

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (EC–4) STANDARDS

- Standard I.**** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Standard II.**** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Standard III.**** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Standard IV.*** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

* The developmental characteristics of students at the early childhood to grade 12 levels, including developmentally appropriate examples and instructional strategies, are defined in the italicized information included with the standards.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

Students

The beginning teacher knows and understands:

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in early childhood through grade 4

Including:

- *factors affecting the physical growth and health of students in early childhood through grade 4 (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and the impact of students' physical growth and health on their development in other domains (i.e., cognitive, social, physical, emotional)*
- *factors affecting the social and emotional development of students in early childhood through grade 4 (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and the impact of students' social and emotional development on their development in other domains*
- *the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children's learning and development*
- *developmental changes in children's thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically)*
- *how development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains;*

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

Students

The beginning teacher is able to:

1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;

1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;

1.3s use effective approaches to address varied student learning needs and preferences

Including:

- *making use of spontaneous activities or observations to promote learning;*

1.4s plan instruction that motivates students to want to learn and achieve; and

1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Students (continued)

1.2k the implications of students’ developmental characteristics for planning appropriate instruction

Including:

- *the lifelong impact of the experiences provided in early childhood through grade 4 on individual development and on society*
- *the wide range of individual developmental differences that characterizes students in early childhood through grade 4 (e.g., resulting from different rates of development in various domains) and the implications of this developmental variation for instructional planning*
- *how developmental characteristics of students in early childhood through grade 4 (e.g., attention span, need for physical activity and movement) impact learning and performance*
- *the importance of helping students in early childhood through grade 4 apply decision-making, organization, and goal-setting skills (e.g., selecting learning centers to work in, putting materials away in the appropriate place, completing a self-initiated project)*
- *young children’s reliance on concrete thinking, motor and sensory input, and direct experience for development of skills and knowledge, and the implication of this understanding for instructional planning and assessment*
- *how to use knowledge of the developmental characteristics and needs of students in early childhood through grade 4 to plan meaningful, integrated, and active learning and play experiences that promote the development of the whole child;*

1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;

1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Students (continued)

- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and
- 1.6k appropriate strategies for instructing English language learners.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Content and Pedagogy

The beginning teacher knows and understands:

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues;
- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills and knowledge and skills that follow sequentially;
- 1.10k how lesson content and skills connect with other disciplines and within the discipline; and
- 1.11k current research on best pedagogical practices that are designed to maximize the learning of students in early childhood through grade 4.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4 (continued)

Content and Pedagogy

The beginning teacher is able to:

- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9s plan instruction that reflects an understanding of important prerequisite relationships;
- 1.10s plan instruction that makes connections within the discipline and across disciplines; and
- 1.11s use a variety of pedagogical techniques to convey information and teach skills
Including:
 - *hands-on exploration*
 - *guided discussion.*

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Selection of Instructional Goals and Objectives

The beginning teacher knows and understands:

- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs (e.g., students at different stages of cognitive development); and
- 1.15k the importance of aligning instructional goals with campus and district goals.

Resources

The beginning teacher knows and understands:

- 1.16k the use of appropriate materials and resources (e.g., appealing manipulative materials) for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4 (continued)

Selection of Instructional Goals and Objectives

The beginning teacher is able to:

- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
 - 1.13s develop instructional goals and objectives that are able to be assessed;
 - 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and
 - 1.15s develop instructional goals and objectives that reflect different types of student learning and skills
- Including:*
- *learning to cooperate with others*
 - *understanding cause and effect relationships.*

Resources

The beginning teacher is able to:

- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities.

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

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC–4 (continued)</i></p> <p>Designing Coherent Instruction</p> <p>The beginning teacher knows and understands:</p> <p>1.19k the importance of designing instruction that reflects the TEKS through grade 4;</p> <p>1.20k features of instruction that maximize students’ thinking skills (e.g., prompting children to examine discrepancies between their observations and their expectations);</p> <p>1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;</p> <p>1.22k how materials, technology, and other resources appropriate for students in early childhood through grade 4 may be used to support instructional goals and objectives and engage students in meaningful learning;</p> <p>1.23k the benefits of designing instruction that integrates content across disciplines; and</p> <p>1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–4 (continued)</i></p> <p>Designing Coherent Instruction</p> <p>The beginning teacher is able to:</p> <p>1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS through grade 4;</p> <p>1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;</p> <p>1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;</p> <p>1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure</p> <p><i>Including:</i></p> <ul style="list-style-type: none"> • <i>being aware of the attention spans of students in early childhood through grade 4; and</i> <p>1.23s provide students with opportunities to explore content from integrated and varied perspectives</p> <p><i>Including:</i></p> <ul style="list-style-type: none"> • <i>exploring content by providing an integrated curriculum, employing play as one learning mode, permitting student choice of activities when appropriate, involving students in working on projects, designing instruction that supports students’ growing ability to work cooperatively and to reflect upon other points of view.</i>
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Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC–4 (continued)</i></p> <p>Assessment of Student Learning</p> <p>The beginning teacher knows and understands:</p> <p>1.25k the role of varied types of age-appropriate assessments in guiding instructional planning;</p> <p>1.26k the importance of creating assessments that are congruent with instructional goals and objectives;</p> <p>1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;</p> <p>1.28k the role of technology in assessing student learning;</p> <p>1.29k the benefits of and strategies for promoting student self-assessment (e.g., motivational benefits to students of recognizing personal growth in academic achievement);</p> <p>1.30k the connection between the Texas statewide assessment program, the TEKS through grade 4, and instruction; and</p> <p>1.31k how to analyze data from local, state, and other assessments using common statistical measures.</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–4 (continued)</i></p> <p>Assessment of Student Learning</p> <p>The beginning teacher is able to:</p> <p>1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;</p> <p>1.25s communicate assessment criteria and standards to students;</p> <p>1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;</p> <p>1.27s promote students’ use of self-monitoring and self-assessment;</p> <p>1.28s analyze assessment results to aid in determining students’ strengths and needs; and</p> <p>1.29s use assessment results to help plan instruction for groups of students or individuals.</p>
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Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

Creating an Environment of Respect and Rapport

The beginning teacher knows and understands:

- 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

The beginning teacher knows and understands:

- 2.4k the importance of communicating enthusiasm for learning; and
- 2.5k the necessity of communicating teacher expectations for student learning.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

Creating an Environment of Respect and Rapport

The beginning teacher is able to:

- 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

Including:
 - *encouraging cooperation and sharing*
 - *teaching children to use language appropriately to express their feelings; 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

The beginning teacher is able to:

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

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Managing Classroom Procedures

The beginning teacher knows and understands:

- 2.6k how classroom routines and procedures affect student learning and achievement;
- 2.7k how young children function in groups and how to organize student groups to facilitate cooperation and productivity;
- 2.8k the importance of time management for effective classroom functioning

Including:

- *the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects, and learning centers*
- *the importance of creating a schedule for young children that takes into account the attention spans characteristic of students in early childhood through grade 4;*

2.9k procedures for managing transitions from one activity or lesson to another;

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

Including:

- *teaching children where things belong*
- *teaching children how and when to share*
- *teaching children how to use and take care of materials, supplies, and technology;*

Application: What Teachers Can Do

Teachers of Students in Grades EC–4 (continued)

Managing Classroom Procedures

The beginning teacher is able to:

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

Including:
 - *teaching, modeling, and monitoring students’ organizational skills at an age-appropriate level (e.g., establishing regular places for classroom toys and materials, sorting blocks by shape and size during cleanup);*
- 2.7s organize and manage group activities in ways that reflect a realistic understanding of the extent of young children’s ability to collaborate with others and 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 noninstructional 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.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Managing Classroom Procedures (continued)

- 2.11k noninstructional duties (e.g., taking attendance, scheduling parent-teacher conferences) 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

The beginning teacher knows and understands:

- 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
- Including:*
- *teaching children to wait their turn, to cooperate with others, to use words appropriately, and to express disagreement;*
- 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.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4 (continued)

Managing Student Behavior

The beginning teacher is able to:

- 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.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Maintaining a Physical and Emotional Environment that is Safe and Productive

The beginning teacher knows and understands:

- 2.19k features and characteristics of physical spaces (e.g., learning centers, play areas) 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

Teachers of Students in Grades EC–4 (continued)

Maintaining a Physical and Emotional Environment that is Safe and Productive

The beginning teacher is able to:

- 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.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

Communication

The beginning teacher knows and understands:

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.3k spoken and written language that is appropriate to students’ ages, interests, and backgrounds; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

Communication

The beginning teacher is able to:

- 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
- 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher’s commitment to students;
- 3.3s use spoken and written language that is appropriate to students’ ages, interests, and backgrounds;
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
- 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge.

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

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades EC–4 (continued)</i></p>	<p><i>Teachers of Students in Grades EC–4 (continued)</i></p>
<p>Engaging Students in Learning</p>	<p>Engaging Students in Learning</p>
<p>The beginning teacher knows and understands:</p>	<p>The beginning teacher is able to:</p>
<p>3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;</p>	<p>3.7s create lessons with a clearly defined structure around which activities are organized;</p>
<p>3.6k how to present content to students in relevant and meaningful ways</p> <p><i>Including:</i></p> <ul style="list-style-type: none"> • <i>relating content to students’ play activities or background experiences;</i> 	<p>3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process;</p>
<p>3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;</p>	<p>3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;</p>
<p>3.8k the importance of promoting students’ intellectual involvement with content and their active development of understanding;</p>	<p>3.10s represent content effectively and in ways that link with students’ prior knowledge and experience;</p>
<p>3.9k strategies and techniques for using instructional groupings to promote student learning;</p>	<p>3.11s use flexible grouping to promote productive student interactions and enhance learning;</p>
<p>3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and</p>	<p>3.12s pace lessons appropriately and flexibly in response to student needs;</p>
<p>3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.</p>	<p>3.13s engage students intellectually by teaching meaningful content in ways that promote all students’ active and invested participation in the learning process</p> <p><i>Including:</i></p> <ul style="list-style-type: none"> • <i>stimulating reflection, critical thinking, and inquiry among students (e.g., provide opportunities to manipulate materials and to test ideas and hypotheses, provide repetition for increased conceptual understanding, support the concept of play as a valid vehicle for learning); and</i>
	<p>3.14s encourage students’ self-motivation and active engagement in learning.</p>

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Providing Feedback to Students

The beginning teacher knows and understands:

- 3.12k characteristics of effective feedback for students;
- 3.13k the role of timely feedback in the learning process; and
- 3.14k how to use constructive feedback to guide each student’s learning.

Demonstrating Flexibility and Responsiveness

The beginning teacher knows and understands:

- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning (e.g., the importance of modifying instruction based on students’ interests or energy levels).

Application: What Teachers Can Do

Teachers of Students in Grades EC–4 (continued)

Providing Feedback to Students

The beginning teacher is able to:

- 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
- 3.16s promote students’ ability to use feedback to guide and enhance their learning; and
- 3.17s base feedback on high expectations for student learning.

Demonstrating Flexibility and Responsiveness

The beginning teacher is able to:

- 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;
- 3.19s adjust instruction based on ongoing assessment of student understanding; and
- 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

Interacting and Communicating with Families

The beginning teacher knows and understands:

- 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.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

Interacting and Communicating with Families

The beginning teacher is able to:

- 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
- 4.4s engage families in their children's education and in various aspects of the instructional program.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Interacting with Other Educators and Contributing to the School and District

The beginning teacher knows and understands:

- 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.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4 (continued)

Interacting with Other Educators and Contributing to the School and District

The beginning teacher is able to:

- 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).

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Continuing Professional Development

The beginning teacher knows and understands:

- 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;
- 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.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4 (continued)

Continuing Professional Development

The beginning teacher is able to:

- 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);
- 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.

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

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4 (continued)

Legal and Ethical Requirements and the Structure of Education in Texas

The beginning teacher knows and understands:

- 4.13k 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

Teachers of Students in Grades EC–4 (continued)

Legal and Ethical Requirements and the Structure of Education in Texas

The beginning teacher is able to:

- 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.

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