Course Syllabus: Clinical Teaching for Undergraduate Students
Gordon T. & Ellen West College of Education
EDUC 4173 Sec 102
Fall 2025

Contact Information
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Instructor Response Policy
Instructor will respond to email and voicemail messages by noon each weekday
and at least once over weekends and holidays.

Course Description
Teaching under supervision in a public school; meets full day for twelve weeks,
including orientation; orientation and supervision by college instructor.

Textbook & Instructional Materials
No required materials nor textbook.

Required Technology
All students must have Internet access and the following technology applications:
    Google docs and Word Processing software

Course Objectives/Standards

Course Objectives	Performance Assessment(s)	Standards Addressed
Establish a safe and supportive classroom environment by developing a climate of respect and rapport, fostering an environment for learning, supporting positive student behavior, and organizing the classroom to maximize student learning.	Observations and Evaluations Code of Ethics First 15 Days	Texas Educator Standard(s): 4A(i-iii), 4B(ii), 4C(i), 4D(i-iii), 1D(iii). 1E(i), 2A(i-iii)
Apply knowledge of content and pedagogy and knowledge of students to plan instruction.	Lesson plans and instruction	Texas Educator Standard(s): 3A(i), 2A(i), 2B(i-iii), 1A(iii), 3B(ii)
Design lessons that are aligned to state standards, build coherently toward objective, and meet the needs of learners.	Lesson plans and instruction Observations and Evaluations	Texas Educator Standard(s): 1A(i,iii), 1B(i-iii), 1C(i-iii), 2B(i-ii), 2C(i-iii), 3B(ii), 3C
Deliver instruction clearly and accurately, communicate lesson expectations, and utilize varied instructional strategies to deepen student understanding and promote engagement.	Observations and Evaluations	Texas Educator Standard(s): 1A(ii), 1B(ii), 1C (iii), 1D(i-ii), 1E(i-iii), 3B (i)
Develop, collect, and analyze assessment data to monitor student progress, provide timely feedback, and adjust instruction to respond to student needs.	Lesson plans Observations and Evaluations Reflections Pre- and Post-Conferences MISL	Texas Educator Standard(s): 1F(i-iii), 5A(i-ii), 5C(i), 5D(i), 2C(iii)
Demonstrate professionalism, reflect on teaching to inform practice, participate in a professional community, engage in growth opportunities, and adhere to ethical and legal requirements.	Orientation and Trainings Observations and Evaluations Reflections Pre- and Post-Conferences Code of Ethics	Texas Educator Standard(s): 6A(i-iii), 6B(i-ii), 6D(i-iii)

All TEA Standards related to Pedagogy and Professional Responsibility (PPR) and Content Area are assumed to be understood and demonstrated during the Clinical Teaching semester. The State Board of Educator Certification creates

standards for beginning educators. See Appendix A for Complete List of Standards.

Student Handbook

Refer to: Student Handbook

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 individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Office of Student Conduct

Required Assignments

Assignments	Submission Location
Code of Ethics	TK20
First 15 Days	TK20
Formal Observations 1-4	TK20
Lesson Plans and Reflections 1-4	TK20
Informal Observations 1-3	TK20
MISL	TK20
Orientation Attendance	Google Form
Career Fair Attendance	Sign In Sheet
MISL Training Attendance	University Supervisor
Test Prep Attendance	Google Form
Virtual Lesson Plan	TK20

Code of Ethics
You will complete the Code of Ethics certificate following training at orientation. The signed signature sheet must be uploaded to TK20 within one week of the orientation date. Submission will be approved by your university supervisor.

First 15 Days
You will upload your First 15 days assignment from Classroom Management following training at orientation. The assignment must be uploaded to TK20 within one week of the orientation date. Submission will be approved by your university supervisor.

Observations 1-4, Mid-Point Evaluation, Lesson Plans, and Reflections
Your University Field Supervisor (UFS) will conduct four observations during your clinical teaching, two in the first half and two in the second half. Prior to each observation, you will create a lesson plan that you will share with your

supervisor. Your UFS will meet with you for a pre-conference to give you feedback over the lesson plan before it is taught. Following your observation, your UFS will give you an evaluation form that will be signed by you, the UFS, and your cooperating teacher. You will also complete a reflection after you teach the lesson. All four lessons, reflections, and observation sheets will be uploaded to TK20. For those in two 7-week placements, your UFS will give you a mid-point evaluation form that must be uploaded to TK20 with your observations 1&2. (If you are in a 14-week placement, you will not upload a form.)

Midwestern Impact on Student Learning (MISL)
The MISL will be completed in the first half of clinical teaching. After describing the students, school, classroom, and community, you will create unit objectives and assessments in addition to lessons within the unit. The MISL lessons will be developed with the help of your cooperating teacher and under the guidance of your university supervisor. Data from the pre-and post-assessments will be reported and analyze to determine student learning. You will provide a reflection on the unit and your plans for future opportunities and professional development. You will upload the final MISL to TK20 for evaluation.

Virtual Lesson Plan
The Virtual Lesson Plan can be modeled off of one of your MISL lessons. Using the template provided on our Google site, adapt a lesson to a virtual format and upload the lesson plan into TK20 for UFS approval.

Required Trainings/Workshops
During clinical teaching, you will be required to attend various trainings and workshops, some in person and some virtually. The required trainings are New Clinical Teacher Orientation, MSU Education Career Fair, MISL Training, and Test Prep Workshop.

Late Work
Assignments are expected to be turned in by the due date. Ten percent of the total points will be deducted per day late, and any assignment submitted more than two weeks late will not be accepted. **Arrangements must be made at least two days in advance for any exceptions to be given.** *(If you cannot complete assignments on time or attend class because of COVID exposure or COVID type symptoms, you must inform the instructor before the assignment is due to receive any extension. If you miss class or fail to submit an assignment on time because of COVID, you must submit a doctor's note to the instructor within one week of the assignment due date to receive an extension.)*

Important Dates
Last day for term schedule changes: August 25-28. Check date on Academic Calendar.
Deadline to file for December graduation: September 22. Check date on Academic Calendar.

Last Day to drop with a grade of "W:" November 24. Check date on [Academic Calendar](#).
Refer to: [Drops, Withdrawals & Void](#)

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. *All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a pdf unless otherwise specified in the assignment guidelines.*

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. If at any time you are unable to attend class, please send Dr. Lindt an email.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online class page can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and 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 teaching dispositions, 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 excessive absences, 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.

Inclement Weather

In the case of campus closure due to inclement weather, please log on to D2L to check whether any changes will be made to course assignments and due dates. Changes will be posted in the NewsFeed on D2L and will be emailed to students. Depending on the date, online assignments may be required to complete if meeting face to face is not possible.

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 a 100% 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)

exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

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 Student Wellness Center, (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.

College Policies

Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Active Shooter
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu
You may also file an online report 24/7 at Online Report Form

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit https://msutexas.edu/titleix/

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

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule EDUC 4173

Dates	Activities/Assignments/Exams	Time
8/4/2025	CT Orientation	9am - 3pm
TBD By District	Placement 1 Begins	
8/19/2025	UFS Orientation	9am-11am
9/12/2025	MISL Training/PD/MISL Part 1 Due	9am - 3pm
10/5/2025	MISL Due	by Midnight
10/10/2025	Placement 1 Ends	
10/13/2025	Placement 2 Begins	N/A
11/15/2025	PPR Practice Test (for those who have not passed)	9am-12pm
10/12/2025	MISL Scored	by Midnight
10/13/2025	Professional Development Day	9am - 3pm

Dates	Activities/Assignments/Exams	Time
11/9/2025	Virtual Lesson Plan Due	by Midnight
12/11/2025	Placement 2 Ends	N/A
12/12/2025	Mustang's Walk	TBA - Typically 3-5pm
12/13/2025	Commencement /Graduation	

References/Standards

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.

The Elementary School Journal, University of Chicago Press www.press.uchicago.edu/ucp/journals/journal/esj.html

Learning and Leading with Technology, International Society for Technology in Education —http://www.learningandleading-digital.com/learningandleading/

Music Educators Journal, Music Educators' National Conference, Center for Educational Associations — http://intl-mej.sagepub.com/

Center for Educator Development in Fine Arts — www.cedfa.org

Bass, J. L., Contant, T. L., and Carin, A. A. (2008). *Activities for Teaching Science as Inquiry*, Seventh Edition. Columbus, Ohio: Pearson Prentice Hall.

Teaching Children Mathematics, National Council of Teachers of Mathematics — http://www.nctm.org/

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS).

Appendix A: Standards/Competencies
Commissioner's Standards

1) Standard 1--Instructional Preparation. Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

    A) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.

i) Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.

ii) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting encoding, such as use of multimedia learning principles, reduction of extraneous cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge

iii) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.

iv) Teachers recognize misconceptions about learning, the brain, and child and adolescent development, including myths such as learning styles, personality traits, and hemispheric dominance, and avoid unsupported instructional practices based on these misunderstandings.

B) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.

i) Teachers identify the components of high-quality instructional materials, such as a logical scope and sequence, clear learning objectives, grade- or course-level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.

ii) Teachers identify the benefits of using high-quality instructional materials.

iii) Teachers apply knowledge of the components of high-quality instructional materials to select or customize materials when appropriate.

iv) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade- or course-level content.

v) Teachers use high-quality materials to plan instruction that connects students' prior understanding and real-world experiences to new content and contexts.

C) Teachers understand initial lesson plan design and, when district-approved materials are not available and when directed by their district, engage in initial lesson plan design using science of learning concepts.

i) Teachers design lessons based on the components of high-quality instructional materials, such as a logical scope and sequence, clear learning

objectives, application of explicit instruction, and grade- or course-level content.

    ii) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.

    iii) Teachers design lessons that connect students' prior understanding and realworld experiences to new content and contexts.

    iv) Teachers plan for the use of digital tools and resources to engage students in active deep learning.

D) Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.

    i) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.

    ii) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.

    iii) Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports, technology, intervention, linguistic supports, appropriate scaffolding, and implementation of individualized education programs.

E) Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning

    i) Teachers plan to present information in a meaningful way that activates or provides any prerequisite knowledge to maximize student learning.

    ii) Teachers collaborate with other professionals, use resources, and plan research and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism, and biliteracy.

    iii) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible and instruction is fully accessible.

    iv) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Act (20 U.S.C. §1400, et seq.) or Section 504 of

the Rehabilitation Act of 1973 (29 U.S.C. §794) can affect student learning and development.

    F) Teachers engage in a thorough process of lesson internalization to prepare well organized, sequential instruction that builds on students' prior knowledge.

        i) Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.

        ii) Teachers identify how the learning goals of units and lessons are aligned to state standards.

        iii) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.

        iv) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.

        v) Teachers plan for pacing, use of teacher resources, and transitions between activities.

        vi) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning.

        vii) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

2) Standard 2--Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.

    A) Teachers deliver research- and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.

        i) Teachers effectively communicate grade- or course-level expectations, objectives, and goals to help all students reach high levels of achievement.

        ii) Teachers apply research- and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting memory encoding and recall, such as interleaving, spacing, metacognition, and distributed practice.

iii) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.

iv) Teachers apply research- and evidence-based teaching strategies that connect students' prior understanding and real-world experiences to new content and contexts and invite student perspectives.

v) Teachers implement appropriate scaffolds in response to student needs.

vi) Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.

vii) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.

viii) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

B) Teachers scaffold instruction, from initial knowledge and skill development through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.

i) Teachers set high expectations and facilitate rigorous grade- or course-level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

ii) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.

iii) Teachers validate student responses utilizing them to advance learning for all students.

iv) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.

v) Teachers use strategic questioning to build and deepen student understanding.

vi) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.

C) Teachers consistently check for understanding, give feedback, and make lesson adjustments as necessary.

i) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.

ii) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information.

iii) Teachers continually monitor and assess students' progress to guide instructional outcomes and determine next steps to ensure student mastery of grade- or course-level content.

iv) Teachers build student capacity to self-monitor their progress.

v) Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.

vi) Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.

vii) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.

viii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

D) Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.

i) Teachers regularly review and analyze student work, individually and collaboratively, to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in knowledge.

ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

iii) Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.

iv) Teachers use assessment results to inform and adjust instruction and intervention.

v) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength and opportunities for improvement.

3) Standard 3--Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS.

A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

   i) Teachers demonstrate a thorough understanding of and competence in the use of open education resource instructional materials when available for the grade level and subject area.

   ii) Teachers 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.

   iii) Teachers 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.

   iv) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.

   v) Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline

B) 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 and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.

   ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.

   iii) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.

   iv) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.

v) Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.

vi) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, praising effort on successful and unsuccessful attempts, and contrasting student attempts and correct solutions.

C) Teachers demonstrate research- and evidence-based best practices specific to planning, instruction, and assessment of mathematics.

i) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.

ii) Teachers engage students in recursive lesson activities that reinforce automaticity in prerequisite knowledge and skills to mitigate the use of working memory when engaging those knowledge and skills as task complexity increases.

iii) Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.

iv) Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.

v) Teachers prepare and deliver explicit instruction and modeling that links gradelevel conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.

vi) Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.

vii) Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.

viii) Teachers provide time for students to collaboratively and independently apply conceptual understanding and procedural fluency to problem-solving.

ix) Teachers communicate and model the connections between mathematics and other fields that use mathematics to problem solve, make decisions, and incorporate real-world applications in instruction.

x) Teachers explicitly teach and model that math abilities are expandable and improvable.

D) Teachers demonstrate research- and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

i) Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate, systematic, and explicit practice in foundational literacy skills.

ii) Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.

iii) Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading competencies and engage students in deliberate practice to make meaning from text.

iv) Teachers identify and analyze grade- or course-level and complex texts for quality in preparation for instruction.

v) Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.

vi) Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high quality complex texts.

vii) Teachers engage students in writing practice, including text-based writing that builds comprehension and higher-order thinking skills.

viii) Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.

ix) Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.

x) Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.

       xi) Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.

4) Standard 4--Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.

   A) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior and positive interventions, that maintain a productive learning environment for all students.

      i) Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.

      ii) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.

      iii) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.

      iv) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.

   B) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.

      i) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.

      ii) Teachers strategically use instructional time, including transitions, to maximize learning.

      iii) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.

5) Standard 5--Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with

stakeholders; maintain professional relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity.

A) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.

   i) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.

   ii) Teachers 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).

   iii) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.

   iv) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.

   v) Teachers model and promote for students the use of safe, ethical, and legal practices with digital tools and technology.

B) Teachers actively self-reflect on their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.

   i) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching to identify and communicate professional learning needs.

   ii) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.

   iii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

   iv) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.

   v) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

vi) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students to reach their academic and non-academic goals.

C) Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.

i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

ii) Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.

iii) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.

iv) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

PPR Exam Framework

Domain I—Designing Instruction and Assessment to Promote Student Learning
Competency 001—The teacher understands 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.

A. Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12.

B. Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning.

C. Analyzes ways in which developmental characteristics of students in early childhood through grade 12 impact learning and performance and applies knowledge of students' developmental characteristics and needs to plan effective learning experiences and assessments.

D. Demonstrates an understanding of physical changes that occur in early childhood through adolescence, factors that affect students' physical growth and health (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and ways in which physical development impacts development in other domains (i.e., cognitive, social, emotional).

E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive, physical).

F. Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g., from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan grade-level appropriate instruction and assessment that promote learning and development.

G. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

H. Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.

I. Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development.

J. Uses knowledge of the developmental characteristics and needs of students in early childhood through grade 4 to plan meaningful, integrated and active learning and play experiences that promote the development of the whole child.

K. Recognizes that positive and productive learning environments involve creating a community of high academic expectations that are grade-level appropriate.

L. Recognizes the importance of helping students in early childhood through grade 12 learn and apply life skills (e.g., decision-making skills, organizational skills, goal-setting skills, self-direction, workplace skills).

M. Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.

N. Recognizes typical challenges for students during later childhood, adolescence and young adulthood (e.g., self-image, physical appearance, eating disorders,

feelings of rebelliousness, identity formation, educational and career decisions) and effective ways to help students address these challenges.

O. Understands ways in which student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.

P. Demonstrates knowledge of the importance of peers, peer acceptance and conformity to peer group norms and expectations for adolescents and understands the significance of peer-related issues for teaching and learning.

Competency 002—The teacher understands the variety of students and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

A. Demonstrates knowledge of a variety of student characteristics (e.g., those related to language, students' backgrounds, disability) and the significance of the variety of students for teaching, learning and assessment.

B. Accepts and respects students with a variety of backgrounds and needs.

C. Knows how to use flexibility in the classroom and the community to enrich all students' learning experiences.

D. Knows strategies for enhancing one's own understanding of a variety of students' backgrounds and needs.

E. Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities.

F. Understands student needs (including differential access to technology) and knows how to plan instruction that is responsive to sociological differences among students.

G. Understands the instructional significance of varied student learning needs and preferences.

H. Knows the ELPS in the domains of listening and speaking in accordance with the proficiency-level descriptors for the beginning, intermediate, advanced and advanced-high levels.

I. Knows the ELPS in the domains of reading and writing in accordance with the proficiency-level descriptors for beginning, intermediate, advanced and advanced-high levels.

Competency 003—The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

A. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
B. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be assessed; responsiveness to students' current skills and knowledge, background, needs and interests; alignment with campus and district goals).
C. Uses assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.
D. Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students' strengths and needs.
E. Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes and to meet varied student needs.
F. Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
G. Plans learning experiences that provide students with grade-level appropriate opportunities to explore content from integrated and varied perspectives (e.g., by presenting thematic units that incorporate different disciplines, providing intradisciplinary and interdisciplinary instruction, designing instruction that enables students to work cooperatively, providing varied learning experiences, prompting students to consider ideas from multiple viewpoints, encouraging students' application of knowledge and skills to the world beyond the school).
H. Allocates time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection, self-assessment and closure.

Competency 004—The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

A. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g., connecting new information and ideas to prior knowledge, making learning meaningful and relevant to students).

B. Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge and uses this understanding to plan effective, grade-level appropriate learning experiences and assessments.

C. Understands that the middle-level years are a transitional stage in which students may exhibit characteristics of both older and younger children and that these are critical years for developing important skills and attitudes (e.g., working and getting along with others, appreciating differences, making a commitment to continued schooling).

D. Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning.

E. Stimulates reflection, critical thinking and inquiry among students (e.g., supports the concept of play as a valid vehicle for young children's learning; provides opportunities for young children to manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem-solving activities that are challenging; encourages exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication and the respectful exchange of ideas).

F. Enhances learning for students by providing age-appropriate instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from a variety of perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning and inquiry; promoting students' development of research skills).

G. Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically).

H. Teaches, models and monitors age-appropriate study skills (e.g., using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g., teaches students the steps in research, establishes checkpoints during research projects, helps students use time-management tools).

I. Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.

J. Analyzes ways in which external factors impact student learning and plans instruction and assessment.

K. Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.

L. Analyzes ways in which various teacher roles (e.g., facilitator, lecturer) and student roles (e.g., active learner, observer, group participant) impact student learning.

M. Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

N. Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS.

O. Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's level of English-language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS.

P. Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning.

Domain II – Creating a Positive, Productive Classroom Environment
Competency 005—The teacher knows how to establish a classroom climate that fosters learning, fairness and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

  A. Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students; provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).

  B. Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for individual differences and active engagement in learning by all students.

  C. Analyzes ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.

  D. Presents instruction in ways that communicate the teacher's enthusiasm for learning.

  E. Uses a variety of means to convey high expectations for all students.

  F. Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.

  G. Creates a safe, nurturing and affirming classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 006—The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior

  A. Analyzes the effects of classroom routines and procedures on student learning, and knows how to establish and implement age-appropriate routines and procedures to promote an organized and productive learning environment.

  B. Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.

C. Organizes and manages group activities that promote students' ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.
D. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
E. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of noninstructional duties (e.g., taking attendance) with instructional activities.
F. Uses technological tools to perform administrative tasks such as taking attendance, maintaining grade books and facilitating communication.
G. Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures for monitoring the performance of volunteers and paraprofessionals in the classroom.
H. Applies theories and techniques related to managing and monitoring student behavior.
I. Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.
J. Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior).

Domain III – Implementing Effective, Responsive Instruction and Assessment
Competency 007—The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts
A. Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests and backgrounds.
B. Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content;

extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving and productive, supportive interactions, including appropriate wait time.

C. Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools).

D. Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts

Competency 008—The teacher provides appropriate instruction that actively engages students in the learning process.

A. Employs various instructional techniques (e.g., discussion, inquiry, problem solving) and varies teacher and student roles in the instructional process and provides instruction that promotes intellectual involvement and active student engagement and learning.

B. Applies various strategies to promote student engagement and learning (e.g., by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibly in response to student needs, including wait time).

C. Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.

D. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs.

E. Engages in continuous monitoring of instructional effectiveness.

F. Applies knowledge of different types of motivation (i.e., internal, external) and factors affecting student motivation.

G. Employs effective motivational strategies and encourages students' self-motivation.

H. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.

I. Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading and/or writing in accordance with the ELPS.

J. Develops the foundation of English language vocabulary, grammar, syntax and mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS.

Competency 009—The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students

A. Demonstrates knowledge of basic terms and concepts of current technology, systems, and operations (e.g., hardware, software applications and functions, input/output devices, networks, and basic design principles).
B. Understands issues related to the safe and appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information (e.g., privacy guidelines, copyright laws, acceptable use policies, and digital etiquette).
C. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, and evaluating electronic information for accuracy and validity).
D. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem-solving situations and project-based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents, and databases; using graphic tools; participating in electronic communities as learner, initiator, and contributor; and sharing information through online communication).
E. Knows how to use productivity tools to collaborate and communicate information in various formats (e.g., slide show, multimedia presentation, and newsletter) and applies procedures for publishing information in various ways (e.g., printed copy, monitor display, Internet document, and video).
F. Knows how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology; knows how to use grade-level appropriate instructional practices, activities, and materials to integrate the Technology Applications TEKS into the curriculum.
G. Knows how to promote creative thinking and innovative process to construct knowledge, generate new ideas, and create products (e.g., design multimedia presentations, explore complex systems or issues, and develop steps for the creation of products).
H. Identifies and addresses disparities related to the use of technology.

Competency 010—The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

    A. Demonstrates knowledge of the characteristics, uses, advantages and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.
    B. Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning.
    C. Uses appropriate language and formats to provide students with timely, effective feedback that is accurate, constructive, substantive and specific.
    D. Knows how to promote students' ability to use feedback and self-assessment to guide and enhance their own learning.
    E. Responds flexibly to various situations (e.g., lack of student engagement in an activity, the occurrence of an unanticipated learning opportunity) and adjusts instructional approaches based on ongoing assessment of student performance.

Domain IV – Fulfilling Professional Roles and Responsibilities
Competency 011—The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
    A. Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
    B. Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.
    C. Interacts appropriately with all families, including those that have a variety of characteristics, backgrounds and needs.
    D. Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.
    E. Conducts effective conferences with parents, guardians and other legal caregivers.
    F. Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

Competency 012—The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

A. Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).

B. Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals.

C. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).

D. Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).

E. Uses resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.

F. Recognizes characteristics, goals and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.

G. Works productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.

H. Understands and uses professional development resources (e.g., mentors and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills and technological expertise.

I. Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.

Competency 013—The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

A. Knows legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, fairness, child abuse) and adheres to legal guidelines in education-related situations.

B. Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).

C. Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.

D. Follows procedures and requirements for maintaining accurate student records.

E. Understands the importance of and adheres to required procedures for administering state- and district-mandated assessments.

F. Uses knowledge of the structure of the state education system, including relationships among campus, local and state components, to seek information and assistance.

G. Advocates for students and for the profession in various situations.

Appendix B: Conceptual Framework Overview

The outcomes for graduates 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 communities to ensure 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.

Teacher Education Program Requirements

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 In TASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Data Literacy Assignment
Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning
Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.
Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:
1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be…I want you to…because you will…")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
• One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
• Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
• Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
• Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
• Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
• Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in-formation, and available to assist students and answer questions. (Adapted from Cook & Friend (1995)

Virtual Lesson Plan

Students will successfully create a lesson plan for virtual instruction, adapted from one of the lessons taught in clinical teaching. Using the ISTE-Based Instructional Curriculum, the Best Practices for Virtual Learning, and the TEKS-

Based Instructional plan, clinical teachers will adapt face to face activities to virtual ones.

MISL- Midwestern Impact on Student Learning
Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teacher candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

Appendix C: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVE-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.