

The Texas Institute for Teacher Education



PPR Standard #4

Why UDL? Because every child deserves access to a personalized education.



“All Children Can Learn!”

The teacher creates universally-designed instructional tasks that accommodate learner variability by differentiating content, methodologies, and assessments to ensure equitable access to the general curriculum for all K12 students, including those with diverse cultural, linguistic, and exceptional learning needs.

PROFESSIONAL TEACHING STANDARDS

INTASC	TEXAS	TEXES PPR	TTESS
1) Learner Development	2) Knowledge of Students and Student Learning		
2) Learning Differences			
3) Learning Environments	4) Learning Environment	2) The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (13%)	3) Learning Environment
4) Content Knowledge	3) Content Knowledge and Expertise		
5) Application of Content			
6) Assessment	5) Data-Driven Practice		
7) Planning for Instruction	1) Instructional Planning and Delivery	1) The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (34%)	1) Planning
8) Instructional Strategies		3) 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. (33%)	2) Instruction
9) Professional Learning and Ethical Practice	6) Professional Practices and Responsibilities	4) <u>The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</u> (20%)	4) Professional Practices and Responsibilities
10) Leadership and Collaboration			

§247.1. CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

- (1) to protect the safety and welfare of Texas schoolchildren and school personnel;
- (2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- (3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Abuse--Includes the following acts or omissions:

(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's

development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

Minor--A person under 18 years of age.

Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.

Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

§247.2. Code of Ethics and Standard Practices for Texas Educators.

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(A) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(B) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(C) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(D) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(2) Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

- **What conduct can lead to disciplinary action by SBEC?**

- SBEC may take disciplinary action against an educator for the following reasons:
- School or educational activities in violation of law;
- An educator who is unworthy to instruct or supervise the youth of the state;
- Code of Ethics violations;
- Failure to report or hindering the reporting of child abuse or the known criminal history of an educator as required by law and Board rules;
- Contract abandonment;
- Failure to cooperate with a Board investigation;
- Conviction of a crime directly related to the duties and responsibilities of the education profession or
- Violation of the security or integrity of a state assessment.
- The above list is not exclusive. SBEC may take disciplinary action against an educator on other grounds or measures available by law.

- **What crimes does SBEC consider to be directly related to the duties and responsibilities of the education profession?**

- The following crimes are directly related to the duties and responsibilities of the educator profession:
- Crimes involving moral turpitude;
- Crimes involving sexual or physical abuse of a minor or student or other illegal conduct with a minor or student;
- Solicited or engaged in sexual conduct or a romantic relationship with a student or minor;
- Any crime for which the underlying facts would support a felony conviction for possession, transfer, sale, distribution, or conspiracy to possess, transfer, sell, or distribute any controlled substance;
- Crimes involving school property or funds;
- Crimes involving an attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle a person to hold or obtain a position as an educator;
- Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
- Two or more crimes committed within a 12-month period that involve public intoxication, operating a motor vehicle while under the influence of alcohol or disorderly conduct.



- **What disciplinary action can SBEC take?**

- SBEC may take the following action against an educator's certificate:
- Require a person to withdraw from an educator preparation program;
- Place restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;
- Issue a non-inscribed reprimand, which is a formal, unpublished censure that does not appear on the face of the educator's official certification records;
- Issue an inscribed reprimand, which is a formal, published censure that appears on the face of the educator's official certification records;
- Suspend a certificate for a set term or
- Revoke or cancel, which includes accepting the surrender of a certificate without opportunity for reapplication for a set term or permanently.

- **Does SBEC only investigate and discipline teachers?**

- No. SBEC can investigate and discipline anyone who holds a certificate issued under Chapter 21, Subchapter B of the Texas Education Code. This includes teachers, librarians, counselors, educational diagnosticians, administrators, and paraprofessionals. Additionally, the Board may investigate and take disciplinary action against applicants for certification, examinees taking certification exams, anyone in an educator preparation program and persons erroneously issued a certificate.



How does an individual file an allegation of misconduct against an educator?

Mail your complaint of misconduct to the TEA main address:



Allegation of Misconduct

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494
Fax: (512) 475-3665
Email: complaintsmangement@tea.texas.gov



What information must be included in the letter?

The letter must identify the certified educator against whom the complaint is being filed, provide specific information about the nature and substance of the alleged misconduct, state the names and addresses of any witnesses, as well as the name and address of the individual filing the complaint.



Does SBEC accept and consider anonymous complaints?

SBEC will not consider complaints that do not include the name and address of the individual filing the complaint.





- View the video.
- Identify any possible violations.
- Create a description of violations (written, oral, graphic, etc.).
- Present your findings.

<https://www.youtube.com/watch?v=Oya87lo3p8w>

https://www.youtube.com/watch?v=k_rYlbahwbq

<https://www.youtube.com/watch?v=eEaKEtG1LzE>

<https://www.youtube.com/watch?v=h-wbUAR6OBE>

<https://www.youtube.com/watch?v=CMS5pNIC1RU>

Roles and Responsibilities

• Family Engagement

- Interacting appropriately with families that have diverse characteristics, backgrounds, and needs.
- Parents respond to school based on their experiences
 - Avoid school
 - Encouragement needed
 - Respond when invited
 - Comfortable and enjoy involvement
 - Enjoy power and are overly active

Teachers must understand inequities in society, must accept parents, must reflect on own values and see how those influence his/her view of families.



Ways to Value Families

All families must be:

- **Involved** — actions at home provide support for children
- **Engaged** — parents and teachers work collaboratively
- **Empowered** — parents, teachers and administrators participate in all aspect of decision-making



Ways to Value Families

- Learn families' *funds of knowledge*
- Learn about the culture from different organizations
- Recruit parents who speak different languages to be translators
- Plan events that attract families
- Show respect
- Give total attention
- Use culturally appropriate communication
- Listen and restate concerns
- Recognize parents' feelings
- Tailor discussion to parent's needs
- Speak calmly



Building Collaborative Relationships

1. Parents as active partners and educational leaders at home and at school.
2. Parents as decision makers.
3. Parents as advocates to help schools achieve excellent educational offerings.
4. Parents actively involved with school and volunteers or paid employees.
5. Parents as liaisons between school and home to support homework and to be aware of school activities.
6. Parents, though not active, supporting the educational goals of the school and encouraging their children to study.
7. Parents as recipients of support from the school.
8. Parents as members of parent education classes.
9. Parents as representative and activists in the community



Working with Colleagues

- Classroom educators (vertical/horizontal teaming)
 - General, Special, ESL/Bilingual
- Paraprofessionals
- Administrators
- School-based Professionals (Educational Diagnosticians, Librarians, Counselors, Therapists, Nurses, Deans, etc.)
- School-based Support (Office Professionals, Campus Support, Transportation, Resource Officers, Interpreters, etc.)
- Central Office (HR, Curriculum Specialists, etc)



Working with Colleagues

• Collaboration is...

- ✓ Voluntary
- ✓ Requires Parity Among Participants
- ✓ Based on Mutual goals
- ✓ Depends on Shared Responsibility for Participation and Decision Making
- ✓ Shared Resources
- ✓ Shared Accountability for Outcomes



Collaboration

Challenges of Collaboration

- School Structure
- Professional Socialization
- Power in the Relationship
- Pragmatic Issues



Coaching

- Instructional coaching refers to a process in which an education professional with advanced knowledge and skills uses various strategies for job-embedded professional development to increase the capacity of teachers so that they can improve student outcomes.
- Technical coaching has as its primary purposes introducing teachers to research-based practices, supporting them as they learn these practices, and facilitating problem solving as they encounter challenges in using the new practices.

Mentoring

- Mentoring is personal guidance, usually provided by experienced educators, delivered to first year or early career teachers for the purpose of inducting them into the profession and improving their retention in the field. Mentoring has these characteristics, similar to those of consultation:
- The goal of mentoring is to provide needed expertise.
- The relationship is supportive and collaborative, not evaluative.
- It is most effective when both mentors and mentees embrace and actively participate in the partnership.
- The mentor's responsibility is to provide expertise.
- The novice teacher's responsibilities are to raise topics of concern as well as integrate new knowledge and skills into teaching and learning practices.
- The intent is to help early career educators become experts so that they are better able to address students' needs.



Components of Mentoring

- Mentors matched to the novice teachers with whom they work based on subject area or grade level.
- Mentors prepared through ongoing professional development activities to be effective in their roles.
- Administrative structures that support mentoring.
- An expectation for frequent contact between mentors and mentees.

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Standards Basis: 6B, 6C, 6D

Distinguished

STUDENT-CENTERED ACTIONS

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.
- Advocates for the needs of all students in the classroom and campus.

Accomplished

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.
- Advocates for the needs of all students in the classroom.

Proficient

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates for the needs of students in the classroom.

Developing

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets most professional standards (e.g., attendance, professional appearance and behaviors).

Improvement Needed

TEACHER-CENTERED ACTIONS

- Fails to meet the Code of Ethics and Standard Practices for Texas Educators.
- Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

Identify key descriptors within each strand of the spectrum.

Identify possible educator actions, behaviors, and dispositions that move an educator from a rating of Developing to a rating of Accomplished.

GROUP ACTIVITY



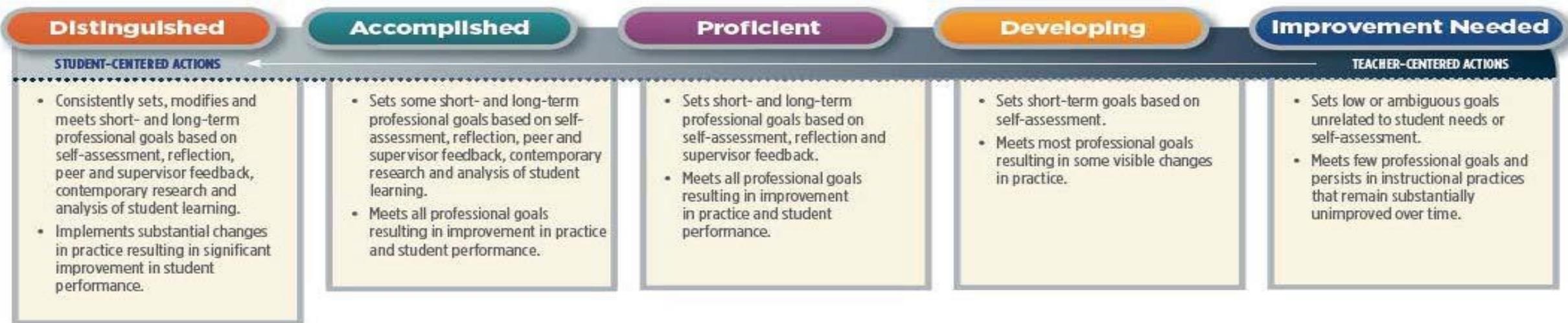
Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
- Daily Interaction with Others

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.
Standards Basis: 5D, 6A, 6B



Identify key descriptors within each strand of the spectrum.

Identify possible educator actions, behaviors, and dispositions that move an educator from a rating of Developing to a rating of Accomplished.



Possible Sources of Evidence:

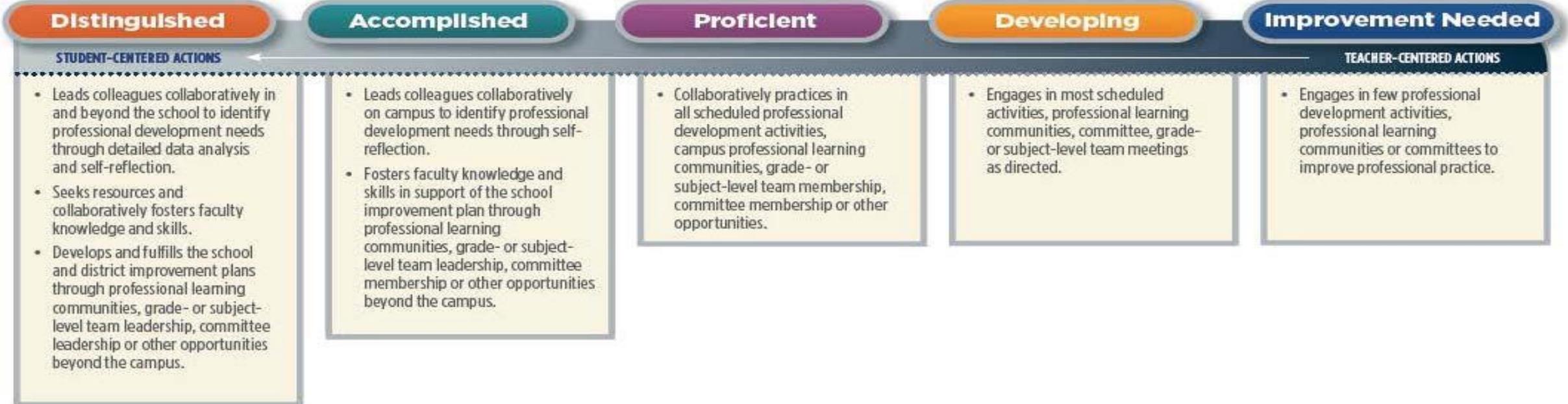
- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C



Identify key descriptors within each strand of the spectrum.

Identify possible educator actions, behaviors, and dispositions that move an educator from a rating of Developing to a rating of Accomplished.



Possible Sources of Evidence:

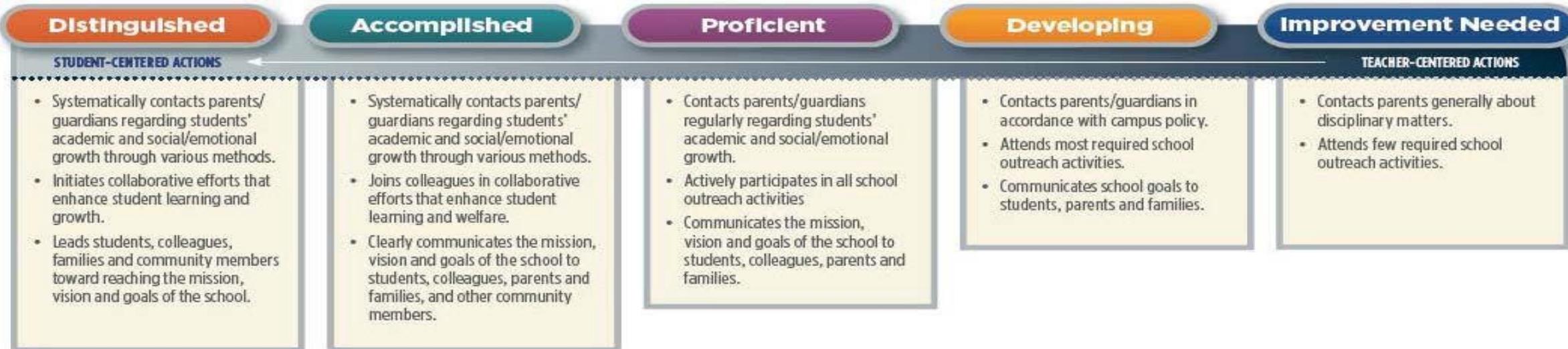
- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, including the End-of-Year Conference
- Analysis of Student Data
- Daily Interaction with Others

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis:
2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D



Identify key descriptors within each strand of the spectrum.

Identify possible educator actions, behaviors, and dispositions that move an educator from a rating of Developing to a rating of Accomplished.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Classroom Artifacts
- Student Data
- Daily Interaction with Others



1.) During a parent-teacher conference, which of the following strategies best ensures open communication?

- Discuss the student's weaknesses at the start of the conference
- Limit the use of educational jargon and acronyms
- Minimize opportunities for parental input since they are not professional educators
- Maintain an authoritative and professional demeanor

2.) Which of the following strategies promotes ongoing communication to enhance parental involvement in student learning?

- Create an online class blog to provide parents with a forum for open discussion
- Establish an educational social media site for parents
- Produce a monthly slide show for parents to access student learning projects
- Use a graphing software to display class learning progress at the end of each grading period

3.) Mr. Doak would like to implement a collaborative learning environment but needs strategies to do so. He should:

- Group the students by learning styles to promote collaboration
- Group the students by gender to promote collaboration
- Consult with the campus administrator for ideas about improving collaboration
- Observing another teacher who effectively implements a collaborative learning environment on a regular basis

4.) Which of the following is the most effective way for a teacher to establish a solution-focused approach to parent conferences?

- Provide school safety procedures to each parent
- Explain student behavioral management procedures
- Establish a partnership with each parent
- Convey an interest in parent hobbies

5.) Mary is struggling in ELAR class. Her teachers schedules a parent conference. What is the best way for the teacher to begin the conference?

- Discuss her low grades and offer suggestions for improvement
- Ask the parents to hire an after-school tutor
- Discuss her strengths in other classes
- Show parents her low grade on a recent task

6.) Which of the following software features encourages teacher team collaboration?

- Screen shots
- Web format
- Table use
- Tracking changes

7.) Which of the following is an active way for a mentor teacher to support a first-year teacher?

- Provide school safety procedures to the new teacher
- Facilitate the new teacher's parent conferences
- Help the new teacher enforce behavioral strategies
- Model instructional strategies for the new teacher

8.) The Code of Ethics allows teachers to share student information if:

- The student is an ELL
- The student has a disability
- The disclosure serves a lawful professional purpose
- The disclosure benefits the student's community

9.) Mrs. Fortis has only attended a few of the school-sponsored activities during the academic year. She will earn a rating of _____ on Dimension 4.4

- Proficient
- Developing
- Improvement needed
- Accomplished

10.) Mr. Fortis attends all faculty meetings, except for those held on Friday because he is a football coach and needs to prepare for games. He will earn a rating of _____ on Dimension 4.3.

- Proficient
- Developing
- Accomplished
- Improvement needed



The Premier Pathway to Teacher Certification

Teaching Every Student Through Universal Design for Learning

PPR STANDARD #4

K: Knowledge Statements and S: Skill Statements

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)
Teacher Knowledge: What Teachers Know
Interacting and Communicating with Families
4.1k the importance of families' involvement in their children's education; and
4.2k appropriate ways for working and communicating effectively with families in varied contexts.
Interacting with Other Educators and Contributing to the School and District
4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions
4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional);
4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
4.7k the various ways in which teachers may contribute to their school and district; and
4.8k the value of participating in school activities.
Continuing Professional Development
4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
4.10k the importance of documenting self-assessments;

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)	
4.11k characteristics, goals, and procedures associated with teacher appraisal; and	
4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.	
Legal and Ethical Requirements and the Structure of Education in Texas	
4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);	legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);	
4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;	
4.16k procedures and requirements for maintaining accurate student records;	
4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and	
4.18k the structure of the education system in Texas, including relationships between campus, local, and state components	
Application: What Teachers Can Do	
Interacting and Communicating with Families	
4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;	
4.2s apply procedures for conducting effective parent-teacher conferences;	
4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and	
Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)	
4.4s engage families in their children's education and in various aspects of the instructional program	
Interacting with Other Educators and Contributing to the School and District	
4.5s maintain supportive and cooperative relationships with colleagues;	
4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being;	
4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;	
4.8s communicate effectively and appropriately with other educators in varied contexts;	
4.9s collaborate professionally with other members of the school community to achieve school and district educational goals;	
4.10s participate in decision making, problem solving, and sharing ideas and expertise; and	
4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).	
Continuing Professional Development	
4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);	
4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);	

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)

4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and

4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

Legal and Ethical Requirements and the Structure of Education in Texas

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;

4.17s serve as an advocate for students and the profession;

4.18s maintain accurate records; and

4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues

PPR #1: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

PPR #3: 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.



PPR Standards 1 & 3

LESSON PLAN CYCLE

- Goals and Learning Objectives
- Methods (UDL)
- Assessments (UDL)
- Materials (educational technology)
- Adaptations (cultural, linguistic, exceptional)



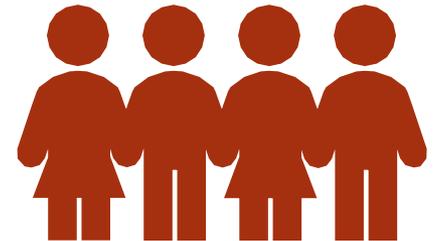
IDEIA



- Individuals With Disabilities Education Improvement Act (IDEIA of 2004) was originally authorized as the Education for All Handicapped Children Act (EAHCA) of 1975 (PL 94-142).
- All children with disabilities receive a free and appropriate public education (FAPE) through special education and related services. Special education is a service, not a placement or program.

[Click Here to View Primary Tenets of IDEA:](#)

- **Zero Reject/Free Appropriate Public Education (FAPE)**
- **Child Find**
- **Age (birth to age 21)**
- **Individualized Education Plan (IEP)**
- **Least Restrictive Environment (LRE)**
- **Due Process**
- **Confidentiality of Records**
- **Advocacy**
- **Noncompliance**
- **Parent Participation**
- **Transition**



Disability Research

- Indicates that students with mild to moderate disabilities can learn at very high levels if given appropriate, research-based instructional services.
- A disability is a state of being or condition. A handicap is an environmental disadvantage.
- Educators must be careful to not “handicap” students with disabilities (or any other student) simply because they learn differently than other students.
- Students with mild to moderate disabilities are best served in general education classrooms with their non-disabled peer group.

Historical Supreme Court Cases



- 1971-Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania (PARC).
- 1972-Mills v. Board of Education of the District of Columbia.
- 1982-Board of Education of Hendrick Hudson Central School District v. Rowley.
- 1988-Honig v. Doe.
- 1999-Cedar Rapids v. Garret F. Garret.
- 1984 - Irving ISD v. Tatro
- 2017 – Endrew v. Douglas County

1971-Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania (PARC).

- In 1971, the Pennsylvania Association for Retarded Children (PARC) sued the Commonwealth of Pennsylvania for a state law that allowed public schools to deny education to certain children, namely those who had not “attained a mental age of 5 years”. This law had been consistently used by the state to deny education to students considered too burdensome to integrate into school and classroom environments. The case was brought and settled before the District Court of the Eastern District of Pennsylvania.
- PARC was the first significant challenge to laws around the country prohibiting or excluding students with mental disabilities from attending school alongside other children or even in special programs tailored to their needs. Before this case, many states had similar forms of legislation in place to prevent children with mental disabilities from receiving a free public education.

1972-Mills v. Board of Education of the District of Columbia.

- Mills expanded the impact of the P.A.R.C. case beyond children with developmental disabilities. The Mills class action lawsuit was brought in 1972, the same year as the P.A.R.C. case, on behalf of seven school-age children who had been denied placement in a public educational program for substantial periods of time because of alleged mental, behavioral, physical or emotional disabilities. The plaintiffs sought an injunction on the grounds that they had been denied their constitutional right to Due Process.
- The District of Columbia government and school system conceded that it had the legal “duty to provide a publicly supported education to each resident of the District of Columbia who is capable of benefiting from such instruction”[4] but argued that it was impossible to do so because they lacked the necessary financial resources. The Court held that no child could be denied a public education because of “mental, behavioral, physical or emotional handicaps or deficiencies.” The Court further noted that defendants’ failure to provide such an education could not be excused by the claim of insufficient funds, stating:
- “If sufficient funds are not available to finance all of the services and programs that are needed and desirable in the system, then the available funds must be expended equitably in such a manner that no child is entirely excluded from a publicly supported education consistent with his needs and ability to benefit therefrom. The inadequacies of the District of Columbia Public School System, whether occasioned by insufficient funding or administrative inefficiency, certainly cannot be permitted to bear more heavily on the “exceptional” or handicapped child than on the normal child.”

1982-Board of Education of Hendrick Hudson Central School District v. Rowley.

The Supreme Court rendered its first opinion regarding the contours of the Individuals with Disabilities Education Act (IDEA) and, importantly, the “free appropriate public education” (FAPE) mandate.

The Court opined that the IDEA requires proposed special education and related services to be “reasonably calculated to enable [the student] to receive educational benefits.” The phrase “reasonably calculated” has generally been understood to mean that the IDEA does not guarantee any particular result—rather, the educational services proposed by a school district must only be reasonably likely to provide sufficient benefit to the student. The key remaining question, of course, is how much benefit is sufficient under the IDEA’s FAPE mandate.

1988-Honig v. Doe.

The Court addressed the IDEA's stay-put provision, explaining that in enacting stay-put, Congress intended "to strip schools of the unilateral authority they had traditionally employed to exclude disabled students ... from school." The Court also noted that the IEP is the "centerpiece of the [IDEA's] education delivery system" and explained that "Congress repeatedly emphasized throughout the Act the importance and indeed the necessity of parental participation in both the development of the IEP and any subsequent assessments of its effectiveness."

1999-Cedar Rapids v. Garret F. Garret.

The Court held that continuous nursing service is a “related service” that the school district is required to provide under the IDEA. The Court also noted that an IDEA dispute “is about whether meaningful access to the public schools will be assured”, thereby repeating the “meaningful access” standard originally articulated in *Rowley*.

1984 - Irving ISD v. Tatro

The Court held that provision of clean intermittent catheterization was a “related service” under the IDEA and not a “medical service,” because the service was necessary for the student to attend school. The services requested did not fall within the medical exclusion because they need not be performed by a physician. The Court noted that “Congress sought primarily to make public education available to handicapped children and to make such access meaningful.”



Endrew v. Douglas County

2017

- The Supreme Court ruled that schools must do more than provide a “merely more than de minimis” education for students with disabilities and instead must provide them with an opportunity to make “appropriately ambitious” progress in line with the federal education law.
- “When all is said and done,” wrote Chief Justice John G. Roberts, “a student offered an education program providing a ‘merely more than de minimis’ progress from year to year can hardly be said to have been offered an education at all.”



Step 1

Initial referral for Full Initial Individual Evaluation (FIIE) in all areas of the suspected disability.

Step 2

Eligibility determination. Does the child: (1) Have a disability? (2) Have an educational need for special education services.

Step 3

Initial Admission, Review, and Dismissal (ARD) meeting and development of Individualized Education Plan (IEP). Annual review of IEP and reevaluation every three years thereafter.

Steps in Special Education Process



The IEP (developed and implemented by the multidisciplinary team) must include:

- **Student's present levels of performance**
- **Measurable annual goals**
- **Special education and related services to be provided to the student**
- **Individualized modifications for state or district wide assessments**
- **Projected date for the beginning of services**
- **Statement of program modifications or supports**
- **An explanation of the extent, if any, to which student will not participate with non-disabled peers**
- **How progress towards annual goals will be measured**
- **Method to inform parents of their child's progress toward annual goals**
- **A transition statement**

Principal or designee

Evaluation Specialist, Special Education
Teacher, Related Services Personnel

Parents or Guardians

Student

Student's General Education Teacher

Others whom the parents or school
believe can help develop the IEP

Individuals Required to Attend the IEP Meeting

ENGLISH LANGUAGE LEARNERS



Limited English Proficient (LEP)

English language learner (ELL)

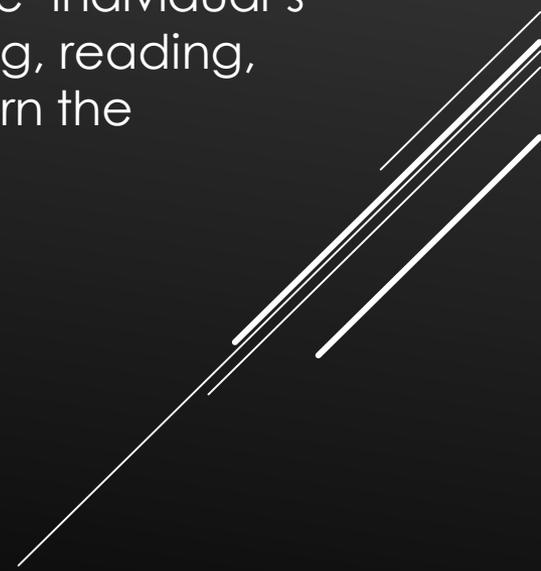
L1 – native language; usually Spanish

L2 – usually English

Code-switching/mixing: controlled blending of languages

TERMINOLOGY

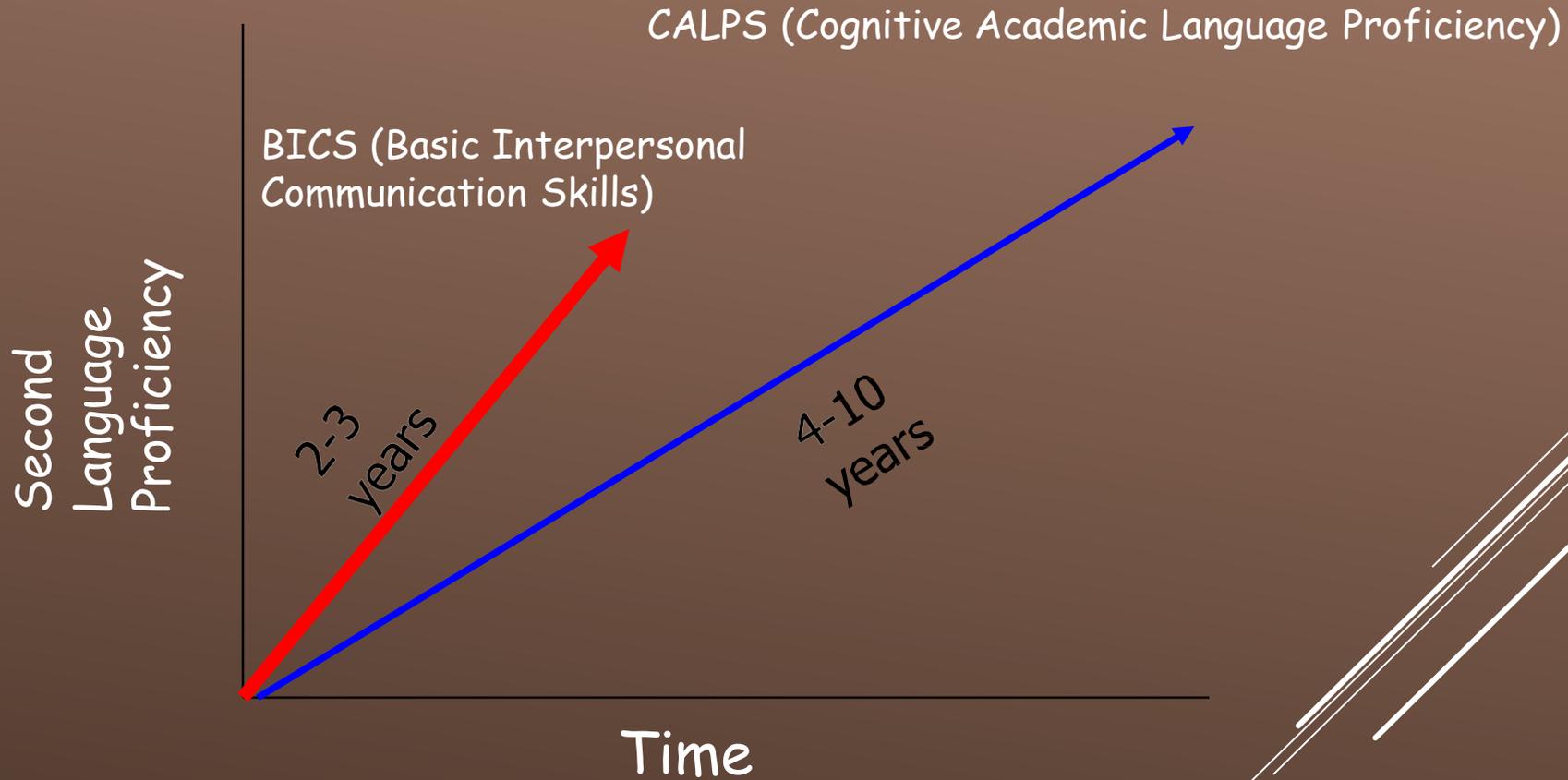
THE SECOND LANGUAGE ACQUISITION PROCESS

- ▶ Language Dominance – refers to language development.
 - ▶ Language Proficiency - provides a description of the individual's language development involving listening, speaking, reading, and writing skills. Language proficiency levels govern the assessment process.
- 

THE SECOND LANGUAGE ACQUISITION PROCESS

- ▶ Common Underlying Proficiency: learned skills or concepts transfer from one language to another. ex. Literacy skills
- ▶ Separate Underlying Proficiency: Language proficiency in one language is separate from another. Learned skills do not transfer.
- ▶ Threshold Hypothesis: Successful second language learning is dependent upon the individual reaching the threshold level of native language ability.
- ▶ – **L2 development is dependent upon L1 development.**

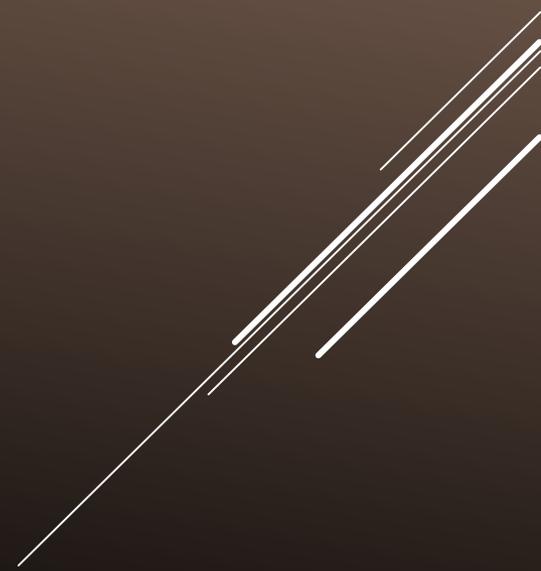
LANGUAGE PROFICIENCY - BICS/CALPS



STAGES OF SECOND LANGUAGE ACQUISITION

- ▶ Preproduction:
receptive skills
better developed
- ▶ Early Speech Production:
yes/no questions
- ▶ Speech Emergence: “wh”
questions
- ▶ Intermediate Fluency:
appear fluent

CHARACTERISTICS OF SECOND LANGUAGE ACQUISITION

- ▶ Interference
 - ▶ Silent Period
 - ▶ Fossilization
 - ▶ Code-Switching/Mixing
 - ▶ Language Loss
- 

- **Academic underachievement; address one to two year deficits through additional support, not special education evaluation**
- **Low vocabulary, short utterances**
- **Hesitant responses**
- **Poor memory/retrieval/comprehension**
- **Difficulty following directions**
- **Limited attention span**
- **Low frustration level**
- **Poor organization skills**
- **Communication/social difficulties with peers**

CHARACTERISTICS OF LANGUAGE ACQUISITION DIFFICULTIES

Instructional Planning

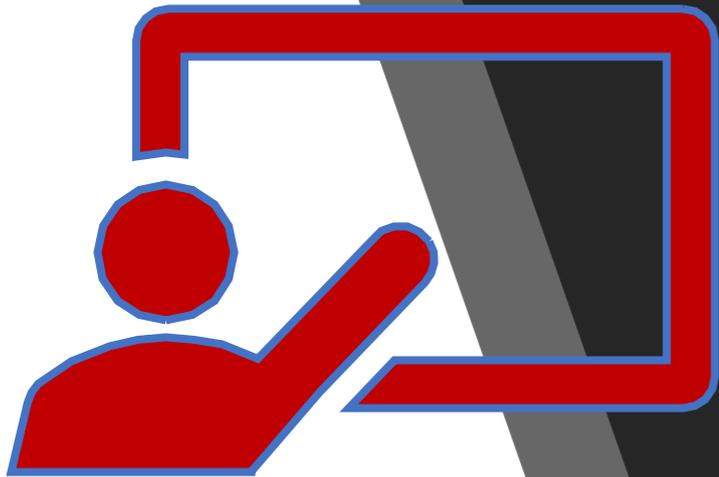
- **Planning for instruction** refers to decisions that are made about organizing, implementing, and evaluating instruction.



- The goal of planning is to ensure student learning.
- Planning helps create, arrange, and organize instructional events to enable learning to occur.

Curriculum Considerations When Planning

- Curriculum Supports
- Texas Essential Knowledge and Skills
- State Assessments
- Progress Monitoring
- 21st Century Skills





National and State Learning Standards

Influenced by InTASC, Common Core Standards, and professional organizations (*e.g., National Council of Teachers of Mathematics*).



State and Local Curriculum Frameworks

A curriculum framework is an organized set of standards that define what the student should know and be able to do, such as the Texas Essential Knowledge and Skills (TEKS).

Curriculum Standards



National and State Learning Standards

Influenced by InTASC, Common Core Standards, and professional organizations (*e.g., National Council of Teachers of Mathematics*).



State and Local Curriculum Frameworks

A curriculum framework is an organized set of standards that define what the student should know and be able to do, such as the Texas Essential Knowledge and Skills (TEKS).

Curriculum Standards

Common Core Curriculum



The Common Core State Standards Initiative is a state-led effort to develop a clear and consistent curriculum framework to prepare students for college and the workforce. Over 40 states have adopted the Common Core. The Common Core Standards are available for: Mathematics, K- 12; and English-language arts and literacy in history/social studies, science, and technical subjects for grades K-12.

Texas does not use the Common Core Curriculum. Texas uses the TEKS (Texas Essential Knowledge and Skills).

Common Core State Standards

Advocates	Critics
Clear and consistent goals, regardless of zip code	Take away states' rights to determine what's taught
Prepare children for success in college and work	Are premature; state standards need more time to work
Unite U.S. in cooperative effort	Do not allow local influences
Provide common ground for building strategies and programs	Detract from individualism of states and teachers
Build on strengths of current standards	Are unwieldy and not enforceable
Level the academic playing field for all students	Will bring all standards down to the lowest common denominator

TEKS (Texas Essential Knowledge and Skills)

Texas State Curriculum for Public Education K-12 Schools

The Texas State Board of Education (SBOE) has legislative authority to adopt the TEKS for each subject of the required curriculum. SBOE members nominate educators, parents, business and industry representatives, and employers to serve on TEKS review committees.

Texas Essential Knowledge and Skills by Chapter

Thoroughly review the TEKS of your intended certification area/grade level.

Core Subjects EC-6 and Special Education EC-12 include ELAR, Math, Science, Social Studies, PE, Health Education, and Fine Arts. Core Subjects 4-8 include ELAR, Math, Science, and Social Studies.

[Chapter 110. English Language Arts and Reading](#)

[Chapter 111. Mathematics](#)

[Chapter 112. Science](#)

[Chapter 113. Social Studies](#)

[Chapter 114. Languages Other Than English](#)

[Chapter 115. Health Education](#)

[Chapter 116. Physical Education](#)

[Chapter 117. Fine Arts](#)

[Chapter 118. Economics with Emphasis on the Free Enterprise System and Its Benefits](#)

[Chapter 126. Technology Applications](#)

[Chapter 127. Career Development](#)

[Chapter 128. Spanish Language Arts and English as a Second Language](#)

[Chapter 130. Career and Technical Education](#)

21st Century Skills



The term “21st Century Skills” refers to certain core competencies such as collaboration, digital/information literacy, critical thinking, and problem solving.



These are usually taught in the core academic subjects.



Advocates also endorse the inclusion of these 21st century interdisciplinary themes into core subjects:

- Global awareness
- Financial, economic, business, and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

Backward Mapping

Course Planning

Term Planning

Unit Planning

Daily and Weekly Planning

Teachers use these types of plans to implement curriculum.

Backward Mapping

At the start of planning, identify intended learning outcomes and how students are expected to demonstrate their achievement at the end of instruction. This is backward mapping (*sometimes called backward design*).

Then you plan backwards by designing instructional activities that focus on learning outcomes.

Backward Mapping (cont'd)



First, identify desired results (essential goals, essential questions, essential content)



Next, back up to identify assessment evidence for use during and after instruction.



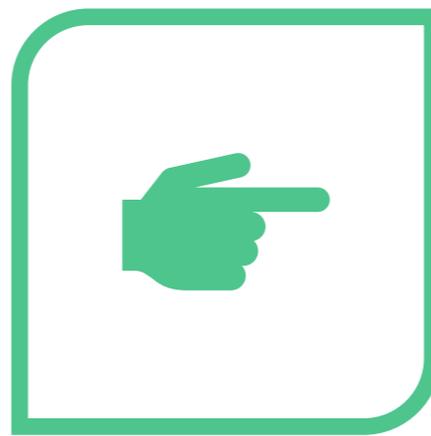
Finally, you back up further to identify the learning plan (the major learning activities and lessons)

Backward Mapping (cont'd)

Back it up when planning:



THE ENTIRE COURSE AND
COURSE TERMINOLOGY.



COURSE UNITS.



DAILY AND WEEKLY PLANS.

The Linear- Rational Approach to Planning

Formulation of Aims and Goals

Specification of Objectives

Assessment of Student Needs

Strategies and Learning Activities

Evaluation of Student Performance



1. Formulation of Aims and Goals

- **Aims**—Broad statements about the intent of education (most broad)
- **Goals**—Translations of aims into more specific, subject-related terms (more specific)

2. Specification of Objectives

3. Assessment of Student Needs



2. Objectives are translations of goals for use in unit planning and lesson planning to identify student learning outcomes (most specific).



3. Use assessment information to guide instructional planning. Assessment always drives instruction. Conduct assessment prior to instruction to find out student prior knowledge.

4. Strategies and Learning Activities

- Select instructional strategies that will enable students to learn the material and reach the student learning outcomes.
- A variety of instructional strategies should be used to differentiate instruction and render it universally accessible to all students.



5. Evaluation of Student Performance



- With backward mapping, plans for evaluating student performance are made even before instruction begins.
- Various types of assessments should be conducted.

Planning Lessons

Setting Goals and Objectives



Converting Standards
into Objectives

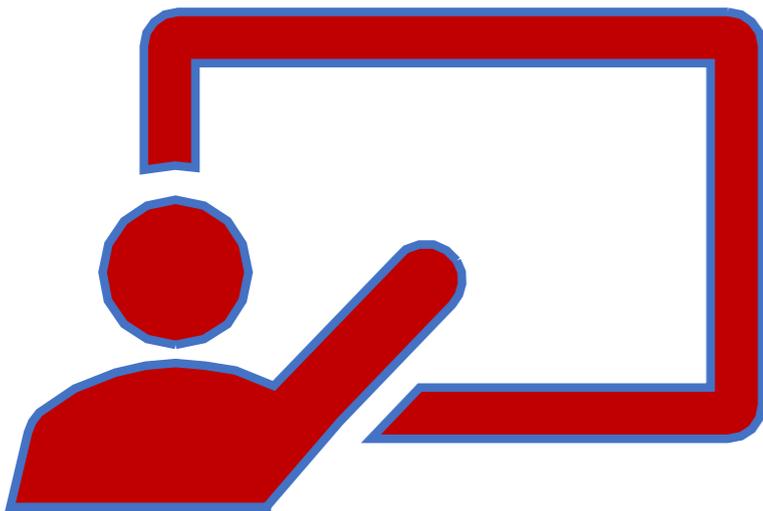


Types of Instructional
Objectives



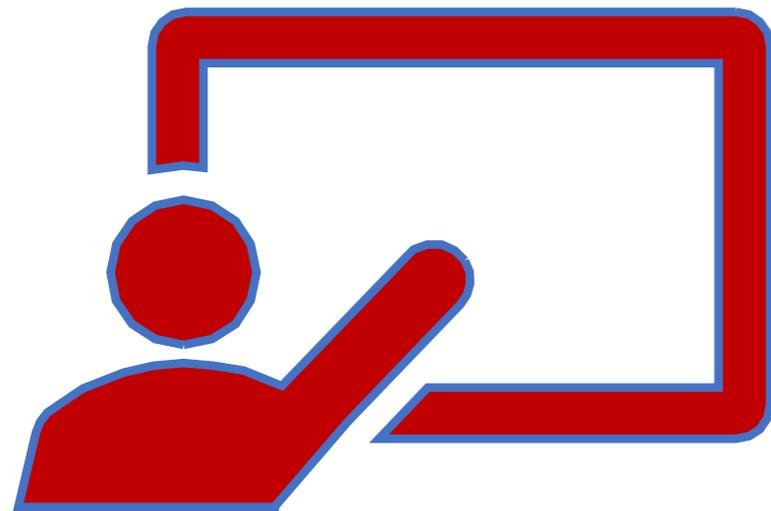
Writing Instructional
Objectives

Converting Standards into Objectives



- Teachers need to examine a subject-specific course goal and break it down into several, more specific educational objectives at the unit level. Then teachers must be able to further break down the unit's educational objectives into instructional objectives used in daily lessons.

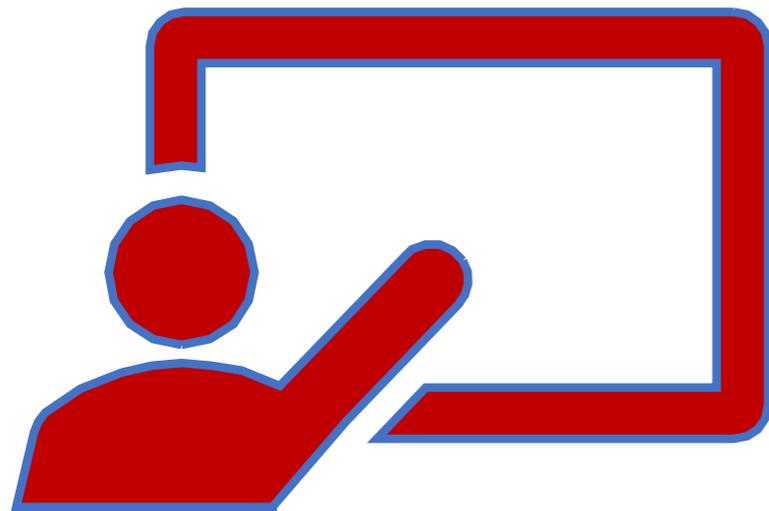
Types of Instructional Objectives



- Behavioral Objectives: They specify student actions, testing conditions, and performance criterion. Example: “After practicing the concept during class in small work groups (condition), the student will underline the key information needed to solve each of 10 word problems (action) with 80 percent accuracy (criterion).”
- Descriptive Objectives: They indicate what students are to learn without using language that specifies observable behavior. Example: “Describes the function of each part of the circulatory system.”

Levels of the Cognitive Domain

Higher-level Objectives (Bloom's Taxonomy)



Level 6	Creating
Level 5	Evaluating
Level 4	Analyzing
Level 3	Applying
Level 2	Understanding
Level 1	Remembering

General Lesson Plan Components

Goals

Methods

Assessment

Materials

Purposes of Classroom Assessment

1

Monitoring
student
progress

2

Making
instructional
decisions

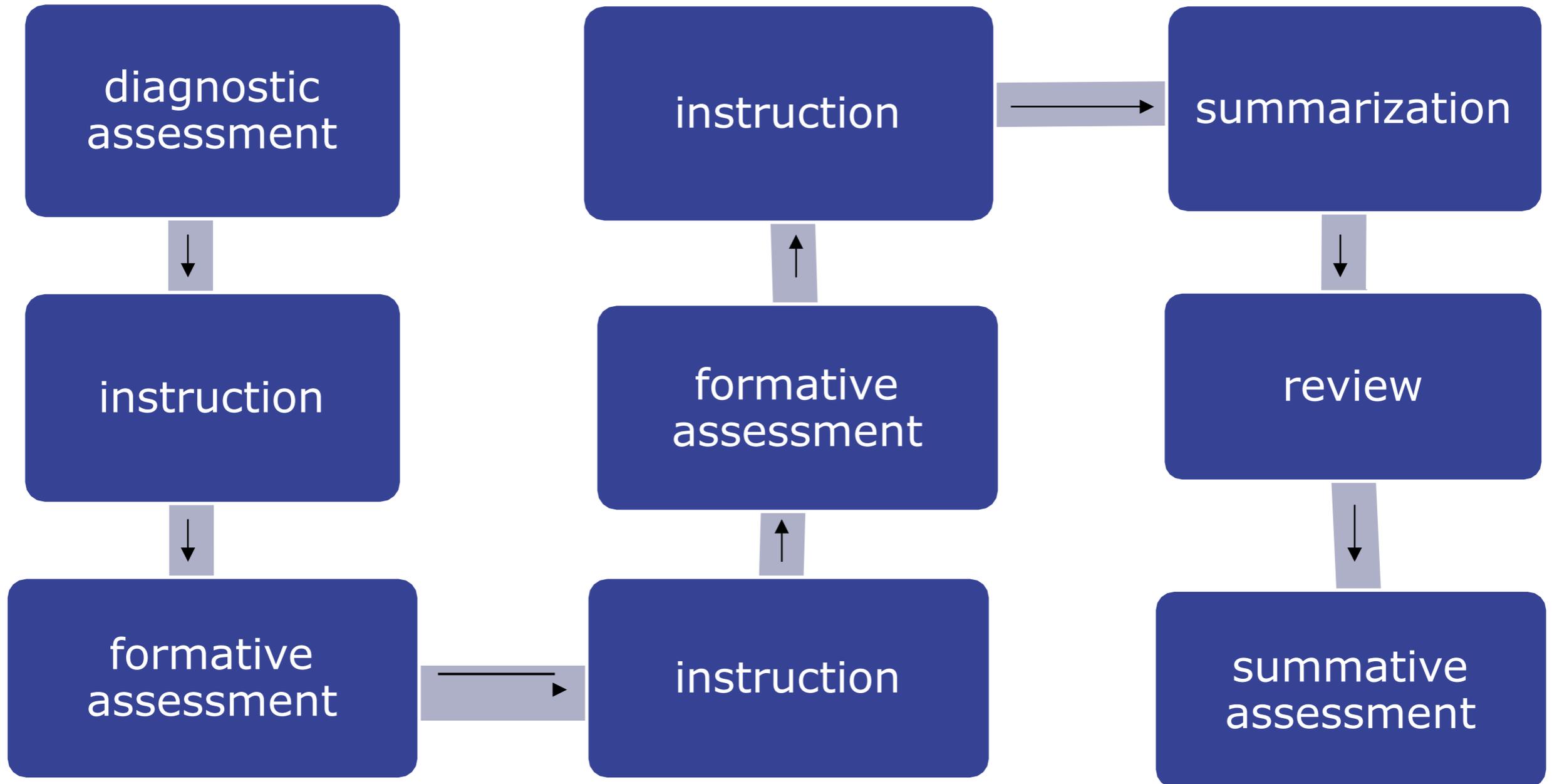
3

Evaluating
student
achievement

4

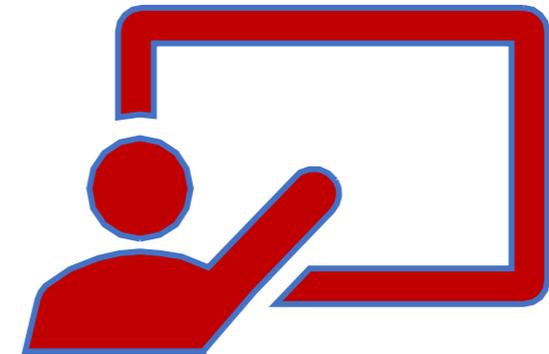
Evaluating
programs

Diagnostic, Formative, Summative Assessment



How do teachers evaluate student learning and assign grades?

- Evaluation makes judgments about, and assigns values to, the results of assessments.
- Rubrics are assessment tools that make explicit what is being assessed, list characteristics of degrees of quality, and provide a rating scale to differentiate among these degrees.
 - A **holistic rubric** uses one scale for an entire project.
 - An **analytic rubric** specifies separate parts of an assessment task, product, or performance and the characteristics of various levels of success for each.



1

Rubrics provide clear expectations for students about what is expected on a given task or assessment. Therefore, they are instructional tools as well as assessment tools.

2

Rubrics allow teachers to consistently differentiate among performance levels.

3

Rubrics provide guidelines for student improvement.

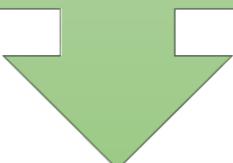
4

Rubrics make grading more transparent and consistent.

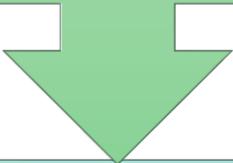
Purposes of Rubrics

Reasons for Grades

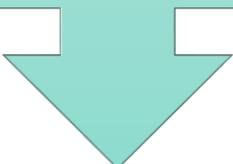
Instructional uses: clarify learning goals, pinpoint strengths and weaknesses, motivate



Communication uses: inform students and parents about achievement



Administrative uses: promotion, graduation, honors, eligibility



Guidance uses: help students and parents make educational and vocational plans

Guidelines for Grading

Relate

Relate grading procedures to learning goals.

Relate

Relate grades to an individual's achievement on learning goals, not an individual's relative achievement to other students.

Grade

Grade individual achievement only.

Include

Include a sampling of student work, not all work, in a student grade.

Guidelines for Grading, cont.

Update

Update grades to reflect how much learning occurs by the end of the grading period, not a compilation of scores when topics were new.

Arrive

Carefully arrive at a final grade by considering the method of averaging to be used and the significance of zeros.

Base

Base all grades on quality assessments.

Involve

Involve students in the grading process whenever possible and appropriate.



What Do I Teach My Class? *TEKS*. How Do I Teach The *TEKS*? *UDL*.



What is taught in Texas public schools?

- Texas does not use the Common Core State Standards (CCSS). In fact, Texas has never adopted the Common Core State Standards.
- In Texas, the state curriculum is the ***Texas Essential Knowledge and Skills (TEKS) Standards***.
- The Texas State Board of Education (SBOE) has legislative authority to adopt the TEKS for each subject of the required curriculum.



What is tested in Texas public schools?

The State of Texas Assessments of Academic Readiness, or STAAR[®], is the state testing program that was implemented in the 2011–2012 school year. *STAAR is an assessment program designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum standards, the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently implemented for the grade/subject or course being assessed.*



How can I be sure my students have full access to personalized, TEKS-based learning experiences?

- Use Universal Design for Learning (UDL).
- UDL is a research-based teaching and learning framework that ensures that all students have access to a personalized education. It is not a one-size-fits all methodology.
- The concept of neuro-variability is important for educators, because it reminds us that learners do not have an isolated learning “style”, but instead rely on many parts of the brain working together to function within a given context. In fact, current educational and cognitive research refutes the concept of “Learning Style.” Although many educators use the term “Learning Style,” there is no empirical evidence to support the concept.
- UDL recognizes learner variability in:
 - Engagement (the why of learning, which aligns with the affective brain networks): interest, effort and persistence, and self regulation.
 - Representation (the what of learning, which aligns with the recognition brain networks): perception, language and symbols, and comprehension.
 - Action & Expression (the how of learning, which aligns with the strategic brain networks): physical action, expression and communication, and executive function.



Where Do I Locate the TEKS?

Go to this link, [TEKS](#), and login as a Guest/Parent. Once logged into the TEKS Resource System (TRS), click on standards and use the drop-down menus to locate your desired TEKS strand. Once hired as teacher, your district will grant you full access all TRS components. The TEKS are also located on the [Texas Education Agency website](#).



Steps to TEKS-Based SMART Goals

- ✓ First, identify the skills within the standard, by finding words that denote what the student must be able to do. Skills often correspond to the verbs in the standard, because verbs define the action required.
- ✓ Second, identify the key concepts, the knowledge, and background that a student needs to have to complete the skill. Within the wording of a standard, the nouns and descriptive phrases often correspond to the concepts that students need to learn.
- ✓ Third, use the skills and concepts to create SMART Goals for the lesson.
- ✓ Last, align your SMART Goals with the UDL Checkpoints to ensure the goals are universally accessible.



Convert TEKS to SMART Goals:

- **Specific:** Goals must include a condition to spark the expected learning outcome.
- **Measurable:** How will you know if students are making progress toward a goal. Will you have sufficient data to analyze?
- **Attainable:** Is the goal firmly embedded in grade-level TEKS?
- **Relevant:** Are the expected outcomes aligned to TEKS?
- **Time-bound:** State when you expect to accomplish the goal.



Here is an example of a TEKS student expectation:

The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. §110.3. (4) English Language Arts and Reading, Grade 1.

Here is the student expectation written as a SMART Goal:

Given 90 minutes of daily basal reading instruction and a grade-level reading textbook, by the end of the first six week period every student will increase his/her reading fluency and accuracy by at least 30% above baseline as measured by a teacher-made reading fluency probe administered weekly and documented using a progress monitoring Excel Spreadsheet.

Condition

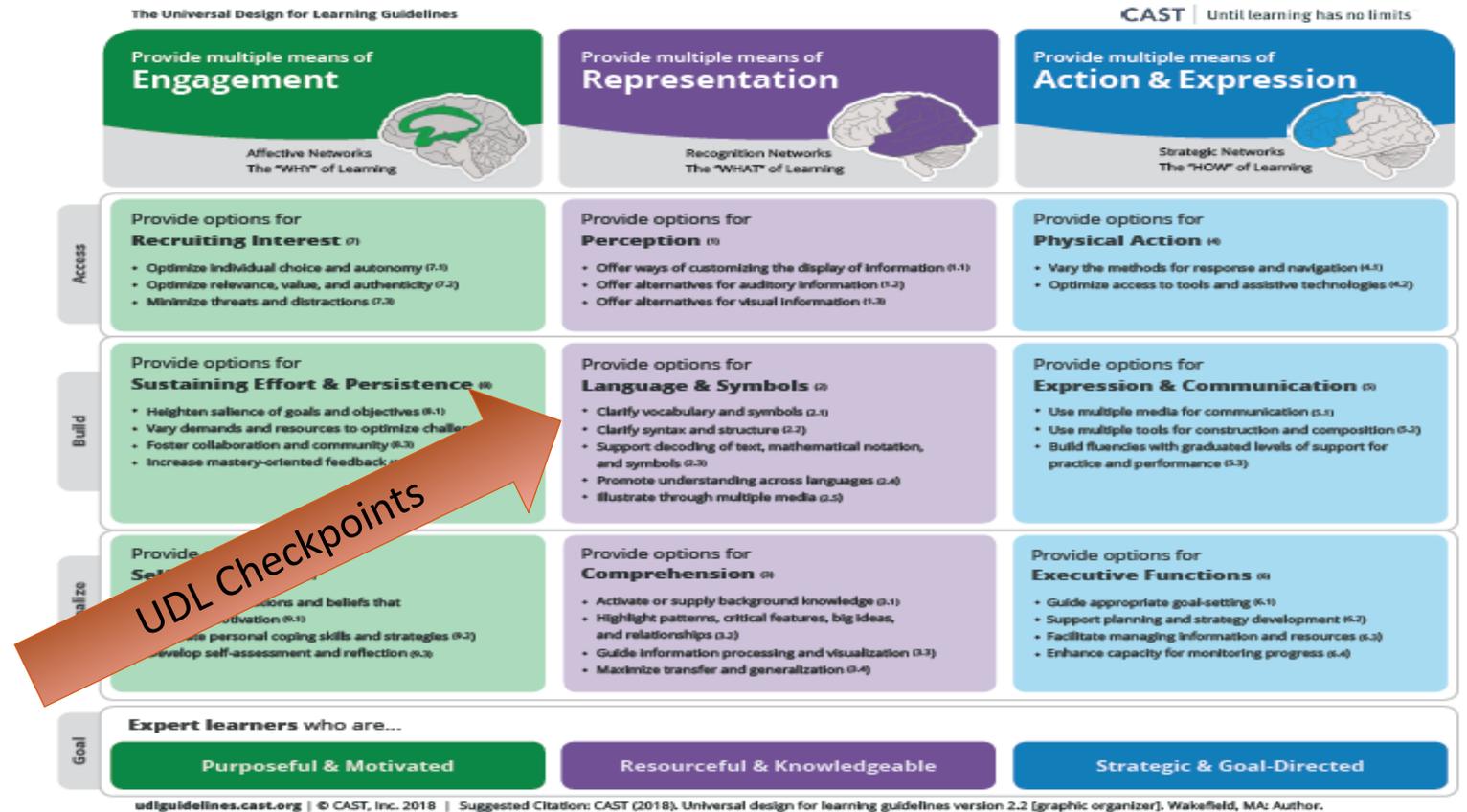
Time-Bound

Attainable/Relevant

Measurable



Next, align your SMART Goals to the UDL Guidelines and Checkpoints (click on link) to promote universal accessibility.



The UDL Guidelines



Aligning Goals to UDL

SMART GOAL: Given 90 minutes of daily basal reading instruction and a grade-level reading textbook, by the end of the first six week period every student will increase his/her reading fluency and accuracy by at least 30% above baseline as measured by a teacher-made reading fluency probe administered weekly and documented using a progress monitoring Excel Spreadsheet.

Selected at least three UDL Checkpoints to make your SMART GOAL universally accessible:

- 1.) Use digital text to customize the display of the readings (UDL 1.1).
- 2.) Students will have a choice of digital text to read (UDL 7.1).
- 3.) Students will document their personal learning progress (UDL 6.1/4).

Rewrite SMART Goal using UDL checkpoints:

Given 90 minutes of daily basal reading instruction and student-selected, digitally optimized grade-level reading passages, by the end of the first six week period every student will increase his/her reading fluency and accuracy by at least 30% above baseline as measured by a teacher-made reading fluency probe administered weekly and charted by the student on a progress monitoring Excel Spreadsheet.

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



PPR Standard #2

Teacher Knowledge: What Teachers Know

Creating an Environment of Respect and Rapport

2.1k the importance of creating a learning environment in which diversity and individual differences are respected;

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.

Establishing an Environment for Learning and Excellence

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning

Managing Classroom Procedures

2.6k how classroom routines and procedures affect student learning and achievement;

2.7k how to organize student groups to facilitate cooperation and productivity;

2.8k the importance of time management for effective classroom functioning;

2.9k procedures for managing transitions;

2.10k routines and procedures for managing and using materials, supplies, and technology;

2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and

2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.

Managing Student Behavior

2.13k theories and techniques relating to managing and monitoring student behavior;

2.14k appropriate behavior standards and expectations for students at various developmental levels;

2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;

2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;

2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and

2.18k appropriate responses to a variety of student behaviors and misbehaviors.

Maintaining a Physical and Emotional Environment that is Safe and Productive

2.19k features and characteristics of physical spaces that are safe and productive for learning;

2.20k the benefits and limitations of various arrangements of furniture in the classroom;

2.21k procedures for ensuring safety in the classroom;

2.22k physical accessibility as a potential issue in student learning; and

2.23k students' emotional needs and ways to address needs.

Application: What Teachers Can Do

Creating an Environment of Respect and Rapport

2.1s interact with students in ways that reflect support and show respect for all students;

2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

Establishing an Environment for Learning and Excellence

2.4s communicate to all students the importance of instructional content and the expectation of high-quality work;

2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement

Managing Classroom Procedures

2.6s establish classroom rules and procedures to promote an organized and productive learning environment;

2.7s organize and manage groups to ensure that students work together cooperatively and productively;

2.8s schedule activities and manage class time in ways that maximize student learning;

2.9s manage transitions to maximize instructional time;

2.10s implement routines and procedures for the effective management of materials, supplies, and technology;

2.11s coordinate the performance of non-instructional duties with instructional activities;

2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and

2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.

Managing Student Behavior

2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.

2.15s consistently enforce standards and expectations for student behavior and ethical work habits;

2.16s encourage students to maintain ethical work standards and monitor their own behavior; and

2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

Maintaining a Physical and Emotional Environment that is Safe and Productive

2.18s organize the physical environment to facilitate learning;

2.19s create a safe and inclusive classroom environment;

2.20s use effective strategies for creating and maintaining a positive classroom environment; and

2.21s respect students' rights and dignity.



Classroom management...

impacts student motivation, achievement, and behavior.

impacts the way time is used in classrooms.

is considered, by many teachers, to be the most difficult aspect of teaching.

is complex and difficult to master, but can be learned and improved.

Effective classroom managers...

create safe, nurturing environments.

match instruction to learner needs.

understand and respect their students' backgrounds, interests, and needs.

help students develop new behavioral skills.

consider the role of their own values and beliefs.

engage in careful planning, reflection, and professional development.

Studies of teachers' organizational and management skills tell us that...

Effective managers are proactive and work to prevent misbehavior.

Teacher behaviors are strongly tied to students' academic achievement and positive school behavior.

Effective managers' behavior during the first weeks of school significantly impacts student achievement and behavior.

Effective managers teach, reinforce, and reteach desirable classroom behaviors.

Instructionally speaking, effective classroom managers...

Develop clear instructional goals and communicate them to students.

Utilize effective methods and approaches.

Monitor students' progress.

Adjust instruction to students' individual needs.

Intervene when students are not succeeding academically.

Positive behavioral interventions...

Have largely supplanted more behavioristic techniques.

Teach and reinforce student compliance with rules and procedures.

Use data as the basis for action/intervention.

Teach students behavioral skills, individualizing when necessary (functional behavior assessment).

Emphasize family/school community partnerships.

Positive behavioral interventions...

Are generally school-wide with a focus on helping teachers intervene in cases of disruptive behavior.

Generally place little emphasis on assessing the role of environment in behavioral concerns.

Focus only minimally on proactive classroom management, the creation of supportive learning environments, and cultural sensitivity.

Have resulted in inconsistent research results with regard to their effectiveness.

Teachers can influence students' learning and behavior by

Honing their own classroom management skills.

Providing a clear definition of behavioral expectations.

Developing and communicating consistent responses to rule violations.

Teaching/re-teaching expected behaviors.

Developing individualized behavioral support plans for students who persist with problem behaviors.

Creating an engaging curriculum.

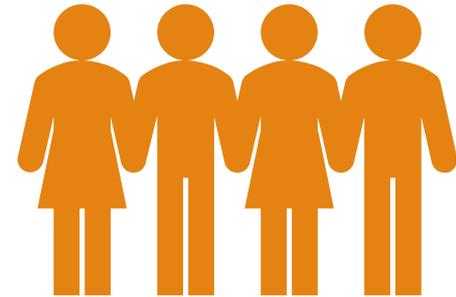
Some critical but often overlooked elements of behavior management are...

Helping students experience a sense of significance and feelings of belonging.

Ensuring that students are involved in meaningful academic tasks that lead to success.

Establishing a school environment that is warm, welcoming, and vibrant.

Facilitating warm, caring relationships among all members of the school community.



Read and study. Engage with professional literature.

Tap into the expertise of experienced teachers.

Reflect deeply about who you are, who you want to be, what you believe about your students and student learning, and how best to integrate these ideas into your classroom.

As you develop your own management style...

Student misbehavior...

Is often erroneously considered to be almost solely a reflection of factors outside the school's control.

Is often addressed through a “one size fits all” approach of applying strategies/consequences.

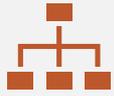
Student misbehavior is more productively managed when...

We seek to identify the reasons for the problematic behavior.

We analyze how classroom variables are impacting behaviors.

We create environments that respond sensitively to student needs.

We realize that misbehavior is often a response to not having **basic needs** met in the class environment.



Maslow: Basic needs take precedence over higher-level ones, but all behavior reflects unmet need at some level



Dreikurs: Misbehavior is driven by a need for social acceptance



Topper et. al: All behavior is purposeful in that it serves some need(s)



Glasser: Students must have a sense of control over their learning

Needs Theorists

Social Cognitive Development Theory

Students who struggle with behavior are lacking cognitive skills in particular areas.

- flexibility/adaptability
- frustration tolerance
- problem-solving

Teachers must identify which cognitive skills are lacking and assist students in developing them.



Student behaviors and choices differ from what teachers consider to be the norm, and teachers don't know how to respond.



School curricula don't reflect the student's culture or experiences, therefore lacking relevance.



Students experience cultural incongruence, social code incompatibility, and the need to culture shift in order to be successful.

**Students
may
struggle in
school
because...**

Immigrant students often...

Feel unaccepted and alienated from U.S. Culture.

Struggle with loss of cultural identity.

Feel confused and inadequate with regard to how to act.

Must adapt to new cultural expectations.

Feel that others may not view them as unique individuals.

Experience loneliness, sadness, and isolation.

Desperately need strong support and connections.



Establishing Positive Teacher- Student Relationships

In an environment that reduces risk for struggling students,

Adults cultivate personal, supportive relationships with students.

Adults spend significant time and effort providing academic support.

There is a personal-social match between students and the institution.

Every student has access to positive, personal relationships with one or more adults.

When positive relationships exist,

Students work harder.

High risk students remain in school and referrals for special services are reduced.

Student attendance increases.

Academic outcomes improve.

Students behave more responsibly.

Aggressive behavior is reduced.

Students' ability to self-regulate is increased.

Students want teachers who demonstrate...

- Firmness.
- Compassion.
- An engaging, challenging teaching style.
- A willingness to help.
- The ability to provide clear explanations and expectations.
- A willingness to vary the classroom routine.
- A desire to know students as individuals.
- Patience and who reteach when students don't understand.

Effective Teachers...

Establish caring, respectful relationships with students.

Set limits and create a safe environment without being rigid, threatening, or punitive.

Make learning fun and fair.

Demonstrate democratic and egalitarian communication styles.

Elicit student participation and input.

Establish expectations while considering individual needs/differences.

Effective classroom relationships emphasize...

Openness/transparency.

Caring.

Interdependence.

Separateness.

The meeting of mutual needs.

Respect for diversity.

Modeling, dialogue, practice, confirmation.

Getting to Know Students

Ask questions, particularly when students' cultural backgrounds differ from yours.

Engage students intentionally. Provide activities that allow you to know them and them to know each other.

Consider using varied forms of communication (face-to-face, written, electronic).

Solicit student input and feedback regularly.

Help students make connections with others.

Engage outside of school when feasible.

Cautions and Considerations

Consider carefully the role of electronic communication in interactions with students/caregivers.

Engage only in cautious, professionally responsible physical contact with students.

Maintain a high ratio of positive to negative statements.

Reflect regularly on quality and nature of classroom and school interactions.



Communicate High Expectations When Students Struggle with Material

Provide adequate wait time.

Rephrase questions, provide hints or cues.

Ask other students to assist, or have the student do so.

Have students discuss with peers, then revisit.

Break the question into smaller parts.

Provide some/all of the answer, then ask for student response.

If these strategies don't work, allow the student to pass.

Effective reinforcement (praise)...

Immediately follows the desired behavior (contingency).

Describes the specific behavior that earned the recognition (specificity).

Is appropriate for the situation and the individual (credibility).

Links effort and outcome.

Emphasizes the value of accomplishment.

Can help students recognize purpose of the task and its enjoyable nature.

At the beginning of the school year, effective classroom managers...

- Consider how and when to best communicate, teach, and reinforce rules and procedures to students.
 - Establish well-organized, smooth-flowing, safe classrooms where behavioral expectations are clear to students
 - Develop rules and procedures in conjunction with appropriate instructional strategies and with consideration for students' cultural backgrounds and interests.
- 

Steps in Developing Classroom Behavior Standards with Students

1. Discuss the value of having standards/rules.
2. Develop a list of standards (3-6).
 - positively stated, clearly separate from procedures, focus on time/concept/manner
3. Obtain student commitment to the standards.
 - Have students and others as appropriate sign commitment.
4. Monitor and review the standards.
 - Plan for new students; review at key times.

Helping Students Understand the Value of Rules/Behavior Standards

Present/reinforce the idea that rules benefit people who must work together.

Consider cultural influences and power differentials.

Consider a focus on constitutional rights as a foundation for rules/standards, with these areas of coverage:

- Health and safety
 - Property loss/damage
 - Legitimate educational purpose
 - Serious disruption of the educational process
- 

Effective rules are generally...

- Positively stated.
- Few in number.
- Focused on “state interests.”
- Reflective of student input to the extent possible.
- Culturally sensitive.
- Developmentally appropriate in nature/scope and in how they’re communicated to students and parents.

Steps in Teaching Classroom Procedures

- Discuss the need for the procedure.
- Solicit student input and ideas as appropriate.
- Have students practice the procedures.
- Reinforce the correct behavior.

Teachers should respond to almost every violation of a rule or procedure, particularly at the start of the semester/year, as a means of ensuring later compliance with the expectation.

To increase on-task behavior...

Carefully arrange the classroom.

Plan lesson beginnings carefully.

Provide clear instructions and check for understanding by having students paraphrase/ask questions.

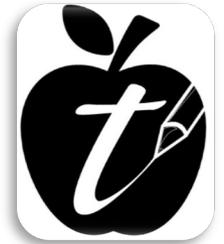
Maintain student attention with seating, managing interaction patterns, increasing wait time (≥ 5 sec.).

Carefully consider how to facilitate student listening, responding, and engagement.

Be mindful of pacing, difficulty level of work, feedback.

Prepare students for transitions.

Responding to Behavior That Disrupts the Learning Process



In regard to behavior that disrupts the classroom, teachers...

- Tend to rely on the (often unsuccessful) disciplinary practices that were used when they themselves were students.
 - Benefit from adopting a proactive, preemptive stance that seeks to anticipate and prevent misbehavior.
 - Should evaluate instructional and environmental factors that may influence student behavior.
 - Are advised to attempt to handle the majority of disruptions within the classroom.
- 

Types of Interventions

- **Preventive:** Basic classroom considerations that support positive behavior
- **Initial:** Indirect interventions that reduce lesson disruption and negative feeling
- **Follow-Up:** Direct contact that redirects the student in ways that are disruptive to some extent

Teachers should strive to intervene in ways that cause the least disruption to learning and maintain the most positive classroom environment possible.



To avoid power struggles with defiant students...

- Ensure students are mentally prepared for situations that they may find difficult.
 - Work to build rapport and respect with students.
 - Make requests clearly, politely, and firmly.
 - Emphasize choice when possible.
 - Remind them of what to start doing rather than what to stop doing.
 - Model self-control.
- 

When a student is defiant,

Remain calm and strive to de-escalate emotions.

Decide if it is necessary to act.

Consider whether a private talk might be indicated.

Use non-threatening and supportive non-verbal behavior.

Communicate sincere empathy.

State expectations positively.

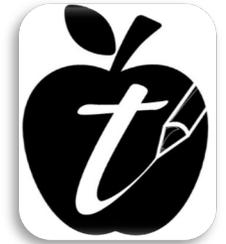
Offer assistance and options.

Predict a positive choice and its consequence.

Utilize i-messages.



Developing Behavior Intervention Plans



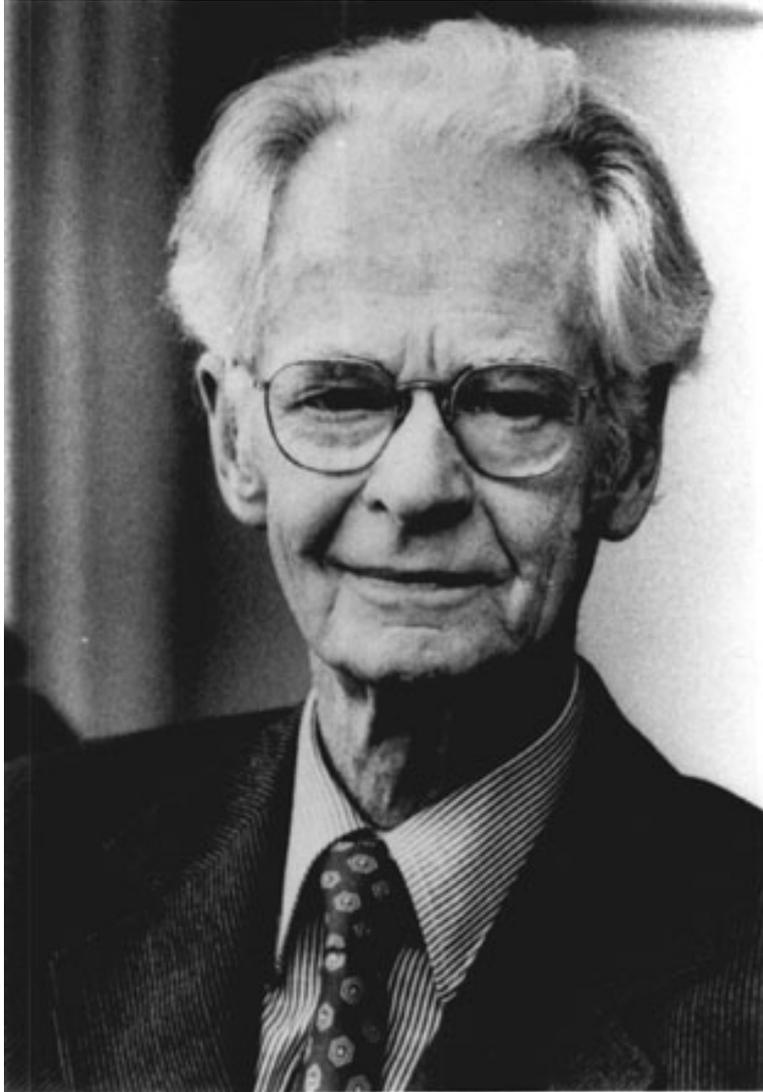
Thinking about behavior . . .

Why do people behave as they do?

Why do we care about behavior?

- If we know how people may behave under certain conditions, we may be able to provide or avoid these conditions.
- A teacher's job is to **change behavior**.

To understand, predict, and change behavior, we must first understand how it works.



Behavioral explanations

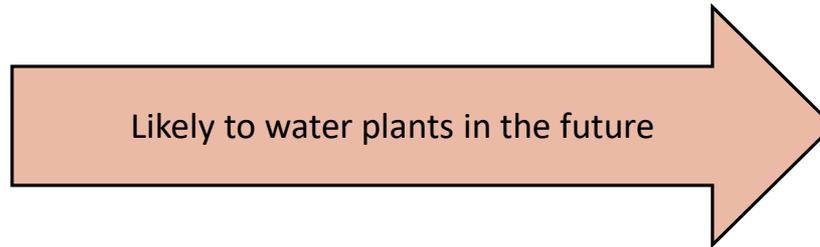
The **behavioral explanation** states that human behavior, both adaptive and maladaptive, is learned.

Learning occurs as a result of the **consequences** of behavior.

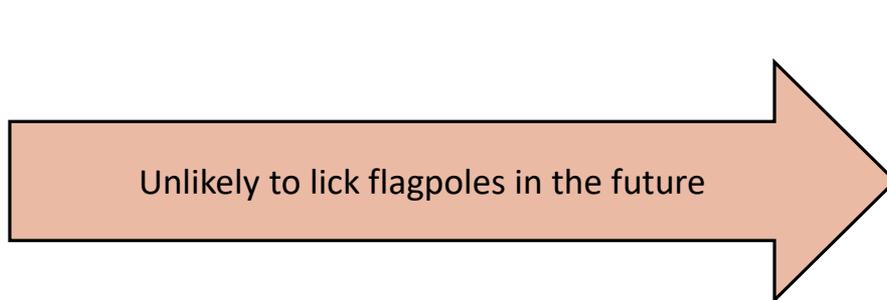
Who is primarily responsible for the science of behaviorism?

Behaviorism, simplified

Behavior followed by pleasant consequences tends to be repeated (thus learned).



Behavior followed by unpleasant consequences tends not to be repeated (thus not learned).



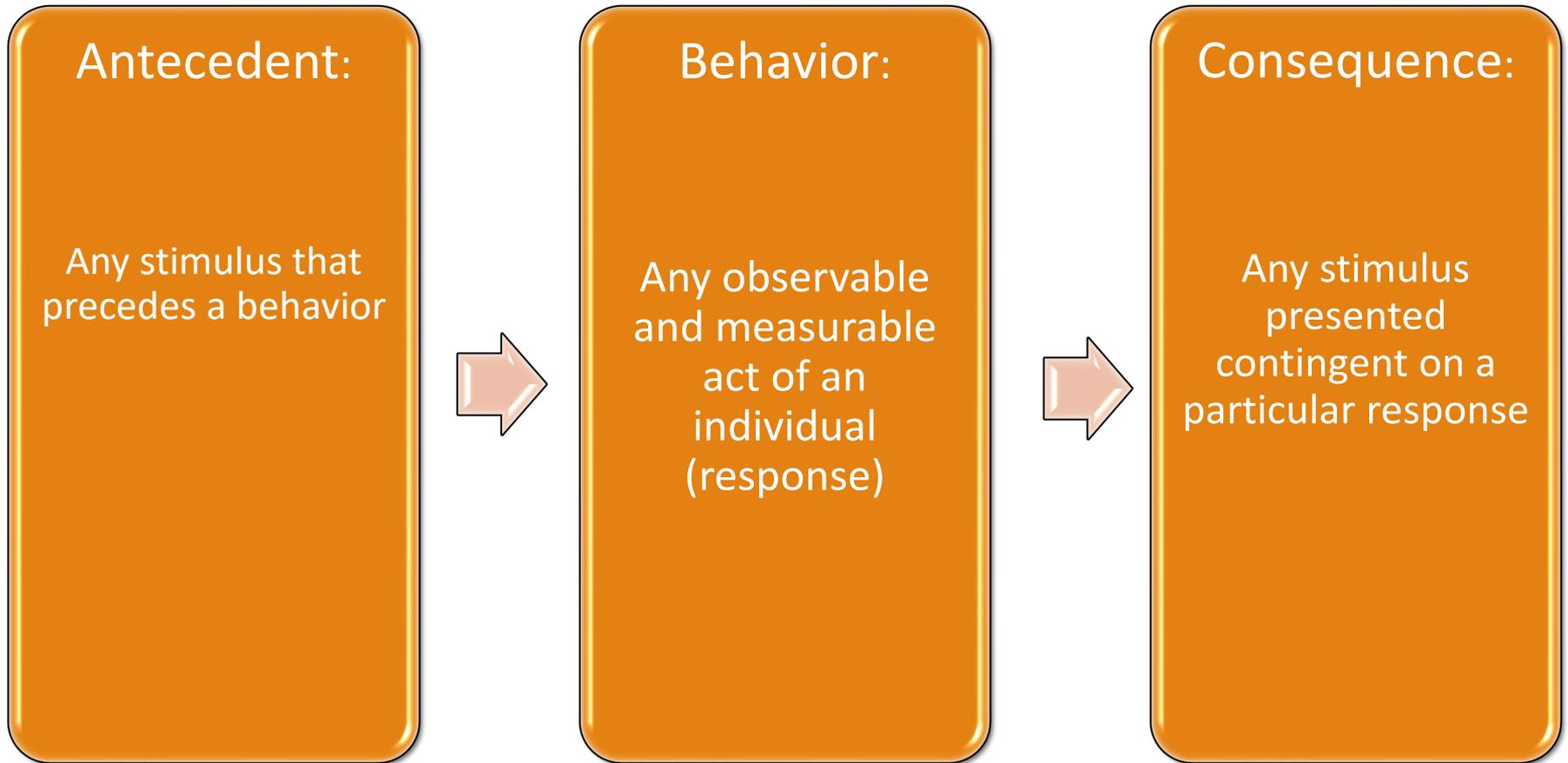
Predicting behavior

We use the **three-term contingency** as a way to explain, predict, and change behavior.

If we can identify what **precedes** a behavior and what **follows** a behavior, we have a good chance of being able to predict future occurrences of that behavior.

- And we may be able to influence the occurrence of that behavior!

The three-term contingency



Positive reinforcement

Positive reinforcement describes a functional relation between two environmental events:

- A **behavior** (any observable action) and
- A **consequence** (a result of that action)

When a behavior is followed by a consequence that increases the behavior's future rate of occurrence, that's **positive reinforcement**.

It's **positive** reinforcement because something is **added** to the environment.

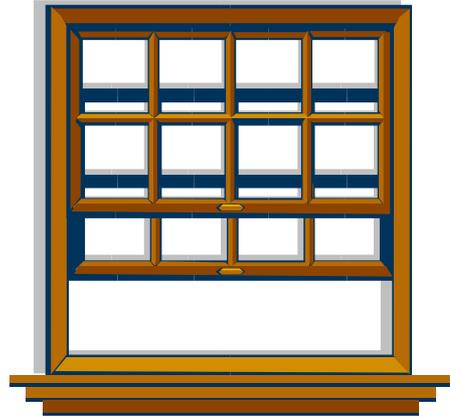
What are some examples?

Negative reinforcement

Negative reinforcement describes a relationship among events occurring when a behavior's frequency increases after an **aversive or unpleasant** environmental condition is removed or reduced.

Examples?

- Opening a window to reduce unpleasant odor
- Turning off the alarm clock



Punishment

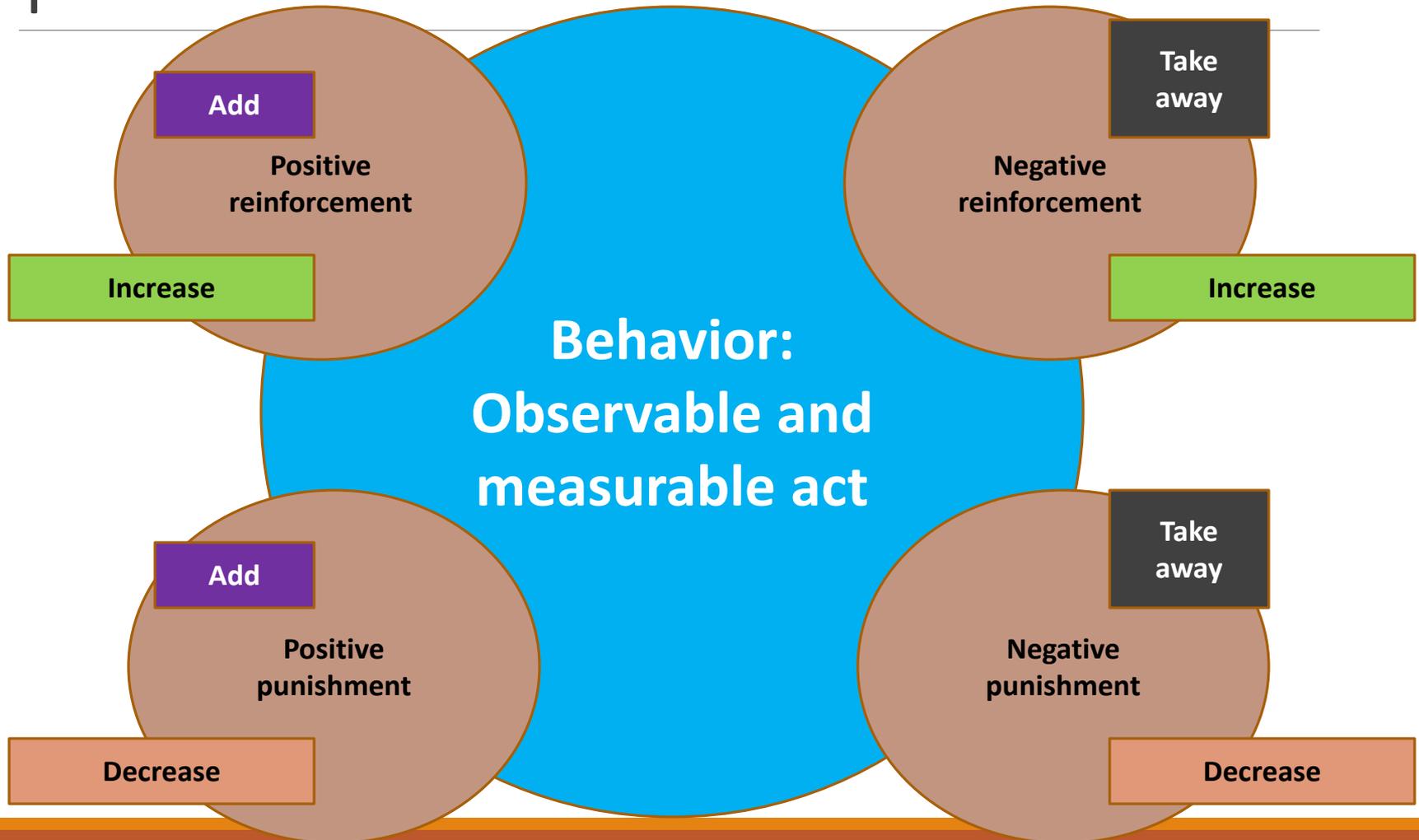
Punishment describes the relationship between a behavior and a consequence when the consequence **decreases** the future rate of a behavior.

- *Remember:* A stimulus is a **punisher** only if it reduces the future occurrences of a behavior.

Like reinforcement, punishment can be either **positive** or **negative**.

- **Positive:** Something is *added* to the environment.
- **Negative:** Something is *taken away from* the environment.

Reinforcement and punishment



Why do we care?

What do the concepts of reinforcement and punishment have to do with classroom management?

A few things:

- Knowing the **mechanisms** behind how behavior works can help you shape behavior: Tricks can fail you, but the science never will.
- Understanding that **reinforcement** and **punishment** are scientific phenomena that affect rates of behavior will help you select consequences based on your observations (rather than on what you think will work).
- If we know certain consequences increase the likelihood of behaviors we want to see, we can plan to have those consequences follow the behaviors we want to see.

Other behavioral concepts: Extinction

Extinction occurs when a previously reinforced behavior is no longer reinforced.

For example, after a month of reacting when Rafael shows up late, his peers stop giving him attention when he arrives. Eventually, he starts to come to school on time.

- His behavior was no longer reinforced by his peers' attention, so it was extinguished.

Why do we care?

What does the concept of extinction have to do with classroom management?

A few things:

- If you plan to ignore a challenging behavior in the hope that it will go away, you must be committed:
 - No attention at all (No looks! No comments!) contingent on the problem behavior
 - Be prepared to withstand the extinction burst.
 - Give ample attention contingent on appropriate behavior.

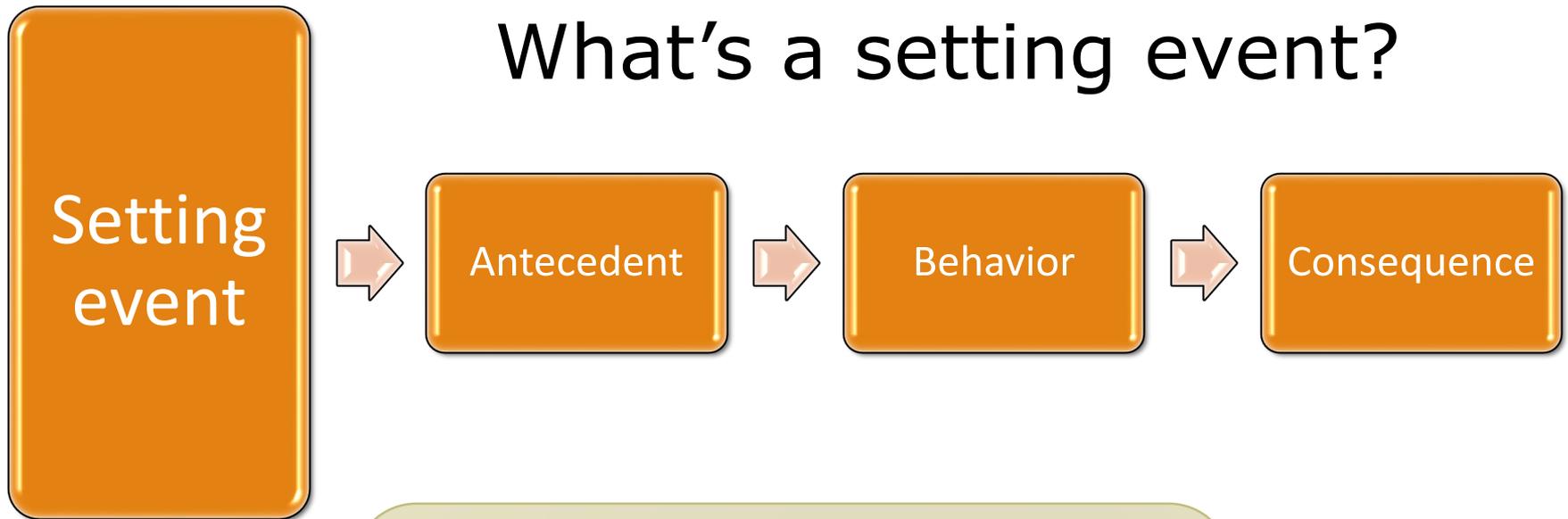
Other behavioral concepts: Setting events

A **setting event** is a condition or event that occurs simultaneously with a discriminative stimulus, or even hours or days before.

- Setting events temporarily alter the value of a consequence.
- Setting events are usually based on satiation or deprivation.
- Setting events can be social, environmental, or physiological.

Setting events

What's a setting event?



A **SETTING EVENT** is a condition or event that temporarily alters the reinforcing value of the consequence of a behavior.

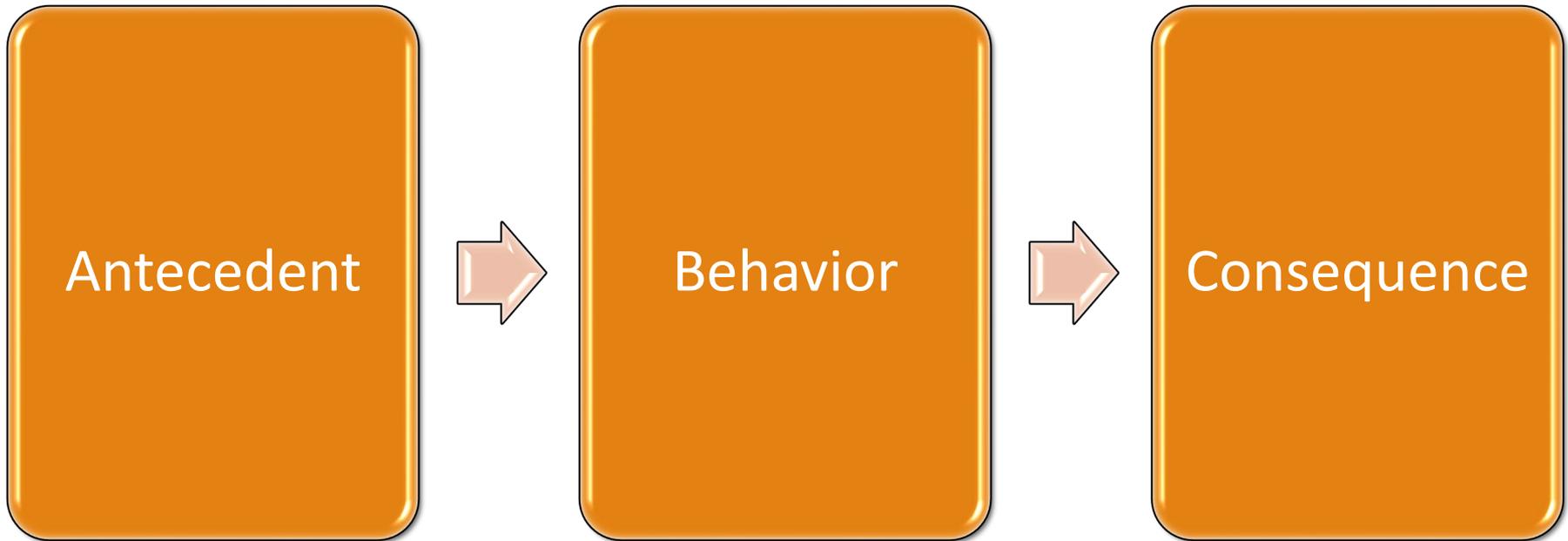
Examples of setting events

A student who has just come in from playing kickball in 90-degree heat is more likely to respond to a cold soda as a reinforcer than a student who has just been sipping soda in the cool school cafeteria.

A student is less likely to worry about receiving a failing grade on a test (potential aversive consequence) when the Texas Department of Family and Protective Services (DFPS) removed his sister from the home over the weekend.

Putting it all
together

The three-term contingency



What do these terms mean?

Let's practice! 😊

Oscar is a student in your third-grade classroom. Often when you ask him to partner with his neighbor to review an assignment, he says, “I don’t want to,” and puts his head down on his desk. When he does this, you let him work alone. He is particularly grouchy and likely to engage in this behavior on days when he hasn’t been able to get enough sleep.

Breakdown of

Antecedent (S^D):

Behavior(s):

Consequence:

◦ Adding or taking away (+ or -):

◦ Effect:

So the consequence functions as:

Was there a setting event?

“Eileen”

During transitions, Eileen will make inappropriate comments, make noises, and touch others. When she engages in these behaviors, her peers scream at her (i.e., they give her attention). She is more likely to engage in these behaviors following periods of time with limited attention (e.g., following independent seat work).

Breakdown of

Antecedent (S^D):

Behavior(s):

Consequence:

- Adding or taking away (+ or -):

- Effect:

So the consequence functions as:

Was there a setting event?

Dorothy

You have asked your 11th-graders to write poems based on recent dreams. Dorothy writes a beautiful poem, and you ask her to share it with the class. She says, “No, thanks.” She does not complete the next several assignments. When you call home, you find out that Dorothy has been working long hours on the farm, fighting with Auntie Em, and is embarrassed because she doesn’t have nice clothes like the other kids.

Breakdown of

Antecedent (S^D):

Behavior(s):

Consequence:

- Adding or taking away (+ or -):

- Effect:

So the consequence functions as:

Was there a setting event?

The function of behavior

All behavior serves a purpose.

- We call this the “function” of behavior.

There are only two possible functions of any given behavior:

1. To get something (obtain)
2. To get away from something (escape/avoid)

What might someone be trying to obtain or avoid?