

**College of Education, Teacher Education  
University of Texas at El Paso**

BED 4310: CRN 19590  
**Teaching Math in Bilingual Elementary Classrooms**  
Fall 2020

**Instructor:** Jessica Pussman

**E-mail:** [jpussman@utep.edu](mailto:jpussman@utep.edu)

**Cell number:** 915-867-7832

**COURSE DELIVERY**

100% Online with both asynchronous and synchronous sessions throughout the semester. Synchronous sessions will be announced 2 weeks in advance.

Please make sure you are checking your email daily to ensure that you do not miss important updates.

**COURSE DESCRIPTION (3 credit hours)**

This course covers the methods and resources for teaching mathematics in the elementary grades in bilingual classrooms. Emphasis is placed on the equity principle (mathematics for all) and the development of conceptual understanding on topics such as number sense, patterns, and basic algebra, geometry and measurement, data analysis and probability. Students will design, implement, assess and critique mathematics instruction, with an emphasis on effectively engaging dual language learners. Some sections of this course are offered bilingually. 5 hours of field experience is required.

This course will be an integrated minds-on/hands-on activities and discussions in which you will have the opportunity to:

- Combine theory with experience in creating and implementing culturally inclusive curriculum and teaching strategies
- Plan and participate in hands-on exploration
- Practice reflective teaching using theoretical and practical implications of these experiences
- Demonstrate knowledge and skill in TExES Elementary Comprehensive (EC) Competencies (Mathematics, Domain II) and Pedagogy and Professional Responsibility (PPR) Competencies. The TExES standards and competencies will be integrated in this course and all related assignments.
- Understand the role that technology holds in the profession of teaching.

**PREREQUISITE**

Pre-Req: Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

**CO-REQ**

BED 4338; BED 4355; BED 4680

## College of Education, Teacher Education University of Texas at El Paso

### COURSE ALIGNMENT WITH COLLEGE MISSION AND VISION

This course aligns with the University's and College of Education's mission and vision in addressing the preparation of educators with a special emphasis on and support for student learning and development within linguistically and culturally diverse border region settings. It provides students with opportunities to apply knowledge of EC-6 education as they develop and deliver presentations and teaching activities that are aligned to the state standards for educators. Students will engage in work that addresses equity and access in education for all students.

### COURSE LEARNING OBJECTIVES & STUDENT LEARNING OUTCOMES

Analyze research-based practices for improving mathematics instruction	Discussions; projects assessed through the use of a rubric; oral presentations assessed through the use of a rubric; lesson plans; final project; and review questions.
Design effective standards-based classroom activities for EC-6 students and reflect on student outcomes.	Discussions; leading facilitators, lesson plans; and final project.
Develop varied formative assessment practices and assess mastery of the same essential math concepts in different ways	Teaching and learning theories activities, final project, oral presentations, leading facilitators and lesson plan, and online discussions.
Apply instructional strategies to promote mathematics learning among students of a wide range of academic diversity including ESL and special needs students.	Online activities and in-class discussions, final project; oral presentations, lesson presentation; lesson plans; field-based assignment.
Differentiate math instruction based on students' learning styles, interests, and readiness levels; and modify lessons based on the synthesis of the relationship between problem solving and communication.	Online activities and in-class discussions, final project; oral presentations, lesson presentation assessed through the use of a rubric; and lesson plans; field-based assignment.
Align math classroom environments with real world environments by infusing problem-solving strategies, and active learning; and apply technology tools in classroom instruction and connect math activities to everyday experiences and the real world.	Online activities and in-class discussions, final project; oral presentations, lesson presentation assessed through the use of a rubric; lesson plans; field-based assignment.
Modify lessons based on the synthesis of the relationship between problem solving and communication.	Online activities and in-class discussions, final project; oral presentations, lesson presentation assessed through the use of a rubric; lesson plans; field-based assignment.

## College of Education, Teacher Education University of Texas at El Paso

### REQUIRED READINGS

- o Van de Walle, J., Karp, A., Bay-Williams, J. (2009). *Elementary and Middle school mathematics: Teaching developmentally (7th ed.) Texas Edition*. Boston, MA: Pearson.
- o Please prepare **color papers, color markers, a pair of scissors, and a smart phone/camera that can take and upload photos**. We will do a lot of drawings as well as cut and paste activities for demonstrating mathematical concepts. You need to use your cellphone to take photos of your products and share them with the whole class.
- o **Additional readings** will be available on Blackboard (Bb).

### ATTENDANCE POLICY

Students are expected that students will attend all classes and actively participate in working on projects and class discussions. Students are expected to prepare for each class session. All teaching candidates are expected to demonstrate the ethical and professional values associated with Elementary Level Education. It is critical teaching candidates adopt and exhibit a professional demeanor at each point in their teacher preparation. Evidence of professional dedication will be expected through all work during classes and practicum, seminar, internship, and clinical experiences. Credit for participation and professionalism will be part of the evaluation. In addition, because this is a 100% online course, attendance will be determined by class participation online. Participation is determined by completion of the following activities:

- o Reading/Viewing all course materials to ensure understanding of assignment requirements
- o Participating in engaging discussion with your peers on the Discussion Boards
- o Completing all module activities (assignments, quizzes, etc.)
- o Completing all assignments

### INCLUSIVENESS & EQUITY

Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course *and* for the sake of your future students' learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you are welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more

## College of Education, Teacher Education University of Texas at El Paso

inclusive and equitable. You can also talk with our Department Chair and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or [eoaa@utep.edu](mailto:eoaa@utep.edu).

### TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have or have access to a computer/laptop and internet connection. You will need to download or update the following software: Microsoft Office, Flipgrid, Blackboard, Zoom, and Microsoft Teams. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk as they are trained specifically in assisting with technological needs of students.](#)

### NETIQUETTE

- o Always consider the audience in discussions. Remember that members of the class and the instructor will be reading any postings.
- o Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
- o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Information posted on these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

### LATE WORK POLICY

Assignments are posted ahead of time to give you enough time to plan and prepare. Know the expectations and deadlines for each assignment. Familiarize yourself with the syllabus to help you meet all the deadlines. If an emergency occurs please let me know as soon as possible.

### ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities. This allows for equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

## College of Education, Teacher Education University of Texas at El Paso

Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

### COVID-19 INFORMATION AND ACCOMMODATIONS

During this difficult time filled with uncertainty, your health and well-being is very important. I want to support you in ensuring that you remain safe. Please complete the COVID-19 student training at [this site](#).

If you feel you may need accommodations as you deal with COVID-19, please let me know by emailing me at [jpussman@utep.edu](mailto:jpussman@utep.edu). My main focus is to assist and be a resource for you to ensure your overall well-being and the successful completion of this course.

Even though our course is 100% online, you may plan on going to campus for other reasons (e.g., library, computer or internet access). Prior to any campus visit, you must complete the self-screening ([screening.utep.edu](http://screening.utep.edu)). You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](http://screening.utep.edu). If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu). For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](http://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.

### SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

## College of Education, Teacher Education University of Texas at El Paso

### STUDENT RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.

### POLICIES AND PROCEDURES

#### ***Food insecurity, mental health, and access to support services***

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning. I want you to be aware of a variety of support services on campus that can help you navigate these challenges and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of **Counseling and Psychological Services** offers mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/student-affairs/counsel/resources/services-students.html>. Additional support services and resources are listed at <https://www.utep.edu/student-affairs/resources/index.html>. If you are facing an obstacle to your learning, I encourage you to check out these resources, or let me know, and I will be happy to help you find the support you need. You are not alone.

# College of Education, Teacher Education University of Texas at El Paso

## CHANGES TO THE SYLLABUS

I strive to respond in my teaching to the shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, and needs for growth. Some changes may be made to the syllabus along the way. I will always notify you or ask you to participate in the decision to make changes. If there are significant changes, the updated syllabus will be made available on Blackboard.

## COURSE STRUCTURE

This course runs on a weekly schedule, Monday through Sunday. Detailed instructions for all of the coursework tasks to be completed each week of the semester are arranged by class session (i.e. each class session covers one week of the semester). The class sessions for each week are labeled by week number and start date in the main left-hand navigation in our course site. In each of the weekly class sessions, you will find: the topic(s) and objectives for the week, the required reading (from the textbook and via embedded links to download/access articles/videos), a summary of what tasks are due (and when) that week and detailed directions and related links for completing and posting your coursework that is due for that class session (i.e. during that week). All weekly tasks **MUST** be submitted by the given deadline; course work is **ALWAY** due by midnight MT on the day indicated in the task directions.

The following is a summary overview of the required coursework for the entire semester and related points possible. For *detailed instructions*, you should access the weekly class sessions in our online course site.

## COURSE ASSIGNMENTS/REQUIREMENTS

### Online Learning Modules in Blackboard

#### **Hands-On Activity (10 Points × 14)**

#### ***Due every Thursday of the week***

You will make the mathematics manipulatives based on the given instruction, and to complete the activity tasks. You will take photos of your weekly hands-on activity and post them together with some of your descriptions of the teaching/learning process (no less than 200 words) on the discussion forum in the Blackboard. Please type directly in the dialogue box and insert the photos directly into the dialogue box. Do not use attachment.

#### **Pedagogical Development (10 Points × 14)**

#### ***Due every Sunday of the week***

You will post your answers to each tasks (no less than 300 words), the answer should be brief, meaningful, well thought-out, and articulate. Post your first response by the due days and post your follow up responses in the following two days. Read all the postings of your peers, and interact with your peers in a positive manner. You will reply at least three of your classmates' posts in a meaningful way. Please type directly in the dialogue box. Do not use attachment.

**College of Education, Teacher Education  
University of Texas at El Paso**

**Assignment 1-3: Lesson Plan Development 15 points each**

Due: Sep 6, Sep 20, Oct 4 (Dates subject to change)

In this class, you will develop THREE sets of detailed lesson plans. As you do this you should meet with your cooperating teacher to identify a lesson that you will be able to plan and teach during your field-based assignment. Be sure to discuss with him/her the subject standards and English Language Proficiency Standards (ELPs), essential questions and goals s/he has set out for the unit from which this lesson comes. You will need these in order to plan your lesson.

Begin by identifying one or more TEKS standards. Identify the corresponding English Language Proficiency Standards, as well as, any required modification to standards as required in Individual Education Plans (IEPS). Write your plan incorporating all parts contained in the template. Be sure to include a detailed outline of the learning activities. Include a variety of resources that you used in preparing the lesson (e.g., similar lesson plans that you found on the Internet, information from cooperating teacher, textbook, etc.). Attach these to your lesson plan.

Along with the lesson plan you should also attach all handouts you would provide students (this includes directions, worksheets, etc.). Include a brief description of the performance task(s) and other evidence (formative and summative assessment of the task and related language criteria) that you plan to use for your lesson (e.g., at end of hour have students write down 1-2 things they learned, etc.).

Outline the learning plan (teaching & learning activities). This plan should be aligned clearly with the desired results (i.e., geared towards having students meet the objectives, answer the essential questions, and be able to complete the assessment activities). The plan should include all of the following components:

- a. List of instructional materials & resources
- b. Timeline: next to each step, indicate the approximate length of time you expect each step to take.
- c. Introductory activities: hook/capture student interest, set the stage, relate to previous learning (review), how this will fit into what is to follow (preview), tell students what they will learn and be expected to do as a result of the lesson.
- d. Developmental activities: outline the content and outline the instructional strategies & learning activities. Include details about what you will do, how you will organize/prepare students for tasks, and what students will do. If you plan to involve students in discussion, list key/stem questions that you might ask to generate discussion.
- e. Closing activities: list activities that you & students will do to summarize the lesson, reinforce what was covered, and tie everything together so students see



**College of Education, Teacher Education  
University of Texas at El Paso**

how the lesson fits into the context of the rest of the course (what they have already done and what is coming next).

- f. Within the framework given above, integration of Sheltered Instruction Observation Protocol (SIOP) strategies and approaches are reflected and specified.
- g. Within the framework given above, integration of accommodations and modifications appropriate to address all learning styles and needs (differentiation).

**Analysis of 5 Lesson Videos - 20 points each observation *Due TBD (No less than 400 words)***

For the 5 hours of field experience required for this course we will be analyzing videos in lieu of face to face observations. The 5 hours will be documented using RtOP forms. I will be providing the videos for you and the observation tool we will be using.

Connections to Standards, Text and Self  
Response to Observation/Practice (RtOP)

To help you synthesize your observations during the semester you will be required to submit "Response to Observation/Practice" (RtOP) reflections. A calendar window will be provided to guide your observations as well as outline when to submit your RtOP reflections.

There are 4 necessary components for each of your RtOP reflections.

1. First, *OBSERVE*

There are a series of observation tools that you will be provided that assist you in looking at classroom practice in a purposeful way. When you observe, you will collect data by using each tool to help you make sense of what you are seeing, what it means and questions that may emerge for you. Additionally, this process will help you with the CONNECT to Standard, Text and Self portion of the RtOP written below. You will attach this completed form with each RtOP and submit it within the required timeline in order to receive credit.

2. Second, *CONNECT to Standard*

In a written response, you will synthesize 10 of your observations by connecting the experience to one of the *TEXES Secondary and All Levels Professional Development Standards*:

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

For each RtOP, create the heading: "Connect to Standard," and in this section you will need to examine the standards and select one to discuss in light of your observation/practice. How does the standard speak to what you observed, saw or did? Be specific and give a detailed discussion

## College of Education, Teacher Education University of Texas at El Paso

that thoroughly demonstrates your understanding of the standard you selected. Keep in mind, that you are expected to use all 4 standards at least once over the course of the semester; however, there is not a particular order you must go in—just make sure you address each of them thoroughly.

### 3. Third, *CONNECT to Text*

Under the heading: “Connect to Text” and in this section you will connect your experience to one or more of the course readings. How do the readings speak to what you are observing or doing? What are the contradictions and/or challenges? How do the readings help you understand what you are observing, doing and/or thinking about? Make sure you properly cite your response in APA or MLA style. No excuses about APA or MLA formatting. See <http://owl.english.purdue.edu/> for an excellent resource.

### 4. Fourth, *CONNECT to Self*

Finally, for each RtOP, under the heading: “Connect to Self,” you are expected to connect what you have observed to yourself. What are you learning about yourself? What are you learning about teaching high school? How does this awareness inform your notion of teaching and learning at the secondary level—that is, what appears to be and what it can be?

So, to recap, each RtOP should have the following components with appropriate section headings:

- Connection to Standard
- Connection to Text
- Connection to Self
- Attached Observation Tool

## Final Group Project - 45 points

In this project, your group will develop a two-week (10 working days) curriculum for a mathematics summer camp for a school district for a specific grade level from K-5. Your lessons should be detailed enough so that other teachers can replicate your lesson. You can consider to link mathematics to Science (e.g. physics, chemistry, biology, and space and environmental science), Arts (e.g. visual arts, music, and dancing), Social Studies (political science, history, economics, religious studies, geography, psychology, and anthropology) as well as Language Arts and/or Literacy.

## Online Discussions

Using the Blackboard platform or Flipgrid, you will participate in whole class and small group online discussions for topics and questions that arise throughout the semester. Details will be provided on Blackboard.

**College of Education, Teacher Education  
University of Texas at El Paso**

**COURSE CALENDAR & GRADE DISTRIBUTION**

*Changes may be made in this syllabus when judged appropriate by the instructor*

Date	Class Topics/Activities		Reading
Week 1 (Starts 8/24)	<b>Module 1</b>	Overview	<i>Chapter 1-2</i>
Week 2 (Starts 8/31)		Problem Solving	<i>Chapter 4-5</i>
Week 3 (Starts 9/7)		Number Concepts	<i>Chapter 8</i>
Week 4 (Starts 9/14)		Number Operations I	<i>Chapter 9</i>
Week 5 (Starts 9/21)		Number Operations II	<i>Chapter 10-11</i>
Week 6 (Starts 9/28)	<b>Module 2</b>	Geometry & Measurement I	<i>Chapter 20</i>
Week 7 (Starts 10/5)		Geometry & Measurement II	<i>Chapter 19</i>
Week 8 (Starts 10/12)		Geometry & Measurement III	<i>Chapter 3</i>
Week 9 (Starts 10/19)		Algebra I	<i>Chapter 13</i>
Week 10 (Starts 10/26)		Algebra II	<i>Chapter 23</i>
Week 11 (Starts 11/2)	<b>Module 3</b>	Data Analysis	<i>Chapter 21</i>
Week 12 (Starts 11/9)		Probability	<i>Chapter 22</i>
Week 13 (Starts 11/16)		Fractions	<i>Chapter 15-16</i>
Week 14 (Starts 11/23)		<i>Thanksgiving (No Class)</i>	<i>Chapter 7</i>
Week 15 (Starts 11/30)		Ratio & Proportion	<i>Chapter 18</i>
Week 16 (Starts 12/7)	<b>Final Project</b>		
<b>Total 500 Pts</b>	Lesson Plans and Reflections	(15 Pts×5=75 Pts)	
	Hands-on Activities	(10 Pts×14=140 Pts)	
	Pedagogy Development	(10 Pts×14=140 Pts)	
	Video Observations	(20 Pts X4 = 100 Pts)	
	Final Projects	(45 Pts)	
<b>Grade Distribution:</b>	<b>A</b> 90% - 100 % of point total	<b>B</b> 80% - 89.9% of point total	
	<b>C</b> 70% - 79.9 % of point total	<b>D</b> 60% - 69.9% of point total	

## College of Education, Teacher Education University of Texas at El Paso

### TEExES: Texas Examinations of Educator Standards

**TEExES Standards Incorporation:** Class activities and assignments use the best practice methods that support the competencies from the TExES Standards. Discussions will focus on how the lesson/ activity/ assignment addresses the competencies that support best practice while also providing pre-service teachers insight into questions that may appear on TExES.

### TEExES Elementary Professional Development Standards (Pedagogy and Professional Responsibilities Standards, EC Grade-12)

\* **Standard I:** The teacher designed instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.  
Students, Content and Pedagogy, Selection of Instructional Goals and Objectives  
Resources, Designing Coherent Instruction, Assessment of Student Learning

\* **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.  
Creating an Environment of respect and Rapport, Establishing an Environment for Learning and Excellence, Managing Classroom Procedures, Managing Student Behavior, Maintaining a Physical and Emotional Environment that is Safe and Productive

\* **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.  
Communication, Engaging Students in Learning, Providing Feedback to Students,  
Demonstrating Flexibility and Responsiveness

\* **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.  
Interacting and Communicating with Families, Interacting with Other Educators and  
Contributing to the School and District, Continuing Professional Development,  
Legal and Ethical Requirements and the Structure of Education in Texas

To demonstrate the incorporation of standards students will be practicing teaching using a constructivist and a multicultural curriculum designed to provide successful learning experiences for all the children. Through actual classroom teaching experience, students will be practicing concepts from all four standards listed above.