7 Things to Know Before Becoming a Teacher

University of Houston-Clear Lake
School of Education
7 Things to Know Before Becoming a Teacher

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The Texas Educator Code 21.0446(e) requires each educator preparation program to provide consistent and accurate information on the above seven items to all teacher education applicants and candidates. The following document is provided by the University of Houston-Clear Lake to meet this requirement. This document is to be presented to both applicants and student teachers during class visits. It is also posted on the UHCL SOE website under, “Forms & Information,” and provided as a handout at the UHCL School of Education Advising Office, in Bayou-1231.

The following information is provided by the University of Houston-Clear Lake as a resource to all Teacher Education Program applicants and certification candidates.
1. Texas’ High Expectations for all PK-12 Students

Education of our Youth – What it Means to Texas and our Future

Education is the key to opening doors and providing life-long opportunities for Texas youth. Educational Preparation Programs are committed to providing authentic experiences for pre-service teachers as they prepare future teachers to meet the regimen and consistently changing requirements faced by public schools. With the state of accountability facing all educational entities, it is imperative that Texas students are prepared to think critically in order to stay competitive within the ever-changing global society.

Refer to TEA Commissioner’s Blog for additional information additional information at http://tea.texas.gov/Collections/Commissioner_Blog/

TEA Commissioner's Goals for Texas Education

TEA Commissioner Michael Williams has established three priority goals for education in Texas.

To ensure that all students in the public education system acquire the knowledge and skills to be responsible and independent Texans by:

1. Ensuring students graduate from high school and have the skills necessary to pursue any option including attending a university, a two-year institution, other post-secondary training, military or enter the workforce;
2. Ensuring students learn English, math, science and social studies skills at the appropriate grade level through graduation; and
3. Demonstrating exemplary performance in foundation subjects.

Additional information about the Goals for Texas Education can be found in the TEA Strategic Plan 2015-2019 at http://tea.texas.gov/About_TEA/Welcome_and_Overview/Texas_Education_Agency_Strategic_Plan_and_Customer_Satisfaction_Survey/

What are the TEKS?

Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do. The State Board of Education (SBOE) has legislative authority to adopt the TEKS for each subject of the required curriculum. Additional information about the TEKS can be found at http://tea.texas.gov/curriculum/teks/.

What is the STAAR?

The State of Texas Assessments of Academic Readiness, or STAAR, is the state testing program that was implemented in the 2011—2012 school year. The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, developed the STAAR program in response to requirements set forth by the 80th and 81st Texas Legislatures’.

STAAR is an assessment program designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum standards, the Texas Essential Knowledge and Skills (TEKS). Every STAAR question is directly aligned to the TEKS currently implemented for the grade/subject or course being assessed. The STAAR program
includes STAAR, STAAR Spanish, STAAR L (a linguistically accommodated version), and STAAR A (an accommodated version).

At grades 3–8, students are tested in mathematics and reading. Students are also tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. Students are tested at the high school level with STAAR end-of-course (EOC) assessments for Algebra I, English I, English II, biology, and U.S. history.

Based on educator recommendations and as part of the development of the STAAR program, TEA identified, for each grade/subject and course assessed, a small percentage of eligible TEKS student expectations as the most critical to assess. These are called readiness standards and are defined as those student expectations that are not only essential for success in the current grade or course but also important for preparedness in the next grade or course. Readiness standards are emphasized on the assessments and are identified for each grade/subject and course tested in the Assessed Curriculum documents on the STAAR Resources webpage at http://tea.texas.gov/student.assessment/staar/.


**Using Your Students’ STAAR Results to Improve Your Teaching**

You can use test results to check the performance of a group over time. You can analyze average scale scores and the percentage of students meeting the standard or meeting minimum expectations across administrations. You can also analyze administrations within the same grade and subject area to give insight into whether student performance is improving across years.

Refer to http://tea.texas.gov/student.assessment/results/ for additional testing information.
2. Select Your Educator Preparation Program by Performance

In selecting an Educator Preparation Program to apply to and complete, be sure to research some of the following indicators of performance. The performance of the University of Houston-Clear Lake is listed below.

UHCL’s Certification Program

The following is a summary of the educator accreditation ratings and certification data from academic year 2014-2015 for the University of Houston-Clear Lake. This information is updated each November for the prior academic year.

Accreditations

UHCL is accredited by the following entities:


Accredited

Southern Association of Colleges & Schools (SACS) at http://www.sacscoc.org/

State: TX
Status: Accredited
Public Sanctions: none
Level: V

State Board for Educator Certification (SBEC) and Texas Education Agency (TEA) Accreditation Rating for UHCL at http://www.tea.state.tx.us/index2.aspx?id=2147485421&menu_id=2147483671:

Accredited
Additional Ratings

US Department of Education Title II Report Card at https://title2.ed.gov/Public/Home.aspx:

100% Pass Rate – Traditional Program
100% Pass Rate – Alternative Program

Texas Legislative Budget Board (LBB) 2015 Certification Rate for UHCL:

99.2% of all undergraduate certification candidates became certified within a year of graduation.

Program Data

For 2015-2016 (2014-2015 data), UHCL had the following number of candidates and completers:

Teacher Certification Program

216  Candidates Applied to the Teacher Education Program
202  Candidates Applied, Admitted and Enrolled to the Teacher Education Program
14   Candidates Denied Admission to the Teacher Education Program
121  Undergraduates signed waivers to graduate without certification
692  Total Candidates Enrolled in Teacher Certification TEP (455 Other Enrolled, 237 Finishers) (642 were undergrads, 50 were post-bac/gradates)
237  Candidates Completed: 231 Internship II/Student Teaching; 2 THECB Aide Exemption Project; 4 ACP Internship; 220 were undergrads and 17 were post-bac/graduates
100% Completers Passed All State Assessments
237  Total Candidates Completing the Program:

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC-6 Core Subjects certificate</td>
<td>0</td>
</tr>
<tr>
<td>EC-6 Generalist certificate</td>
<td>79</td>
</tr>
<tr>
<td>EC-6 Generalist certificate with ESL Supplemental certificate</td>
<td>7</td>
</tr>
<tr>
<td>EC-6 Generalist certificate with Bilingual Supplemental certificate</td>
<td>5</td>
</tr>
<tr>
<td>EC-6 Generalist certificate with EC-12 Special Education certificate</td>
<td>20</td>
</tr>
<tr>
<td>EC-6 ESL Generalist</td>
<td>25</td>
</tr>
<tr>
<td>EC-6 Bilingual Generalist</td>
<td>20</td>
</tr>
<tr>
<td>EC-12 Art certificate</td>
<td>7</td>
</tr>
</tbody>
</table>
Professional Certificate and Master Teacher Certificate Program

131 Candidates Applied (Admitted or Denied)
118 Candidates Applied, Admitted and Enrolled
13 Candidates Denied Admission
351 Total Candidates Enrolled (248 Other Enrolled, 103 Finishers)
100% Completers Passing All State Assessments
103 Total Candidates Completing the Program:
57          Principal certificate
0          Reading Specialist certificate
1          Principal certificate + Reading Specialist certificate
16          School Counselor certificate
22          School Librarian certificate
6          Superintendent certificate
1          Master Technology Teacher certificate
0          Master Reading Teacher certificate
0          Master Mathematics Teacher certificate

For additional information see UHCL’s School of Education “Accountability and Accreditation” web page at http://prtl.uhcl.edu/portal/page/portal/SOE/Accountability_Accreditation/.

Certification Rates

UHCL has a high certification rate for its undergraduates pursuing certification, as seen on the annual Legislative Budget Board Reports.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>No. of Teacher Ed. Students Graduating</th>
<th>No. Certified by 08/31/2014</th>
<th>Not Certified, but Recommended</th>
<th>Not Recommended, but Tested</th>
<th>Not Recommended or Tested</th>
<th>Certification Rate of Those Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>241</td>
<td>241</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>FY 2013</td>
<td>218</td>
<td>218</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>FY 2012</td>
<td>218</td>
<td>205</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>94%</td>
</tr>
</tbody>
</table>

Student Achievement

The following Student Achievement indicators are from the UHCL Office of Institutional Effectiveness web page, Statements of Goals for Student Achievement:
http://prtl.uhcl.edu/portal/page/portal/OIE/Content/Student%20Goals%20Achievement

Graduation Rates

From its inception through Spring 2014, UHCL was an upper-level institution. In Fall 2014, UHCL accepted its first Freshmen class. As a result, six-year graduation data for first-time freshmen will not be available until Fall 2020. A vast majority of undergraduate students at UHCL are transfer students. The table below displays the four-year and two-year transfer graduation rates for the past five years.
### 4 Year Transfer Graduation Rate (%)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>4 Year Transfer Graduation Rate (%)</th>
<th>2 Year Transfer Graduation Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>74.9</td>
<td>29.1</td>
</tr>
<tr>
<td>2013</td>
<td>75.4</td>
<td>27.1</td>
</tr>
<tr>
<td>2012</td>
<td>78.8</td>
<td>32.3</td>
</tr>
<tr>
<td>2011</td>
<td>72.0</td>
<td>31.3</td>
</tr>
<tr>
<td>2010</td>
<td>71.6</td>
<td>37.8</td>
</tr>
</tbody>
</table>

### Persistence Rates

Historical data suggest high persistence rates for transfer students at UHCL. The following table provides the annual persistence rate of returning transfer students, as measured in each of the past five Fall semesters.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>1 Year Transfer Persistence Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 who returned Fall 2014</td>
<td>84.5</td>
</tr>
<tr>
<td>Fall 2012 who returned Fall 2013</td>
<td>86.2</td>
</tr>
<tr>
<td>Fall 2011 who returned Fall 2012</td>
<td>85.3</td>
</tr>
<tr>
<td>Fall 2010 who returned Fall 2011</td>
<td>85.0</td>
</tr>
<tr>
<td>Fall 2009 who returned Fall 2010</td>
<td>86.3</td>
</tr>
</tbody>
</table>

### Course Completion Rates

Over the past five years, course completion rates at UHCL have consistently been above 93 percent, as shown in the table below.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Course Completion Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>94.3</td>
</tr>
<tr>
<td>2013</td>
<td>94.0</td>
</tr>
<tr>
<td>2012</td>
<td>93.2</td>
</tr>
<tr>
<td>2011</td>
<td>94.5</td>
</tr>
</tbody>
</table>
Degrees Awarded

Since its first graduating class in 1975, UHCL has awarded Bachelor and Master’s level degrees. In 2007 UHCL began offering a Doctoral degree, and in 2010 the university awarded its first doctoral degrees. The table below displays the number of degrees awarded as each level and the total degrees awarded for the past five academic years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Bachelor Degrees Awarded</th>
<th>Masters Degrees Awarded</th>
<th>Doctoral Degrees Awarded</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>1,255</td>
<td>1,054</td>
<td>9</td>
<td>2,318</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1,203</td>
<td>1,114</td>
<td>15</td>
<td>2,332</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1,251</td>
<td>1,059</td>
<td>15</td>
<td>2,325</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1,197</td>
<td>1,096</td>
<td>9</td>
<td>2,302</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1,124</td>
<td>1,040</td>
<td>3</td>
<td>2,167</td>
</tr>
</tbody>
</table>

Source: UHCL Student Achievement, Office of Institutional Effectiveness

State Licensing Examinations

The UHCL teacher certification rate has been above 90 percent since 2010. In 2014 all 241 students who attempted the certification process successfully obtained teacher certification. The table below provides the certification rate of UHCL students for the past five years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Teacher Education Certification Graduation Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>100.0</td>
</tr>
<tr>
<td>2013</td>
<td>100.0</td>
</tr>
<tr>
<td>2012</td>
<td>94.0</td>
</tr>
<tr>
<td>2011</td>
<td>95.3</td>
</tr>
<tr>
<td>2010</td>
<td>96.6</td>
</tr>
</tbody>
</table>

Source: State Board of Educator Certification
Job Placement Rates

Eighty three percent of the students who received a bachelor’s degree at UHCL in 2013 either received employment upon their graduation from the university or were enrolled as a student at a higher education institution. The table below displays the number and percent of undergraduate students who gain employment after degree completion as well as the number and percent of those who are working and/or enrolled in higher education courses after completing a degree at UHCL.

<table>
<thead>
<tr>
<th>Undergraduate Completers</th>
<th>Cohort Size</th>
<th>All Working</th>
<th>Total Working and/or Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Count</td>
<td>Percent (%)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1,189</td>
<td>922</td>
<td>78</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1,226</td>
<td>939</td>
<td>77</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1,170</td>
<td>902</td>
<td>77</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1,110</td>
<td>881</td>
<td>79</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1,193</td>
<td>949</td>
<td>80</td>
</tr>
</tbody>
</table>

Source: Texas Higher Education Coordinating Board – Exit Cohorts

Student Satisfaction

UHCL measures student satisfaction using the Student Satisfaction Index from the National Survey of Student Engagement (NSSE). Over the past five years, UHCL has consistently obtained a satisfaction index of over 85 percent, indicating a high level of satisfaction among graduating seniors.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Student Satisfaction Index (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>89</td>
</tr>
<tr>
<td>2013-2014</td>
<td>91</td>
</tr>
<tr>
<td>2012-2013</td>
<td>91</td>
</tr>
<tr>
<td>2011-2012</td>
<td>91</td>
</tr>
<tr>
<td>2010-2011</td>
<td>91</td>
</tr>
</tbody>
</table>
Texas Education Agency Data Comparisons of Educator Preparation Programs

There are approximately 150 educator preparation programs in Texas. You can compare them to one another by visiting this TEA web page: http://tea.texas.gov/index2.aspx?id=2147485421&menu_id=2147483671. The web page offers a comparison of Texas programs based on the following results:

- Accreditation Ratings
- Certification Examinations
- Annual Performance Reports
- Performance on the Appraisal System for Beginning Teachers
- Quality of Persons Admitted to the Program
- Exit Survey Results for Program Participants
- Higher Education Act Information

U.S. Department of Education Data Comparisons on Educator Preparation Programs

Compare all programs throughout the country by visiting the USDoE Higher Education Act - Title II website at: https://title2.ed.gov/Public/Home.aspx. Listed below are some of the results.

<table>
<thead>
<tr>
<th>Reporting Year (Data Year)</th>
<th>UHCL No. of Teacher Education Completers (Traditional &amp; Alternative combined)</th>
<th>Texas No. of Teacher Education Completers (Traditional &amp; Alternative combined)</th>
<th>U.S.A. No. of Teacher Education Completers (Traditional &amp; Alternative combined)</th>
<th>UHCL Title II Pass Rates of Teacher Education Completers (Traditional, Alternative)</th>
<th>Texas Title II Pass Rates of Teacher Education Completers (Traditional, Alternative)</th>
<th>Texas No. of EPPs</th>
<th>U.S.A. No. of EPPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 (2012-2013)</td>
<td>259</td>
<td>20,828</td>
<td>192,459</td>
<td>100%, 100%</td>
<td>81%, 97%</td>
<td>212</td>
<td>2,171</td>
</tr>
<tr>
<td>2013 (2011-2012)</td>
<td>241</td>
<td>19,574</td>
<td>204,180</td>
<td>100%, 100%</td>
<td>91%, 96%</td>
<td>208</td>
<td>2,163</td>
</tr>
<tr>
<td>2012 (2010-2011)</td>
<td>245</td>
<td>24,948</td>
<td>217,492</td>
<td>96%, 100%</td>
<td>91%, 98%</td>
<td>212</td>
<td>2,147</td>
</tr>
</tbody>
</table>
3. Skills Required of Teachers

A Passion for Children

Pre-service teacher candidates should embody and/or exhibit an enthusiasm for teaching children and be willing to consistently challenge themselves as educators in the life-long learning arena. As the facilitator of that classroom, teachers have been empowered to provide children with a warm, safe learning environment where they are challenged to reach their greatest potential as a learner in preparation for becoming a contributing member of society upon graduation from high school. Instilling the gift of learning in a child is the greatest gift a teacher can bestow upon a child.

A Passion for Education and Pedagogy – Connecting Students with the Content

Not only should teachers be passionate about teaching children that passion needs to shine through in their interactions with children and in their delivery of the content. Children need to understand how the content connects to the real-world, how it’s been passed down in history and how it can change the future. Teachers are charged with having a deep understanding of their content and how their understanding of that content can be transformed to meet the diverse learning styles of students within a classroom. Refer to http://www.intime.uni.edu/model/teacher/teac2summary.html about the importance of teacher’s having an in-depth understanding of their content knowledge and the impact that knowledge can have on students within their classroom.

A Commit to Lifelong Learning

Education expectations change daily. Teachers must stay abreast of the latest scientific researched based strategies, new content, and new educational standards as the facilitator of the classroom. Teachers are aware that students enter the classroom with heavy burdens on their shoulders from home which impacts the individual challenges they will face in a warm but structured learning environment. Teachers must be committed to modeling an environment for learning that allows for the expression of the individual challenges faced by one and all where the exploration of ideas is welcomed as students are encouraged to become creative and critical thinkers. By giving students the opportunity to be themselves, to share their thoughts and discover new ideas, teachers have opened the door to lifelong learning.

Patience, Wisdom, and Strength

Teaching is one of the most rewarding professions for individuals. As a servant of children, it is essential that teachers be cognizant of their personal virtues: patience, wisdom, and strength. Teachers must exemplify patience, fortitude and endurance daily in their interactions with children in the classroom as well as their colleagues. With patience comes wisdom; therefore, teachers must continually persist, endure, and have the fortitude to understand the challenges each day brings from meeting the individual needs of their students to the changing expectations posed upon them by the profession. Finally, with patience and wisdom, comes strength. Teachers must have the strength, the power, the might and the fortitude to persevere and follow though in the classroom no matter what daily challenges and obstacles have been imposed upon them.

The three quotes below sum up patience, wisdom and strength:
Tolerance and patience should not be read as signs of weakness. They are signs of strength.

~Dalai Lama

MyBookOfQuotes.com

Good things come to those who believe, Better things come to those who are patient and the best things come to those who don’t give up.

Wisdom Quotes
www.wisdomquotesendstories.com
WE ARE CALLED TO BE
FISHERS OF MEN
NOT JUST KEEPERS OF THE AQUARIUM

https://images.search.yahoo.com/yhs/search;_ylt=A0LEVoC_OZ1V8RgANwwnn1Q;_ylu=X3oDMTEzZjZpNzAxBGNvbG8DYmYxBHBvcwMxBHZ0aWQDRkJZVSUMwXzEEc2VjA3Nj?p=Fishers+of+Men&fr=yhs-mozilla-002&hspart=mozilla&hsimp=yhs-002
Necessary Personal Skills of an Educator

Patience - This is likely the single most important skill. Kids these days are stubborn, and many lack the inherent respect for authority that we were taught at a young age. Spending a single day in a room full of raucous teenagers is enough to send any human being to the looney bin, which is why every good teacher needs patience in order to find a way to work with his students and earn their respect.

Adaptability - Different kids learn in different ways, and some lessons need unique teaching tools. Good teachers know how to adapt their lesson plan to their students, so that all the kids learn optimally. This trait can take some experience and practice in a classroom setting, so give it time.

Imagination - Whether you teach high school chemistry or kindergarten, nothing is a more effective tool than using your imagination to create new and interesting ways for your students to learn. You may be inspired by the work of another teacher, mentor or a TV commercial - it doesn't matter. All that matters is that you take the initiative to find new ways for your kids to learn the material.

Teamwork - Teachers could have a hard time without a wide variety of support staff around them. If you feel alone, your school principal, administrative staff, parent-teacher committee, and more are often available to provide you help. By working as a team, you may have an easier time increasing your students' ability to learn and have fun.

Risk Taking - Sometimes to get the big reward, you may need to take a risk. Being a teacher is about finding a way to get kids to learn, and sometimes these new learning methods can be risky. Stick to it and you'll soon find that others are following your teaching example.

Constant Learning - You can never know too much when you are a teacher, especially when it comes to the best way to teach your students. Great teachers are constantly looking for ways to expand their horizons with courses, workshops, and seminars. Make sure you don't become stagnant by taking courses to keep the content fresh in your mind.

Communication - No teacher will succeed if they don't have good communication skills. Clear, concise, and to the point - the better your communication skills are, the easier your lessons will be. There are many different types of classes available to help some teachers who may need help improving their skills.

Mentoring - Teachers need to always remember that, aside from parents, they are one of the most consistent mentors in a child's life. That means setting a good example, at all times. Teachers may also have students that they spend extra time with being a mentor, which means that being a good role model is even more important.

Leadership - One of the other most important skills each teacher must have (besides patience) is leadership. Your students need someone to guide them, to be in charge, and set the tone of the class. Leadership is a difficult skill, meaning you may want to get outside help if you feel that you could use more work on this particular skill, or any other for that matter.

http://www.teachercertification.org/a/9-useful-skills-for-teachers.html
**The Basics – Reading, Writing and Mathematics Skills**

**The three Rs** (as in the letter R) refers to the foundations of a basic skills-oriented education program within schools: **reading**, **writing** and **arithmetic**. During the 17th century, curriculum in the common schools (elementary) of the New England colonies was summed up as the "four Rs" - Reading, 'Riting, "Rithmetic", and Religion.[]  [https://en.wikipedia.org/wiki/The_three_Rs](https://en.wikipedia.org/wiki/The_three_Rs)

In Texas, Gov. Greg Abbott has signed Senate Bill 925 which establishes literacy achievement academies to provide high-quality, face-to-face professional development to public school teachers who instruct students in kindergarten through third grade. Championed by Sen. Lois Kolkhorst of Brenham and Rep. Jimmie Don Aycock of Killeen, SB 925 is the first piece of legislation responsive to Governor Abbott’s early education emergency item to reach his desk for signature.

In signing the bill, Gov. Abbott noted: “Our children must first learn to read before they can then read to learn, and I applaud the Legislature for recognizing the importance of providing our teachers with the tools necessary to improve literacy instruction by passing SB 925. These literacy achievement academies will serve as a catalyst in the transformation of our state’s early education system, and ensure generations of Texas students will receive the highest quality education possible during their critical early learning years.” (Commissioner Michael William’s Blog…The Return of Texas Reading Academies)  

To sum up the basics, students must have a foundation in reading, writing and arithmetic to be successful participants during their educational career.

**Content Knowledge**

A term widely used by educators, **content knowledge** refers to the body of information that teachers teach and that students are expected to learn in a given subject or **content area**, such as English language arts, mathematics, science, or social studies. Content knowledge generally refers to the facts, concepts, theories, and principles that are taught and learned, rather than to related skills—such as reading, writing, or researching—that students also learn in academic courses.

[http://edglossary.org/content-knowledge/](http://edglossary.org/content-knowledge/)

Content Knowledge is knowledge about the actual subject matter that is to be learned or taught. The content to be covered in high school social studies or algebra is very different from the content to be covered in a graduate course on computer science or art history. Clearly, teachers must know and understand the subjects they teach, including: knowledge of central facts, concepts, theories and procedures within a given field; knowledge of explanatory frameworks that organize and connect ideas; and knowledge of the rules of evidence and proof (Shulman, 1986). Teachers must also understand the nature of knowledge and inquiry in different fields. For example, how is a proof in mathematics different from a historical explanation or a literary interpretation? Teachers who do not have these understandings can misrepresent those subjects to their students (Ball, & McDiarmid, 1990).

[http://mkoehler.educ.msu.edu/tpack/content-knowledge-ck/](http://mkoehler.educ.msu.edu/tpack/content-knowledge-ck/)

Posted May 13, 2011
Texas Educator Certification Program

Texas Administrative Code (TAC) §230.5(b) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. These programs were developed for this purpose.

**TExES™**

The *Texas Examinations of Educator Standards™* (TExES™) are criterion-referenced examinations designed to measure a candidate’s knowledge in relation to an established criterion rather than to the performance of other candidates. The TExES Educator Standards, based on the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES tests.

Developing the tests was a collaborative process involving classroom teachers and other educators from public and charter schools, university and Educator Preparation Program (EPP) faculty, representatives from professional educator organizations, content experts and members of the community. Detailed information about the test development process is available on the Texas Education Agency (TEA) website.

All of the tests in the TExES program contain multiple-choice questions. Some tests also have additional types of questions (e.g., open-ended written or oral responses). For more information about individual tests and test composition, see the Preparation Manual for each test.

[http://cms.texas-ets.org/tecprogram/](http://cms.texas-ets.org/tecprogram/)

**Approved Educator Standards**

The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12.

[http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

**Texas Teacher Standards**

Chapter 149. Commissioner’s Rules Concerning Educator Standards
Subchapter AA. Teacher Standards

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§149.1001. Teacher Standards.

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.
(1) **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.

(A) Teachers design clear, well organized, sequential lessons that build on students’ prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students’ prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts.

(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.

(ii) Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(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.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) 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.

(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.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(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.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(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.
(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.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(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.

(3) 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.

(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.

(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.

(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.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(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.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(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.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.
(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) 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.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(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.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
(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.

(5) **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.

(A) Teachers implement both formal and informal methods of measuring student progress.

(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.

(ii) Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.

(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.

(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.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(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.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students’ strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) **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.
(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.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(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).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.

http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html
Classroom Teaching Certificate Standards

  Elementary Certificate Standards
  Middle School Certificate Standards
  Secondary Certificate Standards
  All Level Certificate Standards
  Supplemental Certificate Standards

  http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Standards For All Teachers

  Pedagogy and Professional Responsibilities (PPR) Standards
  All teachers must meet the standards that address Pedagogy and Professional Responsibilities.
  Go to the Texas Education Agency Website at:
  http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/
  Scroll down to “Standards for All Teachers” and click on the “Pedagogy and Professional Responsibilities (EC-Grade 12)” link.

Technology Applications (All Beginning Teachers)

  These Technology Applications standards are expected of all beginning teachers and are incorporated into the new Texas Examination of Educator Standards (TExES) for Pedagogy and Professional Responsibilities. Go to the Texas Education Agency Website at:
  http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/
  Scroll down to “Standards for All Teachers” and click on the “Technology Applications (All Beginning Teachers)” link.

Educators’ Code of Ethics

  The Educators’ Code of Ethics is set forth in Texas Administrative Code to provide rules for standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community.
  http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794
Texas Administrative Code

TITLE 19  EDUCATION
PART 7  STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247  EDUCATORS' CODE OF ETHICS
RULE §247.2  Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

(J) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
(K) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(L) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

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

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

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

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

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

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

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

(3) Ethical Conduct Toward Students.

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

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

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

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

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

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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

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

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.


Ethics and Criminal Background Checks

According to the Texas Education Code §22.0835 and §22.083, “candidates must undergo a criminal history background check prior to clinical [student] teaching” and “must undergo a criminal history background check prior to employment as an educator.” For further information about criminal history checks and TEA’s preliminary criminal history evaluations, see TEA’s Investigations web page: http://tea.texas.gov/Texas_Educators/Investigations/

4. Build Strong Classroom Management Skills

Know Your Students

In the Creating Positive Learning Environments course taken by all pre-service teachers at UHCL, candidates are modeled different activities for getting to know students, starting with a name game and other more in-depth, interactive activities that provide learners with an opportunity to share and learn about unique aspects of themselves. Candidates also are provided with documents that outline developmental characteristics (i.e., cognitive, language, social and personality) of children throughout various ages. Additionally, information and an activity on interacting with students’ guardians is presented in the class. All these activities and information support the importance of getting to know your students.
"It is our responsibility to get to know our students at different levels, not only academically, but personally and socially as well," says retired New Mexico teacher Eloy Gonzales. "You may have the content knowledge, but if you don't build the rapport with students, you won't get anywhere."

Simply asking children about their weekends can be the first step to connecting with them. When teachers take advantage of opportunities to speak with their students about life outside school, it's an indication to students that their teacher actually cares about them as a person.

http://www.nea.org/tools/29469.htm

Top 5 Ways to Get to Know Your Students

- Getting Acquainted: Create a Class Slideshow
- Everyone Is Unique: Spin a Classroom Web
- Bookmark Greeting: Get to Know Your Readers
- Human Analogy Game: Build a Community With Older Students
- "What's In a Name?": Get to Know Students and Parents

For further information on these activities, visit the Scholastic website at
http://www.scholastic.com/teachers/article/top-5-ways-get-know-your-students

Set Classroom Rules & Expectations

In the Creating Positive Learning Environments course, university candidates discuss in groups the non-negotiable rules and consequences they would implement in their future classrooms. They also discuss how the rules and consequences would be created (i.e., by the teacher, with student input). In a formal paper, candidates outline their ideas, list their rules, identify their consequences, and provide rationales for their ideas. In this paper, they also fully explicate how these rules and consequences would be taught to the students (and reinforced), made visible to students, and implemented in their future classroom.

Teachers should develop a maximum of five observable and measurable classroom rules/expectations with consequences. Teachers may allow their students to brainstorm classroom rules and consequences which often times will align with the teacher’s expectations. When students have an opportunity to express their thoughts on classroom rules and consequences, there is a greater buy-in by students to follow them.

Effective rules have the following characteristics:

- They are stated in positive terms. Effective rules identify the appropriate behavior and are specific enough to eliminate any confusion or ambiguity regarding the meaning.

- They are observable and measurable. When rules refer to behaviors that can be seen and measured in terms of accurate performance, there is no question as to whether or not a rule has been followed.

- They are simple and age appropriate. Wording is brief and is easily understood by the target population.

- They are kept to a minimum. Five classroom rules are sufficient for most settings. A good package of rules will address compliance, movement around the classroom, talking, work completion, and readiness.

http://www.roseburg.k12.or.us/depts/ss/pbs/documents/Rules_000.pdf
Informational websites:

- [http://www.pbis.org/](http://www.pbis.org/)

Be Consistent, Fair and Firm

In the Creating Positive Learning Environments course, consistency and fairness are discussed in small groups presented with various challenging student scenarios. They must identify multiple potential underlying issues that possibly generate the inappropriate student behavior, discuss how they would fairly and firmly address the issue, and also how they could prevent this issue or similar ones in the future. They experience the process of reflecting on an issue (as opposed to reacting), addressing the issue objectively (so no judgment is perceived by students) and presenting consistency in their actions (as future actions would follow similar patterns). They also develop awareness for understanding the complexity of situations and how it is important to know students, observe their actions and patterns of actions, and listen to information provided from all parties.

Two Rules of Thumb

- Say what you mean, and mean what you say.
- Be fair in your interactions with different students and your class as a whole.

Teachers need to be confident in their ability to follow their classroom management plan consistently in the classroom. Having that confidence and continual follow-thru will allow both students and teachers to reap the benefits of both academic and behavioral successes in the classroom. The following seven reasons are why teachers should be consistent in their classroom management:
• It’s unfair not to.
• It causes resentment.
• You’ll lose respect.
• You’ll be tested.
• Behavior will worsen.
• Learning will suffer.
• You’ll be forever frustrated.

http://www.smartclassroommanagement.com/2012/06/16/how-to-be-consistent-with-classroom-management/

Additional Tips and Strategies from Smart Classroom Management
- http://www.smartclassroommanagement.com/2011/02/05/straying-from-your-classroom-management-plan-is-a-gamble/

Handling a Variety of Behaviors
In the Creating Positive Learning Environments course, candidates discuss in groups and later outline in a formal paper what they consider minor, moderate and major behavioral infractions in their future classroom. They practice handling these behavioral challenges in a lesson simulation and reflect on the actions taken. Additionally, candidates research different behavioral exceptionalities for suggestions on how to address learners learning and management needs.

Keys to Success
- Develop a well defined classroom management plan
- Establish effective classroom routines
- Establish classroom strategies to motivate students
- Build Relationships with students…know what makes them tick
- Be consistent and fair across the board
- Communicate your expectations
- Earn the students respect through your interactions with them

Tips to Handling Difficult Behaviors
- Understand The Purpose of the Misbehavior
- Avoid Power Struggles
- Do the Opposite of What They Expect
- Find Something Positive
- Don’t Be Bossy - This Too is Bad Modeling
- Sense of Belonging
- Up, Down Then Up Again
Informational Websites


· http://www.scholastic.com/teachers/article/five-persistent-behavior-problems-and-how-handle-them-grades-6-8

Handling a Variety of Populations, Needs and Backgrounds

Educator Preparation Programs (EPP) Resources

Effective September 1, 2015, TEC 21.044(c-1) requires a person seeking a certificate that includes a bachelor’s degree as part of the minimum academic qualifications to receive instruction regarding mental health, substance abuse, and youth suicide as part of the training required to obtain that certificate. The mental health instruction must include effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and supports. The resources listed below have been recommended by a panel of experts in the diagnosis and treatment of mental or emotional disorders to meet this requirement.

At-Risk (Kognito) Training
At-Risk is a one hour online training for Elementary, Middle School, and High School educators. This online, interactive professional development program uses virtual role-play to help school faculty, staff, and administrators learn common signs of psychological distress and how to approach an at-risk student for referral to the school counselor.

Youth Mental Health First Aid Training
MHFA is an 8-hour face-to-face course that trains participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training includes: risk factors and warning signs of mental health problems; information on depression, anxiety, trauma, psychosis, and addiction disorders; a 5-step action plan to help someone developing a mental health problem or in crisis; and where to turn for help – professional, peer, and self-help resources. MHFA teaches about recovery and resiliency – the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well.

Texas Behavior Support Initiative Training
The Texas Behavior Support Initiative (TBSI) training is designed to provide foundational knowledge for the use of positive behavior interventions and supports for all students, including those with disabilities. While the TBSI training meets legislative requirements related to procedures for the use of restraint and time-out, it also provides a framework for sharing a wide range of foundation-level behavior strategies and prevention-based school-wide, classroom, and individual interventions.

Informational Websites
https://www.dshs.state.tx.us/mhsa/Public-Schools-Best-Practice-Based-Resources.aspx

http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Coordinated_School_Health/Coordinated_School_Health_Requirements_and_Approved_Programs/
**UHCL Course Resources**

In the Creating Positive Learning Environments course, candidates write an in-depth lesson plan that includes responding to various managerial questions and issues. They must identify how the needs of English Language Learners (ELL) students will be met. They must research characteristics of several exceptionalities and how those learning and management needs would be met. They research and identify the cognitive, language, social and personality developmental levels of their learners, specifying characteristics and implications for instruction. All lesson plans are comprised of learners from myriad cultural and socio-economic backgrounds; therefore, students must fully explicate how they would address their needs in the lesson plan.

Among the many student backgrounds that educator candidates must be ready to teach are students with **dyslexia**. At UHCL, our reading courses, LLLS 4313: Corrective and Remedial Reading, and LLLS 4332: Diagnostic and Prescriptive Reading, provide training in reading diagnostics and strategies for dyslexia treatment and remediation. A free dyslexia handbook for educators is available at: [http://www.region10.org/dyslexia/index/](http://www.region10.org/dyslexia/index/).

Educator candidates must also be prepared to teach and intervene with students who have **mental or emotional disorders**. At UHCL, the course, SPED 4300: Survey of Exceptionalities, prepares educator candidates to teach, intervene and de-escalate situations with students through positive behavioral interventions and supports. Mental health information is also available at: [http://www.mhatexas.org/#!/programs/texas-nimh-outreach-project/](http://www.mhatexas.org/#!/programs/texas-nimh-outreach-project/). Free suicide prevention information and training is available at: [http://www.texassuicideprevention.org/](http://www.texassuicideprevention.org/) and [http://www.mhatexas.org/#!/programs/suicide-prevention/](http://www.mhatexas.org/#!/programs/suicide-prevention/).

**Evaluate and Follow up**

In the Creating Positive Learning Environments course, after a lesson simulation in which candidates must address an exceptional child’s misbehavior, candidates write a reflection on what they believe was done well and what they would change. Later, they view the lesson simulation and write an additional reflection based on what was “viewed” rather than what they remember happening. The two-step reflection process scaffolds their understanding of evaluating their managerial skills.

**Benefits of Following Your Classroom Management Plan**

- Fairness
- Likeability
- Peace
- Trust
- Kindness
- Respect
- Concentration
- Time On Task
- Fair Accountability
- Parents On Your Side

For details on the benefits, visit [http://www.smartclassroommanagement.com/2011/02/05/straying-from-your-classroom-management-plan-is-a-gamble/](http://www.smartclassroommanagement.com/2011/02/05/straying-from-your-classroom-management-plan-is-a-gamble/)

**Remember**

Reflect Daily on your interactions with your students and monitor and adjust your management plan accordingly.
5. Teacher Responsibilities

Small Sampling of Teacher Responsibilities

- Preparing lesson plans
- Teaching classes
- Evaluating student progress
- Encouraging students
- Acting as teacher-advisors for students
- Maintaining discipline in the classroom.
- Running extracurricular sports, clubs and activities (voluntary)
- Communicating with parents about students’ progress.
- Continuing intellectual and professional development
- Working as part of a cooperative and diverse team of educators and administrators to carry out the vision and mission of the campus and school district

Developing Lifelong Learners

By giving students the opportunity to be themselves, to share their thoughts and discover new ideas, teachers have opened the door to lifelong learning. While it takes a village to raise a child, teachers PK-12 need to be committed to developing creative and critical thinkers. Learning becomes meaningful to students when they can ask “why” in an encouraging environment of free-thinkers where right and wrong answers are not negated, but where students can support their thoughts and learning with continual inquiry and discussion.

Culture, Diversity, Background and Special Needs

Teachers are committed to serving all students regardless of their culture, background or special needs.

Culture, Diversity, Background and Special Needs are defined as:

<table>
<thead>
<tr>
<th>Culture</th>
<th>Diversity</th>
<th>Background</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>the total range of activities and ideas of a group of people with shared traditions,</td>
<td>the state or fact of being diverse; difference; unlikeness:</td>
<td>one's origin, education, experience, etc., in relation to one's present character, status, etc.</td>
<td>the educational requirements of pupils or students suffering from any of a wide range of physical disabilities, medical conditions, intellectual difficulties, or emotional problems, including deafness, blindness, dyslexia, learning difficulties, and behavioral problems</td>
</tr>
</tbody>
</table>

http://dictionary.reference.com

Teachers understand that they must take the student as they come when they walk through that classroom door and find what instructional strategies work best for each child and how each child learns in order to provide them with the very best education they deserve. The Texas Teacher Code of Ethics reminds teachers that

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

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

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

http://tea.texas.gov/index2.aspx?id=2147501244&menu_id=771&menu_id2=794

TEKS

Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do. The State Board of Education (SBOE) has legislative authority to adopt the TEKS for each subject of the required curriculum. Additional information about the TEKS can be found at http://tea.texas.gov/curriculum/teks/.

Curriculum Development

It is the organized preparation of whatever is going to be taught in schools at a given time in a given year. They are made into official documents, as guides for teachers, and made obligatory by provincial and territorial departments.

Teachers use curricula when trying to see what to teach to students and when, as well as what the rubrics should be, what kind of worksheets and teacher worksheets they should make, among other things. It is actually up to the teachers themselves how these rubrics should be made, how these worksheets should be made and taught; it's all up to the teachers. In a practical understanding, though, there is no concrete way to say what methodology is right to use. But it is also true that the way in which a certain topic is taught habitually resolves what is actually taught. This is why it is required to make a distinction between the official or planned curriculum and the de facto curriculum; the one that is formal and the one that is actually taught in schools.

http://www.teach-nology.com/edleadership/curriculum_development/

The curriculum in Texas is the Texas Essential Knowledge and Skills. Curriculum departments in Texas school districts use the TEKS to develop a Scope and Sequence of what curriculum will be taught every six or nine weeks during the course of the academic year. UHCL Candidates are exposed to their assigned district's Scope and Sequence during Internship I and Internship II/Student Teaching experience.

Lesson Plans

Lesson plans detail the curriculum to be taught daily in the classroom. The lesson plan focuses on the objectives (skills) to be taught, outlines specific activities to accomplish the objectives and measures the outcomes (end results) of what is to be learned.

UHCL uses three lesson plan formats:
1. Madeline Hunter School of Education (SoE)
2. 5 E (Engage, Explore, Explain, Elaborate/Extend, Evaluate)
3. SIOP (Sheltered Instruction)

Lesson plan templates and completed examples can be found at http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/Students

Materials and Supplies

Lesson plans list all materials and supplies needed to teach a lesson. When applicable, safety issues are addressed in the lesson plan. Campus budgets include an “instructional budget code/fund” that is used to provide teachers with necessary classroom materials; however, many teachers may reach out to the community for classroom donations, write mini classroom grants, or spend their own money equipping their classrooms.

Setting Up Your Classroom

There are four basic components of setting up a classroom:

1. Physical arrangement
2. Classroom environment i.e. lighting, student movement, etc.
3. Safety concerns (management)
4. Design flairs i.e., color, bulletin boards, etc.

Teachers are able to express the individuality of themselves and their students through the set up of their classroom. Pinterest is a great online resource for teachers to assist with setting up the classroom.

https://www.pinterest.com/schuellers/classroom/

Preparing Your Students for the STAAR

Every district administers Curriculum Based Assessments (CBA’s) or Benchmarks to determine where students are academically in mastering the TEKS. Based on the results of those assessments, teachers reevaluate their facilitation of instruction to best meet the needs of the students. Every district provides staff development on how to prepare the students for STAAR as well each individual campus administrator. STAAR resources are available at http://tea.texas.gov/student.assessment/staar/

Administering the STAAR

The test administration manuals and materials page contains links to various materials required by service center, district, and campus personnel to successfully administer state assessments. These include manuals for coordinators, test administrators, and technology staff. Many of these manuals are provided to districts in hard copies. The electronic versions often contain additional features, such as live links to online resources. The test administration manuals explain the responsibilities of test administrators and testing coordinators. Use the following links to view the manuals for the State of Texas Assessments of Academic Readiness (STAAR®), Texas English Language Proficiency Assessment System (TELPAS), and Texas Assessment of Knowledge and Skills (TAKS) assessment programs.

- District and Campus Coordinator Manual (DCCM)
Using Technology in the Classroom

Technology is used as an instructional tool in the classroom to enhance the delivery of instruction. Students may use a variety of technology such as calculators, computers, cell phones, etc. to complete classroom tasks.

According to Kim Haynes (2009-2015), there are twelve easy ways to incorporate technology in the classroom. These ways are:

1. Do a PowerPoint “Game Show Review”
2. Have students complete a written classroom activity as if it was online. (Blog, tweet, twitter)
3. Try a Webquest (research, scavenger hunt online)
4. Use technology as a topic for a writing assignment (how to use in the classroom)
5. Create a class webpage
6. Use an online grading system
7. Do an email exchange
8. Give multimedia presentations – or have your students give them
9. Supplement your lessons
10. Create a class blog or wiki
11. Listen to – or create – a Podcast.
12. “Publish” your students’ work

“No matter what your skill level, integrating technology in the classroom offers the chance to increase student interest and teach valuable professional skills – and have some fun!” (Haynes, 2009-2015)

http://www.teachhub.com/12-easy-ways-use-technology-your-classroom-even-technophobic-teachers

Using Technology to Evaluate Your Students’ Progress

- Electronic student portfolios: students upload works samples into an electronic portfolio
- Survey Monkey: develop a survey about content taught, etc. to assess student
- Skyward and Eduphoria provide online assessments to measure student learning and performance
- Games like Jeopardy are available online for teachers to use to measure content knowledge of students
- Reading 180 serves as a Tier III Intervention tool for students struggling in reading
- Accelerated Reader---measures the comprehension of a book that a student has read---the assessment is done online
- Powerpoint assessments
- Disaggregation of Data (STAAR results, Curriculum-Based Assessments (CBA’s), benchmarks, via databases, spreadsheets, etc.

Campus Responsibilities

Teachers refer to the Campus Procedures Handbook and the Campus Improvement Plan detailing both individual and grade level responsibilities.

Communication with Family and Community

Teachers must build a relationship with the families of their students and communicate with them on a regular basis about both good and difficult situations occurring in the classroom. Keeping abreast of community expectations assist in building a positive relationship all around. Classroom teachers are encouraged to join the campus Parent Teacher Association (PTA) or Parent Teacher Organization (PTO).

Parent Teacher Association

“The overall purpose of PTA is to make every child’s potential a reality by engaging and empowering families and communities to advocate for all children.”

Refer to http://www.pta.org/ for further information on PTA’s.
**Parent Teacher Organization**

“We believe that every School is unique and has individual needs and goals. We help you succeed by providing resources and tools.”

Refer to [http://pto.org/](http://pto.org/) for further information on PTO’s.

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### 6. Be Ready for Your Annual Teacher Evaluation – the T-TESS

**What is the T-TESS?**

The Texas Teacher Evaluation and Support System (T-TESS) focuses on providing continuous, timely and formative feedback to educators so they can improve their practice.


**Sample Instrument**

A sample T-TESS instrument can be found at


**How to Be Prepared at All Times for Principal Walk-Throughs**

Principals are the designated instructional leaders of the campus. They are tasked with visiting each of their classrooms daily to ensure that instruction is taking place, students are on task and teachers are teaching. The walk-thrus provide the principal with a snapshot of what is happening in the classroom and assists in the development of individual or campus-based professional development.

**Tips**

- Out of your seat and on your feet
- Interact on a regular basis with students
- Teach the objectives as outlined in the scope and sequence
- Be prepared for the principal to talk with students
- Have learning objectives posted for the day
- Have all materials available and ready to go
Developing a Professional Development Plan Based on Your T-TESS Results

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
TEACHER SELF-ASSESSMENT AND GOAL SETTING
GUIDANCE AND SAMPLE DOCUMENT

Part I: Data Analysis and Goal Setting

This section is completed and provided to the appraiser within three (3) weeks from the initial Goal Setting conference. The purpose of this section is for the teacher to identify the data and processes used to determine students’ academic and developmental needs, and the teacher’s professional growth areas as they relate to student needs.

Goals are established to include a plan for implementation and attainment and described in the detailed plan. In order to ensure that attention is placed on depth and mastery of the goals, a maximum of four goals is encouraged.

<table>
<thead>
<tr>
<th>Example: Goal (What do you want to achieve?)</th>
<th>Dimension (What is/are the correlating dimension(s)?)</th>
<th>Actions (How will you accomplish the goal?)</th>
<th>Targeted Completion Date (When do you anticipate your goal will be met?)</th>
<th>Evidence of Goal Attainment (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: I will improve my abilities to monitor and adjust instruction through targeted questioning techniques at varied levels of cognition, the use of wait time, and academic feedback to students. Dimension(s): Monitor and Adjust; Achieving Expectations; Communication; Content Knowledge and Expertise</td>
<td>Work with Ms. Jones to better develop and embed questions in the lesson planning document. Use Bloom’s Taxonomy as a reference. Identify informal methods for proficiency and progress levels.</td>
<td>Quarterly Progress</td>
<td>Increased ability to effectively monitor and adjust instruction as measured through peer and administrator feedback, student responses/cognition, and student performance data, i.e., student work, unit assessments, grades and state assessment results.</td>
<td></td>
</tr>
<tr>
<td>Goal 2: I will increase my expertise in strategies which are effective with ELL student performance. Dimension(s): Differentiation; Achieving Expectations; Knowledge of Students; Content Knowledge and Expertise</td>
<td>Work with PLC group and seek online modules to learn and incorporate ELL researched-based strategies with planning, instruction, and the learning environment. Plan for listening, speaking, reading and writing activities as referenced in the English Language Proficiency Standards (ELPS).</td>
<td>Each Grading Period</td>
<td>Increased language proficiency of ELL students as measured through TELPAS.</td>
<td></td>
</tr>
</tbody>
</table>
**Texas Teacher Evaluation and Support System (T-TESS)**

**TEACHER SELF-ASSESSMENT AND GOAL SETTING – PILOT YEAR OVERVIEW**

The Texas Teacher Evaluation and Support System (T-TESS) helps foster professional growth by encouraging teachers to set high standards for their personal development to improve their instructional effectiveness, knowledge and skills.

**The Teacher Self-Assessment and Goal Setting process helps you**
- Reflect on your current professional practices
- Identify your professional growth goals
- Build your professional development plan to attain those goals, and
- Track your progress toward your goals over the course of the year

**What do I need to do?**

**Near the beginning of the school year**
- Independently review data and reflect on your professional practice, including reviewing the domains, dimensions, and descriptors of the T-TESS rubric
- Formulate targeted goals on the Teacher Self-Assessment and Goal Setting Form
- Schedule an in-person Goal Setting Conference with your appraiser (recommended)

**By the third week of school**
- Discuss your vision for professional growth with your appraiser in the Goal Setting Conference
- Specify the kinds of support you want your appraiser to provide to help you meet your goals
- Identify milestones that will help you and your appraiser know you are on track toward your goals
- Specify the evidence that will show you have met your goals

At the end of the Goal Setting Conference, you and your appraiser should agree upon and sign off on your goals.

**During the year**
- Regularly monitor your progress toward your goals
- Discuss your progress toward your goals with your appraiser
- Modify your goals if necessary
- Obtain additional supports from your appraiser if needed

**At the end of the year**
- Discuss your progress with your appraiser o Celebrate your improvement
- Record your lessons learned

National Current High Need Areas of Teaching

The national teacher shortage areas may be found at the Department of Education website:  http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.  The federal government often extends student loan forgiveness to educators in high need areas. See website for more details.

Supply and Demand for Educators in Texas

Over the next decade, there will be an increasing demand for new teachers due in part to a dramatic increase in enrollments and high attrition rates as an aging teacher workforce becomes eligible for retirement.

As demographics change in Texas, there will be an increasing need to attract minority teachers. One of the goals of the SBOE is to have a teacher workforce that reflects the racial-ethnic composition of the state.

In the State of Texas, there continues to be a shortage of secondary math and science teachers. The Texas Education Agency has released the statewide teacher shortages areas: Bilingual Education/English as a Second Language; Foreign Languages; Mathematics (STEM); Science; Special Education

The Texas Workforce Commission anticipates elementary school teaching positions will add the second-highest number of jobs among all occupations in the state through the end of the decade assuming the economy returns to long-term growth patterns. That's nearly 68,000 new jobs. Middle schools are expected to add an additional 65,000 teaching jobs during the same time period.

Typically, teachers are in demand for urban and rural areas. Urban and poor communities will have the greatest need for teachers, with more than 700,000 additional teachers needed in the next decade. Urban communities also face the added challenge of retaining their teachers, who may be attracted to the higher salaries offered in wealthier suburban school districts. The urban schools typically open schools with substitutes in the classroom because of the lack of available certified teachers. Some school district will pay a signing bonus or extra stipend as an incentive if the teacher agrees to teach in an inner city school or in a shortage area. If a teacher is trying to get a job along the Interstate 35 corridor, the competition will be fierce. The rural areas typically have difficulty attracting teachers because of their remoteness and lack of amenities.

Since some shortage areas have been forced to hire teachers without certifications or to instruct in areas outside of their certifications, preference is given to teachers with a Master of Arts in Teaching, a Master of Education or a similar graduate degree. Having a master’s degree can also equate to higher salaries and more leadership opportunities.

Texas Education Agency (2015)
Texas’ Current High Need Areas of Teaching
2014 –2015 and 2015-2016
Statewide Academic Disciplines or Subject Matter

- Bilingual/English as a Second Language
- Career and Technical Education
- Computer Science
- English as a Second Language
- Mathematics
- Science
- Special Education–Elementary and Secondary Levels


Local Current High Need Areas of Teaching

- Bilingual
- Science
- Math
- Career & Technical Education (CTE)
- Special Education

TEA’s Projected Teacher Workforce in the Future - Supply & Demand
It is projected that there will be a 12% increase in the demand for teachers. Refer http://www.educationcorner.com/job-outlook-for-teachers.html for further information.

Additional information is also available on the Texas Workforce commission website. http://www.texastribune.org/library/data/texas-occupation-projections-2018/

Additionally it is estimated that there will be a 38% increase in the need for teachers in Houston by 2018 with the average salary being $52,000. For more information refer to http://www.hackcollege.com/school-finder/schools/texas/houston/teaching/

Teacher Salaries
Refer to the district pay scale located on the school district website of choice. Salaries for teachers in the Gulf coast area range from $32,000-$52,000 based on the size of the district. Gulf Coast Area Teacher Salaries can be found on the UHCL website http://www.uhcl.edu/portal/page/portal/SOE/
Stipends

A stipend is “a fixed sum of money paid periodically for services or to defray expenses.”

http://www.merriam-webster.com/dictionary/stipend

Most districts in the Gulf Coast Area offer stipends in the following certification areas:

- Bilingual
- Math
- Science
- Special Education
- ESL
- Master Degree Supplement

Gulf Coast Area Teacher Stipends can be found on the UHCL website
http://www.uhcl.edu/portal/page/portal/SOE/

Area Teacher Job Openings (Region IV Education Service Center Website)

Texas is divided into 20 regional Education Service Centers (ESCs)
(http://tea.texas.gov/regional_services/esc/). UHCL and its surrounding school districts are served by the Region IV ESC. A list of the surrounding school districts can be found at:
Job postings are available on the Region IV website http://esc4.net/ as well as on each individual school district website.

UHCL Participating School Districts for Student Teaching

<table>
<thead>
<tr>
<th>School District</th>
<th>Website</th>
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<tbody>
<tr>
<td>Alvin ISD</td>
<td><a href="http://www.alvinisd.net">www.alvinisd.net</a></td>
</tr>
<tr>
<td>Angleton ISD</td>
<td><a href="http://www.angletonisd.net">www.angletonisd.net</a></td>
</tr>
<tr>
<td>Brazosport ISD</td>
<td><a href="http://www.brazosportisd.net/">http://www.brazosportisd.net/</a></td>
</tr>
<tr>
<td>Clear Creek ISD</td>
<td><a href="http://www.ccisd.net">www.ccisd.net</a></td>
</tr>
<tr>
<td>Deer Park ISD</td>
<td><a href="http://www.dpisd.org">www.dpisd.org</a></td>
</tr>
<tr>
<td>Dickinson ISD</td>
<td><a href="http://www.dickinsonisd.org">www.dickinsonisd.org</a></td>
</tr>
<tr>
<td>Galena Park ISD</td>
<td><a href="http://www.galenaparkisd.com">www.galenaparkisd.com</a></td>
</tr>
<tr>
<td>Galveston ISD</td>
<td><a href="http://www.gisd.org">www.gisd.org</a></td>
</tr>
<tr>
<td>Goose Creek CISD</td>
<td><a href="http://www.gccisd.net">www.gccisd.net</a></td>
</tr>
<tr>
<td>Houston ISD</td>
<td><a href="http://www.houstonisd.org">www.houstonisd.org</a></td>
</tr>
<tr>
<td>La Porte ISD</td>
<td><a href="http://www.lpisd.org">www.lpisd.org</a></td>
</tr>
<tr>
<td>Pasadena ISD</td>
<td>www1.pasadenaisd.org</td>
</tr>
<tr>
<td>Pearland ISD</td>
<td>pearlandisd.org</td>
</tr>
<tr>
<td>Santa Fe ISD</td>
<td><a href="http://www.sfisd.org">www.sfisd.org</a></td>
</tr>
<tr>
<td>Texas City ISD</td>
<td><a href="http://www.tcisd.org">www.tcisd.org</a></td>
</tr>
</tbody>
</table>

How to Add Teacher Certificates Once You Hold an Initial Certificate

If you hold a valid Texas classroom teaching certificate and a bachelor’s degree you may add classroom certification areas by completing the appropriate examination.

http://tea.texas.gov/Texas_Educators/Certification/Additional_Certifications/Additional_Certification_by_Exam_Information/
Pointers for Landing the Teaching Position You Really Want

So You Want To Be A Teacher….Get Ready!!!!

UHCL candidates, in their final semester receive via Blackboard and/or email a booklet titled So You Want To Be A Teacher…Get Ready!!!! This booklet includes information on resume writing, success tips, the Six “P” of Perfect Interviewing, Preparing for A Job Fair, Traits of A New Teacher, Tips for Teachers, Sample Interview Questions, Creating a Learner Centered Environment, Tips for Effective Behavior Management, and much more.

Career Services Presentation by Chuck Crocker Director Career Services

Candidates (student teachers) participate in a professional development seminar titled “Teacher Job Fair Preparation” the semester of their graduation facilitated the Director of Career Services in preparation for the university teacher job fair and the Houston Area Teacher Center (HATC) job fair. University partner districts attend both job fairs and provide candidates with the opportunity to interview with Human Resource representatives and campus administrators. The powerpoint presentation follows.
Interviewing

3 Central Themes

1. Do you have the skills/strengths to do the job?
2. Why do you want to work here in this job?
3. Do we like you?

Interviewing

• Do Your Research
  - Analyze your strengths
  - Research the school/school district
Skills/Strengths
(National Survey of ISD's)

- Creativity
- Natural ability to relate to children
- Passion for contributing to a child's development
- Infectious enthusiasm and energy
- Ability to thrive in a changing environment
- Multi-tasking and organizing
- Use of technology
- Fluency in two or more languages
- Athletic ability
- Musical ability

Skills/Strengths
(UHCL Spring Teacher Job Fair Survey)

What qualities do you look for in a teaching candidate?

- Certified 20
- Professional 16
- Attitude/Passion 18
- Instructionally Sound 18
- Dress/Appearance 17
- Communication Skills 17
- Sharer/Team Player 13
- Field Experience 11
- Skill with Paperwork 4
- Other: Good people skills

(Out of 30 ISD's completing an evaluation)
HOW TO FRAME A STORY

S
Situation

T
Task

A
Action

R
Result

• How have you chosen to work with children when you weren’t required for your job or education?
  - Religious education
  - Summer camps
  - Athletic programs
  - Mentoring relationships
First Things First

• Self Assessment
  - Goals
  - Interests
  - Career Ambitions
  - Values
  - Motivators
  - Attitude
  - Strengths & Opportunities

Research the District

• Mission and focus
• Demographics of the students
• Successful programs
• Are there senior instructors who can serve as mentors?
• Are there job openings?
• Is the salary schedule reasonable?
• Is the school reputable?
Professional Appearance

- Women
  - Business attire (dark, conservative dress)
  - Not too much jewelry or make-up
  - Clean, polished shoes
  - Portfolio
  - Handbag

- Men
  - Business Attire
  - Limited jewelry
  - Ironed Shirt
  - Tie
  - Clean, polished shoes
  - Portfolio

NON-VERBAL COMMUNICATION

- Handshake
- Eye contact
- Mannerisms
- Sit up straight
- Good hygiene and appearance
Job Fair Tips
Here are some of the mistakes employers said students commonly make:
1. Saying, “I’ll take anything” or “I don’t know” when asked about interests shows a lack of focus.
2. Dressing unprofessionally or in casual clothing.
3. Lacking a resume to leave with interested employers.
4. Not knowing anything about the school district.
5. Lacking enthusiasm or interest in district or job opportunities.
6. Asking about salary.
7. Asking inappropriate questions, not asking questions, having a poor or unprofessional attitude. (Career Services has examples of good questions to ask.)
8. Grabbing free stuff.
9. Lacking communication skills, including not making eye contact and having a weak handshake.

Keys to Success
• Analyze yourself
• Study your prospective employers
• Know the employers at the event
• Be focused! Be prepared!
• Be yourself
• Be positive!
• Follow up with contact person
Big Details for the Main Event

- Research the school district
- Research the position
- Have an effective resume
- Professional appearance and demeanor
- Let everything fall into place!!

Research the position

- School websites
- Read the brochures
- Talk to your friends
- Talk to career services
Interaction Process

- Initial Introduction – 30 seconds
  - Shake Hands firmly
  - Smile, nod, give nonverbal feedback
  - Speak clearly
  - Good eye contact and use body language to show interest
  - Include your name, major and purpose for speaking to that specific district

- Ask Questions & Answer Questions – 2 minutes
  - Ask for greater detail on what the school district is looking for
  - Be concise yet complete
  - Take information and ask how to follow-up

- Thank recruiter for their time – 30 seconds

Frequently Asked Questions

- Work Experience
- Education and Training
- Leadership
- Special Skills
- Accomplishments
Follow-up

- If given a business card send, email a thank you
- If told apply on-line, do so within 3 days
- If the company has any other events on campus, attend
- If told you will be contacted...
  - Check your email daily, including junk mail
  - Have business appropriate messages on cell and home phone if listed on your resume
  - Answer all calls politely and professionally
  - Continue to review your options and develop your skills to become more marketable in the future
- If you are not contacted continue to improve yourself and don’t take it personally

Candidates are also given the following handout about “How to Make a Great First Impression” in preparation for interviewing for their first job.
How to Make a Great First Impression
by Nina Jamal and Judith Lindenberger

Did you know that within seconds of meeting someone for the first time, your appearance, body language and non-verbal communication will create a lasting first impression, and that person will assume to know everything about you? Like it or not, it’s true and the work world demands making a great first impression and keeping it. Learn how to make a great first impression in this article from a human resources expect and image consultant.

In the Concise Oxford Dictionary, image is described as "the character or reputation of a person or thing as generally perceived". A first impression based on non-verbal communication goes a long way in influencing this perception. Within seconds of meeting you, based on a single observed physical trait or behavior, people will assume to know everything about you (as is explained in the 2003 book Social Psychology by H. Andrew Michener, John D. Delamater, and Daniel J. Myers). Furthermore, according to research by Dr. Albert Mehrabian of UCLA, appearance and body language (visual image) accounts for fifty-five percent of an invaluable first impression.

The Relationship Between Image and How You Are Perceived
Since light travels faster than sound, you are seen before you are heard. This is why, before even uttering a word your visual image will say a multitude about you as an individual (your perceived level of intelligence, competence, affability, self-esteem, confidence, power, beliefs and success) and about the organization you represent (its philosophy, culture, and standard of service).

You constantly send out silent messages providing clues to both existing and potential clients and colleagues. Based on these clues, they take their cues, e.g. consider you for a job or promotion, consider buying your organization's products and services, etc.

The National Research Council of Canada's Caroline Dunn and Lucette Charette found that, "People are affected by your appearance, whether or not they realize it, and whether or not they think appearance is important." In short, your visual presentation has consequences.

"I work in a field that is devoted to assessing people," states Kathryn Ricker, 30, Statistician, Educational Testing Service, Princeton, New Jersey. "One of the concepts we talk about is known as the 'halo effect.' That means that if we know certain positive things about a person, we tend to have a generally positive impression of that person, sometimes even in spite of evidence to the contrary. What I'm realizing is that the halo effect also extends to a person's appearance. I think that is why a positive first visual impression is so important. If someone is nicely dressed and looks well put-together, we have greater confidence in his or her abilities even before he or she has said a word. If that is the case, why not always have your halo looking its shiniest?"

The Relationship Between Appearance and Interview Success
Employers are severely irritated by inappropriate dress, mumbling and even poor handshakes by job applicants during interviews. A recent study, conducted by an employment law firm, Peninsula, asked businesses in the United Kingdom what interview habit they found most annoying and found that over a quarter were upset by unsuitable clothing or appearance. Pamela Monticelli, 50, Senior Recruiter for Sovereign Bank in Tom's River, New Jersey, believes, "Especially in the financial industry, which tends to be a more conservative environment, what a lot of the younger people don't understand is that we are looking for someone to represent the company. So your appearance is not just representative of you; you will also be representing the company the way we want it to be represented." She adds, "I have raised four teenagers and every one of them has, at some point, gotten a piercing or tattoo and has said that 'if I am going to work for XYZ Company they need to accept me for who I am.' My children need to
understand that at some point they might have to modify their appearance to fit into a professional environment. While companies believe in a diverse environment, you also don't want to offend your customers."

Adds Meghan Meyer, 31, Human Resources Manager for The Mercadien Group in Princeton, New Jersey, "A comprehensive and well designed resume will get you to the phone screening process. An articulate person, who speaks confidently about his or her skill sets, will land an interview. But it is how you are perceived during the interview that will leave the lasting impression."

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The Relationship Between Clothing and How you Perceive Yourself

Besides being an external cue affecting the response of others toward you, clothing is also an inner cue affecting your self-image. Feeling good about how you look can make you feel good about yourself, thereby increasing your personal presence.

At some time or the other we have all experienced the emotional high of a successful clothing purchase, and when met with validating compliments and supportive attitudes from colleagues, our overall energy level is given an even bigger boost adding to that "feel good" factor.

Karen Dixon, 42, Supervisor, The Mercadien Group, Princeton, New Jersey, indicates, "Dressing in a professional yet stylish manner can give you a tremendous feeling of confidence that is exhibited to others through your attitude and actions."

The opposite is true when we just don't feel right about how we're dressed. The observer meets the ensuing negative energy in kind, potentially causing a further drain to our self-image.

The Relationship Between Clothing and Behavior

Jackson Lewis, a law firm that specializes in personnel issues, polled more than 1000 human resource executives who had implemented a dress down policy. They reported a thirty percent increase in flirtatious behavior, contributing to an increase in sexual harassment lawsuits.

When you wear more powerful looking clothing (e.g. professional business attire, a suit, darker colors, etc.) and clothing that is appropriate for your profession, it changes your mindset -- switching from "relaxed mode" to "professional mode." This positive change in attitude is reflected in body language and behavior (e.g. better posture, firmer handshake, maintaining eye contact, sticking to business, etc.), giving you greater visual power. The converse is true for more insignificant or
Inappropriate clothing choices, such as washed out colors or informal ensembles where more traditional clothing choices are the order of the day. Without you even knowing it, people will take the liberty of interpreting what you are saying via your body language and will judge and respond toward you accordingly.

The Relationship Between How You Dress and Your Professional Goals

Emily Oswald, 22, Account Manager, TrailGraphix, Washington, D.C., in her first job out of college, states, "My mother always said you don't dress for the position you have. You dress for the position you want. After three months with my company, I was promoted. Out of 300 people in my company, and out of 35 other account managers, I am the youngest one. When I meet with clients, who are typically fifty-year-old attorneys, I always dress more professionally. There is nothing comfortable about wearing a suit and heels but it does affect how you carry yourself and how you are perceived. Dressing professionally has definitely helped me move up quickly in my company. The first impression, and the second and the third, are important."


Sample Teacher Job Description

Primary Purpose

Provide all students with appropriate learning experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth; enable students to develop competencies and skills to function successfully in society.

Qualifications

- Education/Certification
- Bachelor’s degree from an accredited college or university
- Valid Texas certificate for the subject and level assigned

Special Knowledge/Skills

- Effective communication and interpersonal skills
- Knowledge and demonstrated competency in the subject(s) assigned
- General knowledge of curriculum and instruction
- Ability to instruct students and manage behavior
- Openness to change and innovation to meet the needs of all students

Experience

- At least one year student teaching or approved internship

Major Responsibilities and Duties

Instructional strategies to promote student growth

1. Guide the learning of students in accordance with the district’s philosophy of education toward the achievement of curriculum goals.
2. Align teaching and available resources to the District curriculum.
3. Present subject matter according to guidelines established by the Texas Education Agency, board policies, administrative guidelines and the District curriculum.
4. Conduct ongoing assessments of student learning and use results to plan and implement instruction.
5. Work cooperatively with other teachers to modify curricula and instruction as needed for special education, 504, ELL, and GT students according to guidelines established.

6. Work cooperatively with the campus and district instructional supervisors, leaders, and department heads to improve instruction.

7. Work with other members of staff to determine instructional goals, objectives, and methods according to campus and district requirements.

8. Assume responsibility for extracurricular activities as assigned; sponsor outside activities approved by the campus principal.

9. Use available technologies as appropriate teaching and learning tools.

10. Integrate the instruction of technology into subject area teaching.

11. Plan and supervise assignments of teacher aide(s) and volunteers.

Communication

1. Use effective communication skills to present information accurately and clearly.

2. Maintain a professional and cordial relationship with colleagues, students, parents, and community members.

3. Adhere to local, state, and federal guidelines regarding confidentiality.

4. Establish and maintain open communication by conducting conferences with students, parents, and other staff members.

5. Respond to parent phone calls/messages in a timely manner.

Classroom management and organization

1. Take all necessary and reasonable precautions to protect students.

2. Create a classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.

3. Manage student behavior and administer discipline, including intervening in crisis situations and using least amount of physical intervention necessary to maintain safety of the student.

4. Provides for care and protection of school property and be held accountable for books, equipment, and other instructional materials.

5. Maintains accurate student accounting and grading records in compliance with local and state requirements.

6. Assists in upholding and implementing administrative regulations and board policy.

7. Manage and utilize data effectively for systemic process and program analysis.
   - Account for the accuracy and verification of all student program data and reports.
   - Implement data-driven decision making for improvement efforts based on best practices.

8. Manage and utilize policy effectively for maintaining systemic processes and practices.
   - Account for the verification of the correct policy regarding all decisions and correspondence.
   - Implement effective policy-driven decision making.

Professional growth and development

1. Seek and participate in professional development activities to improve instructional effectiveness thereby increasing student achievement.

2. Participate collaboratively with colleagues to reflect on one’s teaching practices.

3. Stay abreast of developments in the profession and display openness to change and innovation.

4. Maintain updated record of all professional development activities.

5. Keep informed of and comply with state, district, and school regulations and policies.

6. Attend and participate in faculty meetings and serve on staff committees as required.
Personal growth and work habits

1. Participate as an effective team member who contributes to district, department, and content goals.
2. Submit all legal documents in a timely manner as required by Federal, State, and District.
3. Display proficient levels of technology applications.
4. Utilize time wisely for effective management of job responsibilities.
5. Meet deadlines to submit lesson plans, progress reports, grades and other documents as required by the campus/district.
6. Maintain punctuality in daily work times, appointments, and meetings.
7. Maintain friendly customer-service-driven interactions with all stakeholders, students, teachers, administrators, and co-workers.
8. Work cooperatively with co-workers and supervisors to ensure that the goals of the school/department are met.
9. Maintain a positive and professional tone in all communication (i.e. email, written, and verbal).
10. Perform other duties and accept other responsibilities as assigned, including attendance at applicable school graduation ceremonies and any requested school trainings, regardless of when conducted.

Working Conditions

Mental Demands

Effective verbal and written communication; concentration while performing duties; ability to maintain emotional control under stress; ability to work with frequent interruptions

Physical Demand/Environmental Factors

Frequent standing, stooping, bending, lifting, moving textbooks, media equipment, desks, and other classroom materials

Term: 187 days

http://www.ccisd.net/