Stephen F. Austin State University
Curriculum Alignment Charts
Elementary Education Master's Program with Initial Certification in Grades EC-6
Fall 2018

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Noted in red on the alignment charts are standards where TEKS are taught, by course. Syllabi reference more how they are taught and assessed.

For Charts 5-11, please note the following response from Sandra Nix on March 25, 2014 regarding the use of the PACT Test for admission to program:

Since many of the alternative and post bac programs are transitioning to the use of the PACT test as a requirement for admission, I wanted to refresh everyone's memory about the proper use of the PACT. The PACT test must be taken prior to application and formal admission into the EPP. If a candidate is interested in your program, provide them information about where and how to PACT but do not accept an application or take any money. When the candidate brings you their PACT results, then you may provide them an application and start the admissions process. **The advantage to using the PACT is that the candidate has already proved content proficiency and the EPP is only responsible for providing the PPR portion of preparation. The results of their PACT have no affect on your pass rate for accountability purposes. If you choose to not use the PACT for admission into your EPP, you are responsible for providing the candidate with content preparation for the area where he/she will be certified.**

EC6 TEKS SYSTEM COURSE ALIGNMENT {N-None; I = Introduced (first time students have seen; initial teaching); D=Developed (responsible for teaching and extending what was taught in I); M=Maintained (responsible for all that was taught and developed I & D}

Marking content listed below means that the content is contained in the course and assessed in the course.	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584
CURRICULUM ALIGNMENT – Knowledge, Comprehension, Appl8cation							
Definition of curriculum alignment (State Standards to Instruction to State Assessment)?	I	M	D	M			
Definition of lesson alignment (Learning Objective to Strategies & Activities to Assessment)?	I	M	D	M	M		
Definition of vertical (across grade levels) and horizontal alignment (among teachers at a grade level)?	I	M	D	M			
CURRICULUM STANDARDS – Knowledge, Comprehension, Appl8cation							
Standards definition – The "WHAT" you teach based on TEKS.	I	M	D	M			
The "what" (TEKS)	I	M	D	M			
TEKS (how do you locate, arranged by chapters, TEKS-Related documents)	I	M	D	M			
Definition and Purpose of College Readiness Standards (embedded in the TEKS), Readiness, & Supporting Standards & where to locate – lead4ward	I	M	D	M			
UNDERSTANDING THE TEKS ORGANIZATION AND STRUCTURE – Knowledge, Comprehension, Appl8cation							
TEKS document Organization (introduction, Knowledge and Skills, Student Expectations)	I	M	D	M			
Knowledge and Skills what teachers teach when no student expectations are listed(student expectations or last sentence of Knowledge and Skills statements when no expectations listed)	I	M	D	M			
Define and label the TEKS Structure (Strand, Knowledge & Skill Statements, Student Expectations)	I	M	D	M			
Goal definition and relationship to Knowledge and Skill Statements	I	M	D	M			
Objective definition and relationship to Student Expectations	I	M	D	M			
UNDERSTANDING THE VERBS & COGNITIVE RIGOR – Knowledge, Comprehension, Application							
Bloom's Taxonomy (levels, definition of levels, verbs, products)(Bloom, 1956; Anderson & Krathwohl, 2001)	I	M	D	M			
Alignment of TEKS verbs and levels of thinking according to Bloom's	I	M	D	M			
Bloom's and Product Alignment	I	M	D	M			
TEKS IDENTIFICATION FOR LESSON PLANNING – Knowledge, Comprehension, Application							
TEKS ID Notification System	I	M	D	M			
Noting TEKS on Lesson Plans	I	M	D	M			
LEARNING OBJECTIVES – Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation							
Verb, Content/Context from the TEKS and determining the Product –Products align to the Verbs, Lesson Assessment	I	M	D	M			
Learning Objective Template	I	M	D	M			
ELPS – Knowledge, Comprehension, Application, Analysis, Evaluation							
ELPS Organization	I	M	D	M			
Noting ELPS in the Lesson Plan	I	M	D	M			
ELPS & Accommodations	I	M	D	M			
Language Objective Template	I	M	D	M			

Stephen F. Austin State University

James I. Perkins College of Education

Commissioner Rules Educator Standards [Titled Teaching Standards (TS) in ELE ED]

EC6 - Program Overview – Matrix

EC6 **COURSES**	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.								
1(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.								
1A(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes		**X**	**X**	**X**				**X**
1A(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.		**X**	**X**	**X**				**X**

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
1A(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.		X	X	X				X
1(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.								
1B(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.		X	X	X				X
1B(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.		X	X	X				X
1B (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.		X	X	X				X
1(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.								
1C (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.		X	X	X				X
1C(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.		X	X	X				X
1C (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.		X	X	X				X

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
1(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.								
1D (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.		X	X	X				X
1D(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.		X	X	X				X
1D (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.		X	X	X				X
1(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.								
1E (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.		X	X	X				X
1E (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.		X	X	X				X
1E (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.		X	X	X				X

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
1(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.								
1F(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.		X	X	X	X		X	X
1F(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.		X	X	X				X
1F(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.		X	X	X				X
Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.								
2(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.								
2A(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.	X				X			
2A(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.	X				X			
2A(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.	X				X			

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
2(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.								
2B(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.		X	X	X				X
2B(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.	X					X		
2B(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.	X					X		

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
2(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.								
2C(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.	X					X		X
2C(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.		X	X	X			X	X
2C(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.		X	X	X			X	X

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.								
3(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.								
3A(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.		X	X	X				X
3A(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.		X	X	X	X		X	X
3A(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.	X	X	X	X				X

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
3(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.								
3B(i) Teachers organize curriculum to facilitate student understanding of the subject matter.		X	X	X				X
3B(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.		X	X	X		X		X
3B(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.		X	X	X				X
3(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.								
3C(i) Teachers teach both the key content knowledge and the key skills of the discipline.		X	X	X		X		X
3C(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.		X	X	X				X

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.								
4(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.								
4A(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.	X	X	X	X		X		X
4A(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.	X	X	X	X		X		X
4A(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.	X	X	X	X				X
4(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.								
4B(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.	X							
4B(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.	X							

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
4(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.								
4C(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.	X							
4C(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.	X							
4C(iii) Teachers cultivate student ownership in developing classroom culture and norms.	X							

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
4(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.								
4D(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.	X					X		
4D(ii) Teachers maximize instructional time, including managing transitions.	X	X	X	X				X
4D(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.	X	X	X	X				X
4D(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.	X						X	

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.								
5(A) Teachers implement both formal and informal methods of measuring student progress.								
5A(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.					**X**			**X**
5A(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.					**X**			**X**

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
5(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.								
5B(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.		**X**	**X**	**X**			**X**	**X**
5B(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.		**X**	**X**	**X**	**X**			**X**
5B(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.					**X**		**X**	**X**
5(C) Teachers regularly collect, review, and analyze data to monitor student progress.								
5C(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.	**X**				**X**			**X**
5C(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.		**X**	**X**	**X**	**X**			**X**

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
5(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.								
5D(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.		X	X	X	X			X
5D(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.		X	X	X				X
Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.								
6(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.								
6A(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.	X	X	X	X			X	X
6A(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.	X							X
6A(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.	X							X

EC6 COURSES	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
6(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.								
6B(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.	X							X
6B(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.	X							X
6(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.								
6C(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.	X							
6C(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.	X							X

EC6 **COURSES**	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
6(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.								
6D(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).	**X**							
6D(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.	**X**							**X**
6D(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.	**X**					**X**		**X**

EC6 Standards, Domains, Competencies Alignment Chart
for Pedagogy and Professional Responsibilities EC-12 & Alignment to Chapter 149 Teacher Standards

Please indicate where in the curriculum your program addresses the relevant standards, domains, and competencies for the identified area.
TAC§228.30 (a)

INCLUDES IDENTIFICATION OF WHERE THE TEKS (CONTENT RELATED TO TEKS, ALIGNMENT AND GOALS/OBJECTIVES) AND THE COMMISSIONER STANDARDS (TEACHING STANDARDS, TS) ARE COVERED.

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
Teacher Knowledge: What Teachers Know								
Students								
1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups; **InTASC 1b; 1d; 1e; 1j; 2d; 7i; 8j**	X	X	X	X		X		X
1.2k the implications of students' developmental characteristics for planning appropriate instruction**; TS2Cii Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas. InTASC 2e; 2o**	X	X	X	X		X		X
1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs; **TS2Ci Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills. InTASC 1h; 2f; 2g; 2m; 8a; 8p; 10j**	X	X	X	X		X		X
1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners; **InTASC 2f; 3i**	X	X	X	X		X		X
1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; **InTASC 2a; 2d; 2k; 2m; 8a; 8p**	X	X	X	X		X		X
1.6k appropriate strategies for instructing English language learners; **TS2Biii Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible. In TASC 2a; 2e; 2f; 2i; 2o; 4i; 4l**	X	X	X	X		X		X

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
Content and Pedagogy								
1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); **TS3Ci Teachers teach both the key content knowledge and the key skills of the discipline. InTASC 4n; 5q; 7g**	X	X	X	X				X
1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues; **InTASC 4b; 4c; 4n; 4p; 5h; 5i; 5j**		X	X	X				X
1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills; **TS3Ai Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content. InTASC 7g**		X	X	X				X
1.10k how lesson content and skills connect with other disciplines and within the discipline; **InTASC 4i; 5h; 5i; 5j**		X	X	X				X
1.11k current research on best pedagogical practices. **TS3Aiii Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline. InTASC 4o**		X	X	X			X	X
Selection of Instructional Goals and Objectives								
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate; **InTASC 6r; 7a; 7p**		X	X	X				X
1.13k the importance of developing instructional goals and objectives that can be assessed; **TS1Aii Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement. InTASC 4r; 6r; 7p**		X	X	X				X
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; **TS 1D(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals. InTASC 2g; 2h; 2j; 4m; 7b; 7g; 7j; 7n; 7q; 8k; 8p; 10j**		X	X	X				X
1.15k the importance of aligning instructional goals with campus and district goals.		X	X	X				X
Resources								
1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning; **InTASC 4f; 5c; 5p; 7k; 7m; 8g; 8n; 8o; 8r; 10g**	X	X	X	X			X	X
1.17k the importance of knowing when to integrate technology into instruction and assessment; **InTASC 3g; 3h; 3m; 4g; 5l; 7k; 8n**	X				X			
1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs. **InTASC 5p**						X		

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
Designing Coherent Instruction								
1.19k the importance of designing instruction that reflects the TEKS; **InTASC 9a**	X	X	X	X				X
1.20k features of instruction that maximize students' thinking skills;	X	X	X	X		X		X
1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence; **InTASC 7c**	X	X	X	X				X
1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning; **InTASC 3g; 3h; 3m; 5l; 8o; 8q; 8r; 10g**	X	X	X	X				X
1.23k the benefits of designing instruction that integrates content across disciplines; **TS3Cii Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-work experiences. InTASC 5a; 5h; 5q; 5r; 7h**	X							
1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness. **InTASC 3b**	X	X	X	X	X			X
Assessment of Student Learning								
1.25k the role of assessment in guiding instructional planning**; InTASC 1a; 6a; 6e; 6f; 6g; 6j; 6k; 7d; 7m; 9i**		X	X	X	X			X
1.26k the importance of creating assessments that are congruent with instructional goals and objectives; **TS5Ai Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning. InTASC 6b; 6r; 7f**					X			X
1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies; **TS5Aii Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge. InTASC 3e; 6e; 6f; 6g; 6h**					X			
1.28k the role of technology in assessing student learning; **InTASC 5l; 8r**	X				X			
1.29k the benefits of and strategies for promoting student self-assessment;					X			

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; **TS5Dii Teachers regularly compare their curriculum score and sequence with student data to ensure they are on track and make adjustments as needed.**	X	X	X	X	X			X
1.31k how to analyze data from local, state, and other assessments using common statistical measures. **InTASC 6c; 6l; 6m**					X		X	
Application: What Teachers Can Do								
Students								
1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs; **TS1Bi Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates student to learn. InTASC 1e; 1h; 2a**	X	X	X	X		X		X
1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners; **TS2Bii Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these through instructional strategies and resources; TS2Ciii Teachers apply evidenced-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student. InTASC 2a; 2b; 2d; 2f; 2g; 2h; 2j; 4i; 6u; 7j; 7n; 7q; 8l**	X	X	X	X				X
1.3s use effective approaches to address varied student learning needs and preferences; **TS1Ci Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans. InTASC 2q; 4m**	X	X	X	X		X		X
1.4s plan instruction that motivates students to want to learn and achieve; and						X		
1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction. **InTASC 2a; 4m; 5g**	X							
Content and Pedagogy								
1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; **TS3Bi Teachers organize curriculum to facilitate student understanding of the subject matter.**	X	X	X	X				X
1.7s exhibit appropriate knowledge of a subject to promote student learning; **TS1Ai Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes. InTASC 4h**		X	X	X				X

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content; **TS3Bii Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions. InTASC 4e; 4k; 1i**		X	X	X			X	X
1.9s plan instruction that reflects an understanding of important prerequisites relationships; **TS1AiiiTeachers connect students' prior understanding and real-word experiences to new content and contexts, maximizing learning opportunities. InTASC 1f; 2c; 4d**		X	X	X				X
1.10s plan instruction that makes connections within the discipline and across other disciplines; **TS1Ei Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary and cross-disciplinary knowledge to real-world problems. InTASC 4d; 5b**		X	X	X				X
1.11s use a variety of pedagogical techniques to convey information and teach Skills **TS3Biii Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners**. **InTASC 4a**		X	X	X				X
Selection of Instructional Goals and Objectives								
1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;	X	X	X	X				X
1.13s develop instructional goals and objectives that are able to be assessed;	X	X	X	X	X			X
1.14s develop instructional goals and objectives that reflect students' age, develop-mental level, prior skills and knowledge, background, and interests; **TS2Bi Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts. InTASC 4d**		X	X	X		X		X
1.15s develop instructional goals and objectives that reflect different types of student learning and skills.		X	X	X		X		X
1.16s use various types of materials and other resources to aid in preparing and implementing instruction; **TS1Ciii Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts. InTASC 2f; 4f; 4g; 4i; 5c; 5p; 7k; 7m; 8n**		X	X	X				X
1.17s use technological tools to promote learning and expand instructional options; and	X			X				
1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities				X				

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
Designing Coherent Instruction								
1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS; **TS1Bii Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students. InTASC 4a**		X	X	X				X
1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning; **TS1Biii Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.**		X	X	X				X
1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives; **TS1Cii Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.**		X	X	X				X
1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and	X	X	X	X				X
1.23s provide students with opportunities to explore content from many perspectives. **InTASC 5i; 5j; 5q**				X				X
Assessment of Student Learning								
1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives; **InTASC 6o; 6p; 6t**		X	X	X	X			X
1.25s communicate assessment criteria and standards to students;		X	X	X	X		X	X
1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;		X	X	X	X			X
1.27s promote students' use of self-monitoring and self-assessment; **TS5Bii Teachers involve all students in self-assessment, goal setting, and monitoring progress. InTASC 3b; 6q**		X	X	X	X			X

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
1.28s analyze assessment results to aid in determining students' strengths and needs; **TS2Ai Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.** **TS5Ci Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.** **TS5Cii Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.** **InTASC 7l; 8b**				X			X	X
1.29s use assessment results to help plan instruction for groups of students or individuals; **TS1Fiii Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.** **TS5Bi Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.** **TS5Di Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.** **InTASC 6e; 7l; 8b**				X			X	X

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
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; **TS4Ai Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds. InTASC 2n; 5s**	X							
2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; **TS4Aiii Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences. InTASC 3c; 3j; 8h**	X							
2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students; **InTASC 3b; 5s**	X							
Establishing an Environment for Learning and Excellence								
2.4k the importance of communicating enthusiasm for learning; and	X					X		
2.5k the necessity of communicating teacher expectations for student learning. **InTASC 2l**	X					X		
Managing Classroom Procedures								
2.6k how classroom routines and procedures affect student learning and achievement; **InTASC 3d; 3k; 5c; 10o**	X					X		
2.7k how to organize student groups to facilitate cooperation and productivity; **InTASC 3d; 3k; 3o; 10o**	X							
2.8k the importance of time management for effective classroom functioning; **InTASC 3d; 10o**	X							
2.9k procedures for managing transitions; **InTASC 3d; 3k; 10o**	X							
2.10k routines and procedures for managing and using materials, supplies, and technology; **InTASC 3d; 3k; 10o**	X							
2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and	X							
2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.	X							

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
Managing Student Behavior								
2.13k theories and techniques relating to managing and monitoring student behavior; **InTASC 3d; 10o**	X					X		
2.14k appropriate behavior standards and expectations for students at various developmental levels; **TS4Ci Teachers implement behavior management systems to maintain an environment where all students can learn effectively. InTASC 3d; 10o**	X					X		
2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;	X							
2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior; **TS 4B(iii) Teachers cultivate student ownership in developing classroom culture and norms. InTASC 3d; 3k; 10o**	X							
2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; **InTASC 3o**	X							
2.18k appropriate responses to a variety of student behaviors and misbehaviors. **InTASC 3d; 3k; 8s**	X							
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; **TS 4B(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources. InTASC 3d**	X							
2.20k the benefits and limitations of various arrangements of furniture in the classroom; **InTASC 3d**	X							
2.21k procedures for ensuring safety in the classroom; **InTASC 3d**	X							
2.22k physical accessibility as a potential issue in student learning; and **TS 4B(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students. InTASC 3d**	X							
2.23k students' emotional needs and ways to address needs.	X					X		

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
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; **TS4Aii Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students. InTASC 3k**	X							
2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; **InTASC 3k**	X							
2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning; **TS1Di Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction. InTASC 3k**	X							
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; **InTASC 3c; 5o**	X	X	X	X	X			X
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; **TS2Aiii Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.**	X	X	X	X	X			X
Managing Classroom Procedures								
2.6s establish classroom rules and procedures to promote an organized and productive learning environment; **TS4Ciii Teachers cultivate student ownership in developing classroom culture and norms. InTASC 3d; 10o**	X							
2.7s organize and manage groups to ensure that students work together cooperatively and productively; **TS4Diii Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement. InTASC 3k**	X							

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
2.8s schedule activities and manage class time in ways that maximize student learning; **TS4Dii Teachers maximize instructional time, including managing transitions. InTASC 3d**	X							
2.9s manage transitions to maximize instructional time; **InTASC 3d**	X							
2.10s implement routines and procedures for the effective management of materials, supplies, and technology; **InTASC 3d**	X							
2.11s coordinate the performance of non-instructional duties with instructional activities;	X							
2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and	X							
2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.	X							
Managing Student Behavior								
2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior; **TS4Cii Teachers maintain a strong culture of individual and group accountability for class expectations. InTASC 10o**	X							
2.15s consistently enforce standards and expectations for student behavior and ethical work habits; **TS4Di Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning. InTASC 3d; 3k**	X							
2.16s encourage students to maintain ethical work standards and monitor their own behavior; **InTASC 3d; 3k**	X							
2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors. **InTASC 3d; 3k**	X							
Maintaining a Physical and Emotional Environment that is Safe and Productive								
2.18s organize the physical environment to facilitate learning; **TS4Bii Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students. TS4Bi Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources. InTASC 3d**	X							

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
2.19s create a safe and inclusive classroom environment; **InTASC 3k**	X							X
2.20s use effective strategies for creating and maintaining a positive classroom environment; **TS2Aii Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets. InTASC 3d**	X							
2.21s respect students' rights and dignity. **InTASC 3k**	X							

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III. Competency 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
Teacher Knowledge: What Teachers Know								
Communication								
3.1k the importance of clear, accurate communication in the teaching and learning process; **InTASC 3l; 5e; 5n**	X	X	X	X				X
3.2k principles and strategies for communicating effectively in varied teaching and learning contexts; **InTASC 3f; 5n; 8m; 8q**	X	X	X	X				X
3.3k spoken and written language that is appropriate to students' age, interests, and background;	X	X	X	X		X		X
3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions; **InTASC 3q; 3r; 8i**		X	X	X				X
Engaging Students in Learning								
3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;	X					X		X
3.6k how to present content to students in relevant and meaningful ways		X	X	X				X
3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;		X	X	X				X
3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding; **InTASC 5d; 5m**		X	X	X				X
3.9k strategies and techniques for using instructional groupings to promote student learning;	X	X	X	X				X
3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and	X					X		X
3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.		X	X	X				X

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III. Competency 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
Providing Feedback to Students								
3.12k characteristics of effective feedback for students; **InTASC 6n**	X					X		X
3.13k the role of timely feedback in the learning process; and	X							X
3.14k how to use constructive feedback to guide each student's learning; **InTASC 6d; 6s**		X		X				X
Demonstrating Flexibility and Responsiveness								
3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process;	X						X	
3.16k situations in which teacher flexibility can enhance student learning.	X						X	
Application: What Teachers Can Do								
Communication								
3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;		X	X	X				X
3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;		X	X	X				X
3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;		X	X	X		X		X
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; **TS1Dii Teachers validate each student's comments and questions, utilizing them to advance learning for all students;** **TS1Eii Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.** **InTASC 3p; 5d; 5f; 5m; 5o**		X	X	X				X
3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; **InTASC 5o**		X	X	X				

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III. Competency 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge; **TS1Dii Teachers validate each student's comments and questions, utilizing them to advance learning for all students.**		X	X	X				
Engaging Students in Learning								
3.7s create lessons with a clearly defined structure around which activities are organized;		X	X	X				
3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process		X	X	X				X
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively; **TS1Eiii Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.**		X	X	X				X
3.10s represent content effectively and in ways that link with students' prior knowledge and experience;		X	X	X				
3.11s use flexible grouping to promote productive student interactions and enhance learning;		X	X	X				
3.12s pace lessons appropriately and flexibly in response to student needs;		X	X	X				
3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and		X	X	X		X		
3.14s encourage students' self-motivation and active engagement in learning; **TS1Diii Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.**		X	X	X		X		
Providing Feedback to Students								
3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific; **TS1Fii Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.**		X	X	X		X		X
3.16s promote students' ability to use feedback to guide and enhance their learning; and		X	X	X		X		X

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III. Competency 007-010)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
3.17s base feedback on high expectations for student learning.		X	X	X			X	X
Demonstrating Flexibility and Responsiveness								
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;		X	X	X			X	
3.19s adjust instruction based on ongoing assessment of student understanding; **TS1Fi Teachers monitor and assess student progress to ensure that their lessons meet students' needs.**		X	X	X			X	X
3.20s use alternative instructional approaches to ensure that all students learn and succeed.		X	X	X				X

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 527	ELE 584	RDG 519
Teacher Knowledge: What Teachers Know								
Interacting and Communicating with Families								
4.1k the importance of families' involvement in their children's education; and	X					X		X
4.2k appropriate ways for working and communicating effectively with families in varied contexts. **InTASC 10g**	X					X		X
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	X							
4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;	X							X
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);	X							X
4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);	X							
4.7k the various ways in which teachers may contribute to their school and district; and	X							X
4.8k the value of participating in school activities.	X							
Continuing Professional Development								
4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;		X						
4.10k the importance of documenting self-assessments;					X			

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
4.11k characteristics, goals, and procedures associated with teacher appraisal; **InTASC 9k**	X							
4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness; **TS6Ai Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement. InTASC 4q; 9e; 9g; 9l; 9m**		X	X	X	X		X	
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); **InTASC 9j; 9o**	X							
4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community); **InTASC 5c; 5k**	X							
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; **InTASC 9o**	X							
4.16k procedures and requirements for maintaining accurate student records;	X							
4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; **InTASC 6v**	X							
4.18k the structure of the education system in Texas, including relationships between campus, local, and state components; **InTASC 10l**	X							
Application: What Teachers Can Do								
Interacting and Communicating with Families								
4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs; **InTASC 1c; 3n**	X					X		
4.2s apply procedures for conducting effective parent-teacher conferences;	X							
4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; **TS4Div Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals; InTASC 1c; 10d; 10q**	X							X

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
4.4s engage families in their children's education and in various aspects of the instructional program; **TS5Biii Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.** **TS6Ci Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members; InTASC 1e; 3a; 3n; 10m**	X							X
Interacting with Other Educators and Contributing to the School and District								
4.5s maintain supportive and cooperative relationships with colleagues; **TS6Dii Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff; InTASC 1c; 3n; 7e; 8c**	X							X
4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being; **TS6Bii Teachers actively participate in professional learning communities organized to improve instructional practices and student learning; InTASC 1c; 3n; 7e; 8c**	X							
4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge; **TS6Bi Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development; InTASC 10n**	X							
4.8s communicate effectively and appropriately with other educators in varied contexts; **InTASC 9d; 9d; 10n**	X							X
4.9s collaborate professionally with other members of the school community to achieve school and district educational goals; **TS3Aii Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas; InTASC 7e; 8c**	X							
4.10s participate in decision making, problem solving, and sharing ideas and expertise; **InTASC 8c**	X							

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)	**ELE 520**	**ELE 521**	**ELE 522**	**ELE 523**	**ELE 525**	**ELE 527**	**ELE 584**	**RDG 519**
4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects); **TS6Cii Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.**	X							X
Continuing Professional Development								
4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems); **TS6Aiii Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs; InTASC 9b; 9n; 10r**	X							X
4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework); **InTASC 9n**	X							X
4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; **TS6Aii Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs; InTASC 9l; 9m; 10t**	X							X
4.15s use appropriate resources and support systems inside and outside the school to address professional development needs; **InTASC 9n**	X							X
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; **TS6Di Teachers adhere to the educators' code of ethics in Chapter 247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s); InTASC 9o**	X							
4.17s serve as an advocate for students and the profession; **TS6Diii Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records; InTASC 9f; 10s**	X							X
4.18s maintain accurate records; **TS6Diii Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.**	X							X
4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues	X							X
Other State Requirements								
Code of Ethics	X							
First 15 Days of School Observation	X							
Suicide Prevention	X							

EC6 PROGRAM - Technology Applications for Beginning Teachers
Standards Alignment Chart

Please indicate where in the curriculum your program addresses the relevant Technology Applications standards, domains, and competencies. ***TAC§228.30***
K = The beginning teacher **knows and understands**
S= The beginning teacher is able to **teach** students to

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
Standard I. **All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Application Texas Essential Knowledge and Skills (TEKS) into the curriculum.**						
1.1k how to use innovative technology and electronic communication to create new knowledge; **ISTE** 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 7a ANALYST Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.		X				
1.2 k how to use prior knowledge to develop new ideas, products, and processes; **ISTE** 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. 6a FACILITATOR Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6b FACILITATOR Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 7a ANALYST Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.		X				

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
Standard I. **All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Application Texas Essential Knowledge and Skills (TEKS) into the curriculum.**						
1.3 k how to demonstrate creative thinking, construct new knowledge, and develop innovative products and processes that use technology; **ISTE** 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. 6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.				X		
11.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. 6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections..				X		

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
1.2s explore complex systems or issues by using models, simulations, and new technologies to develop hypotheses, modify input, and analyze results; **ISTE** 6b FACILITATOR Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.			X			
1.3s analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product; **ISTE** 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.					X	
1.4s apply prior knowledge to develop new ideas, products, and processes; **ISTE** 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 7a ANALYST Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.		X				
1.5s create, present, publish, and copyright original works as a means of personal or group expression. **ISTE** 4a COLLABORATOR Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.				X		

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
Standard II. All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce an promote learning.						
2.1k how to design and format digital information for appropriate and effective communication; **ISTE** 2a LEADER Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. 4d COLLABORATOR Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning. 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections. 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.	X					
2.2k how to deliver a product electronically in a variety of media; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
2.3k how to evaluate communication in terms of both process and product; **ISTE** 4d COLLABORATOR Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning.	X					
2.4k how to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication, and instruction. **ISTE** 3d CITIZEN Model and promote management of personal data and digital identity and protect student data privacy.	X					

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
2.1s use technical writing strategies to create products such as a technical instruction guide; **ISTE** 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.				X		
2.2s participate in electronic communities as a learner, initiator, and contributor; **ISTE** 1b LEARNER Pursue professional interest by creating and actively participating in local and global learning networks. 2a LEADER Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. 4a COLLABORATOR Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.				X		
2.3s employ technological collaboration such as sharing information through online communications to complete tasks; **ISTE** 4c COLLABORATOR Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.		X				
2.4s use groupware, collaborative software, and productivity tools to create products; **ISTE** 4c COLLABORATOR Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.				X		

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
2.5s use technology in self-directed activities to create products for and share products with defined audiences; **ISTE** 4a COLLABORATOR Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. 4b COLLABORATOR Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. 4c COLLABORATOR Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally. 4d COLLABORATOR Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning. 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.		X		X		
2.6s evaluate student-created products through self- and peer review for relevance to the assignment or task prior to final submission; **ISTE** 7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.				X		
2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences; **ISTE** 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.		X		X		
2.8s use a variety of media, formats, devices, and virtual environments to select, store, and deliver products; **ISTE** 6b FACILITATOR Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.				X		

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences; **ISTE** 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.		X		X		
2.10s create and manage personal learning networks to collaborate and publish with peers, experts, or others by using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies. **ISTE** 1b LEARNER Pursue professional interest by creating and actively participating in local and global learning networks. 2a LEADER Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. 4c COLLABORATOR Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.				X		

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
Standard III. **All teachers acquire, analyze, and manage content from digital resources.**						
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats; **ISTE** 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.	X					
3.2k how to evaluate and validate acquired electronic information; **ISTE** 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.	X					
3.3k how to access and use online help. **ISTE** 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.	X				X	
3.1s use strategies to locate and acquire desired information from collaborative software and online resources; **ISTE** 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.	X					

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
3.2s apply appropriate electronic search strategies in the acquisition of information to guide inquiry, including keyword and Boolean search strategies; **ISTE** 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.						X
3.3s use online help and other documentation; **ISTE** 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.						X
3.4s determine and employ methods to evaluate electronic information for accuracy and validity; **ISTE** 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.	X					
3.5s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources; **ISTE** 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.						X
3.6s identify the source, location, media type, relevancy, and content validity of available information; **ISTE** 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.						X
3.7s process data and communicate results. **ISTE** 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.						X

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
Standard IV. **All teachers make informed decisions by applying critical-thinking and problem-solving skills.**						
4.1k how to use appropriate computer-based productivity tools to create and modify solutions to problems; **ISTE** 6b FACILITATOR Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.	X					
4.2k how to use technology applications to facilitate evaluation of work, including both process and product; **ISTE** 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.						X
4.3k how to evaluate and modify steps to accomplish a task or the development of a process or product. **ISTE** 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.						X

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
4.1s discuss, explain, and evaluate the impact of technology applications on society and in various areas of study through research, interviews, and personal observation; **ISTE** 1c LEARNER Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.	X					
4.2s plan and manage activities to develop a solution, design a computer program, or complete a project; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.				X		
4.3s collect and analyze data to identify solutions, make informed decisions, and support reasoning; **ISTE** 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.					X	X
4.4s use multiple processes and diverse perspectives to explore alternative solutions; **ISTE** 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.	X					
4.5s evaluate and modify steps to make informed decisions and support reasoning to accomplish a task or the development of a process or product; **ISTE** 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.		X				

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
4.6s identify and define relevant problems and significant questions for investigation; **ISTE** 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.			X			
4.7s transfer current knowledge to the learning of newly encountered technologies; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.				X		
4.8s evaluate the appropriateness of a digital tool to achieve the desired product; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.		X				
4.9s use tools such as word processing, spreadsheets, databases, graphic organizers, charts, multimedia, simulations, models, and programming languages to collect, analyze, and represent data; **ISTE** 7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.					X	X

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
4.10s design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product; **ISTE** 7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.						X
4.11s design and implement procedures for tracking trends, setting timelines, and reviewing and evaluating products through the use of technology tools such as database managers, daily/monthly planners, and project management tools; **ISTE** 7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.						X
4.12s determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience and demonstrate that established criteria or rubrics can be used to evaluate the process and product. **ISTE** 7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.						X

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
Standard V. **All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.**						
5.1k laws and issues regarding the use of technology in society; **ISTE** 3c CITIZEN Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	X					
5.2k how to practice and explain ethical acquisition of information and standard methods for citing sources; **ISTE** 3c CITIZEN Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	X					
5.3k how to practice and explain safe and appropriate online behavior, personal security guidelines, digital etiquette, and acceptable use of technology. **ISTE** 3a CITIZEN Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationship and community. 3c CITIZEN Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. 3d CITIZEN Model and promote management of personal data and digital identity and protect student data privacy.	X					
5.1s understand copyright laws, fair use guidelines, digital safety rules, creative commons, free and open source, public domain, violations, and issues including but not limited to computer hacking, computer piracy, intentional virus setting, and invasion of privacy; **ISTE** 3a CITIZEN Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationship and community. 3c CITIZEN Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	X					

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
5.2s model ethical acquisition and use of digital information, including using established methods to cite sources; **ISTE** 3c CITIZEN Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	X					
5.3s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, a lab, or on the Internet or an intranet; **ISTE** 3a CITIZEN Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationship and community. 3c CITIZEN Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	X					
5.4s model respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound; **ISTE** 3c CITIZEN Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	X					
5.5s understand and explain the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of software, music, video, and other media; and **ISTE** 3a CITIZEN Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationship and community.	X					
5.6s understand and practice safe and responsible online behavior, personal security guidelines, digital etiquette, and acceptable use of technology. **ISTE** 3a CITIZEN Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationship and community. 3c CITIZEN Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. 3d CITIZEN Model and promote management of personal data and digital identity and protect student data privacy.	X					

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
Standard VI. **All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.**						
6.1k the correct use of hardware components, software programs and various systems and their connections; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.2k how to use software applications, including selecting and using software for a defined task; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.3k how to compare and contrast various network systems; and **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.4k how to apply basic design principles. **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.	X					
6.1s demonstrate knowledge and appropriate use of operating systems, hardware systems, network systems, virtual systems, learning systems, software applications, and communication and networking components; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
6.2s manipulate files by using appropriate naming conventions, file management (including folder structures and tagging), file conversions, and emerging digital organizational strategies; **ISTE** 3d CITIZEN Model and promote management of personal data and digital identity and protect student data privacy.	X					
6.3s compare, contrast, and appropriately use various input, processing, output, and primary/secondary storage devices; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.4s navigate systems and applications accessing peripherals both locally and remotely; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.5s select and use software and Internet tools for a defined task according to quality, appropriateness, effectiveness, and efficiency; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.	X					
6.6s delineate and make necessary adjustments regarding compatibility issues, including but not limited to digital file formats and cross-platform connectivity; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
6.7s use and understand technology terminology appropriate to the task; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.		X		X		
6.8s perform basic software application functions, including but not limited to opening an application program and creating, modifying, printing, and saving documents; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.			X			
6.9s apply techniques and available resources (such as online help and knowledge bases) to troubleshoot minor technical problems with hardware and software; **ISTE** 4b COLLABORATOR Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.						X
6.10s evaluate and select technology tools based on licensing, application, and support; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.11s how to compare and contrast LANs, WANs, the Internet, and intranets; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.12s use a variety of input and storage devices such as mouse/track pad, keyboard, microphone, digital camera, digital voice recorder, scanner, disk/disc, modem, and controller; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X		X			

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
6.13s demonstrate keyboarding proficiency in technique and posture while building speed and accuracy; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.14s use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.15s identify, create, and use files in various appropriate formats such as text, bitmapped/vector and raster graphics, image, video, and audio files; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.16s access, manage, and manipulate information from secondary storage and remote devices; **ISTE** 3d CITIZEN Model and promote management of personal data and digital identity and protect student data privacy.	X					
6.17s use digital typography standards such as readable fonts, alignment, page setup, tabs, table properties, and ruler settings to plan, create, and edit word processing documents; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.	X					
6.18s use advanced computational and graphic components, trending tools, all data types, formulas and functions, and chart information to plan, create, and edit spreadsheet documents; **ISTE** 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.		X		X		

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
6.19s plan, create, and edit databases by manipulating components, including defining fields, entering data, and designing layouts appropriate for reporting; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.20s use relevant publication standards and graphic design principles to plan, create, and edit a digital publication; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.	X					
6.21s demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects that incorporate text, audio, video, and graphics; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.	X					
6.22s integrate two or more technology tools to create a new digital project; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.		X		X		
6.23s differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications and photo editing software; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.24s create a variety of spreadsheet layouts containing descriptive labels and page settings; **ISTE** 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.			X			

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
6.25s use a variety of media, formats, devices, and virtual environments to select and store products; **ISTE** 3d CITIZEN Model and promote management of personal data and digital identity and protect student data privacy.	X					
6.26s match the chart style to the data when creating and labeling charts; **ISTE** 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.						X
6.27s discuss, explain, and evaluate the relevance of technology as it applies to college and career readiness, life-long learning, and daily living; **ISTE** 2b LEADER Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.	X					
6.28s select and use appropriate collaboration tools; **ISTE** 4c COLLABORATOR Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.	X					
6.29s evaluate products for relevance to the assignment or task; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	X					
6.30s use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, Web, and print; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.		X		X		
6.31s discuss, explain, and evaluate the impact of technology applications through history and in various areas of study through research, interviews, and personal observation. **ISTE** 1c LEARNER Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.	X					

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
Standard VII. **All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.**						
7.1k planning techniques to ensure that students have time to learn the Technology Applications TEKS in order to meet grade-level benchmark expectations; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.		X	X	X		
7.2k where to find and how to use technological resources to implement the TEKS, to support instruction, to extend communication, to enhance classroom management, and to become more productive in daily tasks; **ISTE** 1a LEARNER Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. 4d COLLABORATOR Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.		X	X	X		
7.3k instructional strategies for teaching the Technology Applications TEKS and for integrating them into the curriculum; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.		X	X	X		

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
7.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 6a FACILITATOR Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.		X	X	X		
7.5k strategies that students with diverse strengths and needs can use to develop content-area vocabulary; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 6a FACILITATOR Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.		X	X	X		
7.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 6a FACILITATOR Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.		X	X	X		
7.7k how to evaluate the effectiveness of technology- based instruction; **ISTE** 2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning. 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	X					

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
7.8k how to set goals for ongoing professional development in teaching the Technology Applications TEKS and integrating them into the curriculum. **ISTE** 1a LEARNER Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	X					
7.1s use a range of instructional strategies for individuals and small/whole groups to plan applications-based technology lessons; **ISTE** 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.		X	X	X		
7.2s identify and address equity issues related to the use of technology, including but not limited to gender, ethnicity, language, disabilities, and student access to technology; **ISTE** 2b LEADER Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.	X					
7.3s plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations; **ISTE** 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.		X	X	X		
7.4s use technology applications to develop and implement tasks that emphasize collaboration and teamwork among members of a structured group or project team; **ISTE** 4c COLLABORATOR Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.		X	X	X		
7.5s provide adequate time for teaching the Technology Applications TEKS; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.		X	X	X		
7.6s identify and use resources to keep current with technology education; **ISTE** 1c LEARNER Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.	X					

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
7.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks; **ISTE** 4a COLLABORATOR Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. 6a FACILITATOR Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6b FACILITATOR Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.		X	X	X		
7.8s follow guidelines for the legal and ethical use of technology resources; **ISTE** 3c CITIZEN Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	X					
7.9s select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS; **ISTE** 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.		X	X	X		
7.10s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.		X	X	X		

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
7.11s locate, retrieve, and retain content-related information from a range of texts and technologies; **ISTE** 3d CITIZEN Model and promote management of personal data and digital identity and protect student data privacy.	X					
7.12s use appropriate sources, such as dictionaries, thesauruses, glossaries, and search engines to locate the meanings and pronunciations of unfamiliar content- related words; **ISTE** 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.						X
7.13s use technology tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication; **ISTE** 1a LEARNER Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	X					
7.14s use formal and informal assessment methods to evaluate appropriately students' projects and portfolios; **ISTE** 7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.					X	
7.15s collect observable and measurable data to gauge student progress and adjust instruction in Technology Applications; **ISTE** 7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.					X	X

	ELE 520	ELE 521	ELE 522	ELE 523	ELE 525	ELE 584
7.16s conduct an ongoing self-assessment of strengths and weaknesses in the knowledge and skills of Technology Applications; **ISTE** 1a LEARNER Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	X					
7.17s develop and implement an individual plan for professional growth in the knowledge and skills of Technology Applications; **ISTE** 1a LEARNER Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	X					
7.18s incorporate new strategies to improve classroom instruction in Technology Applications. **ISTE** 1a LEARNER Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. 1c LEARNER Stay current with research that supports improved student learning outcomes, including findings from the learning sciences. 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning. 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections. 7a ANALYST Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.		X	X	X		

Name of EPP: Elementary Education Stephen F. Austin State University **Co. Dist. #**

Standards Correlation Chart for the Core Subjects EC-6 Certificate (ENGLISH/LANGUAGE ARTS/READING)
Content Mastery

Please indicate where in the curriculum your program addresses the relevant Core Subjects EC-6 standards; TAC§228.30 (a)

Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			
1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;	X		X
1.2k how to build on students' cultural, linguistic, and home backgrounds to enhance their oral language development;	X		X
1.3k the relationship between the development of oral language and the development of reading;	X		X
1.4k skills for speaking to different audiences for various purposes;	X		X
1.5k active, purposeful listening in a variety of contexts;	X		X
1.6k the use of critical listening to analyze and evaluate a speaker's message;	X		X
1.7k listening skills for enjoying and appreciating spoken language;	X		X
1.8k the use of technology in promoting oral communication skills;	X		X

Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.	**RDG 518**	**RDG 519**	**PACT**
1.9k how to use effective informal and formal assessments to evaluate students' oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention;	X		X
1.10k similarities and differences between oral and written language conventions and how to promote young students' awareness of these similarities and differences; and	X		X
1.11k how to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.	X		X
Application: What Teachers Can Do			
1.1s Acknowledge students' current oral language skills and build on these skills to increase students' oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;	X		X
1.2s Strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;	X		X

Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.	**RDG 518**	**RDG 519**	**PACT**
1.3s Provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities;	X		X
1.4s Select and use instructional materials and strategies that promote students' language development, respond to students' individual strengths, needs, and interests, and reflect cultural diversity;	X		X
1.5s Help students learn how to adapt students' spoken language to various audiences, purposes, and occasions;	X		X
1.6s Help students learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;	X		X
1.7s Plan, implement, and monitor instruction that is focused on individual students' needs, strengths, and interests and is based on informal and formal assessment of students' progress in oral language development;	X		X
1.8s Communicate with student's families about ways that they can encourage their student's language development;	X		X
1.9s Provide opportunities for students to engage in active purposeful listening;	X		X
1.10s Communicate with other professionals and continually seek implications for practice from current research about oral language development; and	X		X
1.11s Support students' development of communication skills through the use of technology.	X		X

Standard II: Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			
2.1k the concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in students (a student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print);	X		X
2.2k the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur (A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.); and	X		X
2.3k effective formal and informal assessments of phonological and phonemic awareness and be able to analyze results, and identifying appropriate instructional strategies for teaching phonological and phonemic awareness to individual student.	X		X
Application: What Teachers Can Do			
2.1s Plan, implement, and monitor instruction that is focused on individual students' needs and is based on continuous use of formal and informal assessments of individual students' phonological development;	X		X
2.2s Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students' phonological awareness;	X		X
2.3s Select and use instructional materials that promote students' phonological and phonemic awareness and build on students' current language skills;	X		X
2.4s Inform parents of their child's phonological development and its importance to reading and communicate with families about ways to encourage students' phonological awareness at home; and	X		X
2.5s Communicate with other professionals and continually seek implications for practice from current research about phonological awareness.	X		X

Standard III: Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			
3.1k the importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;	X		X
3.2k expected patterns of students' alphabetic skills development and knowledge that individual variations may occur;	X		X
3.3k that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and know how to help English language learner deal with positive and negative transfer related to the alphabetic principle; and	X		X
3.4k how to select, administer, and analyze results from informal and formal assessments of alphabetic knowledge.	X		X
Application: What Teachers Can Do			
3.1s Respond to individual student's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;	X		X

Standard III: Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.	**RDG 518**	**RDG 519**	**PACT**
3.2s Select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students' understanding of the elements of the alphabetic principle;	X		X
3.3s Use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;	X		X
3.4s Communicate with parents about ways to increase students' alphabetic knowledge;	X		X
3.5s Communicate with other professionals and continually seek implications for practice from current research about the development of alphabetic knowledge; and	X		X
3.6s Provide learning experiences that promote students' ability to read critically and evaluate information presented in nonliterary texts.	X		X

Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			X
4.1k that literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition;	X		X
4.2k that the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print;	X		X
4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;	X		X
4.4k a wide range of student literature and other texts written for students;	X		X
4.5k the importance of modeling and encouraging reading for pleasure and lifelong learning;		X	X
4.6k the difference between guided and independent practice in reading;		X	X
4.7k the importance of reading as a skill in all content areas;		X	X
4.8k the use of technology in promoting literacy; and		X	X
4.9k how to select, administer, analyze, and use results from informal and formal assessments of literacy acquisition, including assessments of phonological and phonemic awareness and alphabetic skills.	X		X
Application: What Teachers Can Do			
4.1s Provide instruction that focuses on concepts about print and functions of print, including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words;	X		X

Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.	**RDG 518**	**RDG 519**	**PACT**
4.2s Assist young students in distinguishing letter forms from number forms and text from pictures;	X		X
4.3s Provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;	X		X
4.4s Talk with students about their favorite books;	X		X
4.5s Engage students in story reading experiences and encourage young students to interact with others about stories;	X		X
4.6s Provide many opportunities for students to read and write in order to develop an extensive reading and writing vocabulary;	X		X
4.7s Assist young readers in selecting their own books for independent reading;		X	X
4.8s Teach students about authors and their purposes for writing;		X	X
4.9s Use formal and informal assessments of individual student's literacy development to plan, implement, and monitor instruction;		X	X
4.10s Communicate with families about ways to enhance students' literacy development;		X	X
4.11s Communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and		X	X
4.12s Use technology to help students access a wide range of narrative and expository texts.		X	X

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			
5.1k that many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;		X	X
5.2k the continuum of word analysis skills and grade-level expectations for these skills;		X	X
5.3k the norms for reading fluency that have been established for various age and grade levels;		X	X
5.4k important phonetic elements and conventions of the English language;	X		X
5.5k strategies for decoding and determining the meaning of increasingly complex words;	X		X
5.6k the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young student develop and apply word analysis skills;	X		X
5.7k differences in students' development of word analysis skills and know how to adjust instruction in response to various students' needs;	X		X
5.8k a variety of formal and informal procedures for assessing students' word identification and decoding skills; and	X		X
5.9k instructional practices to meet students' individual needs in decoding and word identification.	X		X

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.	**RDG 518**	**RDG 519**	**PACT**
Application: What Teachers Can Do			
5.1s Teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables;	X		X
5.2s Teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;	X		X
5.3s Teach students to recognize high-frequency irregular words by selecting words that appear frequently in students' books and reviewing difficult words often;	X		X
5.4s Teach students ways to identify vowel sound combinations and multisyllabic words;	X		X
5.5s Provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);		X	X
5.6s Teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;		X	X
5.7s Use formal and informal assessments to analyze individual student's word identification and decoding skills in order to plan and monitor instruction;	X		X
5.8s Communicate with parents about ways to support students' word identification and decoding skills; and	X		X
5.9s Communicate with other professionals and continually seek implications for practice from current research about the development of decoding and word identification.	X		X

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			
6.1k how students' reading rate and fluency affect comprehension;	X		X
6.2k how young students develop reading fluency and that fluency involves rate, accuracy, and intonation;	X		X
6.3k how to assess students' reading fluency on an ongoing basis and know the norms that have been established for various age and grade levels;	X		X
6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading;	X		X
6.5k instructional strategies and practices for promoting students' word analysis skills and reading fluency;	X		X
6.6k differences in students' development of word analysis skills and reading fluency, and instructional practices for meeting students' individual needs in these areas; and	X		X
6.7k a variety of informal and formal procedures for assessing on an ongoing basis students' reading fluency.	X		X
Application: What Teachers Can Do			X
6.1s Identify and monitor on an ongoing basis young students' fluency levels by using leveled passages or reading materials on a daily basis;	X		X
6.2s Provide frequent opportunities for fluency development through reading in independent-level materials, reading orally from familiar text, repeated reading activities, and silent reading for increasingly longer periods;	X		X
6.3s Apply norms for reading fluency to evaluate students' reading fluency;	X		X

Standard VI. Reading Fluency: **Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.**	**RDG 518**	**RDG 519**	**PACT**
6.4s Communicate with families about students' reading fluency and ways they can help to increase students' fluency;	X		X
6.5s Communicate with other professionals and continually seek implications from current research about the development of students' reading fluency; and	X		X
6.6s Provide opportunities for students to improve reading fluency through self-correction.	X		X

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			
7.1k that reading comprehension begins with listening comprehension and knows strategies to help students improve listening comprehension;		X	X
7.2k how to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);		X	X
7.3k the continuum of reading comprehension skills and grade-level expectations for these skills;		X	X
7.4k reading comprehension as an active process of constructing meaning;		X	X
7.5k factors affecting students' reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary);		X	X
7.6k the role of visualization skills in reading comprehension;		X	X
7.7k the relationship between extensive reading, vocabulary development, and reading comprehension;		X	X
7.8k the use of metacognitive skills in reading comprehension;		X	X
7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;		X	X
7.10k how to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);		X	X

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.	**RDG 518**	**RDG 519**	**PACT**
7.11k know to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reason reacting to a text's content, characters, and use of language);		X	X
7.12k how comprehension can be improved through wide reading, the importance of allocating time to wide reading, and how to develop and maintain classroom libraries and "sending home" libraries;		X	X
7.13k the importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and analogies;		X	X
7.14k a variety of formal and informal procedures for monitoring students' reading comprehension and instructional practices to meet individual student's needs;		X	X
7.15k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;		X	X
7.16k different purposes for reading and associated reading strategies;		X	X
7.17k how to interpret and evaluate information presented in various formats (e.g., maps, tables, and graphs);		X	X
7.18k the importance of providing students with direct, explicit instruction in the use of comprehension strategies;		X	X

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.	**RDG 518**	**RDG 519**	**PACT**
7.19k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);		X	X
7.20k the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, other sources;		X	X
7.21k literary response and analysis and ways to promote students' development of literary response and analysis;		X	X
7.22k strategies for helping students comprehend abstract content and ideas materials (e.g., by using manipulatives, examples, and diagrams);		X	X
7.23k the reading comprehension needs of students with different needs (e.g., English Language Learners and students with disabilities) a how to provide instruction for those students; and		X	X
7.24k the use of technology in promoting reading comprehension.		X	X
Application: What Teachers Can Do			
7.1s Formally and informally assess students' reading comprehension and provide focused instruction in reading comprehension based on individual student's needs;		X	X
7.2s Use a variety of instructional strategies to enhance students' listening and reading comprehension, including helping students link the content of texts to students' lives and connect related ideas across different texts;		X	X
7.3s Guide students in developing and using metacognitive skills;		X	X

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.	**RDG 518**	**RDG 519**	**PACT**
7.4s Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;		X	X
7.5s Provide frequent opportunities for students to engage in silent reading, both at school and at home;		X	X
7.6s Guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;		X	X
7.7s Provide time for extended reading of a wide range of materials, including expository texts;		X	X
7.8s Use instructional strategies that help increase students' reading vocabulary;		X	X
7.9s Provide instruction that increases knowledge of students' own culture and the cultures of others through reading;		X	X
7.10s Provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;		X	X
7.11s Provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;		X	X
7.12s Teach elements of literary analysis, such as story elements and features of different literary genres;		X	X
7.13s Provide instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn," (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;		X	X

Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.	**RDG 518**	**RDG 519**	**PACT**
7.14s Provide frequent opportunities for students to engage in silent reading at school and encourage opportunities for silent reading at home through the development and maintenance of classroom libraries and home libraries;		X	X
7.15s Communicate with families about students' reading comprehension and ways to encourage students' reading; and		X	X
7.16s Communicate with other professionals and seek implications for practice from ongoing research about the development of students' reading comprehension.		X	X

Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			
8.1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;	X		X
8.2k writing processes, including the use of self-assessment in writing;	X		X
8.3k writing for a variety of audiences, purposes, and settings;	X		X
8.4k the differences between first draft writing and writing for publication;	X		X
8.5k appropriate instructional strategies and sequences for developing students' writing skills;	X		X
8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;	X		X
8.7k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;	X		X
8.8k the benefits of technology for teaching writing and writing for publication; and	X		X

Standard VIII: Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.	**RDG 518**	**RDG 519**	**PACT**
8.9k informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.	X		X
Application: What Teachers Can Do			
8.1s Create an environment in which students are motivated to express ideas in writing;	X		X
8.2s Teach purposeful, meaningful writing in connection with listening, speaking, and reading;	X		X
8.3s Formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;	X		X
8.4s Provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;	X		X
8.5s Provide instruction in the use of available technology that facilitates written communication;	X		X
8.6s Provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;	X		X
8.7s Provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;	X		X
8.8s Communicate with families about students' development of written communication and ways to encourage students' written communication;	X		X
8.9s Communicate with other professionals and continually seek implications for practice from current research about students' development of written communication; and	X		X
8.10s Provide opportunities for students to conference with peers and the teacher.	X		X

Standard IX: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			
9.1k that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;	X		X
9.2k the relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;	X		X
9.3k the stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students' development from one stage to the next;	X		X
9.4k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;	X		X
9.5k formal and informal ways to assess young students' development of writing conventions;	X		X
9.6k the importance of spelling and graphophonemic knowledge for success in reading and writing; and	X		X
9.7k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing.	X		X

Standard IX: Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.	**RDG 518**	**RDG 519**	**PACT**
Application: What Teachers Can Do			
9.1s Formally and informally assess young students' development of writing conventions and provide focused instruction based on individual students' strengths, needs, and interests;	X		X
9.2s Provide hands-on activities to help young students develop the fine motor skills necessary for writing;	X		X
9.3s Teach pencil grip, paper position, and beginning stroke;	X		X
9.4s Provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);	X		X
9.5s Provide systematic spelling instruction in common spelling patterns based on phonics skills already taught and provide opportunities for student to use and develop spelling skills in the context of meaningful written expression (e.g., applying decoding skills as one strategy to help proofread spelling during the editing process);	X		X
9.6s Work with students to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help students realize that accuracy in conventions is necessary when preparing a piece for publication;	X		X
9.7s Communicate students' performance in the use of writing conventions to families and discuss ways to encourage students' use of writing conventions; and	X		X
9.8s Communicate with other professionals and seek implications for practice from ongoing research about student's development of writing conventions.	X		X

Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			
10.1k appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion-referenced state tests) and informal assessments (e.g., curriculum- based reading assessments and informal reading inventories) related to the development of literacy in young students;		X	X
10.2k formative and summative uses of assessment;		X	X
10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;		X	X
10.4k how to use assessment to determine when a student needs additional help or intervention to bring the student's performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);		X	X
10.5k how students' use of self-evaluation and self-monitoring procedures can enhance literacy development;		X	X
10.6k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;		X	X
10.7k the importance of providing many opportunities for students to experience extended reading of narrative and expository texts; and		X	X

Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.	**RDG 518**	**RDG 519**	**PACT**
10.8k how to determine students' independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.		X	X
Application: What Teachers Can Do			X
10.1s Use multiple assessments to plan instruction in and monitor the literacy development of young students;	X		X
10.2s Analyze students' errors in reading and writing and use them as a basis for future instruction;	X		X
10.3s Use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;	X		X
10.4s Communicate students' progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students' work;	X		X
10.5s Communicate instructional decisions based on research, assessments, and knowledge of students; and	X		X
10.6s Collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students' developing literacy.	X		X

Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.	**RDG 518**	**RDG 519**	**PACT**
Teacher Knowledge: What Teachers Know			
11.1k study and inquiry skills and their significance for student learning and achievement (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; and interpreting and using graphic sources of information);		X	X
11.2k instructional practices that promote students' acquisition and use of study and inquiry skills across the curriculum;		X	X
11.3k grade-level expectations and procedures for assessing students' study and inquiry skills; and		X	X
11.4k how to use accepted formats for writing research, which includes documenting resources.		X	X
Application: What Teachers Can Do			
11.1s Use ongoing assessment and knowledge of grade-level expectations to identify students' needs in regard to study and inquiry skills and to plan instruction;		X	X
11.2s Respond to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills;		X	X
11.3s Provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance achievement across the curriculum;		X	X
11.4s Communicate with families/caregivers about students' study and inquiry skills development and collaborate to promote development in these areas;		X	X

Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.	**RDG 518**	**RDG 519**	**PACT**
11.5s Collaborate with other professionals and continually seek implications for practice from convergent research about students' development of study and inquiry skills; and		X	X
11.6s Provide students with opportunities to use accepted formats for writing research, including the documentation of resources.		X	X

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.	RDG 518	RDG 519	PACT
Teacher Knowledge: What Teachers Know			
12.1k characteristics and functions of different types of media (e.g., film, and print);		X	X
12.2k how different types of media influence and inform;		X	X
12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;		X	X
12.4k procedures for producing visual images, messages, and meanings to communicate with others;		X	X
12.5k instructional practices that promote students' ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;		X	X
12.6k grade-level expectations and procedures for assessing students' skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;		X	X
12.7k how to distinguish between denotative and connotative meanings; and		X	X
12.8k word origins and the understanding of historical influences on English wording meanings.		X	X
Application: What Teachers Can Do			
12.1s Use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;		X	X
12.2s Compare and contrast print, visual, and electronic media (e.g., films and written stories);		X	X
12.3s Evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;		X	X

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.	RDG 518	RDG 519	PACT
12.4s Teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;		X	X
12.5s Use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;		X	X
12.6s Provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;		X	X
12.7s Teach students how to select, organize, and produce visuals to complement and extend meanings;		X	X
12.8s Provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;		X	X
12.9s Communicate with families/caregivers about students' progress in developing skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings and collaborate with them to promote development in these areas; and		X	X
12.10s Collaborate with other professionals and continually seek implications for practice from convergent research about students' development of skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.		X	X
Other State Requirements			
Detection & Education of Students with Dyslexia		X	X
REQUIRED CATEGORIES: Phonics, phonemic awareness, fluency, vocabulary, comprehension (TAC 228.30)	X		X

Name of EPP: Elementary Education Stephen F. Austin State University **Co. Dist. #**

Standards Correlation Chart for the Core Subjects EC-6 Certificate (MATHEMATICS)
Content Mastery

Please indicate where in the curriculum your program addresses the relevant Core Subjects EC-6 standards; TAC§228.30 (a)

Standard I: Number Concepts: The mathematics Teacher understands and uses numbers, number systems and their structure, operations, and algorithms, quantitative reasoning, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS] in order to prepare students to use mathematics.	**ELE 521**	**PACT**
Teacher Knowledge: What Teachers Know		
1.1k the structure of number systems, the development of a sense of quantity, and the relationship between quantity and symbolic representation;	X	X
1.2k the connections of operations, algorithms, and relations with their associated concrete and visual representations;	X	X
1.3k the relationship among number concepts, operations and algorithms, and the properties of numbers, including ideas of number theory;	X	X
1.4k how to model, construct, and solve problems within and outside of mathematics; and	X	X
1.5k how number concepts, operations, and algorithms are developmental and connected across grade levels.	X	X
Application: What Teachers Can Do		
1.1s Compare and contrast numeration systems;	X	X
1.2s Analyze, explain, and model the structure of numeration systems and, in particular, the role of place value and zero in the base ten system;	X	X
1.3s Demonstrate a sense of quantity and number for whole numbers, integers, rational numbers, and real numbers;	X	X
1.4s Analyze, explain, and model the four basic operations with whole numbers, integers, and rational numbers;	X	X

Standard I: Number Concepts: The mathematics Teacher understands and uses numbers, number systems and their structure, operations, and algorithms, quantitative reasoning, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS] in order to prepare students to use mathematics.	**ELE 521**	**PACT**
1.5s Recognize, model, and describe different ways to interpret the four basic operations involving whole numbers, integers, and rational numbers;	X	X
1.6s Analyze and describe relationships among number properties, operations, and algorithms involving the four basic operations with whole numbers, integers, and rational numbers;	X	X
1.7s Demonstrate, explain, and model how some situations that have no solution in the whole, integer, or rational number systems have solutions in the real number system;	X	X
1.8s Analyze error patterns that often occur when students use algorithms to perform operations;	X	X
1.9s Recognize and analyze appropriate nontraditional algorithms for the four basic operations with whole numbers;	X	X
1.10s Describe ideas from number theory (e.g., prime numbers, composite numbers, greatest common factors) as they apply to whole numbers, integers, and rational numbers and use these ideas in problem situations;	X	
1.11s Use whole numbers and rational numbers to describe and quantify phenomena such as time, temperature, and money;	X	X
1.12s Apply place value and other number properties to develop techniques of mental mathematics and computational estimation;	X	X
1.13s Demonstrate an understanding of equivalency among different representations of rational numbers;	X	X

Standard I: Number Concepts: The mathematics Teacher understands and uses numbers, number systems and their structure, operations, and algorithms, quantitative reasoning, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS] in order to prepare students to use mathematics.	**ELE 521**	**PACT**
1.14s Select appropriate representations of rational numbers (e.g., fractions, decimals, percents) for particular situations and justify that selection; and	X	X
1.15s Use integers and rational numbers to describe and quantify phenomena such as money, length, area, volume, and density.	X	X

Standard II: Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.	**ELE 521**	**PACT**
Teacher Knowledge: What Teachers Know		
2.1k how to use algebraic concepts and reasoning to investigate patterns, make generalizations, formulate mathematical models, make predictions, and validate results;	X	X
2.2k how to use properties, graphs, and applications of relations and functions to analyze, model, and solve problems;	X	X
2.3k the concept of and relationships among variables, expressions, equations, inequalities, and systems in order to analyze, model, and solve problems;	X	X
2.4k the connections among geometric, graphic, numeric, and symbolic representations of functions and relations;		X
2.5k that patterns are sometimes misleading;	X	X
2.6k that in many situations, a pattern is only a trend and is accompanied by random variation from the trend; and		X
2.7k how patterns, relations, functions, algebraic reasoning, and analysis are developmental and connected across grade levels.	X	X
Application: What Teachers Can Do		
2.1s Use inductive reasoning to identify, extend, and create patterns using concrete models, figures, numbers, and algebraic expressions;	X	X
2.2s Formulate implicit and explicit rules to describe and construct sequences verbally, numerically, graphically, and symbolically;	X	X
2.3s Illustrate concepts of relations and functions using concrete models, tables, graphs, and symbolic expressions;	X	X

Standard II: Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.	**ELE 521**	**PACT**
2.4s Apply relations and functions to represent mathematical and real-world situations;	X	X
2.5s Translate problem-solving situations into expressions and equations involving variables and unknowns;	X	X
2.6s Model and solve problems, including proportion problems, using concrete, numeric, tabular, graphic, and algebraic methods;	X	X
2.7s Recognize misleading patterns;	X	X
2.8s Make, test, validate, and use conjectures about patterns and relationships in data presented in tables, sequences, or graphs;	X	X
2.9s Use linear and nonlinear functions and relations to model problems;	X	X
2.10s Use a variety of representations and methods (e.g., numerical methods, tables, graphs, algebraic techniques) to solve linear equations, inequalities, and systems;	X	X
2.11s Use transformations to illustrate properties of functions and relations and to solve problems; and	X	X
2.12s Give appropriate justification of the manipulation of algebraic expressions, equations, and inequalities.	X	X

Standard III: Geometry and Measurement: The mathematics teacher understands and uses the geometry, spatial reasoning, measurement concepts, and principles, and technology appropriate to teach the statewide curriculum [TEKS] in order to prepare students to use mathematics.	**ELE 521**	**PACT**
Teacher Knowledge: What Teachers Know		
3.1k how to use spatial reasoning to investigate concepts such as direction, orientation, perspective, shape, and structure;	X	X
3.2k the use of mathematical reasoning to develop, generalize, justify, and prove geometric relationships;	X	X
3.3k connections among geometric ideas and number concepts, measurement, probability and statistics, algebra, and analysis;	X	X
3.4k measurement as a process;	X	X
3.5k methods of approximation and estimation and the effects of error on measurement;	X	X
3.6k how to use measurement to collect data, to recognize relationships, and to develop generalizations, including formulas;	X	X
3.7k how to locate, develop, and solve real-world problems using measurement and geometry concepts;	X	X
3.8k how to explore geometry from synthetic, coordinate, and transformational approaches;	X	X
3.9k logical reasoning, justification, and proof in relation to the axiomatic structure of geometry; and		X
3.10k how geometry, spatial reasoning, and measurement concepts and principles are developmental and connected across grade levels.	X	X
Application: What Teachers Can Do		
3.1s Extend the understanding of shape in terms of dimension, direction, orientation, perspective, and relationships among these concepts;	X	X

Standard III: Geometry and Measurement: The mathematics teacher understands and uses the geometry, spatial reasoning, measurement concepts, and principles, and technology appropriate to teach the statewide curriculum [TEKS] in order to prepare students to use mathematics.	**ELE 521**	**PACT**
3.2s Develop, explain, and use formulas to find length, perimeter, area, and volume of basic geometrical figures;	X	X
3.3s Explain and illustrate the use of numbers and units of measurement for quantities such as temperature, money, percent, speed, and acceleration;	X	X
3.4s Develop, justify, and use conversions within and between different measurement systems;	X	X
3.5s Use translations, rotations, reflections, dilations, and contractions to illustrate similarities, congruencies, and symmetries of figures;	X	X
3.6s Identify attributes to be measured, quantify the attributes by selecting and using appropriate units, and communicate information about the attributes using the unit measure;	X	X
3.7s Develop, justify, and perform geometric constructions using compass, straight edge, and reflection devices and other appropriate technology;	X	X
3.8s Investigate and prove geometric relationships within the axiomatic structure of Euclidean geometry; and	X	X
3.9s Analyze and solve problems involving one-, two-, and three-dimensional objects such as lines, angles, circles, triangles, polygons, cylinders, prisms, and spheres.	X	X

Standard IV: Probability and Statistics: The mathematics teacher understands and uses probability and statistics, their applications, and technology appropriate to teach the statewide curriculum [TEKS] in order to prepare students to use mathematics.	**ELE 521**	**PACT**
Teacher Knowledge: What Teachers Know		
4.1k how to use graphical and numerical techniques to explore data, characterize patterns, and describe departures from patterns;		X
4.2k how to design experiments and surveys to answer questions and solve problems;		X
4.3k the theory of probability and its relationship to sampling and statistical inference;	X	X
4.4k statistical inference and how it is used in making and evaluating predictions; and	X	X
4.5k how probability and statistics are developmental and connected across grade levels.	X	X
Application: What Teachers Can Do		
4.1s Investigate and answer questions by collecting, organizing, and displaying data from real-world situations;		X
4.2s Support arguments, make predictions, and draw conclusions using summary statistics and graphs to analyze and interpret one-variable data;	X	X
4.3s Communicate the results of a statistical investigation using appropriate language;	X	X
4.4s Use the concepts and principles of probability to describe the outcome of simple and compound events;	X	X
4.5s Explore concepts of probability through data collection, experiments, and simulations;	X	X
4.6s Generate, simulate, and use probability models to represent a situation;	X	X
4.7s Use the graph of the normal distribution as a basis for making inferences about a population;	X	X

Standard IV: Probability and Statistics: The mathematics teacher understands and uses probability and statistics, their applications, and technology appropriate to teach the statewide curriculum [TEKS] in order to prepare students to use mathematics.	**ELE 521**	**PACT**
4.8s Investigate real-world problems by designing, conducting, analyzing, and interpreting surveys and statistical experiments;	X	X
4.9s Develop and justify concepts and measures of central tendency (e.g., mean, median, mode) and dispersion (e.g., range, interquartile range, variance, standard deviation) and use those measures to describe a set of data;	X	X
4.10s Calculate and interpret percentiles and quartiles; and determine probability by constructing sample spaces to model situations.	X	X

Standard V: Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically.	ELE 521	PACT
Teacher Knowledge: What Teachers Know		
5.1k logical reasoning, justification, and proof in relation to the structure of and relationships within an axiomatic system;		X
5.2k the role of logical reasoning in mathematics, and age-appropriate methods and uses of informal and formal reasoning;	X	X
5.3k the process of identifying, posing, exploring, and solving mathematical problems in age-appropriate ways;	X	X
5.4k connections among mathematical concepts, procedures, and equivalent representations;	X	X
5.5k connections between mathematics, daily living, and other disciplines;	X	X
5.6k how to communicate mathematical ideas and concepts in age-appropriate oral, written, and visual forms; and	X	X
5.7k how to use age-appropriate mathematical manipulatives and drawings and a wide range of technological tools to develop and explore mathematical concepts and ideas.	X	X
Application: What Teachers Can Do **Logical Reasoning:**		
5.1s Apply correct mathematical reasoning to derive valid conclusions from a set of premises;	X	X
5.2s Apply principles of inductive reasoning to make conjectures and use deductive methods to evaluate the validity of conjectures;	X	X
5.3s Use formal and informal reasoning to explore, investigate, and justify mathematical ideas; and	X	X
5.4s Recognize examples of fallacious reasoning.	X	X

Standard V: Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically.	ELE 521	PACT
Application: What Teachers Can Do **Problem Solving:**		
5.5s Recognize that a mathematical problem can be solved in a variety of ways, evaluate the appropriateness of various strategies, and select an appropriate strategy for a given problem;	X	X
5.6s Evaluate the reasonableness of a solution to a given problem;	X	X
5.7s Use physical and numerical models to represent a given problem or mathematical procedure;	X	X
5.8s Recognize that assumptions are made when solving problems and identify and evaluate those assumptions;	X	X
5.9s Investigate and explore problems that have multiple solutions;	X	X
5.10s Apply content knowledge to develop a mathematical model of a real-world situation and analyze and evaluate how well the model represents the situation;	X	X
5.11s Develop and use simulations as a tool to model and solve problems; and	X	X
5.12s Develop and use iteration and recursion to model and solve problems.	X	X
Application: What Teachers Can Do **Connections:**		
5.13s Explore problems using verbal, graphical, numerical, physical, and algebraic representations;	X	X

Standard V: Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically.	**ELE 521**	**PACT**
5.14s Recognize and use multiple representations of a mathematical concept (e.g., a point and its coordinates, the area of a circle as a quadratic function in r, probability as a ratio of two areas);	X	X
5.15s Apply mathematical methods to analyze practical situations; and	X	X
5.16s Use mathematics to model and solve problems in other disciplines, such as art, music, science, social science, and business.	X	X
Application: What Teachers Can Do **Communication:**		
5.17s Facilitate discourse between the teacher and students and among students to explore, build, and refine mathematical ideas;	X	X
5.18s Use questioning strategies to identify, support, monitor, and challenge students' mathematical thinking;	X	X
5.19s Translate mathematical statements among developmentally appropriate language, standard English, mathematical language, and symbolic mathematics;	X	X
5.20s Provide students with opportunities to demonstrate their understanding of mathematics in a variety of ways using a variety of tools;	X	X
5.21s Use visual media such as graphs, tables, diagrams, and animations to communicate mathematical information; and	X	X
5.22s Use the language of mathematics as a precise means of expressing mathematical ideas.	X	X

Standard VI: Mathematical Perspectives: The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge.	**ELE 521**	**PACT**
Teacher Knowledge: What Teachers Know		
6.1k the history and evolution of mathematical concepts, procedures, and ideas;		X
6.2k the contributions that different cultures have made to the field of mathematics and the impact mathematics has on society and culture;		X
6.3k the role society plays in shaping personal views and perspectives of mathematics;		X
6.4k the impact of technological advances on mathematical knowledge and skills and of mathematics on technology;		X
6.5k how mathematics is used in a variety of careers and professions;		X
6.6k the structural properties common to the mathematical disciplines; and		X
6.7k the implications of current trends and research in mathematics and mathematics education.	X	X
Application: What Teachers Can Do		
6.1s Use key events and knowledge of specific individuals throughout the history of mathematics to illustrate age-appropriate mathematical concepts;	X	X
6.2s Design age-appropriate activities that emphasize mathematical contributions from various cultures;	X	X
6.3s Use the historical developments of mathematical ideas to illustrate how mathematics progresses from concrete applications to abstract generalizations;	X	X
6.4s Use historic mathematical problems as a tool for assessing the mathematical knowledge of a particular period or culture;	X	X

Standard VI: Mathematical Perspectives: The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge.	**ELE 521**	**PACT**
6.5s Select age-appropriate activities that relate to the linguistic, cultural, and socioeconomic background of students;	X	X
6.6s Plan age-appropriate instruction that emphasizes the role of mathematics in the workplace and demonstrate how mathematics is used in a variety of careers; and	X	X
6.7s Analyze the structure of mathematical systems and use the structural properties of mathematical systems to make age-appropriate connections among mathematical concepts.	X	X

Standard VII: Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction to meet curriculum goals; and to teach all students to understand and use mathematics.	**ELE 521**	**PACT**
Teacher Knowledge: What Teachers Know		
7.1k current theories, research, and practice on how students learn mathematics;	X	X
7.2k how students differ in their approaches to learning with regards to linguistic, cultural, socioeconomic, and developmental diversity;	X	X
7.3k strategies, techniques, and procedures for helping students understand mathematics;	X	X
7.4k how students' prior knowledge of and attitudes towards mathematics may affect their learning;	X	X
7.5k the process by which students construct mathematical knowledge;	X	X
7.6k common mathematical misconceptions and errors;	X	X
7.7k how learning may be assisted through the use of mathematics manipulatives, drawings, and technological tools;	X	X
7.8k how individual and group instruction can promote learning and create a learning environment that actively engages students in learning and encourages self-motivation;	X	X
7.9k a variety of instructional methods, tools, and tasks that promote students' confidence, curiosity, and inventiveness while using mathematics described in the TEKS;	X	X
7.10k planning strategies for developing mathematical instruction as a discipline of interconnected concepts and procedures;	X	X

Standard VII: Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction to meet curriculum goals; and to teach all students to understand and use mathematics.	**ELE 521**	**PACT**
7.11k procedures for selecting, developing, and implementing worthwhile mathematical tasks that meet the diverse needs of the student population and require students to reason, make connections, solve problems, and communicate mathematically;	X	X
7.12k procedures for developing instruction that connects concrete, symbolic, and abstract representations of mathematical knowledge;	X	X
7.13k methods for locating, selecting, developing, and evaluating learning opportunities that emphasize the connections between mathematics and real-world phenomena;	X	X
7.14k how technological tools and manipulatives can be used appropriately to assist students in developing, comprehending, and applying mathematical concepts and skills;	X	X
7.15k procedures for creating a variety of mathematical exploratory activities;	X	X
7.16k how to relate mathematics to students' lives and daily living;	X	X
7.17k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;	X	X
7.18k strategies that students with diverse strengths and needs can use to develop content-area vocabulary; and	X	X

Standard VII: Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction to meet curriculum goals; and to teach all students to understand and use mathematics.	**ELE 521**	**PACT**
7.19k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.	X	X
Application: What Teachers Can Do		
7.1s Apply theories and principles of learning mathematics to plan appropriate instructional activities for all students;	X	X
7.2s Use students' prior mathematical knowledge to build conceptual links to new knowledge;	X	X
7.3s Employ instructional strategies that build on the linguistic, cultural, and socioeconomic diversity of students;	X	X
7.4s Develop a variety of instructional activities to guide students in constructing mathematical knowledge;	X	X
7.5s Teach students to recognize and correct common mathematical misconceptions and errors;	X	X
7.6s Engage students in tasks that require students to communicate their mathematical reasoning;	X	X
7.7s Motivate students and actively engage them in the learning process by using a variety of interesting, challenging, and worthwhile mathematical tasks in individual, small-, and large-group settings;	X	X
7.8s Use a variety of tools, including, but not limited to, rulers, protractors, scales, stopwatches, measuring containers, money, calculators, and software, to strengthen comprehension and understanding;	X	X

Standard VII: Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction to meet curriculum goals; and to teach all students to understand and use mathematics.	**ELE 521**	**PACT**
7.9s Provide instruction along a continuum from concrete to abstract and plan instruction that builds on strengths and addresses needs;	X	X
7.10s Model appropriate mathematical problem-solving techniques, reasoning, discourse, and enthusiasm for mathematics as an example to help students develop positive attitudes towards mathematics;	X	X
7.11s Develop clear learning goals to plan, deliver, assess, and reevaluate instruction based upon the TEKS;	X	X
7.12s Select and create worthwhile mathematical tasks based on the TEKS that actively engage students in the learning process;	X	X
7.13s provide students with opportunities to develop and improve mathematical skills and procedures;	X	X
7.14s Use a variety of instructional delivery methods, such as individual, structured, small-group, and large-group formats;	X	X
7.15s Use a variety of questioning strategies to encourage mathematical discourse and to help students analyze and evaluate their mathematical thinking;	X	X
7.16s Create strategies for integrating writing as appropriate in the mathematics class;	X	X
7.17s Use challenging tasks that make connections between mathematics, the real world, and other disciplines to motivate learning;	X	X

Standard VII: Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction to meet curriculum goals; and to teach all students to understand and use mathematics.	**ELE 521**	**PACT**
7.18s Use mathematics labs, simulations, open-ended investigations, research projects, and other activities when appropriate to guide students' learning;		X
7.19s Apply appropriate technology to promote mathematical learning;	X	X
7.20s Use appropriate mathematical manipulatives to promote abstract understanding;	X	X
7.21s Select and use mathematical activities that relate to students' lives and communities;	X	X
7.22s Use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;	X	X
7.23s Teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies; and	X	X
7.24s Teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries.	X	X

Standard VIII: Mathematical Assessment: The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate t the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.	**ELE 521**	**PACT**
Teacher Knowledge: What Teachers Know		
8.1k the purpose, characteristics, and uses of various assessments in mathematics, including formative and summative assessments;	X	X
8.2k the importance of carefully selecting or designing formative and summative assessments for the specific decisions they are intended to inform;	X	X
8.3k how to select and administer appropriate assessment instruments that evaluate students' knowledge of and ability to use mathematics;	X	X
8.4k appropriate procedures for sharing assessment information with students, parents, and school personnel;		X
8.5k how to select and develop assessment methods that are consistent with what is taught and how it is taught;	X	X
8.6k how to evaluate a variety of assessment methods and materials for reliability, validity, absence of bias, clarity of language, and appropriateness of mathematical level;	X	X
8.7k the reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction to improve mathematical learning; and	X	X
8.8k how to diagnose and correct common mathematical misconceptions and errors.	X	X
Application: What Teachers Can Do		
8.1s Select or design and administer a variety of appropriate assessment instruments and/or methods (e.g., formal/informal, formative/summative) to monitor student understanding of mathematics and progress over time;	X	X

Standard VIII: Mathematical Assessment: The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate t the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.	**ELE 521**	**PACT**
8.2s Develop a variety of formal and informal assessments and scoring procedures that consist of worthwhile tasks that assess, mathematical understanding, problem solving, conceptual understanding, common misconceptions, and error patterns;	X	X
8.3s Align assessment methods with what is taught and how it is taught;	X	X
8.4s Interpret the results of formal and informal assessments and use results to evaluate and modify instructional approaches;	X	X
8.5s Establish criteria consistent with ethical and legal principles regarding the sharing of assessment results with students, parents, and appropriate school personnel;	X	X
8.6s Develop a valid student grading system based on the results of students' assessments; and	X	X
8.7s Communicate assessment results to students' parents/caregivers and other appropriate personnel.	X	X

Standard IX: Professional Development: The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development.	**ELE 521**	**PACT**
Teacher Knowledge: What Teachers Know		
9.1k the importance of establishing collegial relationships with other teachers and professional staff;		X
9.2k the advantages of participating in workshops, courses, conferences, and other professional activities that address topics related to the teaching of mathematics, including the use of technology;		X
9.3k the value of joining and actively participating in the professional community of mathematics educators;		X
9.4k the advantages of discussing with colleagues current ideas, trends, and directions in mathematics and mathematics education through local organizations, professional publications, and electronic communities;		X
9.5k the importance of participating in school, community, and political efforts to effect positive change in mathematics education;		X
9.6k national and statewide curriculum in mathematics curriculum development, instruction, and assessment; and		X
9.7k the availability of state resources to support teachers of mathematics.		X
Application: What Teachers Can Do		
9.1s Communicate with colleagues to create professional interactions across all disciplines at the building and district level;	X	X
9.2s Exchange information with mathematics teachers at preceding and subsequent grade levels to ensure continuity in students' mathematics education;	X	X

Standard IX: Professional Development: The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development.	**ELE 521**	**PACT**
9.3s Use professional relationships to gather information for creating links between the mathematics curriculum and other disciplines;	X	X
9.4s Use workshops and professional development activities as an opportunity to keep up with current technology, obtain new instructional materials and ideas, discover new approaches for delivering mathematical lessons, and continue to learn new mathematics;	X	X
9.5s Select research-based materials from appropriate publications produced by professional mathematics organizations to develop lesson plans, instructional activities, and assessments;	X	X
9.6s Use local organizations and electronic communities as a forum for exchanging, discussing, and evaluating ideas regarding mathematics and mathematical instruction, and as an opportunity for professional self-assessment; and	X	X
9.7s Organize and participate in a variety of methods (e.g., newsletters, Web pages, fundraisers, math nights, volunteer programs, field trips) to promote communication among parents, students, and the community.	X	X

Name of EPP: Elementary Education Stephen F. Austin State University **Co. Dist. #**

Standards Correlation Chart for the Core Subjects EC-6 Certificate (SCIENCE)

Content Mastery

Please indicate where in the curriculum your program addresses the relevant Core Subjects EC-6 standards; TAC§228.30 (a)

Standard I: The science teacher manages classroom, field, and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.	**ELE 522**	**PACT**
Teacher Knowledge: What Teachers Know		
1.1k safety regulations and guidelines for science facilities;		X
1.2k safety regulations and guidelines for science instruction;		X
1.3k procedures for the appropriate storage, handling, use, disposal, care, and maintenance of chemicals, materials, specimens, and equipment;		X
1.4k sources of information about laboratory safety;		X
1.5k procedures for the safe handling and ethical care and treatment of organisms and specimens;		X
1.6k procedures for responding to an accident in the laboratory, including first aid;		X
1.7k legal issues associated with accidents and injuries that occur in the classroom, field, or laboratory;		X
1.8k potential safety hazards in the field (e.g., insect bites, poisonous plants); and		X
1.9k the importance of providing laboratory space and equipment for all students, including those with special needs.		X

Standard I: The science teacher manages classroom, field, and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.	**ELE 522**	**PACT**
Application: What Teachers Can Do		
1.1s Employ safe practices in designing, planning, and implementing all instructional activities (e.g., laboratory, field, demonstrations);	X	X
1.2s Determine sufficient space and classroom arrangement for carrying out laboratory activities;	X	X
1.3s Provide students with continuous instruction and training in safe techniques and procedures for all laboratory and field activities, student demonstrations, and independent projects;	X	X
1.4s Read and interpret safety information about chemicals on a Materials Safety Data Sheet (MSDS) and on other chemical labels, including household products;	X	X
1.5s Check equipment for safety (e.g., cracks in glassware, proper grounding of electrical equipment) prior to use;	X	X
1.6s Create, implement, and enforce rules and safety procedures to promote and maintain a safe learning environment during laboratory and field activities;	X	X
1.7s Implement regular procedures to inventory and maintain appropriate safety equipment; and	X	X
1.8s Optimize quick and safe access to all safety equipment (e.g., eyewash station, sink, safety shower, fire blanket, and extinguisher).	X	X

Standard II: The science teacher understands the correct use of tools, materials, equipment, and technologies.	ELE 522	PACT
Teacher Knowledge: What Teachers Know		
2.1k procedures for the storing, securing, and routine maintenance of scientific equipment used in instructional activities;		X
2.2k correct and safe operating procedures for scientific equipment used in instructional activities;		X
2.3k concepts of precision, accuracy, and error with regard to reading and recording numerical data from a scientific instrument;		X
2.4k the international system of measurement (i.e., metric system);		X
2.5k the use of grade-appropriate equipment and technology for gathering, analyzing, and reporting data; and		X
2.6k the use of technology to acquire, assess, analyze, interpret, and communicate information.		X
Application: What Teachers Can Do		
2.1s Select and use appropriate tools, technology, materials, and equipment needed for instructional activities;	X	X
2.2s Instruct and monitor students' use of materials, tools, and instruments;	X	X
2.3s Make science resources accessible to all students;	X	X
2.4s Recycle, reuse, and conserve laboratory resources as appropriate;	X	X
2.5s Use the appropriate number of significant figures to record and report numerical data;	X	X
2.6s Perform unit conversions within the international system of measurement (i.e., metric system);	X	X
2.7s Perform conversions within and across measurement systems;	X	X
2.8s Use techniques to calibrate measuring devices as appropriate;	X	X

Standard II: The science teacher understands the correct use of tools, materials, equipment, and technologies.	ELE 522	PACT
2.9s Organize, display, and communicate data in a variety of ways (e.g., charts, tables, graphs, diagrams, written reports, oral presentations);	X	X
2.10s Gather, organize, display, and communicate data using appropriate technology (e.g., Internet, graphing calculators, spreadsheets); and	X	X
2.11s Evaluate the validity of data and data sources.	X	X

Standard III: The science teacher understands the process of scientific inquiry and its role in science instruction.	ELE 522	PACT
Teacher Knowledge: What Teachers Know		
3.1k how scientists use different types of investigation, depending on the questions they are trying to answer;		X
3.2k principles and procedures for designing and conducting an inquiry-based scientific investigation (such as making observations; asking questions; researching and reviewing current knowledge in light of experimental evidence; using tools to gather and analyze evidence; proposing answers, explanations, and predictions; and communicating results);		X
3.3k the characteristics of various types of scientific investigations (e.g., descriptive studies, controlled experiments, comparative data analysis);		X
3.4k how current knowledge and theories guide scientific investigations;		X
3.5k the use of technology in scientific research; and		X
3.6k appropriate methods of statistical analysis and measures (e.g., mean, median, mode, correlation).		X
Application: What Teachers Can Do		
3.1s Design and conduct inquiry-based scientific investigations, including non-experimental and experimental designs;	X	X

Standard III: The science teacher understands the process of scientific inquiry and its role in science instruction.	**ELE 522**	**PACT**
3.2s Plan and implement instruction that provides opportunities for all students to engage in scientific inquiry by using various appropriate combinations of the following processes: • ask a scientific question; • formulate a testable hypothesis; • select appropriate equipment and technology for gathering information related to the hypothesis; • make observations and collect data taking accurate and precise measurements; • organize, analyze, and evaluate data to find data trends and patterns and make inferences; and • communicate and defend a valid conclusion about the hypothesis under investigation;	X	X
3.3s Link inquiry investigations to students' prior knowledge and experience;	X	X
3.4s Focus inquiry-based instruction on questions and issues that are relevant to students;	X	X
3.5s Use strategies to assist students in identifying, refining, and focusing scientific ideas and questions guiding an inquiry activity (i.e., an inquiry-based scientific investigation);	X	X
3.6s Guide students in making systematic observations and measurements;	X	X
3.7s Use a variety of tools and techniques to access, gather, store, retrieve, organize, and analyze data;	X	X
3.8s Provide opportunities for students to use higher-order thinking skills, logical reasoning, and scientific problem solving to reach conclusions based on evidence;	X	X

Standard III: The science teacher understands the process of scientific inquiry and its role in science instruction.	**ELE 522**	**PACT**
3.9s Develop, analyze, and evaluate different explanations for a given scientific result;	X	X
3.10s Identify potential sources of error in a given inquiry-based investigation; and	X	X
3.11s Develop criteria for assessing student participation in and understanding of the inquiry process.	X	X

Standard IV: The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.	ELE 522	PACT
Teacher Knowledge: What Teachers Know		
4.1k theories about how students develop scientific understanding;	X	X
4.2k how the developmental characteristics of students influence science learning;	X	X
4.3k the statewide curriculum as defined in the Texas Essential Knowledge and Skills (TEKS);	X	X
4.4k methods of planning and implementing an inquiry-based science program;	X	X
4.5k how students' prior knowledge and attitudes about science may affect their learning;	X	X
4.6k common student misconceptions in science and effective ways to address these misconceptions;	X	X
4.7k how to establish a collaborative scientific community among students that supports actively engaged learning;	X	X
4.8k the importance of planning activities that are inclusive and accommodate the needs of all students;	X	X
4.9k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;		X
4.10k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;		X
4.11k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content- related texts;		X
4.12k the design and management of learning environments that provide the time, space, and resources needed for learning science;	X	X
4.13k the importance of ongoing assessment of student learning and one's own teaching practice in the science classroom; and	X	X

Standard IV: The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.	ELE 522	PACT
4.14k the teacher's role in the ongoing evaluation and development of science in the total school program.	X	X
Application: What Teachers Can Do		
4.1s Use lab and field investigations to enable students to develop an understanding of science;	X	X
4.2s Sequence learning activities in a way that allows students to build upon their prior knowledge and challenges them to expand their understanding of science;	X	X
4.3s Model active learning and inquiry processes for students;	X	X
4.4s Encourage students' self-motivation in their own learning;	X	X
4.5s Display and model scientific attributes, such as curiosity, openness to new ideas, and skepticism;	X	X
4.6s Design and adapt curricula and select content to meet the interests, knowledge, understanding, abilities, experiences, and needs of students;	X	X
4.7s Use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;	X	X
4.8s Teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;	X	X
4.9s Teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;	X	X
4.10s Use questioning strategies to move students from concrete to more abstract understanding;	X	X
4.11s Respect student diversity and encourage all students to participate fully in science learning;	X	X

Standard IV: The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.	ELE 522	PACT
4.12s Manage time to provide adequate opportunity for all students to participate in investigations;	X	X
4.13s Create an environment to focus and support student inquiries;	X	X
4.14s Use individual, small-group, and whole-class strategies to support student learning;	X	X
4.15s Foster collaboration among students; and	X	X
4.16s Implement science activities to incorporate school wide objectives.	X	X

Standard V: The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.	ELE 522	PACT
Teacher Knowledge: What Teachers Know		
5.1k the relationships among curriculum, assessment, and instruction;	X	X
5.2k characteristics of various assessments, such as reliability, validity, and the absence of bias;		X
5.3k the purposes, characteristics, and uses of various types of assessments in science, including formative and summative assessments;	X	X
5.4k the importance of carefully selecting or designing formative and summative assessments for the specific decisions they are intended to inform;	X	X
5.5k the importance of monitoring and assessing students' science understanding and skills on a regular, ongoing basis;	X	X
5.6k ways in which assessment results inform instructional practice;	X	X
5.7k strategies for assessing students' prior knowledge and misconceptions about science;	X	X
5.8k questioning strategies designed to elicit higher-level thinking;	X	X
5.9k the importance of sharing evaluation criteria with students;	X	X
5.10k the role of assessments as learning experiences; and	X	X
5.11k strategies for engaging students in meaningful self-assessment.		X
Application: What Teachers Can Do		
5.1s Use formal and informal assessments of science performance and products (e.g., rubrics, portfolios, student profiles, checklists) to evaluate student participation in and understanding of the inquiry process (i.e., of inquiry-based scientific investigations);	X	X

Standard V: The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.	**ELE 522**	**PACT**
5.2s Select or design a variety of appropriate assessment instruments and/or methods (e.g., formal/informal, formative/summative) to monitor student understanding and progress;	X	X
5.3s Design assessments that match each learning objective;	X	X
5.4s Base decisions regarding instructional content, methods, and practice on information about students' strengths and needs gathered through assessment;	X	X
5.5s Select assessment instruments and methods that provide students with adequate opportunities to demonstrate their achievements;	X	X
5.6s Evaluate assessment materials and procedures for reliability, validity, absence of bias, and clarity of language;	X	X
5.7s Encourage use of self-assessment strategies in science;	X	X
5.8s Use a variety of strategies (e.g., pre-testing, reviewing student journals, monitoring discussions, asking questions) to gain insight about students' prior knowledge and misconceptions about science;	X	X
5.9s State evaluation criteria clearly so that students can understand and derive meaning from them; and	X	X
5.10s Evaluate the quality of data obtained from an assessment and determine what decisions can appropriately be made based on the data.	X	X

Standard VI: The science teacher understands the history and nature of science.	ELE 522	PACT
Teacher Knowledge: What Teachers Know		
6.1k the limitations of the scope of science and the use and limitations of physical, mathematical, and conceptual models to describe and analyze scientific ideas about the natural world;		X
6.2k that science is a human endeavor influenced by societal, cultural, and personal views of the world;		X
6.3k that scientific ideas and explanations must be consistent with observational and experimental evidence;		X
6.4k how logical reasoning is used in the process of developing, evaluating, and validating scientific hypotheses and theories;		X
6.5k the roles that publishing and peer review play in developing and validating scientific knowledge;		X
6.6k principles of scientific ethics in reporting data and in experimenting with living organisms, including human subjects;		X
6.7k that scientific theories have predictive power;		X
6.8k that scientific theories are constantly being modified to conform more closely to new observational and experimental evidence about the natural world;		X
6.9k the historical development of science and the contributions that diverse cultures and individuals of both genders have made to scientific knowledge; and		X
6.10k the relationship between science and technology.		X
Application: What Teachers Can Do		
6.1s Provide students with opportunities to examine the types of questions that science can and cannot answer;	X	X

Standard VI: The science teacher understands the history and nature of science.	ELE 522	PACT
6.2s Design and conduct scientific investigations to answer questions;	X	X
6.3s Analyze, review, and critique the strengths and weaknesses of scientific explanations, hypotheses, and theories using scientific evidence and information;	X	X
6.4s Analyze ways in which personal or societal bias can affect the direction, support, and use of scientific research;	X	X
6.5s Use key events and knowledge of individuals from throughout the history of science to illustrate scientific concepts;	X	X
6.6s Design instruction that accounts for the contributions to science of individuals from a variety of cultures; and	X	X
6.7s Use examples from the history of science to demonstrate the changing nature of scientific theories and knowledge (i.e., that scientific theories and knowledge are always subject to revision in light of new evidence).	X	X

Standard VII: The science teacher understands how science affects the daily lives of students and how science interacts with and influences personal and societal decisions.	ELE 522	PACT
Teacher Knowledge: What Teachers Know		
7.1k that human decisions about the use of science and technology are based on factors such as ethical standards, economics, and societal and personal needs;		X
7.2k scientific concepts and principles relating to personal and societal health, including the physiological and psychological effects and risks associated with the use of substances and substance abuse;		X
7.3k concepts related to changes in populations and to characteristics of human population growth;		X
7.4k types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources;		X
7.5k the properties of natural ecosystems and how natural and human processes can influence changes in environments;		X
7.6k the principles of risk and benefit analysis and how it is used in the process of personal and societal decision making; and		X
7.7k the role science can play in helping resolve personal, societal, and global challenges		X
Application: What Teachers Can Do		
7.1s Use situations from students' daily lives to develop instructional materials that investigate how science can be used to make informed decisions;	X	X
7.2s Apply scientific principles and processes to analyze factors (e.g., diet, exercise, personal behavior) that influence personal choices concerning fitness and health;	X	X
7.3s Analyze factors that affect the severity of disease and methods for preventing, controlling, or curing diseases and ailments;	X	X

Standard VII: The science teacher understands how science affects the daily lives of students and how science interacts with and influences personal and societal decisions.	ELE 522	PACT
7.4s Analyze how factors such as population growth, resource use, population distribution, overconsumption, technological capacity, poverty, and societal views can influence changes in environments;	X	X
7.5s Apply scientific principles and the theory of probability to analyze the advantages, disadvantages, or alternatives to a given decision or course of action; and	X	X
7.6s Demonstrate how science can be used to help make informed decisions about societal and global issues.	X	X

Standard VIII: The science teacher knows and understands the science content appropriate to teach the statewide curriculum [TEKS] in physical science.	ELE 522	PACT
Teacher Knowledge: What Teachers Know		
8.1k properties of objects and materials;		X
8.2k concepts of force and motion;		X
8.3k concepts of heat, light, electricity, and magnetism;		X
8.4k conservation of energy and energy transformations;		X
8.5k the relationship between force and motion;		X
8.6k physical and chemical properties and changes in matter;		X
8.7k energy and energy transformations; and		X
8.8k the conservation of matter and energy.		X
Application: What Teachers Can Do		
8.1s Select appropriate techniques, procedures, and tools to observe and record properties of materials (e.g., size, shape, temperature, magnetism, hardness, mass, conduction, density);	X	X
8.2s Analyze changes in the position and motion of an object subject to an unbalanced force;	X	X
8.3s Apply properties of fundamental forces (e.g., push or pull, friction, gravity, electric force, magnetic force) to analyze common objects (e.g., toys, playground equipment), experiences, and situations;	X	X
8.4s Describe and analyze changes in the states of matter caused by the addition or removal of heat energy;	X	X
8.5s Describe the properties of various forms of energy (e.g., mechanical, sound, heat, light) and analyze how energy is transformed from one form to another in a variety of everyday situations;	X	X

Standard VIII: The science teacher knows and understands the science content appropriate to teach the statewide curriculum [TEKS] in physical science.	**ELE 522**	**PACT**
8.6s Measure, graph, and describe changes in motion and analyze the relationship between force and motion in a variety of situations including simple machines, the flow of blood through the human body, and geologic processes;	X	X
8.7s Investigate physical properties of solids, liquids, and gases;	X	X
8.8s Analyze physical and chemical changes in matter;	X	X
8.9s Apply properties and characteristics of waves to analyze sound, light, and other wave phenomena;	X	X
8.10s Interpret the periodic table and chemical formulas and equations;	X	X
8.11s Apply the law of conservation of energy to analyze a variety of phenomena (e.g., specific heat, chemical and nuclear reactions, efficiency of simple machines);	X	X
8.12s apply the law of conservation of matter to analyze a variety of phenomena (e.g., water cycle, decomposition); and	X	X
8.13s Analyze the transfer of energy in a variety of situations (e.g., the production of heat, light, sound, and magnetic effects by electrical energy; the process of photosynthesis; weather processes).	X	X

Standard IX: The science teacher knows and understands the science content appropriate to teach the statewide curriculum ([TEKS] in life science.	ELE 522	PACT
Teacher Knowledge: What Teachers Know		
9.1k that living systems have different structures to perform different functions;		X
9.2k that organisms have basic needs;		X
9.3k that organisms respond to internal or external stimuli;		X
9.4k the relationship between organisms and the environment;		X
9.5k the life cycles of organisms;		X
9.6k how populations or species change over time;		X
9.7k the structure and function of living systems;		X
9.8k reproduction and the mechanisms of heredity;		X
9.9k adaptations of organisms and the theory of evolution;		X
9.10k regulatory mechanisms and behavior; and		X
9.11k the relationships between organisms and the environment.		X
Application: What Teachers Can Do		
9.1s Describe stages in the life cycle of common plants and animals;	X	X
9.2s Identify characteristics (e.g., physical traits) of plants and animals;	X	X
9.3s Identify adaptive characteristics and explain how adaptations influence the survival of populations or species;	X	X
9.4s Describe the processes by which plants and animals reproduce and explain how hereditary information is passed from one generation to the next;	X	X

Standard IX: The science teacher knows and understands the science content appropriate to teach the statewide curriculum ([TEKS] in life science.	**ELE 522**	**PACT**
9.5s Analyze the role of internal and external stimuli in the behavior of organisms;	X	X
9.6s Compare and contrast inherited traits and learned characteristics;	X	X
9.7s Describe ways living organisms depend on each other and their environment for basic needs;	X	X
9.8s Analyze the characteristics of habitats within an ecosystem;	X	X
9.9s Identify organisms, populations, or species with similar needs and analyze how they compete with one another for resources;	X	X
9.10s Analyze how structure complements function in cells, organs, organ systems, organisms, and populations;	X	X
9.11s Identify human body systems and describe their functions;	X	X
9.12s Distinguish between dominant and recessive traits and predict the probable outcomes of genetic combinations;	X	X
9.13s Explain that every organism requires a set of instructions for specifying its traits;	X	X
9.14s Describe how an inherited trait can be determined by one or by many genes and how more than one trait can be influenced by a single gene;	X	X
9.15s Compare and contrast sexual and asexual reproduction;	X	X
9.16s Compare traits in a population or species that enhance its survival and reproduction;	X	X
9.17s Describe how populations and species change through time;	X	X
9.18s Analyze responses in organisms that result from internal and external stimuli;	X	X

Standard IX: The science teacher knows and understands the science content appropriate to teach the statewide curriculum ([TEKS] in life science.	ELE 522	PACT
9.19s Describe feedback mechanisms that allow organisms to maintain stable internal conditions;	X	X
9.20s Identify the abiotic and biotic components of an ecosystem;	X	X
9.21s Describe the interrelationships among producers, consumers, and decomposers in an ecosystem; and	X	X
9.22s Analyze and describe adaptive characteristics that result in a population's or species' unique niche in an ecosystem.	X	X

Standard X: The science teacher knows and understands the science content appropriate to teach the statewide curriculum ([TEKS] in Earth and space science.	**ELE 522**	**PACT**
Teacher Knowledge: What Teachers Know		
10.1k properties of Earth materials;		X
10.2k changes in Earth systems;		X
10.3k characteristics of the sun, moon, and stars;		X
10.4k the structure and function of Earth systems;		X
10.5k cycles in Earth systems;		X
10.6k the role of energy in weather and climate;		X
10.7k characteristics of the solar system; and		X
10.8k the history of Earth.		X
Application: What Teachers Can Do		
10.1s Describe properties and uses of rocks, soils, water, atmospheric gases, and other Earth materials;	X	X
10.2s Describe characteristics of weather, tools for making weather measurements, and changes in weather;	X	X
10.3s Describe forces and processes that change the surface of Earth (e.g., glaciers, earthquakes, weathering);	X	X
10.4s Identify objects in the sky and describe their characteristics (e.g., sun as Earth's major energy source, position of the planets in relation to the sun); and	X	X
10.5s Describe the basic characteristics of the sun and other stars; analyze the consequence of the moon's orbit around Earth (e.g., phases of the moon) and Earth's orientation and movement around the sun (e.g., day and night, the seasons).	X	X
10.6s Analyze and describe characteristics of the geosphere, the hydrosphere, the atmosphere, and the biosphere;	X	X

Standard X: The science teacher knows and understands the science content appropriate to teach the statewide curriculum ([TEKS] in Earth and space science.	**ELE 522**	**PACT**
10.7s Analyze a variety of Earth cycles (e.g., rock cycle, water cycle, carbon cycle, nitrogen cycle);	X	X
10.8s Analyze and describe how human activity and natural processes, both gradual and catastrophic, can alter Earth systems;	X	X
10.9s Identify properties of and analyze interactions among the components of the solar system;	X	X
10.10s Explain weather measurements and analyze weather processes; and	X	X
10.11s Analyze how the Earth's position, orientation, and surface features affect weather and climate.	X	X

Standard XI: The science teacher knows unifying concepts and processes that are common to all sciences.	**ELE 522**	**PACT**
Teacher Knowledge: What Teachers Know		
11.1k how systems and subsystems can be used as a conceptual framework to organize and unify the common themes of science and technology;		X
11.2k how patterns in observations and data which explain natural phenomena allow predictions to be made;		X
11.3k how the concepts and processes listed below provide a unifying framework across the science disciplines: • systems, order, and organization; • evidence, models, and explanation; • change, constancy, and measurements; • evolution and equilibrium; and • form and function;		X
11.4k properties and patterns of systems can be described in terms of space, time, energy, and matter;		X
11.5k how change and constancy occur in systems (e.g., conservation laws, symmetry, stability, cyclic variation, rates of change);		X
11.6k the complementary nature of form and function in a given system; and		X
11.7k how models are used to represent the natural world and how to evaluate the strengths and limitations of a variety of scientific models (eg., physical, conceptual, mathematical).		X
Application: What Teachers Can Do		
11.1s Apply the systems model (e.g., interacting parts, boundaries, input, output, feedback, subsystems) to identify and analyze common themes that occur in physical science, life science, and Earth and space science;	X	X

Standard XI: The science teacher knows unifying concepts and processes that are common to all sciences.	**ELE 522**	**PACT**
11.2s Analyze a system (e.g., a cell, the ocean, an ideal gas) in terms of cycles, structure, and processes;	X	X
11.3s Analyze the general features of systems (e.g., input, process, output, feedback);	X	X
11.4s Analyze the interactions that occur between the components of a given system or subsystem;	X	X
11.5s Analyze the interactions and interrelationships between various systems and subsystems; and	X	X
11.6s Use the systems model to analyze the concepts of constancy (e.g., conservation of mass, energy, and momentum) and change (e.g., evolution).	X	X

Name of EPP: Elementary Education Stephen F. Austin State University **Co. Dist. #**

Standards Correlation Chart for the Core Subjects EC-6 Certificate (SOCIAL STUDIES)

Content Mastery

Please indicate where in the curriculum your program addresses the relevant Core Subjects EC-6 standards; TAC§228.30 (a)

Standard I: The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.	**ELE 523**	**PACT**
Teacher Knowledge: What Teachers Know		
1.1k the philosophical foundations of the social science disciplines;	X	X
1.2k how knowledge generated by the social science disciplines affects society and people's lives;	X	X
1.3k practical applications of social studies education;	X	X
1.4k social studies research and how social scientists collect, analyze, and report knowledge and data; and	X	X
1.5k contemporary issues, events, and individuals in the community, state, nation, and world.	X	X
Application: What Teachers Can Do		
1.1s Relate philosophical assumptions and ideas to issues and trends in the social sciences;	X	X
1.2s Use social studies information and ideas to study social phenomena;	X	X
1.3s Communicate the value of social studies education to a variety of audiences (e.g., students, parents/caregivers, teachers, community);	X	X
1.4s Formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences;	X	X
1.5s Locate, gather, and organize primary and secondary information using social studies resources and standard research methodologies, and evaluate the reliability of this information;	X	X
1.6s Promote students' use of social studies skills and research tools, including technological tools; and	X	X
1.7s Use social studies terminology correctly.	X	X

Standard II: The social studies teacher effectively integrates the various social science disciplines.	**ELE 523**	**PACT**
Teacher Knowledge: What Teachers Know		
2.1k how social science disciplines relate to each other;	X	X
2.2k how social science disciplines relate to other content areas; and	X	X
2.3k the vertical alignment of social studies in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.	X	X
Application: What Teachers Can Do		
2.1 Relate skills, concepts, and ideas in different social science disciplines; and	X	X
2.2 Make connections between knowledge and methods in the social sciences and in other content areas.	X	X

Standard III: The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation.	**ELE 523**	**PACT**
Teacher Knowledge: What Teachers Know		
3.1k stages and characteristics of child growth and development and their implications for designing and implementing effective learning experiences in the social sciences;	X	X
3.2k forms of assessment appropriate for evaluating students' progress and needs in the social sciences;	X	X
3.3k the specific state content and performance standards that comprise all areas of social studies (i.e., history; geography; economics; government; citizenship; culture; science, technology, and society), as defined by the Texas Essential Knowledge and Skills (TEKS);	X	X
3.4k strategies that students with diverse strengths, needs, and back grounds can use to determine word meaning in content-related texts	X	X
3.5k strategies that students with diverse strengths, needs, and backgrounds can use to develop content-area vocabulary;	X	X
3.6k strategies that students with diverse strengths, needs, and backgrounds can use to facilitate comprehension before, during, and after reading content-related texts;	X	X
3.7k how to use assessment to help determine when a student needs additional help or intervention to bring the student's performance to grade level; and	X	X
3.8k the appropriate use of electronic technology as a tool for learning and communicating social studies concepts.	X	X
Application: What Teachers Can Do		
3.1s Select and use developmentally appropriate instructional practices, strategies, activities, technologies, and materials to promote student knowledge, skills, and progress in the social sciences;	X	X

Standard III: The social studies teacher uses knowledge and skills of social studies, as defined by the TEKS to plan and implement effective curriculum, instruction, assessment, and evaluation.	**ELE 523**	**PACT**
3.2s Plan and implement developmentally appropriate learning experiences in the social sciences;	X	X
3.3s Use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;	X	X
3.4s Teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;	X	X
3.5s Teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;	X	X
3.6s Use multiple forms of assessment and knowledge of the TEKS to help determine students' progress and needs and to help plan instruction; and	X	X
3.7s Keep abreast of and apply current research, trends, and practices in the social sciences and social studies education (e.g., read professional journals, join professional organizations, participate in study groups, attend professional conferences).	X	X

Standard IV: History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.	ELE 523	PACT
Teacher Knowledge: What Teachers Know		
4.1k traditional historical points of reference in the history of Texas, the United States, and the world;	X	X
4.2k the historical significance of customs, holidays, landmarks, and celebrations in the community, state, and nation;	X	X
4.3k the concept of chronology and how it is used to understand history and historical events;	X	X
4.4k how various sources provide information about the past;	X	X
4.5k the individuals, events, and issues that shaped the history of Texas;	X	X
4.6k the causes and effects of European exploration and colonization of Texas, the United States, and the Western Hemisphere;	X	X
4.7k the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European colonization;		X
4.8k common characteristics of communities, past and present;	X	X
4.9k the impact of science and technology on the development of societies;	X	X
4.10k how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present;	X	X
4.11k how characteristics of contemporary world societies have resulted from historical events such as invasion, conquests, colonization, other conflicts, immigration, and trade;	X	X

Standard IV: History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.	ELE 523	PACT
4.12k how individuals, events, and issues shaped the history of Texas, the United States, and the world;	X	X
4.13k the foundations of representative government in the United States and the significant political and economic issues of the revolutionary era;		X
4.14k the challenges confronted by the U.S. government and its leaders in the early years of the republic;		X
4.15k westward expansion and its effects on the political, economic, and social development of the nation;	X	X
4.16k how political, economic, and social factors led to the growth of sectionalism and the Civil War;	X	X
4.17k individuals, issues, and events of the Civil War and the effects of Reconstruction on the political, economic, and social life of the nation; and	X	X
4.18k important issues, events, and individuals of the 20th and 21st century in the United States and the world.	X	X
Application: What Teachers Can Do		
4.1s Locate, differentiate between, and use primary and secondary sources such as technology, databases, media and news services, biographies, interviews, and artifacts to acquire historical information;	X	X
4.2s Analyze and evaluate the validity of information in relation to bias, propaganda, point of view, and frame of reference;	X	X
4.3s Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	X	X

Standard IV: History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.	**ELE 523**	**PACT**
4.4s Use the process of historical inquiry to research, organize, and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;	X	X
4.5s Apply different methods of interpreting the past to understand, evaluate, and support multiple points of view, frames of reference, and the historical context of events and issues;	X	X
4.6s Use appropriate skills to interpret social studies information such as maps and graphs;	X	X
4.7s Translate information from one medium to another, including written to visual and statistical to written or visual, using technology as appropriate, to create written, oral, and visual presentations of information related to historical issues;	X	X
4.8s Communicate historical information and ideas in written, oral, and visual forms;	X	X
4.9s Use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;	X	X
4.10s Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and	X	X
4.11s Relate historical information and ideas to information and ideas in other social sciences and in other disciplines.	X	X

Standard V: Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.	**ELE 523**	**PACT**
Teacher Knowledge: What Teachers Know		
5.1k the concept of region as an area of Earth's surface with unifying geographic characteristics;	X	X
5.2k the locations and characteristics of places and regions in Texas, the United States, and the world;	X	X
5.3k how humans adapt to, use, and modify the physical environment;	X	X
5.4k how physical characteristics of places and regions and human modifications to the environment affect people's activities and settlement patterns;	X	X
5.5k how location (absolute and relative) affects people, places, and environment;	X	X
5.6k the concepts of location, distance, grid systems, and direction on maps and globes;	X	X
5.7k the patterns, processes, and locations of major historical and contemporary societies and regions of Texas, the United States, and the world;	X	X
5.8k physical processes and their effects on patterns in the environment;	X	X
5.9k the characteristics, distribution, and migration of populations in Texas, the United States, and the world;	X	X
5.10k the physical characteristics of Texas, the United States, and the world, past and present, and how humans adapted to and modified the environment;	X	X
5.11k how geographic factors influence the economic development, political relationships, and policies of societies; and	X	X
5.12k the impact of interactions between people and the physical environment on the development of places and regions.	X	X

Standard V: Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.	**ELE 523**	**PACT**
Application: What Teachers Can Do		
5.1s Communicate geographic information and ideas in written, oral, and visual forms;	X	X
5.2s Evaluate multiple points of view and frames of reference relating to geographic phenomena;	X	X
5.3s Use geographic tools such as maps, globes, graphs, charts, models, and technology to pose and answer geographic questions;	X	X
5.4s Use historical, geographic, and statistical information from a variety of sources such as technology, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships;	X	X
5.5s Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;	X	X
5.6s Construct and interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change;	X	X
5.7s Apply basic mathematical and statistical concepts and analytical methods to analyze geographic data using appropriate technology;	X	X
5.8s Use a series of maps, including computer-based geographic information systems, to obtain and analyze data needed to solve geographic and locational problems;	X	X

Standard V: Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.	**ELE 523**	**PACT**
5.9s Design and draw appropriate maps and other graphics such as sketch maps, diagrams, tables, and graphs to present geographic features, geographic distributions, geographic relationships, and other geographic information;	X	X
5.10s Plan, organize, and complete group research projects that involve asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions; and communicating results;	X	X
5.11s Use case studies and geographic information systems to identify contemporary geography problems and issues and to apply geographic knowledge and skills to answer real-world questions;	X	X
5.12s Use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;	X	X
5.13s Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and	X	X
5.14s Relate geographic information and ideas to information and ideas in other social sciences and in other disciplines.	X	X

Standard VI: Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.	**ELE 523**	**PACT**
Teacher Knowledge: What Teachers Know		
6.1k that basic human needs are met in many ways;	X	X
6.2k basic economic concepts, including goods and services, free enterprise, diffusion, interdependence, needs and wants, scarcity, and the concept of an economic system;	X	X
6.3k the value and importance of work and how work and jobs relate to spending and saving money and meeting people's needs;	X	X
6.4k the roles of producers and consumers in the production of goods and services;	X	X
6.5k the purposes of spending, saving, and budgeting money;	X	X
6.6k how businesses operate in the U.S. free enterprise system;	X	X
6.7k the basic economic patterns of early societies in Texas, the United States, and the Western Hemisphere;	X	X
6.8k the characteristics, benefits, and development of the free enterprise system in Texas and the United States;	X	X
6.9k patterns of work and economic activities in Texas and the United States and the means used to measure a society's economic level;	X	X
6.10k the interdependence of the Texas economy with the United States and the world;	X	X
6.11k economic reasons for exploration and colonization;	X	X
6.12k the impact of supply and demand on consumers and producers in a free enterprise system;	X	X

Standard VI: Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.	**ELE 523**	**PACT**
6.13k various ways in which people organize economic systems;	X	X
6.14k significant economic events and issues and their effects in Texas, the United States, and the world;	X	X
6.15k similarities and differences among worldwide economic systems;	X	X
6.16k the role that components of production play in a society's economy;	X	X
6.17k categories of economic activities and the means used to measure a society's economic level;	X	X
6.18k the factors that caused societies to change from agrarian to urban societies;	X	X
6.19k why various sections of the United States developed different patterns of economic activity;	X	X
6.20k how various economic forces resulted in the Industrial Revolution in the 18th and 19th centuries;	X	X
6.21k the processes of economic development;	X	X
6.22k the characteristics, benefits, and development of the free enterprise system in the United States; and	X	X
6.23k patterns of work and economic activities in the United States and the means used to measure a society's economic level.	X	X

Application: What Teachers Can Do		
6.1s Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use economic information acquired from a variety of primary and secondary sources, including electronic technology;	X	X
6.2s Understand and evaluate multiple points of view and frames of reference relating to economic content and issues;	X	X

Standard VI: Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.	**ELE 523**	**PACT**
6.3s Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	X	X
6.4s Use various economic indicators to describe and measure levels of economic activity;	X	X
6.5s Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	X	X
6.6s Create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary economic topics;	X	X
6.7s Evaluate economic-activity patterns using charts, tables, graphs, and maps;		X
6.8s Use appropriate mathematical and statistical skills to interpret economic information;	X	X
6.9s Translate information from one medium to another, including written to visual and statistical to written or visual, using technology as appropriate, to create written, oral, and visual presentations of information related to economic issues;	X	X
6.10s Use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;	X	X
6.11s Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and	X	X
6.12s Relate economic information and ideas to information and ideas in other social sciences and in other disciplines.	X	X

Standard VII: Government: The social studies teacher knows how governments and structures of power functions, provide order, and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.	**ELE 523**	**PACT**
Teacher Knowledge: What Teachers Know		
7.1k the purpose of rules and laws; the relationship between rules, rights, and responsibilities; and the individual's role in making and enforcing rules and ensuring the welfare of society;	X	X
7.2k the roles of authority figures and public officials;	X	X
7.3k the basic structure and functions of local, state, and national governments and their relationships to each other;	X	X
7.4k key principles and ideas of the U.S. and Texas Declarations of Independence, Constitutions, and other significant political documents;	X	X
7.5k relationships among significant political documents;	X	X
7.6k how people organized governments during the early development of Texas and the United States;	X	X
7.7k the political process in the United States and Texas and how the U.S. political system works;	X	X
7.8k characteristics of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments;	X	X
7.9k alternative ways of organizing governments and the effectiveness of different types of government in meeting citizens' needs;	X	X
7.10k the formal and informal process of changing the U.S. and Texas Constitutions and the impact of changes on society;	X	X

Standard VII: Government: The social studies teacher knows how governments and structures of power functions, provide order, and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.	**ELE 523**	**PACT**
7.11k the nature of the relationships between local, state, and national governments in a federal system;	X	X
7.12k the impact of landmark Supreme Court cases; and	X	X
7.13k how people organized governments in colonial America.	X	X
Application: What Teachers Can Do		
7.1s Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information about government acquired from a variety of primary and secondary sources, including electronic technology;	X	X
7.2s Understand and evaluate multiple points of view and frames of reference relating to issues in government;	X	X
7.3s Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	X	X
7.4s Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	X	X
7.5s Create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary government topics;	X	X
7.6s Evaluate government data using charts, tables, graphs, and maps;	X	X
7.7s Use appropriate skills to interpret social studies information such as maps and graphs;	X	X

Standard VII: Government: The social studies teacher knows how governments and structures of power functions, provide order, and allocate resources and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.	**ELE 523**	**PACT**
7.8s Translate information from one medium to another, including written to visual and statistical to written or visual, using technology as appropriate, to create written, oral, and visual presentations of information related to government issues;	X	X
7.9s Use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;	X	X
7.10s Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and	X	X
7.11s Relate information and ideas in government to information and ideas in other social sciences and in other disciplines.	X	X

Standard VIII: Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.	**ELE 523**	**PACT**
Teacher Knowledge: What Teachers Know		
8.1k important customs, symbols, and celebrations that represent American beliefs and principles and that contribute to national unity;	X	X
8.2k characteristics of good citizenship in the United States and other societies as exemplified by historic figures and ordinary people;	X	X
8.3k the impact of individual and group decisions on communities in a democratic society;	X	X
8.4k the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution;	X	X
8.5k the importance of the expression of different points of view in a democratic society;	X	X
8.6k the importance of voluntary individual participation in the democratic process;	X	X
8.7k the importance of effective leadership in a democratic society;	X	X
8.8k the relationship among individual rights, responsibilities, and freedoms in democratic societies;	X	X
8.9k that the nature, rights, and responsibilities of citizenship varies among societies; and	X	X
8.10k the rights and responsibilities of citizens in Texas and the United States, past and present.	X	X

Standard VIII: Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.	**ELE 523**	**PACT**
Application: What Teachers Can Do		
8.1s Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information relating to citizenship issues acquired from a variety of primary and secondary sources, including electronic technology;	X	X
8.2s Understand and evaluate multiple points of view and frames of reference relating to citizenship issues;	X	X
8.3s Model and promote acceptance of various points of view;	X	X
8.4s Promote student participation in student government and in school and community activities;	X	X
8.5s Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	X	X
8.6s Create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary citizenship topics;	X	X
8.7s Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	X	X
8.8s Translate information from one medium to another, including written to visual and statistical to written or visual, using technology as appropriate, to create written, oral, and visual presentations of information related to citizenship issues;	X	X

Standard VIII: Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.	**ELE 523**	**PACT**
8.9s Use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;	X	X
8.10s Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and	X	X
8.11s Apply skills for conflict resolution, including persuasion, compromise, debate, and negotiation; and	X	X
8.12s Relate information and ideas about citizenship issues to information and ideas in various social sciences and in other disciplines.	X	X

Standard IX: Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.	**ELE 523**	**PACT**
Teacher Knowledge: What Teachers Know		
9.1k similarities and differences among the ways various peoples at different times in history have lived and met basic human needs;	X	X
9.2k the development and use of various customs, traditions, and beliefs within families and cultures;	X	X
9.3k the role of families in meeting basic human needs;	X	X
9.4k the significance of works of art in the local community;	X	X
9.5k how people use oral tradition, stories, music, paintings, and sculpture to create and represent culture;	X	X
9.6k ethnic and cultural celebrations of Texas, the United States, and other nations;	X	X
9.7k the role of real and mythical heroes in shaping the culture of communities, the state, and the nation;	X	X
9.8k the importance of writers and artists to the cultural heritage of communities;	X	X
9.9k the concept of culture and the processes of cultural diffusion and exchange;	X	X
9.10k the contributions of people of various racial, ethnic, and religious groups to Texas, the United States, and the world;	X	X
9.11k the effects of race, gender, and socioeconomic class on ways of life in the United States and throughout the world;	X	X
9.12k the various roles of men, women, children, and families in cultures past and present;	X	X

Standard IX: Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.	**ELE 523**	**PACT**
9.13k the relationship between the arts and the times during which works of art were created;	X	X
9.14k the similarities, differences, and relationships within and among cultures in different societies;	X	X
9.15k that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another;	X	X
9.16k relationships that exist among world cultures;	X	X
9.17k the relationship that exists between artistic, creative, and literary expressions and the societies that produce them;	X	X
9.18k the relationships among religion, philosophy, and culture;	X	X
9.19k the concept of diversity within unity;	X	X
9.20k the relationships between and among people from various groups, including racial, ethnic, and religious groups, in the United States a throughout the world; and	X	X
9.21k major U.S. reform movements of the 19th and 20th centuries.	X	X
Application: What Teachers Can Do		
9.1s Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information relating to culture acquired from a variety of primary and secondary sources, including electronic technology;	X	X
9.2s Understand and evaluate multiple points of view and frames of reference relating to cultural issues;	X	X
9.3s Model and promote acceptance of various points of view;	X	X
9.4s Encourage student respect for cultural diversity;	X	X

Standard IX: Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.	**ELE 523**	**PACT**
9.5s Analyze information by sequencing, categorizing, and identifying cause-and-effect relationships; comparing, contrasting, and finding the main idea; summarizing and making generalizations and predictions; and drawing inferences and conclusions;	X	X
9.6s Create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary cultural topics;	X	X
9.7s Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	X	X
9.8s Evaluate cultural data using charts, tables, graphs, and maps;		X
9.9s Translate information from one medium to another, including written to visual and statistical to written or visual, using technology as appropriate, to create written, oral, and visual presentations of information related to cultural issues;	X	X
9.10s Use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;	X	X
9.11s Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and	X	X
9.12s Relate information and ideas about culture to information and ideas in various social sciences and in other disciplines.	X	X

Standard X: Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.	ELE 523	PACT
Teacher Knowledge: What Teachers Know		
10.1k ways science and technology are used in the home, school, community, Texas, the United States, and the World;	X	X
10.2k the impact of scientific discoveries and technological innovations on political, economic, social and environmental developments and on daily life in Texas, the United States, and the world;	X	X
10.3k the origins, diffusion, and effects of major scientific, mathematical, and technological discoveries throughout history;	X	X
10.4k the relationship of changes in technology to personal growth and development;	X	X
10.5k the relationships among science and technology, and political, economic, social, and cultural issues and events;	X	X
10.6k connections between major developments in science and technology and the growth of economies and societies;	X	X
10.7k the impact of technology and human modifications on the physical environment;	X	X
10.8k how technology affects definitions of, access to, and use of physical and human resources; and	X	X
10.9k the economic effects of scientific discoveries and technological innovations on households, businesses, and government.	X	X

Standard X: Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.	ELE 523	PACT
Application: What Teachers Can Do		
10.1s Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use information relating to science, technology, and society acquired from a variety of primary and secondary sources, including electronic technology;	X	X
10.2s Understand and evaluate multiple points of view and frames of reference relating to issues involving science, technology, and society;	X	X
10.3s Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	X	X
10.4s Analyze information by sequencing, categorizing, and identifying cause-and-effect relationships; comparing, contrasting, and finding the main idea; summarizing and making generalizations and predictions; and drawing inferences and conclusions;	X	X
10.5s Use critical methods of inquiry to create products (e.g., create a graph, make a video, deliver an oral presentation, or technology deliverable) to illustrate contemporary topics related to science, technology, and society;	X	X
10.6s Use appropriate mathematical skills to interpret information about issues related to science, technology, and society;	X	X
10.7s Translate information from one medium to another, including written to visual and statistical to written or visual, using technology as appropriate, to create written, oral, and visual presentations of information related to science, technology, and society issues;	X	X
10.8s Use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions;	X	X
10.9s Use decision-making processes to identify situations that require decisions, information gathering, identification of options, prediction of consequences, and action to implement decisions; and	X	X
10.10s Relate information and ideas about science, technology, and society to information and ideas in various social sciences and in other disciplines.	X	X

Standards Alignment Chart for the Core Subjects EC-6 Certificate ART

Please indicate where in the curriculum your program addresses the relevant Core Subjects EC-6 Standards.
TAC§228.30 (a)

Standard I: The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.	PACT
Teacher Knowledge: What Teachers Know	
1.1k how perception is developed through observation, prior knowledge, beliefs, cognitive processes, and multi-sensory experiences;	X
1.2k how experience, imagination, and perception of natural and human-made environments are used as sources for artistic creation;	X
1.3k the meaning of and terminology for the elements of art (i.e., color, texture, shape, form, line, space, value) and the relationships among elements of art;	X
1.4k the meaning of and terminology for the principles of art (i.e., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and the relationships among principles of art;	X
1.5k how the use of the senses helps gather information from the environment; and	X
1.6k how critical thinking and creative problem solving are applied in perceiving artworks.	X
Application: What Teachers Can Do	
1.1s Assist students in learning to deepen and expand their ability to perceive and reflect on the environment;	X
1.2s Use the terminology for art elements and principles in exploring artistic perception;	X
1.3s Analyze art elements and principles and their relationships to each other and within the environment, using appropriate vocabulary;	X

Standard I: The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.	PACT
1.4s Construct art lessons that foster creative thinking and problem solving;	X
1.5s Demonstrate and encourage observation and reflection on life experiences for use in the creation of art;	X
1.6s Plan lessons that help students use art to explore, express, and reflect upon their perceptions;	X
1.7s Identify visual symbols in artworks, the environment, and life experiences;	X
1.8s Analyze and compare visual characteristics of natural and human-made subjects;	X
1.9s Demonstrate how the elements and principles of art are used to convey perceptions in the art of different cultures; and	X
1.10s Develop ideas from direct observation, imagination, and personal experience.	X

Standard II: The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media, and helps students develop those skills and techniques.	PACT
Teacher Knowledge: What Teachers Know	
2.1k the characteristics of various two- and three-dimensional forms of art	X
2.2k the qualities and uses of the various media used to produce artworks;	X
2.3k how the elements and principles of art are used in the creation of works of art in various media;	X
2.4k the techniques used to produce quality artworks in various media, including drawing, painting, printmaking, construction, ceramics, fiberart, and electronic media;	X
2.5k ways in which ideas (e.g., personal, social, political) are expressed through works of art in various media;	X
2.6k the difference between "copy art" and original art;	X
2.7k how to use experience, observation, memory, and imagination as sources for ideas for works of art in various media; and	X
2.8k the principles of composition and design as applied to works of art in various media.	X
Application: What Teachers Can Do	
2.1s Demonstrate and instruct students in techniques used to create various forms of art, including drawing, painting, printmaking, construction, ceramics, fiber-art, and electronic media;	X
2.2s Demonstrate the application of art elements and principles in composing art in various media;	X

Standard II: The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media, and helps students develop those skills and techniques.	PACT
2.3s Develop students' ability to explain how they are creating works of art in various media for personal expression;	X
2.4s Help students use various resources in ways that are relevant to students' ideas, experiences, knowledge, and feelings;	X
2.5s Articulate and demonstrate the difference between "copy art" and original works of art;	X
2.6s Demonstrate critical and creative thinking as applied to the creation of works of art in various media;	X
2.7s Demonstrate the safe and appropriate use of art materials/equipment;	X
2.8s Describe, model, and provide examples of the range of expression available through various art media; and	X
2.9s Describe, model, and provide examples of design in creating objects for everyday life.	X

Standard III: The art teacher understands and promotes students' appreciation of art histories and diverse cultures.	PACT
Teacher Knowledge: What Teachers Know	
3.1k the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition;	X
3.2k the characteristics of art of various historical periods;	X
3.3k why cultures create and use art;	X
3.4k the various roles of art (e.g., storytelling, documentation, personal expression, decoration, utilitarian, inspiration, social change) in different cultures;	X
3.5k careers in the arts;	X
3.6k how different cultures use art elements and principles to create art and convey meaning in different ways;	X
3.7k trends and movements in art; and	X
3.8k the value of art to the individual and to society.	X
Application: What Teachers Can Do	
3.1s Describe, compare, and contrast art of different periods and cultures;	X
3.2s Compare and contrast the reasons why different cultures create and use art;	X
3.3s Describe the main idea in works of art from various periods and cultures;	X
3.4s Describe the role of art in everyday life;	X
3.5s Describe the role of art in storytelling and documenting history;	X
3.6s demonstrate how ideas have been expressed using different media in different cultures and at different times;	X
3.7s Describe the role of art in different careers;	X
3.8s Analyze the cultural contexts of artworks and ways in which history, traditions, and societal issues are reflected in artworks from the United States and other societies; and	X
3.9s Identify vocational and avocational opportunities in art and the use of art skills in various jobs.	X

Standard IV: The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.	PACT
Teacher Knowledge: What Teachers Know	
4.1k the skills and knowledge needed to develop visual literacy (e.g., knowledge of art elements and principles, art of different eras and cultures, and diverse purposes and uses of art);	X
4.2k criteria that are used to evaluate student works of art;	X
4.3k how cultural context applies in the interpretation and evaluation of a work of art; and	X
4.4k multiple models for critiquing one's own artworks and those of others.	X
Application: What Teachers Can Do	
4.1s Assist students in developing the age-appropriate skills necessary for appreciation of art;	X
4.2s Assist students in identifying and describing their criteria for understanding the meaning or main idea in artworks;	X
4.3s Assist students in developing the skills necessary to evaluate and make informed judgments about their own and others' artworks; and	X
4.4s Provide students with various models that may be used to develop a portfolio of their work.	X

Standard V: The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment	PACT
Teacher Knowledge: What Teachers Know	
5.1k how to use district curricula and the Texas Essential Knowledge and Skills (TEKS) to plan instruction in art;	X
5.2k how to plan, implement, and evaluate instruction in art;	X
5.3k strategies for teaching art to children with diverse needs; and	X
5.4k management and instructional strategies for the efficient and safe utilization of art materials, equipment, and facilities.	X
Application: What Teachers Can Do	
5.1s Evaluate and assess curricula and instruction in art;	X
5.2s Assess the skills and abilities of individual students in using the techniques of art and plan instruction accordingly; and	X
5.3s Develop and use instructional strategies to address the strengths and needs of each child, including children with special needs.	X

Standards Alignment Chart for the Core Subjects EC-6 Certificate Music

Please indicate where in the curriculum your program addresses the relevant Core Subjects EC-6 Standards.
TAC§228.30 (a)

Standard I: The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.	PACT
Teacher Knowledge: What Teachers Know	
1.1k the standard terminology used to describe and analyze musical sound*; and	X
1.2k how to demonstrate musical artistry both through vocal or instrumental performance and by conducting vocal or instrumental performances*.	X
Application: What Teachers Can Do	
1.1s Identify and interpret music symbols and terms*;	X
1.2s Perceive performance problems and detect errors accurately*;	X
1.3s Identify vocal and instrumental sounds*;	X
1.4s Use standard music terminology*;	X
1.5s Distinguish among timbres*;	X
1.6s Identify different rhythms and meters*;	X
1.7s Use appropriate techniques of musical performance for instruments and voice*;	X
1.8s Recognize and describe melody, harmony, and texture of a musical work*; and	X
1.9s Identify music forms*.	X

Standard II: The music teacher sings and plays a musical instrument.	PACT
Teacher Knowledge: What Teachers Know	
2.1k methods and techniques for singing and for playing a musical instrument**; and	X
2.2k techniques for performing vocally and instrumentally as a part of a group.	X
Application: What Teachers Can Do	
2.1s Sing and/or play an instrument, demonstrating accurate intonation and rhythm **; and	X
2.2s Perform a varied repertoire of music representing styles from diverse cultures, including music of the United States.	X

Standard III: The music teacher has a comprehensive knowledge of music notation.	PACT
Teacher Knowledge: What Teachers Know	
3.1k how to read, recognize aurally, and interpret music notation*; and	X
3.2k how to write standard music notation*.	X
Application: What Teachers Can Do	
3.1s Read and write standard music notation*;	X
3.2s Recognize clefs, keys, and meters*;	X
3.3s Interpret rhythmic and melodic phrases both aurally and from notation*;	X
3.4s Interpret music symbols and terms both aurally and from notation*;	X
3.5s Sight-read simple melodies in various modes and tonalities*; and	X
3.6s Read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters*.	X

Standard IV: The music teacher creates and arranges music.	PACT
Teacher Knowledge: What Teachers Know	
4.1k how to arrange music for specific purposes and settings.	X
Application: What Teachers Can Do	
4.1 s Arrange vocal and instrumental music for specific purposes and settings.	X

Standard V: The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.	PACT
Teacher Knowledge: What Teachers Know	
5.1k music of diverse genres, styles, and cultures;	X
5.2k how music can reflect elements of a specific society or culture*; and	X
5.3k various music vocations and avocations*.	X
Application: What Teachers Can Do	
5.1s Analyze various purposes and roles of music in society and culture*;	X
5.2s Explain a variety of music and music-related career options*;	X
5.3s Recognize and describe music that reflects the heritage of the United States and Texas*; and	X
5.4s Identify concepts from other fine arts and their relationships to music concepts*.	X

Standard VI: The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.	PACT
Teacher Knowledge: What Teachers Know	
6.1k the criteria used to evaluate and critique musical performances and experiences*.	X
Application: What Teachers Can Do	
6.1s Recognize accurate pitch, intonation, rhythm, and characteristic tone quality*;	X
6.2s Diagnose performance problems and detect errors accurately*; and	X
6.3s Apply knowledge of music forms*.	X

Standard VII: The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.	PACT
Teacher Knowledge: What Teachers Know	
7.1k content and performance standards for music that comprise the Texas Essential Knowledge and Skills (TEKS) and the significance of the TEKS in developing a music curriculum*;	X
7.2k appropriate sequencing of music instruction and how to deliver developmentally appropriate music instruction*;	X
7.3k a variety of methods for developing an appropriate and effective curriculum and lesson plans for the music class*;	X
7.4k learning theory as it applies to music education*;	X
7.5k the importance of helping students develop music skills that are relevant to their own lives*;	X
7.6k the importance of providing each student with a level of musical self-sufficiency to encourage lifelong enjoyment of music*;	X
7.7k strategies and benefits of promoting students' critical-thinking and problem-solving skills in relation to music*;	X
7.8k procedures and criteria for selecting an appropriate repertoire for the music class*;	X
7.9k various materials and resources available for use in music education*;	X
7.10k how to use technology as a tool in the music class*;	X
7.11k the value of and techniques for integrating music instruction with instruction in other subject areas*;	X
7.12k proper health techniques for use during rehearsals and performances*; and	X
7.13k appropriate literature to enhance technical skills and provide musical challenges*.	X

Standard VII: The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.	PACT
Application: What Teachers Can Do	
7.1s Use the TEKS to develop appropriate instructional goals and objectives for student learning and performance, and provide students with multiple opportunities to develop music skills specified in the TEKS*;	X
7.2s Provide students with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful*;	X
7.3s Adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities, and levels of development and musical experience*;	X
7.4s Provide instruction that promotes students' understanding and application of fundamental principles of music*;	X
7.5s Provide each student with varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres, and to evaluate music of various types*;	X
7.6s Use varied materials, resources, and technology to promote students' creativity, learning, and performance*;	X
7.7s Teach students to apply skills for forming and communicating critical judgments about music and musical performance using appropriate terminology*;	X

Standard VII: The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.	PACT
7.8s Provide each student with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating, and responding to music*;	X
7.9s Provide each student with opportunities to contribute to the music class by drawing from their personal experiences*;	X
7.10s Teach students concert etiquette*;	X
7.11s Help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music*;	X
7.12s Incorporate a diverse musical repertoire into instruction, including music from both Western and non-Western traditions*;	X
7.13s Integrate music instruction with other subject areas*;	X
7.14s Promote music as an integral element in students' lives, whether as a vocation or as an avocation*;	X
7.15s Encourage students to pursue musical knowledge independently*; and	X
7.16s Teach students proper health techniques for use during rehearsals and performances*.	X

Standard VIII: The music teacher understands and applies appropriate management and discipline strategies for the music class.	PACT
Teacher Knowledge: What Teachers Know	
8.1k techniques for effectively and efficiently managing varied resources for the music education program.	X
Application: What Teachers Can Do	
8.1s Manage time, instructional resources, and physical space effectively for the music class.	X

Standard IX: The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.	PACT
Teacher Knowledge: What Teachers Know	
9.1k the skills needed to form critical judgments about music*;	X
9.2k techniques and criteria for ongoing assessment of students' musical knowledge and skills*; and	X
9.3k the constructive use of criticism when evaluating musical skills or performances*.	X
Application: What Teachers Can Do	
9.1s Use multiple forms of assessment and knowledge of the TEKS to help determine students' progress in developing music skills and understanding*;	X
9.2s Use ongoing assessment results to help develop instructional plans*;	X
9.3s Use standard terminology in communicating about students' musical skills and performances*; and	X
9.4s Offer meaningful prescriptions to correct problems or errors in musical performances*.	X

Standard X: The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.	PACT
Teacher Knowledge: What Teachers Know	
10.1k legal and ethical issues related to the use or performance of music in an educational setting*;	X
10.2k strategies for maintaining effective communication with other music educators*;	X
10.3k strategies for communicating with students and others in the school and community about the music program*;	X
10.4k the value of continuing professional education for the music educator*; and	X
10.5k types of professional development opportunities that are available to music educators*.	X
Application: What Teachers Can Do	
10.1s Comply with copyright laws to make appropriate and ethical decisions about the use of music in an educational setting*;	X
10.2s Comply with federal, state, and local policies and regulations concerning the use or performance of music*;	X
10.3s Establish and maintain effective communication with other music educators; and	X
10.4s Maintain ongoing communication with students, parents/caregivers, school personnel, and the community about the music program and its benefits*.	X

Standards Alignment Chart for the Core Subjects EC-6 Certificate (Physical Education and Health)

Please indicate where in the curriculum your program addresses the relevant Core Subjects EC-6 Standards. ***TAC§228.30 (a)***

Core Subjects EC-6 Physical Education Standards

Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.	PACT
Knowledge: What the Teacher Knows	
1.1k physiological and biomechanical principles in relation to rhythmic movement, sports activities, and dynamic fitness;	X
1.2k movement patterns and forms and their components;	X
1.3k movement concepts (e.g., space, direction, level) and principles (e.g., absorption of force);	X
1.4k activities that promote development of locomotor, nonlocomotor, body control, manipulative, and rhythmic skills;	X
1.5k the appropriate sequencing of motor skills acquisition based on characteristics of learners;	X
1.6k how physical developmental changes influence motor skill acquisition and performance;	X
1.7k key elements in combinations of locomotor skills, demonstrations of agility and balance, dance steps and sequences, and movement sequences that combine traveling, rolling, balancing, weight transfer, and smooth flowing sequences;	X
1.8k key elements of mature movement patterns (e.g., throw, jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike); and	X
1.9k a variety of strategies and tactics designed to improve students' performance, teamwork, and skill combinations in games and sports.	X
Application: What the Teacher Can Do	
1.1s Apply physiological and biomechanical principles to movement and sports activities;	X
1.2s Use movement concepts and principles to develop students' motor skills;	X

Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.	PACT
1.3s Demonstrate basic motor skills and movement patterns with competence;	X
1.4s Provide developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative, and rhythmic skills;	X
1.5s Modify and adapt movement activities based on individual student needs;	X
1.6s Evaluate movement patterns to help students improve performance of motor skills and to integrate and refine motor and rhythmic skills (e.g., jumping, moving to a beat, selected folk dances);	X
1.7s Demonstrate movement in time to complex rhythmetic patterns;	X
1.8s Apply all skills specified for teachers in grades EC–6 using content and contexts appropriate; and	X
1.9s Modify activities, games, and sports to improve performance, combine skills, or practice specific sports skills in game-like situations.	X

Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.	PACT
Knowledge: What the Teacher Knows	
2.1k structures and functions of major body systems and how these systems work and adapt to physical activity;	X
2.2k how various factors (e.g., rest; nutrition; tobacco, alcohol, and other drugs) affect physical performance and health;	X
2.3k principles and benefits of warm-up and cool-down exercise procedures;	X
2.4k key principles and concepts (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) and their significance in relation to physical activity, health, and fitness;	X
2.5k the benefits of an active lifestyle;	X
2.6k common skeletal problems and their effect on the body (spinal curvatures); and	X
2.7k appropriate methods, including technological methods, for evaluating, monitoring, and improving fitness levels.	X
Application: What the Teacher Can Do	
2.1s Implement activities that promote student awareness of fitness concepts;	X
2.2s Apply knowledge of anatomy, kinesiology, and physiological principles to design and modify activities that promote fitness;	X
2.3s Use procedures for proper warm-up and cool-down exercises;	X
2.4s Promote student understanding of how behavior choices affect personal health;	X
2.5s Model and explain strategies for maintaining good health behaviors;	X
2.6s Inform students and parents/caregivers about opportunities for physical activity in the school and community and the benefits of an active lifestyle;	X
2.7s Provide students with a variety of physical activities; and	X

Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.	PACT
2.8s Apply information about body image to health decisions about lifelong fitness and nutrition.	X

Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.	PACT
Knowledge: What the Teacher Knows	
3.1k the importance of rules, discipline, procedures, problem solving, and etiquette in physical activities and games;	X
3.2k appropriate skills and strategies for managing student behavior;	X
3.3k responsible personal and social behaviors (e.g., self-control, cooperation, support of teammates) and ways to structure physical activities to develop such behaviors;	X
3.4k personal and social benefits of participating in physical activities, games, dance, outdoor pursuits, and sports;	X
3.5k theories of motivation and educational practices that prompt students to participate in physical activity;	X
3.6k principles, benefits, and limitations of various class management strategies in physical activity settings;	X
3.7k factors that promote intrinsic motivation and strategies for helping students become self-motivated; and	X
3.8k how to organize and manage heterogeneous physical education classes to promote positive interactions with or without partners and active engagement in learning for all students.	X
Application: What the Teacher Can Do	
3.1s Use instructional techniques that promote student understanding and application of rules, procedures, etiquette, and fair play in games and activities;	X
3.2s Model and teach appropriate skills and strategies for maintaining responsible behavior and resolving conflicts;	X
3.3s Teach students to use positive social behaviors (e.g., turn taking, treating opponents with respect and courtesy) in games and activities;	X
3.4s Motivate students to support and participate in physical activities in school and community settings;	X

Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.	PACT
3.5s Organize, allocate, and manage resources in the learning environment (e.g., time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences and to minimize management time;	X
3.6s Use effective techniques and monitoring strategies to promote on-task behavior;	X
3.7s Use effective strategies for handling logistics related both to activity organization and scheduling and to the availability and use of facilities, supplies, equipment, staff, and other resources;	X
3.8s Modify games and activities to meet student needs; and	X
3.9s Promote student understanding and acceptance of the roles and decisions of game officials.	X

Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.	PACT
Knowledge: What the Teacher Knows	
4.1k characteristics and processes of physical, cognitive, social, and emotional development in children and their influence on learning;	X
4.2k the psychology of learning, including how students learn, construct knowledge, and acquire and retain skills;	X
4.3k typical developmental progressions in all domains (i.e., physical, cognitive, social, emotional) and the significance of individual differences in growth and development;	X
4.4k strategies that students with diverse strengths and needs can use to develop content-area vocabulary and to determine word meaning in content-related texts; and	X
4.5k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content- related texts.	X
Application: What the Teacher Can Do	
4.1s Analyze how developmental factors affect learning and consider these factors when making instructional decisions;	X
4.2s Assess developmental needs in all domains (i.e., physical, cognitive, social, emotional) in order to design and adapt instruction;	X
4.3s Recognize individual differences in growth and development and apply modified instruction;	X
4.4s Use contemporary physical education models and best practice guidelines to plan and implement learning opportunities that are appropriate to students' developmental needs and characteristics;	X
4.5s Teach students to reflect on prior knowledge, experiences, and skills and prompt them to assume responsibility for their own learning;	X
4.6s Use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts; and	X

Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.	PACT
4.7s Teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies and how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries.	X

Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.	PACT
Knowledge: What the Teacher Knows	
5.1k differences in approaches to learning and physical performance, as well as instruction that use students' strengths as the basis for growth;	X
5.2k areas of diverse needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning; and	X
5.3k that all students can develop motor skills successfully and enjoy physical activity.	X
Application: What the Teacher Can Do	
5.1s Select and implement developmentally appropriate instruction that is responsive to students' individual needs;	X
5.2s Use appropriate strategies, services, and resources to address diverse learning needs; and	X
5.3s Create and modify games and activities to ensure that all students have an equal opportunity to participate, learn, be successful, and enjoy physical activity.	X

Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.	PACT
Knowledge: What the Teacher Knows	
6.1k short- and long-term instructional goals, including goals based upon the Texas Essential Knowledge and Skills (TEKS), for diverse students at different grade levels;	X
6.2k various instructional resources, program models, instructional strategies, and technologies relevant to physical education;	X
6.3k principles and techniques for modifying rules, games, equipment, and settings to address specific needs and objectives;	X
6.4k strategies for integrating physical education concepts across the curriculum;	X
6.5k principles and techniques for providing appropriate verbal and nonverbal teaching cues in physical education;	X
6.6k how to provide positive, appropriate feedback to students in physical education settings;	X
6.7k communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity; and	X
6.8k the role of computers and other technologies in communicating, networking, and fostering inquiry about topics related to physical education.	X
Application: What the Teacher Can Do	
6.1s Design and implement appropriate instruction that is based upon the Texas Essential Knowledge and Skills (TEKS);	X
6.2s Design and implement appropriate instruction that is safe, achieves goals, and ensures student progress, motivation, and safety;	X
6.3s Utilize appropriate teaching resources and curriculum materials for various purposes and objectives;	X

Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.	PACT
6.4s Utilize appropriate instructional strategies based on students' developmental levels, learning needs, and program goals;	X
6.5s Use demonstrations and explanations to link physical education concepts to students' experiences;	X
6.6s Use and adapt activities, equipment, and movement space according to the ages, learning styles, strengths, and experience levels of students;	X
6.7s Incorporate interdisciplinary learning experiences that allow students to integrate knowledge and skills from multiple areas;	X
6.8s Use appropriate verbal and nonverbal cues to promote student learning in physical activity contexts;	X
6.9s Apply principles of communication to help students improve movement and sports skills;	X
6.10s Communicate to students the importance of physical activity, health, and fitness;	X
6.11s Publicize opportunities for physical activity in the school and community; and	X
6.12s Evaluate and use various types of technologies (e.g., Internet, computer databases, videos) to communicate, network, and conduct research related to physical education.	X

Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.	PACT
Knowledge: What the Teacher Knows	
7.1k formal and informal assessment methods and their characteristics, advantages, limitations, and applications in physical education contexts;	X
7.2k characteristics and appropriate uses of criterion-referenced and norm-referenced assessments;	X
7.3k procedures for constructing, adapting, and implementing assessments for various purposes and situations in physical education; and	X
7.4k how technology can be used to analyze student progress, fitness, and performance.	X
Application: What the Teacher Can Do	
7.1s Utilize appropriate formal and informal assessment methods;	X
7.2s Use assessment data to make instructional decisions, monitor student progress, and motivate and promote student learning in physical education;	X
7.3s Interpret student performance and fitness data to analyze progress, provide feedback about strengths and areas needing improvement, and recommend prescriptive exercise;	X
7.4s Interpret assessment results and communicate results to students and parents/caregivers with sensitivity; and	X
7.5s Use available technology to analyze student progress, fitness, and performance.	X

Standard VIII: The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g. students, parent/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.	PACT
Knowledge: What Teachers Know	
8.1k the purposes of self-reflection (e.g., developing and refining practices, self-assessment, problem solving) and techniques for effective self- reflection;	X
8.2k resources for professional development in physical education (e.g., journals, professional associations, conferences, Internet);	X
8.3k the basic characteristics of a physical education program, as well as important state and national initiatives (e.g., Surgeon General's report on physical activity and health) and their influence on physical education content and practices; and	X
8.4k philosophies, trends, and issues in physical education and their effect on the goals, scope, and components of physical education programs.	X
Application: What Teachers Can Do	
8.1s Evaluate the effectiveness of program design for developing physically educated students;	X
8.2s Adapt or modify physical education practices or programs based on reflection, assessment data, observation of students, and program evaluation results; and	X
8.3s Utilize professional literature, colleagues, and other resources to develop as a learner and a teacher.	X

Standard IX: The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.	PACT
Knowledge: What Teachers Know	
9.1k the goals, purposes, and standards of the physical education program;	X
9.2k school and community resources that can aid in the development of the physical education program;	X
9.3k methods and procedures for establishing and maintaining positive relations with families and community members (e.g., showing sensitivity to cultural differences, motivating the community to support physical activity and education); and	X
9.4k the influence of non-school factors (e.g., family circumstances, community settings, health and economic conditions) on learning and engagement in physical activity.	X
Application: What Teachers Can Do	
9.1s Advocate for physical education and physical activity opportunities in the school and community;	X
9.2s Communicate the goals and objectives of the physical education program to parents/caregivers, colleagues, and community members;	X
9.3s Consult and collaborate with teachers and colleagues (including, special education professionals, administrators, aides, counselors and other professionals in community agencies) to meet student needs in the physical education program;	X
9.4s Use community resources to enhance physical activity opportunities;	X
9.5s Apply principles and procedures for consulting and collaborating with teachers, special education professionals, administrators, aides, and other colleagues to support students' learning and well-being;	X
9.6s Establish productive partnerships with parents/caregivers to support students' growth and well-being;	X

Standard IX: The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.	PACT
9.7s Respond sensitively to signs of student distress and seek help as needed and appropriate; and	X
9.8s Participate in collegial activities to make the school a productive learning environment.	X

Standard X: The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.	PACT
Knowledge: What Teachers Know	
10.1k the legal and ethical responsibilities of a physical education teacher in relation to confidentiality, proper supervision, standard of);	X
10.2k and teacher responsibilities (e.g., in relation to equity, inclusion, privacy, suspected child abuse);	X
10.3k associated with participation in physical activities and the methods for minimizing risk and liability;	X
10.4k safety issues and procedures for physical education instruction;	X
10.5k risk-management plans; and	X
10.6k injury prevention, care, and management techniques.	X
Application: What Teachers Can Do	
10.1s Maintain appropriate records (e.g., injury reports, emergency plans, safety rules);	X
10.2s Routinely inspect facilities and equipment and report potential safety hazards prior to use;	X
10.3s Inform students, parents/caregivers, and paraprofessionals of the risks associated with physical activities and sports;	X
10.4s Organize students in games and sports appropriately, according to characteristics such as age, maturity, physical size, and levels of skill and experience;	X
10.5s Prepare activities appropriately and monitor them to minimize risk;	X
10.6s Consult appropriate sources regarding legal responsibilities and risk-management issues and utilize appropriate professional development opportunities; and	X
10.7s Demonstrate competence in prevention techniques, first aid, CPR, and emergency procedures.	X

Core Subjects EC-6 Health Standards

Standard I: The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.	PACT
Knowledge: What the Teacher Knows	
1.1k health-related behaviors and how they promote or compromise health;	X
1.2k types of foods and nutrients, principles of nutrition, and how to apply principles of nutrition to ensure a balanced diet;	X
1.3k types and characteristics of tobacco, alcohol, other drugs, and herbal supplements, and laws related to these substances;	X
1.4k the structure and function of body systems and the roles of body systems in maintaining health;	X
1.5k components of fitness and how to maintain and improve fitness;	X
1.6k skills for building and maintaining healthy interpersonal relationships (e.g., using listening skills, resolving conflict, communicating effectively);	X
1.7k causes, effects, and types of abuse and violence and ways to prevent and seek help in dealing with situations involving abuse and violence;	X
1.8k all content specified for teachers in grades EC–6;	X
1.9k the relationships among body systems, factors that influence the functioning of body systems, and how to maintain the healthy status of body systems;	X
1.10k stages of human growth and development, including physical and emotional changes that occur during adolescence;	X
1.11k how to implement effective strategies for mediating and for resolving conflict;	X
1.12k strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect);	X
1.13k types and symptoms of eating disorders;	X

Standard I: The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.	PACT
1.14k how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/caregivers, showing empathy);	X
1.15k health-care responses to early detection and warning signs of illness, internal injury, or threat to safety;	X
1.16k how to develop and use educational-safety models at home, at school, and in the community;	X
1.17k sources of health information and ways to access and use health information;	X
1.18k the influence of various factors (e.g., media, technology, relationships, environment) on individual, family, and community health;	X
1.19k the roles of health-care professionals and the benefits of health maintenance activities (e.g., regular medical and dental checkups);	X
1.20k the causes of stress, effects of stress on individual and family health, and techniques for reducing the effects of negative stressors;	X
1.21k types of illness and disease (as addressed by the TEKS), their causes and transmission mechanisms, the body's defense system, and ways to prevent disease and speed recovery from illness; and	X
1.22k hazards in the environment that affect health and safety; and	X
1.23k strategies for solving community health problems (e.g., environmental problems, violence prevention).	X
Application: What the Teacher Can Do	
1.1s Analyze ways to reduce health risks through behavior and to enhance and maintain health throughout the life span;	X
1.2 s Relate safe, unsafe, and/or harmful behaviors to positive and negative health-related consequences throughout the life span;	X

Standard I: The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.	PACT
1.3s Analyze how personal health decisions and behaviors affect body systems and health;	X
1.4s Apply principles and procedures related to safety, accident prevention, and response to emergencies;	X
1.5s Apply critical-thinking, goal-setting, problem-solving, and decision-making skills related to health in both personal and interpersonal contexts;	X
1.6s Apply strategies that demonstrate consideration and respect for self, family, friends, and others (e.g., expressing needs, wants, and emotions appropriately; practicing self-control);	X
1.7s Model and demonstrate how to avoid unsafe situations by resolving conflicts and using refusal skills;	X
1.8s Apply all skills specified for teachers in grades EC–6, using content and contexts appropriately;	X
1.9s Analyze causes and effects of the use, misuse, and abuse of tobacco, alcohol, and other drugs;	X
1.10s Analyze strategies for avoiding or responding to drugs, violence, gangs, weapons, and other harmful situations;	X
1.11s Develop home safety and emergency response plans;	X
1.12s Analyze the consequences of sexual activity and the benefits of abstinence;	X
1.13s Evaluate the role of assertiveness, refusal skills, and peer pressure in decision-making and problem-solving;	X
1.14s Evaluate skills and strategies for coping with problems and stress;	X
1.15s Analyze characteristics of healthy and unhealthy interpersonal relationships and the skills necessary for building and maintaining healthy relationships;	X
1.16s Promote student participation in school-based and community efforts to address health-risk behaviors;	X
1.17s Use health information to help make decisions and to improve behavior;	X

Standard I: The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.	PACT
1.18s Analyze the influence of media and technology on health behaviors;	X
1.19s Apply skills and strategies for evaluating and selecting health-care products and services;	X
1.20s Apply skills and strategies for making healthy food choices (e.g., analyzing food labels, using food guide pyramid);	X
1.21s Analyze the relationships among individual, family, and community health;	X
1.22s Analyze the role of peers in influencing personal health behaviors;	X
1.23s Analyze strategies for protecting the environment and the effects of environmental factors on health;	X
1.24s Analyze the relationship between learning and a safe school environment;	X
1.25s Analyze how health-care and health-related products have been improved by scientific advances and technology;	X
1.26s Analyze interrelationships between physical, mental, and social health; and	X
1.27s Formulate strategies for combating environmental factors that may have a detrimental effect on community health.	X

Standard II: The health teacher communicates concepts and purposes of health education.	PACT
Knowledge: What Teachers Know	
2.1k effective uses of communication in health-related contexts	X
2.2k a coordinated school health model and its application within the school setting;	X
2.3k the major content areas of health instruction (i.e., community health, consumer health, environmental health, family life, mental and emotional health, injury prevention and safety, nutrition, personal health, prevention and control of disease, and substance use and abuse);	X
2.4k the role of knowledge, skills, and attitudes in shaping patterns of health behavior;	X
2.5k the role of the teacher within a coordinated school health education program;	X
2.6k the kinds of support needed by the teacher from administrators and others to implement a coordinated school health program; and	X
2.7k the importance of modeling positive health behaviors.	X
Application: What Teachers Can Do	
2.1s Communicate the importance of health education to students, parents/caregivers, and the community;	X
2.2s Analyze the interdependence of health education and the other components of a coordinated school health program;	X
2.3s Model positive health behaviors for students; and	X
2.4s Participate in continuing education programs in health education for teachers.	X

Standard III: The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.	PACT
Knowledge: What Teachers Know	
3.1k factors and procedures involved in planning school health instruction, taking into consideration local needs and interests;	X
3.2k purposes and components of a scope and sequence plan for school health instruction;	X
3.3k how to adapt existing health education curricular models to student and local community needs and interests;	X
3.4k a variety of strategies to facilitate implementation and integration of school health education curriculum;	X
3.5k how to incorporate appropriate resources and materials in school health instruction;	X
3.6k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;	X
3.7k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;	X
3.8k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;	X
3.9k effective ways to involve parents/caregivers, administrators, and other interested citizens in implementing a coordinated school health program;	X
3.10k appropriate strategies for dealing with sensitive health issues; and	X
3.11k the role of local health advisory councils in the implementation of health education, including the role of a health education advisory council as mandated by the Texas Education Code.	X

Standard III: The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.	PACT
Application: What Teachers Can Do	
3.1s Plan school health instruction that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of students;	X
3.2s Implement an age-appropriate health education program;	X
3.3s Provide a health education curriculum that includes the health content areas;	X
3.4s Develop and utilize strategies for effectively implementing and integrating a school health education curriculum;	X
3.5s Integrate a health education curriculum into other content areas (e.g., language arts, math, science, social studies);	X
3.6s Select accurate and age-appropriate sources of information about health;	X
3.7s Help students to develop skills related to health maintenance and to apply knowledge of health to their daily lives;	X
3.8s Incorporate topics introduced by students to support the health education curriculum;	X
3.9s Use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;	X
3.10s Teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;	X
3.11s Teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;	X

Standard III: The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.	PACT
3.12s Utilize school and community resources to support a coordinated school health program;	X
3.13s Involve parents/caregivers in the teaching/learning process;	X
3.14s Apply procedures that are compatible with school policy for implementing curricula containing sensitive health topics;	X
3.15s Serve as a resource person to students regarding their healthy development; and	X
3.16s Apply first aid procedures.	X

Standard IV: The health teacher evaluates the effects of school health instruction.	PACT
Knowledge: What Teachers Know	
4.1k various criteria and methods for evaluating student learning about health; and	X
4.2k how to collect, analyze, interpret, and present evaluation data.	X
Application: What Teachers Can Do	
4.1s Select appropriate methods for evaluating instructional effects; and	X
4.2s Interpret and apply student evaluation results to improve health instruction.	X