subtractive and responsive schooling.
    - Say the year followed by any readings you reference.
- Conclude by describing the biggest takeaways from the interview that (1) will be useful for you as you enter the profession and (2) help shape your vision for how schools might work better to meet the students' needs.
    - How can you apply the information from this interview to your future teaching career?
    - How did this interview impact your perspective about how schools work?

Expectations for Everyone

- Refer to the guiding interview questions document.
- Complete and submit the consent letter along with your written or video assignment.
- Read the entire description of the project carefully.

Rubric (Created using CoPilot)

Criteria	5 Points (Excellent)	4 Points (Very Good)	3 Points (Good)	2 Points (Satisfactory)	1 Point (Needs Improvement)
Introduction of Interviewee	Thoroughly introduces the interviewee and their role in education.	Clearly introduces the interviewee and their role with minor details missing.	Introduces the interviewee and their role but lacks clarity and detail.	Briefly introduces the interviewee with significant details missing.	Fails to introduce the interviewee or their role.
Role Contribution	Clearly describes how the interviewee's role contributes to the schooling system and clearly references the guiding sub-questions.	Describes the interviewee's role and contributions with minor details missing. Makes a good amount of reference to guiding questions.	Describes the role but lacks clarity on contributions and best practices. Somewhat follows guiding question.	Briefly describes the role with significant details missing. Does not follow guiding questions.	Fails to describe the interviewee's role and contributions.
Challenges and Solutions	Thoroughly discusses challenges and solutions with appropriate supporting quotes from the interview. Ample quotes included.	Discusses challenges and solutions with a fair amount of detail and includes direct quotes. Quotes apply to analysis, but at times seem random.	Discusses challenges and solutions but lacks detail and direct quotes.	Briefly discusses challenges and solutions with significant details missing. Does not adequately include quotes.	Fails to discuss challenges and solutions.

Reflection on Interview	Provides a deep reflection on the interview, including surprising, encouraging, or powerful insights with appropriate and ample supporting quotes.	Reflects on the interview with a fair amount of detail and includes direct quotes. Quotes might seem randomly applied.	Reflects on the interview but lacks depth and direct quotes.	Briefly reflects on the interview with significant details missing. Does not adequately include quotes.	Fails to reflect on the interview.
Connection to Course	Clearly and frequently connects interview responses to course readings and discussions using APA formatting.	Connects interview responses to course content with minor details missing and attempts to use correct APA formatting. Connections to the course might lack clarity.	Connects interview responses to course content but lacks clarity and proper APA formatting.	Briefly connects interview responses to course content with significant details missing. Does not attempt APA formatting.	Fails to connect interview responses to course content.
Conclusion and Takeaways	Thoroughly describes takeaways from the interview and their application to their future teaching career. Shows a strong emerging understanding of how schools work.	Describes takeaways and their application with minor details missing. Shows a growing understanding of how schools work.	Describes takeaways but lacks clarity on application and impact.	Briefly describes takeaways with significant details missing.	Fails to describe takeaways and their application.

Professionalism and completeness	Submitted all materials on time, followed directions, and demonstrated clear pride in their submitted work.	Demonstrates a good level of professionalism by completing the assignment and submitting it on time. Shows minor lack of care in the work submitted.	Attempts professionalism but shows either a lack of care in their work, the work is incomplete, or the work is submitted late.	Lacks attention to detail and has rushed to complete the project. May have submitted late or incomplete work.	Fails to submit work at a collegiate standard.
Formatting	Clearly and accurately follows format guidelines	Follows most formatting guidelines with minor deviations.	Follows some formatting guidelines but has several deviations.	Does not adequately follow formatting guidelines.	Fails to follow formatting guidelines.

Assessing Your Work

The table below outlines how your assignments will be calculated into a final grade.

Assignment	Individual Value	Total Count	Total Value	% of Grade
Quiz	5 points	1 quiz	5 points	5% of total grade
Introduction	5 points	1 introduction	5 points	5% of total grade
Discussion Posts	5 points each	7 posts	35 Points	35 % of total grade
Communication Task	5 points each	3 emails	15 Points	15% of total grade
Interview	40 points	1 interview	40 Points	40% of total grade
TOTAL		13 Submissions	100 Points	100%

Final Grade Calculation:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or lower

Format and APA Style: Written assignments should adhere to APA-7 (American Psychological Association, 7th Edition) guidelines for style and format (1-inch margins, 12-point Times New Roman font, double spaced, left aligned text, page numbers appropriate citations, and references). For additional information, you may use the APA (7th addition) publication manual or visit the following site: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Final Notes on Grading
   o Grades are based on mastery of the content. As a rule, I do not grade on a "curve" because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others. Explore Navigate's Study Buddy (https://navigate.unt.edu) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center. Forward together!
   o Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of guidelines for your academic success (https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

Course Schedule, Readings, & Due Dates

 Week 1:   How have schools worked for you?

Goals/Activities: Gain an overview of the course, ask questions, and review the main assignments. Consider how K-12 schools worked for you and discuss as a class.

Readings:

Please review the syllabus and be able to access a copy via Canvas by the end of the first week.

Download and save the pdf - Texas Education Agency Pocket Edition, 2023 Texas Public School Statistics, found here:
https://tea.texas.gov/about-tea/news-and-multimedia/brochures/pocket-edition
o Closely scan the following sections and be ready to discuss your observations/questions: Special Education, Organizations, Personnel, Students, Kinder Readiness, Finances.

Assignments:

Discussion 1

Week 2: School = community.

Goals/Activities: Explore the how a school works better when the community is engaged.

Readings:

Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally Responsive Classroom Management: Awareness into Action. *Theory Into Practice, 42*(4), 269–276. https://doi.org/10.1207/s15430421tip4204_2

Watch the **Building Belonging With Cultural Ambassadors** video and read the short paragraph below the video.
https://www.edutopia.org/video/building-belonging-with-cultural-ambassadors

Assignments:

Discussion 2

Communication performance task #1

Week 3: What is a responsive, not subtractive school?

Goals/Activities: To understand how schools can be subtractive and explore models of responsive school contexts.

Readings/Listening:

Valenzuela, A. (1999). *Chapter 5: Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth*. State University of New York Press.

Podcast, [Fresh Air: An interview with Julie Lythcott-Haims](#) about her book, *Your Turn: How to Be an Adult.*
> o Listen starting at the 10-minute mark until the end, about 25-30 minutes total.

Assignments:

Discussion 3

Week 4: Schools don't work without teachers.

Goals/Activities: Unpack the role of teachers in schools and how they can be best supported through their careers.

Readings:
 Association for Supervision and Curriculum Development. (2024, August 19). *5 ways school leaders can support new teachers.*
https://ascd.org/blogs/5-ways-school-leaders-can-support-new-teachers

 Fagell, P. L. (2023). Career Confidential: New teacher wants a mentor. *Phi Delta Kappan, 105*(1), 64-65.

 McDonald, J. P., & Hudder, D. (2014). Uncovering "The deal" in classroom management. *Phi Delta Kappan, 96*(2), 44–47. 0031721714553410 (1)

Browse this one-page infographic about what works when it comes to teacher retention:
https://nashvillepef.org/wp-content/uploads/2024/06/Teacher-Retention.pdf

Assignments:

Discussion 4

Communication Performance Task #2

Begin preparation for final project

Week 5: Leadership and schools.

Goals/Activities: Critically examine the way that school leaders support schools—including a discussion of teacher leaders.

<u>Readings:</u>

 Kay, M. R. (2022). Student Teacher Standouts: Four traits we should encourage in novice teachers. *Educational Leadership, 79*(7), 80–81.

Torres, C. (2023). Repairing the Leaky Bucket: Research points to key actions school leaders can take to hire and retain good teachers. *Educational Leadership*, *81*(1), 9–13.

Assignments:

Discussion 5

Communication Performance Task #3

Week 6:   <u>Public policy and schools.</u>

Goals/Activities: Critically examine the way that policies harm or support how schools work.

<u>Readings/Watch:</u>

Watch this [video](#) for a basic overview of how Texas schools are funded.

 U.S. Department of Education (2021). The federal role in education. https://www2.ed.gov/print/about/overview/fed/role.html#

 Pick 2: *Association of Texas Professional Educators Legal Resources*
- o **Charters, DOIs, and Partnerships:** Alternative Education Environments: https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Charters-DOIs-and-Partnerships
- o **Absences and Leave:** https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Absences-and-Leave
- o **Assignments and Duties:** https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Assignment-Duties
- o **Parent and Student Rights:** https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Parent-and-Student-Rights
- o **Conference Time and Duty-Free Lunch:** https://www.atpe.org/Legal-Benefits/Common-Legal-Questions/Conference-Time-Duty-Free-Lunch

Assignment:

Discussion 6

Week 7: Bringing it all together: What is a school without students?

Goals/Activities: Identify how and in what ways students should be supported to make schools work better.

Readings:

Stickney, D., & Ventura, J. (2024). Possibilities of student voice. *Phi Delta Kappan, 105*(8), 14-19. https://doi.org/10.1177/00317217241251876

 Eckert, J. (2014). Teach like a novice: Lessons from beginning teachers. *Phi Delta Kappan, 96*(2), 13-18. https://doi.org/10.1177/0031721714553404

 Read this blog post: Teacher-Parent Communication Strategies to Start the Year Off Right: https://www.edutopia.org/article/teacher-parent-communication-strategies-start-year-right

Assignments:

Discussion 7

Week 8: Final Project: Interview

Goals/Activities: Use your collective learning from this course to develop and present a proposal to improve how schools work for students.

Readings:

None

Assignments:

Final Project: Interview

Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter AA. Teacher Standards §149.1001.

The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

Instructional Planning and Delivery. 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.

Knowledge of Student and Student Learning. 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.

Content Knowledge and Expertise. 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.

Learning Environment. 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.

Data-Driven Practices. 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.

Professional Practices and Responsibilities. 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.

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

Competency 001: human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs

Competency 002: student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning

Competency 005: how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive

Competence 007: principles and strategies for communicating effectively in varied teaching and learning contexts.

EC-12 Tech Apps Standards Addressed:

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.