



READ 3323

Literacy in the Classroom The University of Texas at Tyler School of Education

Course: READ 3323-001 (20523)
Semester & Year: Spring 2020
Time & Day: Monday 8:00-10:45
Location: BEP 253

Instructor Information: Yvonne Atkins
Adjunct Professor

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Office Hours: Monday 11:00-1:00 or by appointment

Course Description: Catalog description: *READ 3323 Children's Literature*
"Study of features, history, selection, and use of Children's Literature. Designed for teachers in preparation in the Pre-K through elementary levels." <https://catalogs.uttyler.edu/2019-2020/Catalog/Courses/READ-Reading-Education/3000/READ-3323>

Knowledge Base(s) and Rationale: Children's Literature is a required course for everyone in teacher preparation programs, i.e., students preparing to teach EC-6. You're encouraged to take Read 3330 early in your program because its content provides very practical, useful support to everything you do in all your other teacher preparation coursework and clinical experiences. Most importantly, what you learn about children's literature and the books you read and hear about will help you throughout your teaching career, regardless of your job's content area or grade level. In addition, you'll also be able to use what you learn in READ 3330 in your personal life, as you share books with your own families or as you participate in community volunteer work.

This undergraduate level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and toward which you will build in field experiences that address language and literacy issues. The course addresses Children's Literature and its effective educational use, selection, and history.

Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association (ILA, 2010);*
- *Texas State Board for Educator Certification Standards (TSBECS, 2016)*

- *Texas Educator Standards* (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),
- *Texas Essential Knowledge and Skills* (TEKS)
- *English Language Proficiency Standards* (ELPS 74.4),
- *Texas Prekindergarten Guidelines* (TPG 2015),
- *International Society for Technology in Education Standards for Educators* (ISTE)

Student Learning Outcomes (SLO)

Upon successful completion of the requirements of this course, students will have an opportunity to:

1. Define children’s literature and its qualities; acquire knowledge of the different genres and forms of children’s literature, including the history and development of each type.
2. Appreciate and understand representative samplings of different genres/forms; review contemporary societal issues in children’s literature; and, analyze contexts of children’s literature.
3. Develop awareness of differentiation of book selection for diverse student populations including make recommendations to specific students or to classes of students regarding quality children’s literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.
4. Apply knowledge gained to make judgements about children’s books for literary and academic (e.g. disciplinary) value including reading level and grade level.

Standards Matrix:

Student Learning Outcome	Activities	Assessment	Standards Alignment
1. Define children’s literature and its qualities; acquire knowledge of the different genres and forms of children’s literature, including the history and development of each type	Genre Study Library Sessions Read Alouds Background Knowledge	Quizzes Creative Reading Responses Library Work Sessions One Pagers Discussions	*TES 3Ai; 3Aiii *InTASC 2e; 2g; 3n; 3o; 3p; 4j; 5c; 5i; 5j; 5k *TEKS b1A, b1F. b1G *PreK Guidelines IIIA1 *ISTE 1a; 1c *ELPS c1A; c1F *TxCCRS A2; A3; A6; A8; B1
2. Appreciate and understand representative samplings of different	Genre Study Library Sessions	Creative Reading Responses	*TES 3Biii *InTASC 1a; 3b; 4b; 5d; 9e; 9f

<p>genres/forms; review contemporary societal issues in children’s literature; and, analyze contexts of children’s literature</p>	<p>Read Alouds</p>	<p>Library Work Sessions One Pagers Discussions</p>	<p>*TEKS b4A; b4B; b5A-D; b7 *PreK Guidelines IID2; IID3 *ISTE 4a; 4b *ELPS c2A; c2D *TxCCRS D1; D2</p>
<p>3. Develop awareness of differentiation of book selection for diverse student populations including make recommendations to specific students or to classes of students regarding quality children’s literature for use in lesson planning in order to stimulate interest, increase motivation, tap prior knowledge, and activate engagement of students.</p>	<p>Genre Study Library Sessions Small Group Read Alouds Collective Poem Tea Party</p>	<p>Bookshelf/Database Project Poetry Project Discussions Library Work Sessions</p>	<p>*TES 1Ci; 2Aii; 2Bii. 2Biii; 3Ci; 3Cii; 4Ai; 4Aii; 4Aiii; 6Ai; 6Bi *InTASC 1b; 1c; 1f; 1i; 2b; 2d; 4b; 8e *TEKS b5A-D; b8A-B; b9; *PreK Guidelines IIIE3 *ISTE 3a; 3b; 5a *ELPS c2E; c2F *TxCCRS C1; C2; C3; C4</p>
<p>Apply knowledge gained to make judgements about children’s books for literary and academic (e.g. disciplinary) value including reading level and grade level.</p>	<p>Genre Study Library Sessions Literature Circles Bookshelf Share</p>	<p>Bookshelf/Database Project Literature Circle Role Sheets Read Aloud Project Library Work Sessions One Pagers</p>	<p>*TES 1Aiii; 4Bii; 4Di; 5Ai; 5Aii; 6Ai; 6Bi *InTASC 1c; 4f; 4g; 5q; 5r 7e; 7f; 7g; 9e; 9f *TEKS b6A-D; b10A-D; b11A-B *PreK Guidelines IID4 *ISTE 4a; 4d; 7a; 7b; 7c *ELPS c4F; c4G *TxCCRS A1; A5; A7; B3; C4</p>

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities. The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. CREATIVE READING RESPONSES (10 points – 4 @ 2.5 pts each)

Create a **READING RESPONSE** that includes the main topics of the chapters read. You can get as creative as you would like with this assignment. For example, you can write a summary of the main points in the chapters, **OR** you could create a Prezi presentation, PowerPoint presentation, video monologue, movie trailer, etc... The possibilities are endless. Just create a reading response that will help you to remember the chapter information.

2. FIVE ONE-PAGERS (10 points – 5 @ 2 pts each)

Reflective writing at the conclusion of your reading of a particular work. Under your name and date, please include **complete APA citation** for book [e.g. Hesse, K. (1997). *Out of the Dust*. New York: Scholastic.] Also, in your discussion, please **include book page numbers** to anchor your quotes and comments securely to the evidence in the text. Specifically discuss each book as:

- **Reader:** What was particularly engaging? What was problematic? What kinds of images did you see/hear/touch/taste/smell? What kinds of connections did you make to this text a) personal, b) to other texts (including films, etc.), c) to the world? What did this bring up for you? Did you have an emotional response? What was the emotion? Why?
- **Recommender:** To whom would you recommend this book? Why or Why not?

The Five Book One-Pagers will include:

- 1) *Reading Magic*
- 2) *Ramona* book of your choice
- 3) *Out of the Dust*
- 4) *Seedfolks*
- 5) Jason Reynolds (*Long Way Down*) or Nic Stone (*Dear Martin*)

3. FACE-TO-FACE AND ONLINE DISCUSSIONS (10 points – 5 @ 2 pts each)

You will engage deeply with class texts. Active engagement entails completing assigned readings on time, asking critical questions, and exploring implications and applications of knowledge gained for your own professional work. In general, it is imperative that any discussion (face-to-face and/or Canvas) maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each Canvas discussion post should be between 100 and 250 words of well-developed and coherent connection to and thinking about a given topic. In your replies to other students, you should strive to maintain a positive and appreciative tone. As professional educators, being able to disagree and maintain a positive relationship is a valuable skill well worth continuous development.

5. PICTURE BOOK READ ALOUD PROJECT - (10 points)

Select an award winning picture book. Videotape yourself reading it aloud to a child. Try to get the child actively engaged in the read aloud. After the read aloud, write a reflection on how you did. Answer the following questions:

- **Project Information:**
 - Describe the child. Name, Age, Gender, Relationship to You? (*You must receive written permission to videotape this child. Permission slips will be distributed in class.*)
 - Describe the book. APA Book Citation
- **Contextual Information:**
 - Describe where the read aloud took place?
 - Describe when the read aloud took place? Date/Time?
 - Describe if there were any external distractions during the read aloud.
 - Describe how you and the child were positioned during the read aloud.
 - Describe how long the read aloud took.
- **Project Reflection:**
 - Why did you choose this book to read aloud?
 - Describe the read aloud. What did you do? What did the child do?
 - How did you try to get the child actively engaged in the read aloud (i.e. used character voices, used props, asked questions, make predictions, make connections)?
 - How did the child respond to the read aloud?
 - Were you surprised by the child's response? Why/Why not?
 - On a scale of 1-3 (1 = negative experience, 2 = neutral experience, 3 = positive experience) rate your performance during the read aloud. Why did you give yourself this rating?
 - If you could do the read aloud again would you do anything differently? Why/Why not?
- **Project Presentation:**
 - Upload the video and reflection in Canvas.
- **Read a Picture Book Aloud in Class**

6. POETRY CAFÉ -collaboration- (10 points)

Poetry is meant to be read aloud and enjoyed. With a partner, select an award winning children's poet from a list provided in class. Research this poet and find at least one book of their poetry to share with the class. Create a one page handout that showcases the life and work of the poet. Submit the handout in Canvas at least one week in advance of the POETRY CAFÉ. During the POETRY CAFÉ be prepared to masterfully read aloud at least two poems (1 poem for each partner). Prior to the poetry café you will meet with the course instructor to practice reciting the poems. Bonus points will be awarded to anyone that memorizes their poem. The POETRY CAFÉ is an opportunity to be exposed to many different poets and see how you can make poetry meaningful and exciting for your future students. You will not be college students on this day. You will be transformed into poets, so you will be expected to act and dress appropriately. More detailed directions will be shared in class.

7. LIBRARY WORK (10 points)

We will periodically meet in the Robert R. Muntz Library (see schedule of activities). We will work closely with the Children’s Literature Librarian, and will undertake a number of hands-on/minds-on activities associated with helping you become familiar with genres, texts, authors, illustrators, grade levels, and more. You are expected to be on time, participate fully, and to stay for the entire session, as well, to stay *with* the class for the duration of the session, unless instructed specifically to do otherwise. Preparation for each library session includes reading/previewing the library lecture notes and taking the subsequent library session quiz prior to each library session. Library work instructions will be given at the beginning of each library session.

8. CLASSROOM BOOKSHELF/DATABASE PROJECT (25 points)

You need to familiarize yourself with the children’s section of the library and make friends with your librarian! You will choose 25 children’s books from various genres/forms to create a simulated/virtual future classroom bookshelf – the beginnings of your own classroom library over which you will create an annotated bibliography. These books will coincide with the different genres/forms that we will study throughout the semester. Entries for each book should include: book picture and book title, the author/illustrator, copyright date (2010-2018), genre/form, reading level, TEKS standards for classroom use, and book summary (in your own words. This is an opportunity for you to start thinking about your classroom library collection of children’s literature and explore their potential use as a future teacher. Submit your complete annotated bibliography in Canvas.

9. PRESENTATION OF BOOKSHELF PROJECT (5 points)

The goal of the Classroom Bookshelf Project is for you to have an actual artifact to use as you start to build your classroom libraries. You will present at least five of your favorite books to the class, discuss why you chose to include these books in your collection, and offer suggestions as to how you could use the books in your instruction. Submit your list of five books in Canvas at least one week prior to presentation day. As a result of this project you will walk away with many recommended books for your future classroom libraries.

Projects & Grading Criteria

Class Projects	Points
Creative Reading Responses	(10 points 2 pts each)
Quizzes	(10 points 1 pt. each)
5 One-Pagers	(10 points 2 pts each)
Read-aloud Project	(10 points)
Poetry Café Project	(10 points)
Participation in Discussions	(10 points)
Library work	(10 points)
Classroom Bookshelf Project	(25 points)
Presentation of Book project	(5 points)

Note: Course grade is calculated on total percentage of overall grade.

Performance standards

Points	Percent	Grade	Standard
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or below = "F"	F	Mediocre

Last day to Withdraw from Course: Monday, March 30, 2020 .

Required Texts, Materials, & Supplies:

1. Tunnell, M. O.; Jacobs, J.S.; Young, T. A.; and Bryan, G. (2016). *Children's Literature, Briefly, 6th Edition*. Boston: Pearson.
ISBN-10: 0133846555
ISBN-13: 978-0133846553
2. Fox, M. (2008). *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever, 2nd Edition*. New York: Houghton Mifflin.
ISBN-10: 0156035103
ISBN-13: 978-0156035101

REQUIRED TRADEBOOKS: (in alphabetical order)

1. Self-selected picture books representing various genres/forms.
2. Babbit, N. (1975). *Tuck Everlasting*. Scholastic Inc.
3. **Choose ONE** - *Cinderella* variant
4. **Choose ONE** –Cleary, B. *Ramona Quimby, Age 8* **OR** *Ramona & Her Father* **OR** *Ramona the Brave* **OR** *Ramona the Pest*. Harper Collins.
5. **Choose ONE** – Reynolds, J. *Long Way Down*, Simon and Schuster. (2017) **OR** Stone, N. *Dear Martin*, Penguin Random House (2017).
6. DiCamillo, K. (2003). *The Tale of Despereaux being the story of a mouse, a princess, some soup, and a spool of thread*. Scholastic Inc.
7. Fleischman, P. (1997). *Seedfolks*. Harper Collins.
8. Hesse, K. (1997). *Out of the Dust*. Scholastic Inc.
9. Lewis, J. P. (2005). *Heroes and She-Roes: Poems of Amazing and Everyday Heroes*. Penguin.
10. Lobel, A. (1980). *Fables*. Harper & Row.
11. White, E. B. (2001). *Charlotte's Web*. Harper Collins.

12. Jason, R. (2017). *Long Way Down*. Simon & Schuster or Stone, N. (2018). *Dear Martin*. Simon & Schuster

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

READ 3323-001: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule Spring 2020

Topical Outline & Schedule: The following tentative course calendar is subject to change. Adjustments to class sessions will be made as determined by progress made in accomplishing the objectives of each class session.

DATES	TOPICS	ASSIGNMENTS DUE	LIBRARY DAY
Week 1 1/13/20	Course Introduction What is children's literature?	Get your Textbooks ONLINE Discussion: Meet and Greet + Book Selfie	
Week 2 1/20/20 Dr. MLK, Jr. DAY NO CLASS	Read, Read, Read What is a Good Book? (Complete the Assignments)	READ: Tunnell et al., Ch. 1 READ: Tunnell et al., Ch. 2 ONLINE Discussion: Two (2) entries "Childhood Friends"	
Week 3 1/27/20 LIBRARY SESSION #1 of 7	Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever	READ: Fox, <i>Reading Magic</i> ON LINE Quiz: Tunnell, Ch. 1 & 2 Read Aloud in Class Sign Up Sheet LIBRARY WORK: PRIOR TO CLASS Topical video lecture (Genre/Form) +Online Quiz	Genre vs Form- using Graphic Novels in the Classroom Hands-on practice, exercises, and assessment with books on shelves and at your tables.
Week 4 2/3/20 LIBRARY SESSION #2 of 7	How to Recognize a Well-Written Book How to Recognize a Well-Illustrate Book Children's Book Awards	READ: Tunnell et al., Ch. 3 READ: Tunnell et al., Ch. 4 READ: Tunnell et al., Appendix D ONLINE One-Pager: Fox, <i>Reading Magic</i> LIBRARY WORK: PRIOR TO CLASS Topical video lecture (illustrations) +Online Quiz	Illustrations: Hands-on practice, exercises, and assessment with books on shelves and at your tables.

<p>Week 5 2/10/20</p>	<p>Teaching with Children's Books</p> <p>Literature Circles</p>	<p>READ: Tunnell et al., Ch. 17 READ: <i>Charlotte's Web</i> + 5 LCRS</p> <p>PRESENTATION: Picture Book Read Aloud Project ONLINE – DUE BEFORE CLASS Read Aloud Video + Reflection ONLINE Quiz: Tunnell, Ch. 3 & 4</p>	
<p>Week 6 2/17/20</p> <p>LIBRARY SESSION #3 of 7</p>	<p>Children's Books: History and Trends</p> <p>Organizing Children's Literature by Genre</p>	<p>READ: Tunnell et al., Ch. 5 READ: Tunnell et al., Ch. 6</p> <p>BRING: <i>Charlotte's Web</i> + Literature Circle Role Sheets.</p> <p>LIBRARY WORK: PRIOR TO CLASS Topical video lecture (Content Levels) +Online Quiz</p>	<p>MEET IN CLASS Content vs Reading Level</p> <p>Credible sources for reading levels Hands-on practice, exercises, and assessment with books on shelves and at your tables.</p>
<p>Week 7 2/24/20</p>	<p>Folk Literature: Stories from the Oral Tradition</p> <p>Modern Fantasy</p>	<p>READ: Tunnell et al., Ch. 9 READ: Tunnell et al., Ch. 10 READ: Lobel, <i>Fables</i></p> <p>BRING: Two (2) Cinderella books to share</p> <p>ONLINE Quiz: Tunnell, Ch. 5 & 6 ONLINE Discussion: Lobel, <i>Fables</i></p>	
<p>Week 8 3/2/20</p> <p>LIBRARY SESSION #4 of 7</p>	<p>Poetry</p>	<p>READ: Tunnell et al., Ch. 8 READ: Hesse, <i>Out of the Dust</i></p> <p>PRESENTATION: POETRY CAFÉ</p> <p>ONLINE Quiz: Tunnell, Ch. 9 & 10</p> <p>LIBRARY WORK: PRIOR TO CLASS Topical video lecture (Poetry) +Online Quiz</p>	<p>Poetry in the Classroom Hands-on practice, exercises, and assessment with books on shelves and at your tables.</p>
<p>Spring Break</p>		<p>March 9-13, 2020 No Class</p>	
<p>Week 9 3/16/20</p>	<p>Picture Books</p>	<p>READ: Tunnell et al., Ch. 7 READ: <i>Tuck Everlasting</i> OR <i>The Tale of Despereaux</i> + 5 LCRS</p>	<p>MEET IN CLASS Library 1/2</p>

LIBRARY SESSION #5 of 7		ONLINE One-Pager: Hesse, <i>Out of the Dust</i> ONLINE Quiz: Tunnell, Ch. 8	Work Session: Classroom Bookshelf Project Upstairs – Lab 422
Week 10 3/23/20 Last day to withdraw 11/4/19	Contemporary Realistic Fiction	READ: Tunnell et al., Ch. 11 READ: <i>Ramona</i> book of choice BRING: <i>Tuck Everlasting</i> OR <i>The Tale of Despereaux</i> + Literature Circle Role Sheets ONLINE Quiz: Tunnell, Ch. 7	
Week 11 3/30/20 LIBRARY SESSION #6 of 7	Historical Fiction	READ: Tunnell et al., Ch. 12 ONLINE One-Pager: <i>Ramona</i> book ONLINE Quiz: Tunnell, Ch. 11	MEET IN CLASS Library 1/2 Work Session: Classroom Bookshelf Project Upstairs – Lab 422
Week 12 4/6/20	Biography Informational Books	READ: Tunnell et al., Ch. 13 READ: Tunnell et al., Ch. 14 READ: Lewis, <i>Heroes and She-Roes</i> ONLINE Discussion: Lewis, <i>Heroes and She-Roes</i> ONLINE Quiz: Tunnell, Ch. 12	
Week 13 4/13/20 LIBRARY SESSION #7 of 7	Multicultural and International Books	READ: Tunnell et al., Ch.15 READ: Fleischman, <i>Seedfolks</i> ONLINE Quiz: Tunnell, Ch. 13&14 ONLINE – Classroom Bookshelf List of five books LIBRARY WORK: PRIOR TO CLASS Topical video lecture (Multicult + Ban) + Online Quiz	Utilizing Multicultural Books in the Classroom Hands-on practice, exercises, and assessment with books on shelves and at your tables.
Week 14 4/20/20	Controversial Books	READ: Tunnell, et al., Ch. 16 READ: Cormier book of choice	

		<p>PRESENTATION: Classroom Bookshelf Project</p> <p>ONLINE – Annotated Bibliography ONLINE One-Pager: Fleischman, <i>Seedfolks</i></p>	
<p>Week 15 LAST WEEK CLASSES 4/27/20</p>	<p>Classroom Bookshelf Project</p>	<p>ONLINE Quiz: Tunnell, Ch. 15 ONLINE Discussion: “Censorship” ONLINE One-Pager: Cormier Book ONLINE – Course Evaluation</p>	

Course Attendance Policy:

Absences and tardiness may result in a permanent grade change. Students are expected to arrive promptly for every class and to call or email the instructor in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at each class session. Please see the instructor if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed.

Late Assignment:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you) of extenuating circumstances will result in lowering of the assignment grade. In order to earn an “A” for the semester, students must demonstrate outstanding performance on class work, exemplary credit on all assignments, and professionalism throughout the semester. To earn an “A” you must go above and beyond average academic performance

Technology Policy:

Out of respect for your fellow students, your professor, and the educational process, all technology devices (i.e. cell/smart phones, lap tops, iPads, etc.) must be powered down and put away unless otherwise indicated by the professor. Cell phones may be left on vibrate for emergency notification purposes only. Students will be allowed to use the electronic devices during designated technology breaks. Texting or other cell phone use during class time may result in a reduction of your participation points.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and

provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

[Texas Education Standards](#): The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).