**EDUC 3213 X20/DX1 Management Techniques for Ele, Middle School, and Secondary**
**Spring 2024 Term B Syllabus**
Midwestern State University
Gordon T. & Ellen West College of Education

**Class Location/Time/Days:**
Virtual
March 9- May 11

**Instructor/Contact Information:**
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**Office Hours**:
Since this is an online class, I will be available to meet via zoom or by phone. Please email me ahead of time to schedule an appointment.

**Instructor Response Policy**
The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

**Course Description**
This course focuses on the introduction and development of management and instructional techniques to optimize student learning with emphasis on establishing and maintaining safe and effective learning environments for elementary, middle school, and secondary settings. Course may not be used for students seeking teacher certification.

**Textbook & Instructional Materials**
Materials – Textbooks, Readings, Supplementary Readings
Required Textbooks – None.
All reading materials will be provided within the course.

## COURSE REQUIREMENTS

### Minimum Technical Skills Needed

Must be able to use Microsoft Word or other word processing software.
Must be able to navigate to different sites on the Internet.
Must be able to use basic technology tools such as a personal computer and/or a smartphone.

## Instructional Methods
This is an online Competency-Based Education (CBE) course. Learning activities include assorted readings and videos, discussions, quizzes, projects, and assignments.

## Student Responsibilities or Tips for Success in the Course
To be successful in this course, you must complete **all activities in each module**. Students must stay actively engaged in the course by working through each module in the course for a recommended minimum of four days each week.

## Course Competencies/Standards
The teacher candidate will acquire the necessary knowledge and skills to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. Knowledge and skills will be developed within the following competencies:

Upon completion of this course, the student will be able to:

Competency 1: Plan standards-based lessons that are developmentally appropriate.
Competency 2: Analyze instructional strategies for diverse learners.
Competency 3: Identify research-based classroom management strategies.
Competency 4: Develop a safe and effective learning environment.

## Standards

The following Texas curriculum standards and exam framework competencies are addressed in this course.

Teacher Standard 1--Instructional Planning and Delivery.  (A) (i, ii, iii), (B) (i, ii, iii), (C) (i, ii, iii)
Teacher Standard 3—Content Knowledge and Expertise. (B) (i, ii, iii), (C) (i, ii, iii)
Teacher Standard 4—Learning Environment. (A) (i, ii, iii), (B) (i, ii), (C) (i, ii, iii), (D), (i, ii, iii, iv)

Standard 19 TAC §235.15 (c) Reading Pedagogy. (2)


Test 292 - Early Childhood: Prekindergarten-Grade 3
Domain II – – The Instructional Setting
Competency 004 (Social Skills, Emotional Development and Behavior Support): A. B. C. D.
Competency 005 (The Instructional Setting): A. D. E.

Test 293: Science of Teaching Reading
Domain I – Reading Pedagogy
Competency 001 (Foundations of the Science of Teaching Reading): I. L.

Pedagogy & Professional Responsibilities- Early Childhood: P-3
Standard 19 TAC §235.11
(b) Instructional Planning and Delivery. (1)(4)(5)(6)(7)
(c) Knowledge of Student and Student Learning. (2)
(d) Content Knowledge and Expertise. (1)(4)(5)(6)
(e) Learning Environment (3)(4)
(f)  Data-Drive Practice. (1)(2)
(g) Professional Practices and Responsibilities. (1)(3)

*Additional standards listed in Appendix A*


## GRADING

One or more required assessments must be passed to complete each competency module. Candidates will have a maximum of three (3) attempts to pass the assessment. Students must earn an evaluation rating of "proficient" or above on each criterion of the competency assessment rubric in order to pass each assessment.

Final grades in this course will be based on the following scale:

A (Mastery) = 90%-100%
B (Proficiency) = 80%-89%
F (Failure) = 79% or Below


## Assessments

**Instructional Strategy Toolkit**

The purpose of the Instructional Strategy Toolkit is for students to identify and research instructional strategies that are appropriate for the EC-3 classroom. Students will explore different early childhood teaching strategies and provide research-based support for their use.

**Lesson Plan**

The purpose of the Lesson Plan is for students to demonstrate their ability to plan standards-based instructional lessons. Students will create lesson objectives and plan developmentally appropriate instructional strategies that are aligned with the appropriate Texas Essential Knowledge and Skills standards.

*A score of Proficient or above is required on each criterion of the evaluation rubric to demonstrate competency. A maximum of three attempts is allowed.*

**Field Experiences and Best Practices Reflection**

The purpose of the Field Experiences and Best Practices Reflection is for students to observe teachers' classroom management strategies and reflect on how the observed strategies align with educational research. The student will conduct classroom observations as part of their required field experience hours.

You are required to complete and document a minimum of 8 hours of field experiences during this course to include:

- 2 hours for the First 15 Days Video Viewing and Reflection
- 2 hours of observation in an elementary classroom
- 2 hours of observation in a middle school classroom
- 2 hours of observation in a high school classroom

Each of these four field experiences (observations) will include a reflection that must be submitted in TK20.

*Field experience hours must be documented in TK20 and approved by the classroom teacher.  A score of Proficient or above is required on each criterion of the evaluation rubric to demonstrate competency. A maximum of three attempts is allowed.*

**Classroom Management Plan**

The purpose of the Classroom Management Plan is for students to demonstrate their ability to create a safe and effective EC-3 learning environment. Students will use research-based strategies to design classroom rules, expectations, and routines. Students will design a physical classroom that is appropriate for EC-3 learners and plan for communicating classroom management procedures to students and families.

*A score of Proficient or above is required on each criterion of the evaluation rubric to demonstrate competency. A maximum of three attempts is allowed.*

*NOTE: If the course ends and you do not pass all required competency assessments, you will receive a grade of "F" and be required to retake the course to complete all competencies. In rare exceptions, incompletes may be awarded at the discretion of the faculty member. Incompletes will only be considered for documented emergency situations where the student only has one assessment left to pass.*

**Discussion Participation and Reading and Classroom Activities**
You will be engaging in numerous classroom activities. Participation is very important

and contributes to the quality of your learning experience. The activities will vary from quizzes to Flipgrid videos and in-class writings. ==When a Flipgrid discussion activity is assigned, to get the maximum number of points, you must post by the date given in class and then respond to one classmate's post within the next 3 days.==

*(Adopted from the TEACHER STANDARDS, Texas Administrative Code, Chapter 149, Subchapter AA, §149.1001) \*see Appendix B*

## WCoE Philosophy & Conceptual Framework Overview

The West College of Education believes that learning changes both the individual and society. Developing resiliency and tolerance enhances an individual's potential. The individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self will contribute to an informed, democratic, and synergistic society. We will establish a reflective and collaborative community to enhance the potential of both the learner and society.

Our philosophy broadens the scope of the learning potential beyond the individual and into society. John Dewey firmly believed in the power of young minds in both learning the values of democracy and tackling its problems. Opportunities for "cause beyond self" are modeled by faculty and provided in their coursework. For example, MSU participates in the American Democracy Project sponsored by AACSU, and many of our syllabi reflect required service learning components. Giving back to the community is another way of opening doors. The outcomes for graduates and undergraduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

• Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
• Learning Differences -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
• Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
• Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
• Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
• Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
• Planning for Instruction - plan instruction that supports every student in meeting

rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

•        Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

•        Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

•        Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Student Handbook**
Refer to: Student Handbook-2023-24

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

**Table 1- Course Schedule**

### Course Schedule

| Week or Module | Activities/Assignments/Exams | Due Date |
|---|---|---|
| Week 1 | Introductory Activities | |
| Week 2<br><br>Module 1: Analyze instructional strategies for diverse learners. | Read Articles<br>Watch Videos<br>Complete Activities<br>Research Activity | Required Assignment: Instructional Strategy Toolkit |
| Week 3 and 4<br><br>Module 2: Plan standards-based lessons that are developmentally | Read Articles<br>Watch Videos<br>Complete Activities | Required Assignment: Lesson Plan |

| Week or Module | Activities/Assignments/Exams | Due Date |
|---|---|---|
| appropriate. | | |
| Week 5 and 6<br><br>Module 3:<br>Identify research-based classroom management strategies. | Read Articles<br>Watch Videos<br>Complete Activities | Required Assignment:<br>Field Experiences and Best Practices Reflections |
| Week 7 and 8<br><br>Module 4:<br>Develop a safe and effective learning environment. | Read Articles<br>Watch Videos<br>Complete Activities | Required Assignment:<br>Classroom Management Plan |

**Important Dates**

Last Day to drop with a grade of "W:" April 17, 2024, by 4:00 pm
Refer to: Academic Calendar for all deadlines.

**MSU-TEXAS Policies and Procedures:**

**Change of Schedule**
A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

**Refund and Repayment Policy**
A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request). For specific information and information regarding financial aid policies, contact the MSU business office.

**Services for Students with Disabilities**
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with

disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

**Campus Carry Rules/Policies**
Refer to: [Campus Carry Rules and](#) [Policies](#)
**Smoking/Tobacco Policy**
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU.  Adult students may smoke only in the outside designated-smoking areas at each location.

**Alcohol and Drug Policy**
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at University-sponsored activities.

**Grade Appeal Process**
Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**Instructor Class Policies**
Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom or face-to-face classroom shall result, minimally, in a request to drop the class and/or a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate classroom behaviors, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student- initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

**Attendance**
Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. **Quizzes and activities that are administered in class can't be made up and will receive a zero.**

**Late Work**
Assignments are expected to be turned in by the due date. Late work will receive 50% maximum credit. Quizzes and activities that are administered in class can't be made up and will receive a zero.

**Written Work**
All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

**Desire-to-Learn (D2L)**
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. All assignments must be submitted to D2L for this course and should be in a PDF unless otherwise specified in the assignment guidelines. A minimum of 5% of the total points will be deducted for assignments not submitted through D2L.

**Plagiarism**
"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook . All assignments submitted in D2L will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

**AI / Chat GPT**
Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace.

Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, you may not copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment.  If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

**Research-Based Content and Pedagogy**
This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up to date research in the field. The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Berk, L. E. (2021). *Infants, Children, and Adolescents* (9th ed.). Pearson Education Inc: Boston

**Notice**
Changes in the course syllabus, procedure, assignments, and schedule may be  made at the discretion of the instructor. Teaching is about being responsive to student needs, as such, the topic dates may change as there may be more or less discussion needed for particular concepts.  However, assignment due dates will not be moved up.

**Appendix A**

**Standards/Competencies List**
WCOE Standards/ InTASC Core Teaching Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

Link: Council of State Chief School Officers InTASC Standards

**Standard 19 TAC §235.15 (c) Reading Pedagogy.**
> (2) implementing both formal and informal methods of measuring student progress in early reading development.

**Test 292 - Early Childhood: Prekindergarten-Grade 3**
**Domain II – – The Instructional Setting**
Competency 004 (Social Skills, Emotional Development and Behavior Support): Understand how to create positive environments and relationships that help develop interpersonal skills, autonomy, and initiative to explore and learn in young children from prekindergarten to grade 3.
> A. Demonstrate knowledge of factors related to the development of executive function and self-regulation skills in young children, including motivation, autonomy, and decision-making and self-help skills.
> B. Apply knowledge of strategies and principles for teaching and using problem-solving and conflict resolution skills and for providing individual and schoolwide positive behavioral interventions and supports (PBIS), including monitoring the effectiveness of

PBIS, as well as making modifications and adaptations to interventions as needed.

C. Demonstrate knowledge of developmentally appropriate and effective individual and group management strategies, including best practices for teaching and supporting young children with additional behavioral needs and factors contributing to equitable and inequitable responses to behavior.

D. Demonstrate knowledge of the role of positive relationships and supportive interactions as a crucial foundation for teaching, and in developing social skills and emotional resilience, with a focus on children's individual strengths, needs, and interests.

Competency 005 (The Instructional Setting): Understand how to create positive learning environments that promote the development and learning of young children in prekindergarten to grade 3.

A. Apply knowledge of strategies for structuring the physical environment and selecting appropriate learning curricula, materials, and technologies to promote active participation and independence in young children.

D. Apply knowledge of methods for creating a physical environment and instructional procedures that are linguistically and culturally responsive and meet the needs of all young children, including those with exceptionalities (e.g., disabilities, gifts, talents) and English learners (ELs).

E. Demonstrate knowledge of practices and procedures for effectively planning and managing flexible student groupings, including pairings, individualized, and small-group instruction, to facilitate learning.

## Test 293: Science of Teaching Reading

Domain I – Reading Pedagogy

Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

I. Demonstrate knowledge of factors that can affect students' reading development, including the amount of time they spend daily engaged in reading, the amount of screen time they engage in daily, a reading curriculum that emphasizes the development of productive reading and vocabulary skills (e.g., phonics, structural analysis) rather than overreliance on memorization and context clues and that emphasizes the reading of whole texts rather than worksheets, and the use of culturally responsive instructional practices (e.g., call-and-response strategies).

L. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping, including students' assessed strengths and needs in the area(s) of reading to be addressed in a lesson, the prerequisite knowledge and skills required for students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning.

## Pedagogy & Professional Responsibilities- Early Childhood: P-3
## Standard 19 TAC §235.11

(b) Instructional Planning and Delivery. (1)(4)(5)(6)(7)

(1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(4) plan instruction that is developmentally appropriate, is standards-driven, and motivates students to learn.

(5) differentiate instruction, aligning methods and techniques to diverse student needs,

including acceleration, remediation, and implementation of individual education plans.
6) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(7) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(c) Knowledge of Student and Student Learning.

(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(d) Content Knowledge and Expertise. (1)(4)(5)(6)

(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.

(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.

(e) Learning Environment (3)(4)

(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.

(f) Data-Drive Practice. (1)(2)

(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.

(g) Professional Practices and Responsibilities. (1)(3)

(1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(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).

**Appendix B**

**Teacher Standard 1--Instructional Planning and Delivery.**

(A) Teachers design clear, well-organized, sequential lessons that build on students' prior knowledge.

>(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
>(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
>(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

>(i) Teachers plan instruction that is developmentally appropriate, is standards-driven, and motivates students to learn.
>(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
>(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

>(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
>(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
>(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

**Teacher Standard 3—Content Knowledge and Expertise.**

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

>(i) Teachers organize curriculum to facilitate student understanding of the subject matter.
>(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
>(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

>(i) Teachers teach both the key content knowledge and the key skills of the discipline.
>(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

**Teacher Standard 4—Learning Environment.**
(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

    (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

    (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

    (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

    (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

    (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

    (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

    (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

    (iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

    (i) Teachers 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.

    (ii) Teachers maximize instructional time, including managing transitions.

    (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

    (iv) Teachers 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.