The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
EDUC 4320.02 Teaching Methodology
for the Secondary Teacher
Fall 2017
SECONDARY MATHEMATICS-RELATED DEGREE PLANS

COURSE DESCRIPTION

This course combines campus-based instruction with field-based experiences. Students observe as well as plan and present lessons in their designated content area. An emphasis is placed upon content specific instructional methods, using data to make instructional decisions and application of classroom management skills. This course must be completed before clinical teaching.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course is normally one of the last courses taken prior to student teaching. The prerequisite for this course is EDUC 4311: Curriculum and Instruction in Secondary Schools.

MATHEMATICS SECTION INSTRUCTOR INFORMATION

Name/Title: Dr. Dawn Wilson

Email: dwilson@hbu.edu

Office Phone: 281-649-3078

Office Location: Hinton 335

Office Hours: TBA

Day(s) and Time Course Meets: Mondays, 7:35-10:05pm, Room TBA

Day and Time of Final Exam: Monday December 11 at time TBA

CROSS-SECTION INSTRUCTOR INFORMATION

Name/Title:

Email:

Office Phone:

Office Location:

Office Hours:

LEARNING RESOURCES

Course Text(s):
Savage, T.V., Savage, M.K., & Armstrong, D.G. (2012). *Teaching in the Secondary School* (7th ed.). Boston, MA: Pearson. ISBN 978-0-13-210152-3

Posamentier, A. S. (2015). *Teching secondary mathematics: Techniques and enrichments units, 9th ed*. Boston, MA: Pearson Education, Inc. ISBN-13: 978-0-13-380898-8

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to perform the following with respect to Mathematics teaching methods:

1. Discuss major findings of educational research as they apply to secondary schools.
2. Identify sound principles for
   a. motivating students
   b. using cooperative learning, interactive learning, instructional technology, and critical and creative thinking
   c. developing reading and writing skills across the curriculum
3. Better meet the diverse needs of students in secondary classrooms.
4. Demonstrate skill in varied lesson designs and implementation including appropriate classroom management techniques.
5. Discuss current issues of importance in today's secondary schools.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** in Mathematics are included in this course.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

RELATION TO THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES GOALS AND PURPOSES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will help provide the graduate student with information that supports effective content area science pedagogy and curriculum development; provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning environment; encourage academic excellence, freedom, and objectivity; model and support a commitment to professional excellence; develop critical and

creative thinking, compassion, responsibility, ethics, professionalism, and a continuing interest in learning; and integrate faith and learning.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics with respect to Mathematics teaching methods:

1. Secondary School Issues
2. Effective School Research
3. Effective Teaching
4. Lesson Design (review)
5. Motivational Techniques
6. Classroom Management
7. Teaching Styles and Methods vs. Learning Styles
8. Cooperative Learning
9. Technology
10. Critical/Creative Thinking using Reading and Writing Skills
11. Diagnosis and Evaluation
12. Legal Issues
13. Models of Instruction
14. Professional Development

The content of this outline and the attached schedule are subject to change at the discretion of the professors.

EDUC 4320

TENTATIVE SCHEDULE

Classes co-taught by Mathematics methods course instructor and cross-section methods course instructor

DATE	TOPIC	TEXT	EXAM/WORK DUE
Aug 28	Introduction to Class The Changing World of Teaching	SSA: Chapter 1 PS: Chapter 1	Online Response
Sept 11	Students and Schools Understanding Diversity	SSA: Chapter 2 PS: 2	Online Response
Sept 18	Reflective Teaching	SSA: Chapter 4 PS: Chapter 3	Online Response
Sept 25	**Exam 1 (covers both general methods and methods specific to your content area)**		
Oct 2	What Should Students Learn? Defining the Curriculum Learning Assessment: Making Data-Driven Decisions	SSA: Chapter 5 & 6 PS: Chapter 4 & 6	Online Response
Oct 9	Planning Units and Lessons	SSA: Chapter 7	**Journal Article #1 due**

		PS: Chapter 2, 3, & 4	
Oct 16	Once Size Does Not Fit All: Differentiated Instruction	SSA: Chapter 8 PS: Chapter 7 & 8	Online Response
Oct 23	**Exam 2**		
Oct 30	Models of Direct Instruction Teaching for Higher-Level Outcomes	SSA: Chapter 9 & 10 PS: Chapters 3, 4, & 7	Online Response
Nov 6	Small-Group and Cooperative Learning Reading Across the Curriculum	SSA: Chapter 11 & 12 PS: Chapter 3, 4, 7, 8	**Journal Article #2 due**
Nov 13	Successful Management and Discipline	SSA: Chapter 13 PS: Chapter 1-8	Online Response
Nov 20	The Professional Context; Career-Long Professional	SSA: Chapter 14 & 15 PS: Chapter 1-8	Online Response
Dec 4	Field Work discussion and evaluation		Online Response; **Field Experience Packet due**
Dec 11	**Final Exam (covers both general methods and methods specific to your content area)**		

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Assignment [1]	Learning Objective(s)	Standards [2]	Point Value
Exam I	1, 3, 4, 5	TAC 149.1001: I PPR I.I 001, 002, 003, 004 II.II 005, 006 PPR (k/s): I.I 001, 002, 003, 004 II.II 005, 006 Tx 4-8 & 7-12 Mathematics: VII-VIII Tx 4-8 & 7-12 Mathematics (k/s): VII-VIII IDA B.11, E-4.4 ISTE-T: 1a, 1b, 1c InTASC: 1, 2, 3, 4 NCTM: 2-7	15%
Exam II	2a, 2b, 2c	TAC 149.1001: I PPR: I&III.III 007, 008,009, 010 IV: 012 PPR (k/s): &III.III 007, 008,009, 010 IV: 012 Tx 4-8 & 7-12 Mathematics: VII-VIII Tx 4-8 & 7-12 Mathematics (k/s): VII-VIII IDA E-5.1, E-5.5 ISTE: 1a, 1d, 2a InTASC: 5, 6, 7, 8 NCTM: 2-7	15%
Comprehensive Final Exam	1, 2, 3, 4, 5	TAC 149.1001: I PPR I.I 001, 002, 003, 004 II.II 005, 006 I&III.III. 007, 008,009, 010 IV.IV: 012 PPR (k/s): I.I 001, 002, 003, 004 II.II 005, 006 I&III.III. 007, 008,009, 010 IV.IV: 012 Tx 4-8 & 7-12 Mathematics: VII-VIII Tx 4-8 & 7-12 Mathematics (k/s): VII-VIII ISTE-T: 1c	15%

		InTASC: 1, 5, 7, 8 NCTM: 2-7	
2 Professional Journal Articles[1]	1, 5	TAC 149.1001: I PPR: I.I. 001 PPR (k/s): I.I. 001 Tx 4-8 & 7-12 Mathematics: VII-VIII Tx 4-8 & 7-12 Mathematics (k/s): VII-VIII InTASC: 10 NCTM: 2-7	10%
Presentation of Mini-lesson[1]	1, 2, 3, 4, 5	TAC 149.1001: I PPR: I.I.002 I&III.III. 007, 008, 009 PPR (k/s): I.I.002 I&III.III. 007, 008, 009 Tx 4-8 & 7-12 Mathematics: VII-VIII Tx 4-8 & 7-12 Mathematics (k/s): VII-VIII ISTE-T: 2a, 2d InTASC: 4, 5, 6 NCTM: 2-7	15%
<u>Field based experience items</u> 5 written lesson plans (5) [1] *Log of 25 hours of observation (14) [1] *Log of 5 lessons taught (5) [1] 5 observation forms (5) [1] Evaluation by coordinating teacher(1) [1]	1, 2, 3, 4, 5	TAC 149.1001: I PPR: I.I. 003, 004 II.II. 005,006, I&III.III. 007, 008, 009 IV.IV. 012 PPR (k/s): I.I. 003, 004 II.II. 005,006, I&III.III. 007, 008, 009 IV.IV. 012 Tx 4-8 & 7-12 Mathematics: VII-VIII Tx 4-8 & 7-12 Mathematics (k/s): VII-VIII Tx Tech Apps: II, V ISTE-T: 1a, 1b, 1c, 1d, 2a, 2d InTASC: 1, 2, 3, 4, 5, 6, 7, 8 NCTM: 2-7	30%

*** This course cannot be passed without the documentation of 25 hours of observation and 5 lessons taught.**

[1] Descriptions and rubrics for assignments are included in this document.

[2] These assignment/activities develop and/or assess state and national standards including 19 TAC §149.1001, TExES standards (with identified knowledge and skills), domains, and competencies; IDA reading standards; TEKS; Texas Tech Apps (TA); ISTE standards (for teachers); InTASC; NCTM-CAEP, and AMLE.

School of Education Undergraduate Grading Scale:
92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Assignment Descriptions and Rubrics:

Professional Journal Article Report (2 required)

Aligns with TAC 149.1001: I; *PPR: I.I.001; PPR (k/s): I.I.001;*
Tx 4-8 & 7-12 *Mathematics: VII-VIII; Tx* 4-8 & 7-12 *Mathematics (k/s): VII-VIII; InTASC: 10; NCTM: 2-7; AMLE 2, 4*

Format:

Name
Journal Report # 1(2)

Course: EDUC 4320
Professor: Dr. Wendy Frazier

Teaching field:_____

Bibliographic information for article (author's name, title of article, title of journal, volume, date, etc.) Use APA format. [15%]

Summary:[60%] *(PPR: I.I.001)*

Response:[25%] *(InTASC: 10)*

Format should be as follows:

- Double-spaced
- New Times Roman
- Font size—12
- 1" margins
- Paragraph format

Name:_____ Course: EDUC 4320

Observation Report # ___ (5 required) Professors:

Teacher:

Student age/grade level:

Subject area:

Situation/Behavior observed:

Description:

Response: (Analyze, agree/disagree, etc. Include other ways to handle similar situations)

EDUC 4320 LESSON EVALUATION (by school classroom teacher)

Student Presenter:_____ Date:_____
Grade/Subject:_____ School:_____

In presenting the lesson, the student:		*(Circle One)* High		Avg.		Low
1.	Specified objective for the lesson.	5	4	3	2	1
2.	Employed an effective initiating procedure.	5	4	3	2	1
3.	Utilized teaching methods appropriate for the objective, learners and environment.	5	4	3	2	1
4.	Utilized a variety of teaching methods.	5	4	3	2	1
5.	Implemented activities in a logical sequence.	5	4	3	2	1
6.	Provided clear, understandable directions and explanations.	5	4	3	2	1
7.	Utilized responses and questions from learners in teaching.	5	4	3	2	1
8.	Provided feedback to learners throughout the lesson.	5	4	3	2	1
9.	Reinforced and encouraged the efforts of learners.	5	4	3	2	1
10.	Involved the learners actively in the lesson.	5	4	3	2	1
11.	Acknowledged and provided for individual differences.	5	4	3	2	1
12.	Kept learners on task.	5	4	3	2	1
13.	Used instructional equipment and other instructional aids.	5	4	3	2	1
14.	Demonstrated knowledge of the subject area.	5	4	3	2	1
15.	Utilized acceptable written and oral expression with learners.	5	4	3	2	1
16.	Communicated personal enthusiasm.	5	4	3	2	1
17.	Utilized time effectively.	5	4	3	2	1
18.	Displayed proper classroom management skills.	5	4	3	2	1
19.	Utilized an effective culminating procedure.	5	4	3	2	1
20.	Applied an evaluative procedure.	5	4	3	2	1

(Record notes and comments on reverse side.)

_____ _____
(Supervising Teacher) (Date) (Student Observer/Presenter)

Aligns with:
TAC 149.1001: I
PPR: I.I. 003, 004; II.II. 005, 006; III.III. 007, 008, 009; IV.IV. 012
PPR (k/s): I.I.002; III.III.007, 008, 009
Tx 4-8 & 7-12 *Mathematics: VII-VIII*
Tx 4-8 & 7-12 *Mathematics (k/s): VII-VIII*
Tx Tech Apps: II, V
ISTE-T: 1a, 1b, 1c, 1d, 2a, 2d
InTASC: 1, 2, 3, 4, 5, 6, 7, 8
NCTM: 2-7
AMLE: 2, 4

OBSERVATION LOG

Name:_____ Course: EDUC 4320 Semester:_____

Directions: For each observation record the date, time spent in hours, total time, a brief description of your activities, the school and the signature of the cooperating teacher with whom you worked.

Date	Time Spent	Total Time	Brief Description	School	Signature

Total Time:_____

Supervising Professors:_____

Teaching Methodology for Secondary Teachers
EDUC 4320
Field Lesson Presentations

Date	Total Time	Brief Description of Lesson	School	Signature

Supervising Professors:_____

Houston Baptist University
School of Education
Lesson Plan Format

Subject: Grade Level: Time Estimate:

Unit: Topic:

Goal(s):

Objective(s): TEKS:

Materials/Resources/Technology needs:

Instructional Procedures

Focusing Event:

Teaching/ Learning Procedures:

Formative Check (ongoing or specific):

Reteach (alternative used when needed):

Closure:

Assessment/Summative Evaluation:

Modifications/Notes:

Reflection (post presentation):

EDUC 4320
Mini-Lesson Presentation
Grading Rubric

1. State the lesson objectives. (10 points) _____

2. Introduce the lesson. (20 points) _____
(TAC 149.1001: I; PPR: I.I.002; III.III.007, 008, 009; PPR (k/s): I.I.002; III.III.007, 008, 009; Tx 4-8 & 7-12 *Mathematics: VII-VIII; Tx* 4-8 & 7-12 *Mathematics (k/s): VII-VIII; InTASC:4, 5; NCTM: 2-7; AMLE 2, 4)*

3. Explain the remaining lesson procedures. (40 points) _____
(TAC 149.1001: I; PPR: I.I.002; III.III.007, 008, 009; Tx 4-8 & 7-12 *Mathematics: VII-VIII; Tx* 4-8 & 7-12 *Mathematics (k/s): VII-VIII; IISTE-T: 2a; InTASC: 4, 5; NCTM: 2-7; AMLE 2-4)*

4. Discuss final assessment and how it will be graded (20 points) _____
(TAC 149.1001: I; PPR: I.I.002; III.III.007, 008, 009; Tx 4-8 & 7-12 *Mathematics: VII-VIII; Tx* 4-8 & 7-12 *Mathematics (k/s): VII-VIII; NCTM: 2-7; AMLE 2-4)*

5. Close (10 points) _____
(ISTE-T: 2d; InTASC: 6)

TOTAL PRESENTATION GRADE _____

TURN IN YOUR LESSON PLAN! (Separate Grade)

CREDIT HOUR DEFINITION (Choose the definition that is appropriate for your class)

Houston Baptist University defines a credit hour as follows:

At least fifteen (15) contact hours, as well as, a minimum of thirty (30) hours of student homework are required for each semester credit hour.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Interactive lecture/discussion/reading
2. Small group and individual activities and/or projects
3. Designing and implementing learning activities
4. Use of media/technology/online interactive access
5. Literature research/review/presentation
6. A variety of instructional strategies will be used including inquiry, demonstration, simulation, experimentation, and cooperative groups.

ATTENDANCE

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of "F" for the course, regardless of his/her performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. In either case, all applicable attendance policies will be stipulated in the course syllabus.

ABSENCE AND TARDY POLICIES

Please see the catalog currently in use for the University's policy on classroom absences caused in the course of student representation of the University, such as athletics, chorale, and mock trial activities.

DROPPING A CLASS

Once a student registers for a class, the student will receive a grade for the class unless the drop process is completed through the Registrar's Office. YOU MUST OFFICIALLY WITHDRAW FROM A CLASS if you intend to drop it. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees.

ACADEMIC ACCOMMODATIONS

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic

accommodation services. Academic accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504, for all accommodation policies and procedures.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

In compliance with the Family Educational Rights and Privacy Act (FERPA), HBU cannot release personally identifiable information to any person other than the student, unless written permission is given for the University to do so. Students may give permission for their educational records to be released to designated parties by completing the "FERPA Authorization to Release Education Records" in the Registrar's Office.

In general, no personally identifiable information from a student's education records will be disclosed without written consent from the student. This includes, but is not limited to, grade reports, academic schedule information, and transcripts. Two exceptions may, however, be made: (1) directory information may be released unless the student requests that it be withheld, as explained in the section below; (2) records may be disclosed to parents of students who depend upon them as defined by Internal Revenue Code 1986, Section 152. HBU has designated the following student information as public or "directory information:" name; local and permanent addresses; telephone numbers; e-mail addresses; date and place of birth; classification; major field(s) of study; classification; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; participation in officially recognized sports and activities; weight and height of athletic team members; and photographs.

At its discretion, the institution may disclose such information for any purpose. Any new or currently enrolled student who does not want his/her directory information disclosed should notify the HBU Registrar in writing by using the FERPA Request to Withhold/Release Directory Information form. Such notification must be received by the end of the first full week of classes for any term to ensure that the student's directory information is not released except to officials with legitimate educational purposes as authorized by FERPA.

The request to withhold directory information will remain in effect as long as the student continues to be enrolled or until the student files a written request with the HBU Registrar to discontinue the withholding. To continue nondisclosure of directory information after a student ceases to be enrolled, a written request for continuance must be filed with the HBU Registrar during the student's last term of attendance.

HBU assumes that failure on the part of any student to specifically request the withholding of categories of "directory information" indicates individual approval for disclosure.

ACADEMIC INTEGRITY POLICY

Academic integrity is valued at HBU and is at the very heart of the nature of the University as a Christian Liberal Arts Institution. It is the responsibility of all students, faculty, and staff to demonstrate academic integrity. The Academic Integrity policy is designed to promote "the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals" (HBU Preamble).

Upholding academic integrity provides experience that develops students to act with integrity in all areas of their lives. It is not considered "grace" to allow students to bend rules or act

unethically without consequence; to do so violates faculty and staff's obligation to "train the mind, develop the moral character, and enrich the spiritual lives" (HBU Preamble) of students. However, the University is committed to responding in a redemptive manner, seeking to balance compassion with accountability. Students can expect to be treated with Christian love as they deal with alleged academic integrity matters.

In practice, academic integrity means holding oneself to the highest ethical standard in all academic pursuits – doing all individual work alone, relying on one's own knowledge during assessments, engaging truthfully with others, following all university policies and procedures, and encouraging this behavior in fellow students and throughout the HBU community. All academic integrity matters are to be documented in Advocate on the HBU portal which is accessed by clicking on the "Advocate" button.

Academic Dishonesty Defined

Academic integrity is violated when academic dishonesty or misconduct has occurred. As a Christian university, HBU views any act of academic dishonesty as a violation of the University's fundamental principles. Academic dishonesty occurs when a student:

1. submits the work or record of someone else as his/her own;
2. copies another's quiz or exam answers, laboratory work, or written assignments (e.g., homework);
3. willfully cooperates with or seeks aid from another student during an academic assessment;
4. has special information for use in an evaluation activity that is not available to other students in the same activity;
5. accesses unauthorized materials during an exam (e.g., cell phone, textbook, prohibited calculators)
6. copies, uses, buys, sells, or otherwise shares any part of an academic assessment (e.g., an exam);
7. works together with other students on assignments that are clearly intended to be individual in nature;
8. prepares assignments (e.g., papers) for another student to turn in as his/her own work;
9. submits work as his/her own when it is not (i.e., plagiarism). This includes quoting or paraphrasing another's work or ideas without citing and referencing appropriately;
10. submits work for one class that has largely been prepared for and submitted for a grade in another class;
11. falsifies or fabricates data or information;
12. falsifies or fabricates fieldwork documentation (e.g., internship hours).

Other forms of academic misconduct include:

1. destroying, concealing, stealing, or otherwise abusing resource materials (e.g., library books);
2. computer misuse, including illegal use or destruction of computer software or hardware, downloading, emailing, or otherwise accessing unauthorized material (e.g., pornographic content, gambling programs), accessing any computer through a login that belongs to someone else, or otherwise engaging in inappropriate or illegal activity (e.g., hacking, tampering with network, harassment) including the aforementioned using HBU wi-fi;
3. unauthorized copying or distribution of copyrighted materials;
4. engaging in research activities with human subjects without the approval of the Research and Development Committee;

5. classroom misconduct, i.e., any conduct which is disrespectful, harassing, aggressive, or otherwise substantially disrupts the progress of the class in the judgment of the faculty member.

The faculty member is responsible for notifying students in every class at the beginning of each term about the Academic Integrity Policy by including the policy in every course syllabus. Students are responsible for knowing and following the policy in all cases. The faculty member or academic administrative officer is responsible for establishing clearly whether academic dishonesty or misconduct has occurred.

The process is to be redemptive in nature. As directed by the faculty member, the student could correct and resubmit the assignment in question or receive a failing grade for the assignment in question. At the sole discretion of the faculty member, the student may be directed to resubmit the assignment in question or the student may receive a failing grade for the assignment in question. However, failing the course specifically as a result of the alleged violation is not an option (although when the grade for the assignment is calculated with grades for all assignments in the course, the result could be failing the course). In all cases, the faculty member shall report the incident to the dean of the college.

The student may appeal the action by following the process outlined in the Academic Grievance Policy and Process. Once an investigation into an alleged violation of academic integrity has begun, the student may not receive a grade of "W" for the course in which the alleged violation occurred. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty or misconduct, including but not limited to a pattern of academic dishonesty or misconduct. A decision to suspend a student is made by the Office of the Provost. Inclusion in the HBU Catalog is considered sufficient notice to all students of University policy and procedures regarding this matter. Finally, regardless of who initiates the process, all academic integrity matters are to be documented in Advocate on the HBU portal.

ACADEMIC GRIEVANCE POLICY AND PROCESS

A student may file an academic grievance if he or she believes a grade was awarded improperly or for **any** academic grievance matter. The formal process is described below and must be followed by all parties in order to resolve a dispute.

1. The student should make an appointment with the faculty member in question to discuss the matter in person. The student is advised, but not required, to apprise his or her advisor of the matter. It is appropriate to try to resolve differences amicably and in person if at all possible. This is especially true at a Christian institution. If the student is concerned that a private meeting with the faculty member will create antagonism, the student may skip to Step 2. However, the student must make this concern known in writing using his/her HBU email account to the chair of the department in which the course is located explaining why he or she believes this to be the case.

2. If the student continues to dispute the grade after the face-to-face meeting with the faculty member, the student may bring the matter to the chair of the department. This step requires the student to make a written appeal using his/her HBU email account to the chair and provide a copy to the faculty member and academic advisor. The chair will review the student's concern
and consult with the faculty member, either individually or with both present. The chair will respond to the student and the faculty member in writing of the chair's

recommendation and notify the dean. The chair will document the matter in Advocate, including uploading a copy of the student's email.

3. If the student is unsatisfied with the chair's recommendation, the student may submit a written request using his/her HBU email account to the dean of the college in which the department resides. The dean will review the written appeal and consult with the chair, the faculty member, the advisor and the student. This will occur either individually or in a group as the dean deems appropriate. The student may request a Standards Committee be formed by the dean. The purpose of the Committee is to bring clarity to all sides, allowing for a thoughtful and informed response from the disputants and to assure integrity in the assigning of grades to students by faculty. However, the Committee has no authority to force the change of a grade. The membership of the committee is composed of all parties heretofore mentioned with the dean serving as chair of the Committee. The dean will also select at least one faculty member from the college and one faculty member from another college to serve on the Committee. The student making the complaint should be the only student involved and no legal representation nor any other parties are permitted. After hearing both sides and deliberating the Committee will render a judgment as to what it advises should be done. The dean will access the same file in Advocate where the chair's information about the case is located and will then document in the notes section the judgement rendered. The dean is to also upload in the notes section the student's email and any other documents used in the deliberations. The hearing and the rendering is the end of the process. No appeals to change a grade are to be made to the Provost or the President.

4. If the student believes that the process or the way in which they were treated was unfair, the student may submit a written appeal using his/her HBU email account to the Provost. The Provost will make a judgment whether or not to accept the appeal (the President is not to be contacted in these matters). If the Provost agrees to hear the matter, only two allegations will be considered: 1) that the process itself is unfair; 2) that the student was not treated fairly in the process. The burden will be on the student to demonstrate with facts and evidence that the process or the treatment was unfair. Depending on the Provost's findings, the matter may be returned to the Standards Committee for further review. The Provost's office will upload any pertinent information related to the case in the same case file in Advocate.

5. A student is permitted to ask the University Ombudsman to serve as an advisor throughout this process; however, the student must make this known to all parties involved in the academic grievance process. At no time should any HBU employee advise a student anonymously or write an appeal document.

6. If a student questions any grade as recorded in the Registrar's Office, the student has a period of one (1) year beginning with the end of the term in which the grade was awarded, or six (6) months after the degree is conferred (whichever comes sooner), to challenge the accuracy of the grade.

PLAGIARISM SOFTWARE

Note that the University utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. Turnitin is now integrated within Blackboard and a class ID and a password are no longer needed.

All major papers for this course will be submitted to the plagiarism prevention software, Turnitin, through the blackboard course on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process.

In accordance with FERPA, and to best protect the student's privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. Student names for submission are ignored and not added to the database submissions. This information is used only to assist the faculty member with grading papers for the appropriate student.

CHILDREN IN CLASSROOMS

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. For safety reasons, children are prohibited from all laboratories.

CLASSROOM BEHAVIOR EXPECTATIONS

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

HBU NAVIGATE

To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented HBU Navigate, a program that gives students and instructors the resources they need to track student progress. Your professor may issue you a kudos such as "Strong Class Participation" or "Outstanding Academic Performance" and may also issue a flag in HBU Navigate if he or she believes you are struggling in the course. You should meet with your advisor and professor to discuss new strategies for successful completion of the course, and follow any recommendations you receive in the flag email.

EMAIL POLICY

All University and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

INCOMPLETE COURSE REQUEST

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

ACADEMIC CALENDAR

Review the Academic Calendar here.

LATE WORK & TEST POLICY

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

STUDENT EVALUATION OF INSTRUCTOR

Students will complete faculty appraisal forms as regularly administered by the University.

Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. **I promise to uphold the Academic Integrity Policy at Houston Baptist University and will not tolerate its violation by others**.

Additional Requirements for School of Education Syllabi

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines, International Dyslexic Association (IDA) and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and IDA standards for this course is presented below

Texas Administrative Code 19 (TAC §149.1001) Teacher Standards (2014)

The following standards are addressed in part or in full in this course:

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(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.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

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

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

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

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(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 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.

(ii) 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.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(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.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(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.

Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

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

(iii) 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.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

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

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

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

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

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

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

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

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) 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).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

TExES Pedagogy and Professional Responsibilities EC-12 (160) Standards, Domains, and Competencies

The following TExES Pedagogy and Professional Responsibilities (PPR) EC-12 Standards, Domains, and Competencies are addressed in part or in full in this course:

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain I, 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 development characteristics and needs.

Domain I, Competency 002: The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.

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

Domain I, 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.

Domain III, Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. (also Standard III)

Domain III, Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process. (also Standard III)

Domain III, Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students. (also Standard III)

Domain III, 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. (also Standard III)

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

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

Domain II, Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Domain III, Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Domain III, Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

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

Domain III, 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.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Domain IV, 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.

IDA Standards.
The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:
B. 11. Discourse organization
E-4.4. Review that word knowledge is multifaceted
E-5.1. Describe teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.
E-5.5. Identify in any test the phrases, clauses, sentences, and academic language that could be a source of misinformation.

Texas Technology Applications Standards for All Teachers (2000)
II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic media.
V. All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

TExES Mathematics 7-12 (235) Standards, Domains, and Competencies
The following TExES Mathematics 7-12 (235) standards and domains (and associated competencies) are addressed in part or in full in this course:
Standard I Number Concepts: The mathematics teacher understands and uses numbers, number systems and their structure, operations and algorithms, quantitative reasoning and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) to prepare students to use mathematics.
Standard II Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis and technology appropriate to teach the statewide curriculum (TEKS) to prepare students to use mathematics.
Standard III Geometry and Measurement: The mathematics teacher understands and uses geometry, spatial reasoning, measurement concepts and principles and technology appropriate to teach the statewide curriculum (TEKS) to prepare students to use mathematics.

Standard IV Probability and Statistics: The mathematics teacher understands and uses probability and statistics, their applications and technology appropriate to teach the statewide curriculum (TEKS) to prepare students to use mathematics.
Standard V Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics and to communicate mathematically.
Standard VI Mathematical Perspectives: The mathematics teacher understands the historical development of mathematical ideas, the relationship between society and mathematics, the structure of mathematics and the evolving nature of mathematics and mathematical knowledge.
Standard VII Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures and concepts; knows typical errors students make; and uses this knowledge to plan, organize and implement instruction to meet curriculum goals and to teach all students to understand and use mathematics.
Standard VIII Mathematical Assessment: The mathematics teacher understands assessment, and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

Competency 001: *The teacher understands the real number system and its structure, operations, algorithms and representations.*
The beginning teacher:
A. Understands the concepts of place value, number base and decimal representations of real numbers.
B. Understands the algebraic structure and properties of the real number system and its subsets (e.g., real numbers as a field, integers as an additive group).
C. Describes and analyzes properties of subsets of the real numbers (e.g., closure, identities).
D. Selects and uses appropriate representations of real numbers (e.g., fractions, decimals, percents, roots, exponents, scientific notation) for particular situations.
E. Uses a variety of models (e.g., geometric, symbolic) to represent operations, algorithms and real numbers.
F. Uses real numbers to model and solve a variety of problems.
G. Uses deductive reasoning to simplify and justify algebraic processes.
H. Demonstrates how some problems that have no solution in the integer or rational number systems have solutions in the real number system.

Competency 002: *The teacher understands the complex number system and its structure, operations, algorithms and representations.*
The beginning teacher:
I. Demonstrates how some problems that have no solution in the real number system have solutions in the complex number system.
J. Understands the properties of complex numbers (e.g., complex conjugate, magnitude/modulus, multiplicative inverse).
K. Understands the algebraic structure of the complex number system and its subsets (e.g., complex numbers as a field, complex addition as vector addition).
L. Selects and uses appropriate representations of complex numbers (e.g., vector, ordered pair, polar, exponential) for particular situations.
M. Describes complex number operations (e.g., addition, multiplication, roots) using symbolic and geometric representations.

Competency 003: *The teacher understands number theory concepts and principles and uses numbers to model and solve problems in a variety of situations.*
The beginning teacher:
A. Applies ideas from number theory (e.g., prime numbers and factorization, the Euclidean algorithm, divisibility, congruence classes, modular arithmetic, the fundamental theorem of arithmetic) to solve problems.
B. Applies number theory concepts and principles to justify and prove number relationships.
C. Compares and contrasts properties of vectors and matrices with properties of number systems (e.g., existence of inverses, non-commutative operations).
D. Uses properties of numbers (e.g., fractions, decimals, percents, ratios, proportions) to model and solve real-world problems.
E. Applies counting techniques such as permutations and combinations to quantify situations and solve problems.
F. Uses estimation techniques to solve problems and judges the reasonableness of solutions.

Domain II — Patterns and Algebra
Standard Assessed: Mathematics 7–12 II

Competency 004: *The teacher uses patterns to model and solve problems and formulate conjectures.*
The beginning teacher:

A. Recognizes and extends patterns and relationships in data presented in tables, sequences or graphs.

B. Uses methods of recursion and iteration to model and solve problems.

C. Uses the principle of mathematical induction.

D. Analyzes the properties of sequences and series (e.g., Fibonacci, arithmetic, geometric) and uses them to solve problems involving finite and infinite processes.

E. Understands how sequences and series are applied to solve problems in the mathematics of finance (e.g., simple, compound and continuous interest rates; annuities).

Competency 005: *The teacher understands attributes of functions, relations and their graphs.*
The beginning teacher:

A. Understands when a relation is a function.

B. Identifies the mathematical domain and range of functions and relations and determines reasonable domains for given situations.

C. Understands that a function represents a dependence of one quantity on another and can be represented in a variety of ways (e.g., concrete models, tables, graphs, diagrams, verbal descriptions, symbols).

D. Identifies and analyzes even and odd functions, one-to-one functions, inverse functions and their graphs.

E. Applies basic transformations [e.g., $k\ f(x)$, $f(x) + k$, $f(x - k)$, $f(kx)$, $|f(x)|$] to a parent function, f, and describes the effects on the graph of $y = f(x)$.

F. Performs operations (e.g., sum, difference, composition) on functions, finds inverse relations and describes results symbolically and graphically.

G. Uses graphs of functions to formulate conjectures of identities [e.g., $y = x2 - 1$ and $y = (x - 1)(x + 1)$, $y = \log x3$ and $y = 3 \log x$, $y = \sin(x + \pi 2)$ and $y = \cos x$].

Competency 006: *The teacher understands linear and quadratic functions, analyzes their algebraic and graphical properties and uses them to model and solve problems.*
The beginning teacher:

A. Understands the concept of slope as a rate of change and interprets the meaning of slope and intercept in a variety of situations.

B. Writes equations of lines given various characteristics (e.g., two points, a point and slope, slope and y-intercept).

C. Applies techniques of linear and matrix algebra to represent and solve problems involving linear systems.

D. Analyzes the zeros (real and complex) of quadratic functions.

E. Makes connections between the $y = ax2 + bx + c$ and the $y = a(x - h)2 + k$ representations of a quadratic function and its graph.

F. Solves problems involving quadratic functions using a variety of methods (e.g., factoring, completing the square, using the quadratic formula, using a graphing calculator).

G. Models and solves problems involving linear and quadratic equations and inequalities using a variety of methods, including technology.

Competency 007: *The teacher understands polynomial, rational, radical, absolute value and piecewise functions, analyzes their algebraic and graphical properties and uses them to model and solve problems.*
The beginning teacher:

A. Recognizes and translates among various representations (e.g., written, tabular, graphical, algebraic) of polynomial, rational, radical, absolute value and piecewise functions.

B. Describes restrictions on the domains and ranges of polynomial, rational, radical, absolute value and piecewise functions.

C. Makes and uses connections among the significant points (e.g., zeros, local extrema, points where a function is not continuous or not differentiable) of a function, the graph of the function and the function's symbolic representation.

D. Analyzes functions in terms of vertical, horizontal and slant asymptotes.

E. Analyzes and applies the relationship between inverse variation and rational functions.

F. Solves equations and inequalities involving polynomial, rational, radical, absolute value and piecewise functions using a variety of methods (e.g., tables, algebraic methods, graphs, use of a graphing calculator) and evaluates the reasonableness of solutions.

G. Models situations using polynomial, rational, radical, absolute value and piecewise functions and solves problems using a variety of methods, including technology.

Competency 008: *The teacher understands exponential and logarithmic functions, analyses their algebraic and graphical properties and uses them to model and solve problems.*
The beginning teacher:
A. Recognizes and translates among various representations (e.g., written, numerical, tabular, graphical, algebraic) of exponential and logarithmic functions.

B. Recognizes and uses connections among significant characteristics (e.g., intercepts, asymptotes) of a function involving exponential or logarithmic expressions, the graph of the function and the function's symbolic representation.

C. Understands the relationship between exponential and logarithmic functions and uses the laws and properties of exponents and logarithms to simplify expressions and solve problems.

D. Uses a variety of representations and techniques (e.g., numerical methods, tables, graphs, analytic techniques, graphing calculators) to solve equations, inequalities and systems involving exponential and logarithmic functions.

E. Models and solves problems involving exponential growth and decay.

F. Uses logarithmic scales (e.g., Richter, decibel) to describe phenomena and solve problems.

G. Uses exponential and logarithmic functions to model and solve problems involving the mathematics of finance (e.g., compound interest).

H. Uses the exponential function to model situations and solve problems in which the rate of change of a quantity is proportional to the current amount of the quantity [i.e.,]. ()()′fx=kfx

Competency 009: The teacher understands trigonometric and circular functions, analyzes their algebraic and graphical properties and uses them to model and solve problems.
The beginning teacher:
A. Analyzes the relationships among the unit circle in the coordinate plane, circular functions and the trigonometric functions.
B. Recognizes and translates among various representations (e.g., written, numerical, tabular, graphical, algebraic) of trigonometric functions and their inverses.
C. Recognizes and uses connections among significant properties (e.g., zeros, axes of symmetry, local extrema) and characteristics (e.g., amplitude, frequency, phase shift) of a trigonometric function, the graph of the function and the function's symbolic representation.
D. Understands the relationships between trigonometric functions and their inverses and uses these relationships to solve problems.
E. Uses trigonometric identities to simplify expressions and solve equations.
F. Models and solves a variety of problems (e.g., analyzing periodic phenomena) using trigonometric functions.
G. Uses graphing calculators to analyze and solve problems involving trigonometric functions.

Competency 010: The teacher understands and solves problems using differential and integral calculus.
The beginning teacher:
A. Understands the concept of limit and the relationship between limits and continuity.
B. Relates the concept of average rate of change to the slope of the secant line and relates the concept of instantaneous rate of change to the slope of the tangent line.
C. Uses the first and second derivatives to analyze the graph of a function (e.g., local extrema, concavity, points of inflection).
D. Understands and applies the fundamental theorem of calculus and the relationship between differentiation and integration.
E. Models and solves a variety of problems (e.g., velocity, acceleration, optimization, related rates, work, center of mass) using differential and integral calculus.
F. Analyzes how technology can be used to solve problems and illustrate concepts involving differential and integral calculus.

Domain III — Geometry and Measurement
Standard Assessed: Mathematics 7–12 III

Competency 011: The teacher understands measurement as a process.
The beginning teacher:
A. Applies dimensional analysis to derive units and formulas in a variety of situations (e.g., rates of change of one variable with respect to another) and to find and evaluate solutions to problems.
B. Applies formulas for perimeter, area, surface area and volume of geometric figures and shapes (e.g., polygons, pyramids, prisms, cylinders, cones, spheres) to solve problems.
C. Recognizes the effects on length, area or volume when the linear dimensions of plane figures or solids are changed.
D. Applies the Pythagorean theorem, proportional reasoning and right triangle trigonometry to solve measurement problems.
E. Relates the concept of area under a curve to the limit of a Riemann sum.
F. Uses integral calculus to compute various measurements associated with curves and regions (e.g., area, arc length) in the plane, and measurements associated with curves, surfaces and regions in three-space.

Competency 012: The teacher understands geometries, in particular Euclidian geometry, as axiomatic systems.
The beginning teacher:
A. Understands axiomatic systems and their components (e.g., undefined terms, defined terms, theorems, examples, counterexamples).
B. Uses properties of points, lines, planes, angles, lengths and distances to solve problems.
C. Applies the properties of parallel and perpendicular lines to solve problems.
D. Uses properties of congruence and similarity to explore geometric relationships, justify conjectures and prove theorems.
E. Describes and justifies geometric constructions made using compass and straightedge, reflection devices and other appropriate technologies.
F. Demonstrates an understanding of the use of appropriate software to explore attributes of geometric figures and to make and evaluate conjectures about geometric relationships.
G. Compares and contrasts the axioms of Euclidean geometry with those of non-Euclidean geometry (i.e., hyperbolic and elliptic geometry).

Competency 013: The teacher understands the results, uses and applications of Euclidian geometry.
The beginning teacher:
A. Analyzes the properties of polygons and their components.
B. Analyzes the properties of circles and the lines that intersect them.
C. Uses geometric patterns and properties (e.g., similarity, congruence) to make generalizations about two- and three-dimensional figures and shapes (e.g., relationships of sides, angles).
D. Computes the perimeter, area and volume of figures and shapes created by subdividing and combining other figures and shapes (e.g., arc length, area of sectors).
E. Analyzes cross-sections and nets of three-dimensional shapes.
F. Uses top, front, side and corner views of three-dimensional shapes to create complete representations and solve problems.
G. Applies properties of two- and three-dimensional shapes to solve problems across the curriculum and in everyday life.

Competency 014: The teacher understands coordinate, transformational and vector geometry and their connections.
The beginning teacher:
A. Identifies transformations (i.e., reflections, translations, glide-reflections, rotations, dilations) and explores their properties.
B. Uses the properties of transformations and their compositions to solve problems.
C. Uses transformations to explore and describe reflectional, rotational and translational symmetry.
D. Applies transformations in the coordinate plane.
E. Applies concepts and properties of slope, midpoint, parallelism, perpendicularity and distance to explore properties of geometric figures and solve problems in the coordinate plane.
F. Uses coordinate geometry to derive and explore the equations, properties and applications of conic sections (i.e., lines, circles, hyperbolas, ellipses, parabolas).
G. Relates geometry and algebra by representing transformations as matrices and uses this relationship to solve problems.
H. Explores the relationship between geometric and algebraic representations of vectors and uses this relationship to solve problems.

I. Relates geometry and algebra by representing transformations as matrices and uses this relationship to solve problems.
J. Explores the relationship between geometric and algebraic representations of vectors and uses this relationship to solve problems.

Domain IV — Probability and Statistics
Standard Assessed: Mathematics 7–12 IV
Competency 015: The teacher understands how to use appropriate graphical and numerical techniques to explore data, characterize patterns and describe departures from patterns.
The beginning teacher:
A. Selects and uses an appropriate measurement scale (i.e., nominal, ordinal, interval, ratio) to answer research questions and analyze data.
B. Organizes, displays and interprets data in a variety of formats (e.g., tables, frequency distributions, scatter plots, stem-and-leaf plots, box-and-whisker plots, histograms, pie charts).
C. Applies concepts of center, spread, shape and skewness to describe a data distribution.
D. Understands measures of central tendency (i.e., mean, median, mode) and dispersion (i.e., range, interquartile range, variance, standard deviation).
E. Applies linear transformations (i.e., translating, stretching, shrinking) to convert data and describes the effect of linear transformations on measures of central tendency and dispersion.
F. Analyzes connections among concepts of center and spread, data clusters and gaps, data outliers and measures of central tendency and dispersion.
G. Supports arguments, makes predictions and draws conclusions using summary statistics and graphs to analyze and interpret one-variable data.

Competency 016: The teacher understands concepts and applications of probability.
The beginning teacher:
A. Understands how to explore concepts of probability through sampling, experiments and simulations and generates and uses probability models to represent situations.
B. Uses the concepts and principles of probability to describe the outcomes of simple and compound events.
C. Determines probabilities by constructing sample spaces to model situations.
D. Solves a variety of probability problems using combinations and permutations.
E. Solves a variety of probability problems using ratios of areas of geometric regions.
F. Calculates probabilities using the axioms of probability and related theorems and concepts such as the addition rule, multiplication rule, conditional probability and independence.
G. Understands expected value, variance and standard deviation of probability distributions (e.g., binomial, geometric, uniform, normal).
H. Applies concepts and properties of discrete and continuous random variables to model and solve a variety of problems involving probability and probability distributions (e.g., binomial, geometric, uniform, normal).

Competency 017: The teacher understands the relationships among probability theory, sampling and statistical inference and how statistical inference is used in making and evaluating predictions.
The beginning teacher:
A. Applies knowledge of designing, conducting, analyzing and interpreting statistical experiments to investigate real-world problems.
B. Analyzes and interprets statistical information (e.g., the results of polls and surveys) and recognizes misleading as well as valid uses of statistics.
C. Understands random samples and sample statistics (e.g., the relationship between sample size and confidence intervals, biased or unbiased estimators).
D. Makes inferences about a population using binomial, normal and geometric distributions.
E. Describes and analyzes bivariate data using various techniques (e.g., scatterplots, regression lines, outliers, residual analysis, correlation coefficients).
F. Understands how to transform nonlinear data into linear form to apply linear regression techniques to develop exponential, logarithmic and power regression models.
G. Uses the law of large numbers and the central limit theorem in the process of statistical inference.
H. Estimates parameters (e.g., population mean and variance) using point estimators (e.g., sample mean and variance).
I. Understands principles of hypotheses testing.

Domain V — Mathematical Processes and Perspectives
Standards Assessed: Mathematics 7–12 V–VI
Competency 018: The teacher understands mathematical reasoning and problem solving.

The beginning teacher:
A. Understands the nature of proof, including indirect proof, in mathematics.
B. Applies correct mathematical reasoning to derive valid conclusions from a set of premises.
C. Uses inductive reasoning to make conjectures and uses deductive methods to evaluate the validity of conjectures.
D. Uses formal and informal reasoning to justify mathematical ideas.
E. Understands the problem-solving process (i.e., recognizing that a mathematical problem can be solved in a variety of ways, selecting an appropriate strategy, evaluating the reasonableness of a solution).
F. Evaluates how well a mathematical model represents a real-world situation.

Competency 019: The teacher understands mathematical connections both within and outside of mathematics and how to communicate mathematical ideas and concepts.
The beginning teacher:
A. Recognizes and uses multiple representations of a mathematical concept (e.g., a point and its coordinates, the area of a circle as a quadratic function of the radius, probability as the ratio of two areas, area of a plane region as a definite integral).
B. Understands how mathematics is used to model and solve problems in other disciplines (e.g., art, music, science, social science, business).
C. Translates mathematical ideas between verbal and symbolic forms.
D. Communicates mathematical ideas using a variety of representations (e.g., numeric, verbal, graphical, pictorial, symbolic, concrete).
E. Understands the use of visual media, such as graphs, tables, diagrams and animations, to communicate mathematical information.
F. Uses appropriate mathematical terminology to express mathematical ideas.

Domain VI — Mathematical Learning, Instruction and Assessment
Standards Assessed: Mathematics 7–12 VII–VIII
Competency 020: The teacher understands how children learn mathematics and plans, organizes and implements instruction using knowledge of students, subject matter and statewide curriculum (Texas Essential Knowledge and Skills [TEKS]).
The beginning teacher:
A. Applies research-based theories of learning mathematics to plan appropriate instructional activities for all students.
B. Understands how students differ in their approaches to learning mathematics.
C. Uses students' prior mathematical knowledge to build conceptual links to new knowledge and plans instruction that builds on students' strengths and addresses students' needs.
D. Understands how learning may be enhanced through the use of manipulatives, technology and other tools (e.g., stop watches, rulers).
E. Understands how to provide instruction along a continuum from concrete to abstract.
F. Understands a variety of instructional strategies and tasks that promote students' abilities to do the mathematics described in the TEKS.
G. Understands how to create a learning environment that provides all students, including English-language learners, with opportunities to develop and improve mathematical skills and procedures.
H. Understands a variety of questioning strategies to encourage mathematical discourse and to help students analyze and evaluate their mathematical thinking.
I. Understands how to relate mathematics to students' lives and to a variety of careers and professions.

Competency 021: The teacher understands assessment and uses a variety of formal and informal assessment techniques to monitor and guide mathematics instruction and to evaluate student progress.
The beginning teacher:
A. Understands the purpose, characteristics and uses of various assessments in mathematics, including formative and summative assessments.
B. Understands how to select and develop assessments that are consistent with what is taught and how it is taught.
C. Understands how to develop a variety of assessments and scoring procedures consisting of worthwhile tasks that assess mathematical understanding, common misconceptions and error patterns.
D. Understands the relationship between assessment and instruction and knows how to evaluate assessment results to design, monitor and modify instruction to improve mathematical learning for all students, including English-language learners.

International Society for Technology in Education – Teachers (ISTE-T) (2008)

1. Facilitate and inspire student learning and creativity: Teachers use their knowledge and subject matter, teaching and learning to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
    a. Promote, support, and model creative and innovative thinking and inventiveness.
    b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
    c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
    d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
2. Design and develop digital age learning experiences and assessments: Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.
    a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
    d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.

Interstate New Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (2011)

1. 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.
2. 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.
3. 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.
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher understands 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.
6. 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.
7. 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.
8. 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.
10. The teacher seeks 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.

National Council of Teachers of Mathematics Initial Teacher Preparation Standards (NCTM-CAEP, 2012)

1. Content knowledge
2. Mathematics practices
3. Content pedagogy
4. Mathematical learning environment
5. Impact on student learning
6. Professional knowledge and skills
7. Secondary mathematics field experiences and clinical practice

Association for Middle Level Education Teacher Preparation Standards (AMLE, 2012)

1. Young adolescent development
2. Middle level curriculum
3. Middle level philosophy and school organization
4. Middle level instruction and assessment
5. Middle level professional roles

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	**1.Reading Instruction : A** *variety of theories and methods appropriate for teaching these five essential components of reading instruction.*	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	
II, IV	**2. Code of Ethics**	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qIz1NjEWFeMtxaBMvC	Exam 2
I, II, III	**3. Child Development**	A variety of theories for child development.	Exam 1
I, II, III,	**4. Motivation**	A variety of theories & methods appropriate for teaching motivation.	Exam 2
I, II, III	**5. Learning Theories**	A variety of learning theories	Exam 1
I, III	**6. TEKS Organization,**	http://ritter.tea. state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	5 lesson plans
I, III	**7. Content TEKS**		Field Experience/lesson plans
I, II, IV	**8. State Assessment of Students & STAAR:Testing,**	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	Exam 2
I, II, III	**9. Curriculum Development & Lesson Planning**	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Field experience
I, III	**10. Classroom Assessment and Diagnosing Learning Needs**	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Exam 2
II, IV	**11. Classroom Management**	A variety of theories & methods appropriate for teaching classroom management.	Exam 1/field observations
I, II, III, IV	**12. Special Populations** ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	**A. ESL/ Bilingual /ELPS** : Learning strategies , Listening ,Speaking , Reading & Writing	**Lesson plans**
		B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	**Lesson plans**
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	***Lesson plans***
III, IV	**13. Parent Conferencing and Communication Skills**	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Exam 2
I, III	**14. Instructional Technology** http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	**SBEC Technology Standards for All Teachers** 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	**Mini-lesson**
I, III, IV	**15.Pedagogy/ Instructional Strategies**	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. *http://olc.spsd.sk.ca/DE/PD/instr/index.html*	Exam 1, 2
I, II, III, IV	**16. Differentiated Instruction**	A variety of instructional strategies suitable for differentiating instruction.	Lesson plans
IV	**17. Certification Test Preparation** (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texes.ets.org	Field experience/ Exam 1, 2
	TAC §228.35 & H.B. 2012 Requirements		
I,	**Dyslexia:** Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	**Legal & Employment Issues**	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	**Teacher (T-TESS) & principal (T-PESS) evaluation: http://tea.texas.gov/Texas_Educators/Evaluation_and_Support_System/**	The purpose & process, what is evaluated, what the evaluation instrument looks like, how you can appeal,: the manual which is required to be given to all teachers.	
I,II,III,IV	**Skills & Expectations of Educators**	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	