

## Domains and Standards Alignment Chart for EDU 320

PPR EC – 12	Standards	
	What the teacher knows	What the teacher is able to do
<b>DOMAIN 1 – DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING</b>	<b>Standard I</b>	
	The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.	
<b>COMPETENCY 001</b>		
The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs. The beginning teacher:		
A. Knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12.	1.1k the intellectual, social, physical, and emotional developmental characteristics	1.1s plan lessons that reflect an understanding of students' developmental of students in different age groups; characteristics and needs;
B. Recognizes the wide range of individual developmental differences that characterizes students in early childhood through grade 12 and the implications of this developmental variation for instructional planning.	1.2k the implications of students' developmental characteristics for planning	1.2s adapt lessons to address students' varied backgrounds, skills, interests, and appropriate instruction; learning needs, including the needs of English language learners;
C. Analyzes ways in which developmental characteristics of students in early childhood through grade 12 impact learning and performance and applies knowledge of student's developmental characteristics and needs to plan effective learning experiences and assessments.		
D. Demonstrates an understanding of physical changes that occur in early childhood through adolescence, factors that affect students' physical growth and		

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	health (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and ways in which physical development impacts development in other domains (i.e. cognitive, social, emotional)		
E.	Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g. Lack of affection and attention, parental divorce, homelessness) and knows that student's social and emotional development impacts their development in other domains (i.e. cognitive, physical)		
F.	Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g. from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan developmentally appropriate instruction and assessment that promote learning and development.		
G.	Understands that development in any one domain (i.e. cognitive, social, physical, emotional) impacts development in other domains.		
H.	Recognizes signs of developmental delays or impairments in students in early childhood through grade 4		
I.	Knows the stages of play development (i.e. from solitary to cooperative) and the important role of play in young children's learning and development.		
J.	Uses knowledge of the developmental characteristics and needs of students in early childhood through grade 4 to plan meaningful, integrated and active learning and play experiences that promote the development of the whole child.		
K.	Recognizes that positive and productive learning environments involve creating a culture of high academic expectations,		

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	equity throughout the learning community and developmental responsiveness.		
L.	Recognizes the importance of helping students in early childhood through grade 12 learn and apply life skills (e.g. decision-making skills, organizational skills, goal-setting skills, self-direction, and workplace skills).		
M.	Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address the characteristics and needs of young adolescents.		
N.	Recognizes typical challenges for students during later childhood, adolescence and young adulthood (e.g. self-image, physical appearance, eating disorders, feelings of rebelliousness, identity formation, educational and career decisions) and effective ways to help student address these challenges.		
O.	Understands ways in which student involvement in risky behaviors (e.g. drug and alcohol use, gang involvement) impacts development and learning.		
P.	Demonstrates knowledge of the importance of peers, peer acceptance and conformity to peer group norms and expectations for adolescents and understands the significance of peer-related issues for teaching and learning.		
<b>COMPETENCY 002</b>			
The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning The beginning teacher:			
A.	Demonstrates knowledge of students with diverse personal and social characteristics (e.g. those related to ethnicity, gender, language background, and exceptionality) and the significance of student diversity for teaching, learning and assessment	1.3k characteristics and instructional needs of students with varied backgrounds,	1.3s use effective approaches to address varied student learning needs and skills, interests, and learning needs; preferences;

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B.	Accepts and respects students with diverse backgrounds and needs.		
C.	Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.		
D.	Knows strategies for enhancing one's own understanding of students' backgrounds and needs.		
E.	Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and student with disabilities.		
F.	Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.	1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and	1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
G.	Understands the instructional significance of varied student learning needs and preferences.		
H.	Knows the ELPS in the domains of listening and speaking in accordance with the proficiency-level descriptors for the beginning, intermediate, advances and advanced-high levels.	1.6k appropriate strategies for instructing English language learners	1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
I.	Knows the ELPS in the domains of reading and writing in the accordance with the proficiency-level descriptors for the beginning, intermediate, advances and advanced-high levels.		
<b>COMPETENCY 003</b>			
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. The beginning teacher:			
A.	Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of the prerequisite knowledge and skills in determining instructional goals and objectives.	1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);	1.7s exhibit appropriate knowledge of a subject to promote student learning;

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	1.19k the importance of designing instruction that reflects the TEKS;	1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;
B. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g. clarity, relevance, significance, age-appropriateness, ability to be assessed, responsiveness to students' current skills and knowledge, background needs and interests, alignment with campus and district goals).	1.2k the implications of students' developmental characteristics for planning	1.2s adapt lessons to address students' varied backgrounds, skills, interests, and appropriate instruction; learning needs, including the needs of English language learners;
	1.3k characteristics and instructional needs of students with varied backgrounds,	1.3s use effective approaches to address varied student learning needs and skills, interests, and learning needs; preferences;
	1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;	1.4s plan instruction that motivates students to want to learn and achieve; and
C. Use assessment to analyze students' strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.		
D. Understands the connection between various types of materials and resources (including technological resources and resources outside of the school) that may be used to enhance student learning and engagement and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes and to meet varied student needs.	1.6k appropriate strategies for instructing English language learners	1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
	1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);	1.7s exhibit appropriate knowledge of a subject to promote student learning;

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E.	Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes and to meet varied student needs.	1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.	1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities.
		1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;	1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
F.	Plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.	1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;	1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
G.	Plans learning experiences that provide student with developmentally appropriate opportunities to explore content from integrated and varied perspectives (e.g. by presenting thematic units that incorporate different disciplines, providing intradisciplinary and interdisciplinary instruction, designing instruction that enables students to work cooperatively, providing multicultural learning experiences, prompting students to consider ideas from multiple viewpoints, encouraging students' application of knowledge and skills to the world beyond the school)	1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;	1.4s plan instruction that motivates students to want to learn and achieve; and
		1.20k features of instruction that maximize students' thinking skills;	1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
		1.23k the benefits of designing instruction that integrates content across disciplines; and	1.23s provide students with opportunities to explore content from many perspectives.
H.	Allocates time appropriately within lessons and units, including providing adequate opportunities for students to		

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engage in reflection, self-assessment, and closure.		
<b>COMPETENCY 004</b>		
The teacher understands learning processes and factors that impact student learning and demonstrates the knowledge by planning effective engaging instruction and appropriate assessments. The beginning teacher:		
A. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate student learning (e.g. connecting new information and ideas to prior knowledge, making learning meaningful and relevant)		
B. Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge and uses the understanding to plan effective, developmentally appropriate learning experiences and assessments.		
C. Understands that the middle-level years are a transitional state in which students may exhibit characteristics of both older and younger children and that these are critical years for developing important skills and attitudes (e.g. working and getting along with others, appreciating diversity, making a commitment to continued schooling).		
D. Recognizes how characteristics of students at different developmental levels (e.g. limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning.		
E. Stimulated reflection, critical thinking and inquiry among students (e.g. supports the concept of play as a valid vehicle for young children's learning; provides opportunities for young children to		

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	manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem solving activities that are challenging; encourages exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication and the respectful exchange of ideas).		
F.	Enhances learning for students by providing age-appropriate instruction that encourages the use and refinement of higher-order thinking skills (e.g. prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questioning and inquiry; promoting student’s development of research skills).		
G.	Teaches, models and monitors organizational and time-management skills at an age-appropriate level (e.g. establishing regular places for classroom toys and materials for young children, keeping related materials together, using organizational tools, using effective strategies for locating information and organizing information systematically)		
H.	Teaches, models and monitors age-appropriate study skills (e.g. using graphic organizers, outlining, note-taking, summarizing, test-taking) and structures research projects appropriately (e.g. teaches students the steps in research, establishes checkpoints during research projects, helps students use time-management tools).		
I.	Analyzes ways in which teacher behaviors (e.g. teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all		

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	students' learning		
J.	Analyzes ways in which factors in the home and community (e.g. parent expectations, availability of community resources and community problems) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.		
K.	Understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership and responsibility for their own learning.		
L.	Analyzes ways in which various teacher roles (e.g. facilitator, lecturer) and student roles (e.g. active learner, observer, group participant) impact student learning.		
M.	Incorporates students' different approaches to learning (e.g. auditory, visual, tactile and kinesthetic) into instructional practices.		
N.	Provides instruction to ensure that students can apply various learning strategies (e.g. using prior knowledge metacognition, graphic organizers) across content areas in accordance with ELPS.	1.11k current research on best pedagogical practices.	1.11s use a variety of pedagogical techniques to convey information and teach skills
O.	Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student's level of English-language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with ELPS.		
P.	Applies knowledge of the implications of learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning.		
		1.8k relevant content of the discipline being taught, including	1.8s demonstrate awareness of common student misconceptions

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	concepts, principles, relationships, methods of inquiry, and key issues;	or likely sources of student error in relation to particular content;
	1.10k how lesson content and skills connect with other disciplines and within the discipline; and	1.10s plan instruction that makes connections within the discipline and across disciplines; and
	1.15k the importance of aligning instructional goals with campus and district goals.	1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
	1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.	1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;
	1.25k the role of assessment in guiding instructional planning;	1.25s communicate assessment criteria and standards to students;
	1.26k the importance of creating assessments that are congruent with instructional goals and objectives;	1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;
	1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;	1.27s promote students' use of self-monitoring and self-assessment;
	1.28k the role of technology in assessing student learning;	1.28s analyze assessment results to aid in determining students' strengths and

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		needs; and
	1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and	
	1.31 how to analyze data from local, state, and other assessments using common statistical measures	
<b>DOMAIN II – CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT</b>		
<b>COMPETANCY 005</b>		
<b>Standard II</b>		
The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive. The beginning teacher:	The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.	
A. Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive, classroom environment (e.g. encourages cooperation and sharing among younger students, provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).	2.14k appropriate behavior standards and expectations for students at various developmental levels;	2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior;
B. Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students	2.1k the importance of creating a learning environment in which diversity and individual differences are respected;	2.1s interact with students in ways that reflect support and show respect for all students;
	2.3k ways to establish a positive classroom climate that fosters active	2.3s use strategies to ensure that the classroom environment

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	engagement in learning among students.	and interactions among individuals and groups within the classroom promote active engagement in learning.
C. Analyzes ways in which teacher-student interaction and interactions among students' impact classroom climate and student learning and development.	2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and	2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
D. Presents instruction in ways that communicate the teacher's enthusiasm for learning	2.4k the importance of communicating enthusiasm for learning; and	2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and
E. Uses a variety of means to convey high expectations for all students.		
F. Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.	2.19k features and characteristics of physical spaces that are safe and productive for learning;	2.19s create a safe and inclusive classroom environment;
	2.20k the benefits and limitations of various arrangements of furniture in the classroom;	2.20s use effective strategies for creating and maintaining a positive classroom environment; and
	2.22k physical accessibility as a potential issue in student learning; and	
G. Creates a safe, nurturing and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity	2.21k procedures for ensuring safety in the classroom;	2.21s respect students' rights and dignity.
	2.23k students' emotional needs and ways to address needs.	

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<b>COMPETENCY 006</b>		
The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. The beginning teacher:		
A. Analyzes the effects of classroom routines and procedures on student learning and knows how to establish and implement age-appropriate routines and procedures to promote an organized and productive learning environment	2.6k how classroom routines and procedures affect student learning and achievement;	2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
	2.10k routines and procedures for managing and using materials, supplies, and technology;	2.10s implement routines and procedures for the effective management of materials, supplies, and technology;
B. Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others	2.7k how to organize student groups to facilitate cooperation and productivity;	2.7s organize and manage groups to ensure that students work together cooperatively and productively;
C. Organizes and manages group activities that promote students' ability to work together cooperatively and productively, assume responsible roles and develop collaborative skills and individual accountability.		
D. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.		
E. Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions; to manage materials, supplies and technology; and to coordinate the performance of non-instructional duties (e.g. taking attendance) with instructional activities.	2.8k the importance of time management for effective classroom functioning;	2.8s schedule activities and manage class time in ways that maximize student learning;
	2.9k procedures for managing transitions;	2.9s manage transitions to maximize instructional time;

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F.	Use technological tools to perform administrative tasks such as taking attendance, maintaining grade books and facilitating communication.	2.11k noninstructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and	2.11s coordinate the performance of noninstructional duties with instructional activities;
G.	Works with volunteers and paraprofessionals to enhance and enrich instruction and applies procedures from monitoring rather performance of volunteers and paraprofessionals in the classroom.	2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.	2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and
H.	Applies theories and techniques related to managing and monitoring student behavior.	2.13k theories and techniques relating to managing and monitoring student behavior;	2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.
I.	Demonstrates awareness of appropriate behavior standards and expectations for students at various developmental levels.	2.5k the necessity of communicating teacher expectations for student learning.	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.
J.	Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g. academic integrity)in the classroom (e.g. communicating high and realistic behavior expectations, involving	2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;	2.16s encourage students to maintain ethical work standards and monitor their own behavior; and

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students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their own behavior and to use conflict resolution skills, responding appropriately to various types of behavior).	2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and	2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.
	2.18k appropriate responses to a variety of student behaviors and misbehaviors.	2.18s organize the physical environment to facilitate learning;
	2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;	2.15s consistently enforce standards and expectations for student behavior and ethical work habits;
<b>DOMAIN III – IMPLEMENTING EFFECTIVE RESPONSIVE INSTRUCTION AND ASSESSMENT</b>		
<b>COMPETENCY 007</b>	<b>Standard III</b>	
The teacher understands and applies principals and strategies for communicating effectively in varied teaching and learning contexts. The beginning teacher:	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.	
A. Demonstrates clear, accurate communication in the teaching and learning process and uses language that is appropriate to students' ages, interests and backgrounds.	3.1k the importance of clear, accurate communication in the teaching and learning process;	3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
B. Engages in skilled questioning and leads effective student discussions, including using questioning and discussion to engage all students in exploring content; extends students' knowledge; and fosters active student inquiry, higher-order thinking, problem solving and	3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions.	3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order

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	productive, supportive interactions, including appropriate wait time.		thinking, problem solving, and productive, supportive interactions;
C.	Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g. by providing examples, simplifying complex ideas, using appropriate communication tools).	3.1k the importance of clear, accurate communication in the teaching and learning process;	3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
D.	Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified foals in various contexts.	3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;	3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;
		3.3k spoken and written language that is appropriate to students' ages, interests, and backgrounds; and	3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;
<b>COMPETENCY 008</b>			
The teacher provides appropriate instruction that actively engages students in the learning process. The beginning teacher:			
A.	Employs various instructional techniques (e.g. discussion, inquiry, problem solving) and varies teacher and student roles in the instructional process and provides instruction that promotes intellectual involvement and active student engagement and learning.	3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;	3.7s create lessons with a clearly defined structure around which activities are organized;
		3.8k the importance of promoting students' intellectual involvement with content and their active development of	3.8s create activities and assignments that are appropriate for students and that actively engage them in

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		understanding;	the learning process;
B.	Applies various strategies to promote student engagement and learning (e.g. by structuring lessons effectively, using flexible instructional groupings, pacing lessons flexibility in response to student needs, including wait time).	3.9k strategies and techniques for using instructional groupings to promote student learning;	3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
		3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning	3.11s use flexible grouping to promote productive student interactions and enhance learning;
			3.20s use alternative instructional approaches to ensure that all students learn and succeed.
C.	Presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.	3.6k how to present content to students in relevant and meaningful ways;	3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
D.	Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs.	3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;	3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
E.	Engages in continuous monitoring of instructional effectiveness.		3.19s adjust instruction based on ongoing assessment of student understanding; and
F.	Applies knowledge of different types of	3.10k different types of	3.10s represent content

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	motivation (i.e. internal, external) and factors affecting student motivation.	motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and	effectively and in ways that link with students' prior knowledge and experience;
G.	Employs effective motivational strategies and encourages student's self-motivation.		
H.	Provides focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English –language proficiency in reading and /or speaking in accordance with the ELPS		
I.	Provides focused, targeted and systematic second language acquisition instruction to English I-language learners in grade 3 or higher who are at the beginning or intermediate level of English –language proficiency in reading and /or writing in accordance with the ELPS		
J.	Develops the foundation of English language vocabulary, grammar, syntax and mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS		
<b>COMPETENCY 009</b>			
The teacher incorporated the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.			
The beginning teacher:			
A.	Demonstrates knowledge of basic terms and concepts of current technology (e.g. hardware, software applications and functions, input/output devices, networks).		
B.	Understands issues related to the appropriate use of technology in society and follows guidelines for legal and		

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	ethical use of technology and digital information (e.g. privacy guidelines, copy write laws, intermediate level of English –language proficiency in reading and /or writing in accordance with the ELPS		
C.	Applies procedures for acquiring, analyzing and evaluating electronic information (e.g. locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity).		
D.	Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions and evaluate results to support the work of individuals and groups in problem solving situations and project-based learning activities (e.g. planning, creating and editing word processing documents, spreadsheet documents and databases; using graphic tools; participating in electronic communities as a learner, initiator and contributor; sharing information through online communication)		
E.	Knows how to use productivity tools to communicate information in various formats (e.g. slideshow, multimedia presentation, newsletter) and applies procedures for publishing information in various ways (e.g. printed copy, monitor display, Internet document, video).		
F.	Knows how to incorporate the effective use of current technology; use technology applications in problem-solving and decision-making situations; implement activities that emphasize collaboration and teamwork; and use developmentally appropriate instructional practices, activities and materials to integrate the Technology Applications TEKS into the curriculum.		
G.	Knows how to evaluate students'		

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	technologically produced products and projects using established criteria related to design, content delivery, audience and relevance to assignment.		
H.	Identifies and addresses equity issues related to the use of technology.		
<b>COMPETENCY 010</b>			
	The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.		
The beginning teacher:			
A.	Demonstrates knowledge of the characteristics, uses, advantages and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.		
B.	Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning		3.17s base feedback on high expectations for student learning.
C.	Uses appropriate language and formats to provide students with timely, effective feedback that is accurate, constructive, substantive and specific.	3.12k characteristics of effective feedback for students;	3.12s pace lessons appropriately and flexibly in response to student needs;
		3.13k the role of timely feedback in the learning process; and	3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and
		3.14k how to use constructive feedback to guide each student's learning.	3.14s encourage students' self-motivation and active engagement in learning.
D.	Knows how to promote students' ability		

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	to use feedback and self –assessment to guide and enhance their own learning.		
E.	Responds flexibly to various situations (e.g. lack of student engagement in an activity, occurrence of an unanticipated learning opportunity) adjusts instructional approaches based on ongoing assessment of student performance.	3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and	3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
		3.16k situations in which teacher flexibility can enhance student learning.	3.16s promote students' ability to use feedback to guide and enhance their learning; and
			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;
<b>DOMAIN IV – FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES</b>			
<b>COMPETENCY 011</b>		<b>Standard IV</b>	
The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families. The beginning teacher:		The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.	
A.	Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.		
B.	Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.	4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;	4.4s engage families in their children's education and in various aspects of the instructional program.

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C.	Interacts appropriately with all families on a regular basis (e.g. to share information about students' progress) and responds to their concerns.		4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
D.	Communicates effectively with families on a regular basis (e.g. to share information about students' progress) and responds to their concerns.	4.1k the importance of families' involvement in their children's education; and	4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
E.	Conducts effective conferences with parents, guardians and other legal caregivers.	4.2k appropriate ways for working and communicating effectively with families in varied contexts.	4.2s apply procedures for conducting effective parent-teacher conferences;
F.	Effectively uses family support resources (e.g. community interagency) to enhance family involvement in student learning		
<b>COMPETENCY 012</b>			
The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities. The beginning teacher:			
A.	Interacts appropriately with other professionals in the school community (e.g. vertical teaming, horizontal teaming, team teaching and mentoring)		
B.	Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals.	4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these	

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		interactions;	
C.	Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g. department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).	4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional);	4.5s maintain supportive and cooperative relationships with colleagues;
D.	Understands the value of participating in school activities and contributes to school and district (e.g. by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and project)	4.7k the various ways in which teachers may contribute to their school and district; and	4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;
		4.8k the value of participating in school activities.	4.8s communicate effectively and appropriately with other educators in varied contexts;
E.	Uses resources and support systems effectively (e.g. mentors, service centers state initiatives, universities) to address professional development needs.	4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);	4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being;
F.	Recognizes characteristics, goals, and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.	4.11k characteristics, goals, and procedures associated with teacher appraisal; and	4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).

## Domains and Standards Alignment Chart for EDU 320

G.	Works productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.		
H.	Understands and uses professional development resources (e.g. mentors and other support systems, conferences, online resources, workshops, journals, professional associations, course work) to enhance knowledge, pedagogical skills and technological expertise.	4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;	4.9s collaborate professionally with other members of the school community to achieve school and district educational goals;
I.	Engages in reflection and self-assessment to identify strengths, challenges and potential problems; improve teaching performance; and achieve professional goals.	4.10k the importance of documenting self-assessments;	4.10s participate in decision making, problem solving, and sharing ideas and expertise; and
		4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.	4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);
<b>COMPETENCY 013</b>			
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. The beginning teacher:			
A.	Knows legal requirements for educators (e.g. those related to special education, students' and families' rights, student discipline, equity, child abuse) and adheres to legal guidelines in education-related situations.	4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);	4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

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B.	Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies (e.g. copyright, Fair Use, data security, privacy, acceptable use policies).		
C.	Applies knowledge of ethical guidelines for educators in Texas (e.g. those related to confidentiality, interactions with students and others in the school community) including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.	4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);	4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
		4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;	4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
D.	Follows procedures and requirements for maintaining accurate records.	4.16k procedures and requirements for maintaining accurate student records;	4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
E.	Understands the importance and adheres to required procedures for administering state- and district-mandated assessments.	4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and	4.17s serve as an advocate for students and the profession;
F.	Uses knowledge of the structure of the state education system, including relationships among campus, local and state components, to seek information and assistance	4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.	4.18s maintain accurate records; and

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		4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.
G. Advocates for students and for the profession in various situations.		