



TEXAS ASSOCIATION OF FUTURE EDUCATORS COMPETITIVE EVENTS

GENERAL INFORMATION FOR ALL EVENTS

(Event specific information begins on page 4)

**Failure to follow stated guidelines may result in disqualification of student competing.
For a complete list you can view the [TAFE Policies and Procedures](#).**

All students wishing to compete in TAFE or Educators Rising events must complete the following:

- Be an active paid member of Educators Rising for the current school year. To join as a National Active level member, [click here](#) to create your account and then complete the online application and purchase process. Additionally - your chapter must have paid its TAFE State Dues for the current school year. **TAFE State dues must be paid in full by November 1st.**
- Register to attend your TAFE Area Conference or the TAFE Teach Tomorrow Summit. **Registration for the conference does not register your students for competitive events.**
- Sign up to compete in competitive events and submit all required materials by the stated deadline on the TAFE [Guidelines & Rubrics](#) page located on the [TAFE Website](#).

GENERAL RULES & REGULATIONS

NOTE: General rules and regulations apply to all competitive events and are in addition to each event's specific guidelines.

Eligibility

- Competitors must be a paid active-level student member of Educators Rising prior to competing at an Area or State Conference.
- Competitors can only compete in 3 events of which no more than 2 can be national events. ELF Test, Student of the Year, and Breakout Session do not count as part of the 3 events.
- For Educators Rising National Events, the Top 10 highest scoring entries in each level will be eligible to compete at the Educators Rising National Conference. In addition to being in the Top 10, students must have earned 70% of available points at Area to advance to State and 80% of available points at State to advance to Nationals.
 - *Students may only compete in one event at the Educators Rising National Conference.*

Competitive Event Entries

- All submitted materials must reflect original work from the 2024-2025 school year. Materials that may have been created or submitted in previous years are **ineligible**. All competitors must complete a [Statement of Originality](#) form for each event they are participating in.
- Each competitive event guideline will identify what materials are required for submission prior to the conference. Failure to submit required materials by the deadline will result in disqualification. Files should be uploaded using the competitor's **FORM ID found on the 2025 TTS Database**.
- All video files that are submitted in advance must be uploaded to [YouTube](#).
- For area conferences:
 - All competitors should have the video available offline on their computer or on a flash drive.
 - All presentations or presentation resources should be available for offline use. Internet access may not be available at all locations.



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Levels of Competition

- The breakdown of grades noted below is used to designate levels for competitive event entries. Not all competitive events are open to all divisions. Please refer to the event guidelines to check the levels eligible to compete in that event. Teams consisting of students from varying grade levels should be registered in the level of the most senior member.
 - **Middle School** - Grades 7 & 8
 - **Junior Varsity** - Grades 9 & 10
 - **Varsity** - Grades 11 & 12
 - **Collegiate** - Undergraduate Students
 - **Special Edition** - This is for students who have an IEP. It is specifically designed to accommodate special needs students who require accommodation(s) to compete.

Conference Registration, Attendance, & Participation in Events

- Teacher leaders must login to the TAFE website and register for the conference they are attending. **Registration for the conference does not register your students for competitive events.** Please follow the instructions provided on the [TAFE Website](#) to register for competitive events. Students whose teacher leader fails to register for the conference or competitive events before the deadline will not be allowed to attend or compete.
- Competitors should observe professional dress as defined by the [Dress Code Compliance Form](#). Students will not be allowed to compete if they are not compliant with the dress code. By attending any TAFE sponsored event or conference, you agree to be compliant with the dress code.
- **Judges scores are final - Teacher Leaders, Chaperones, and Parents are prohibited from approaching judges to discuss scoring or feedback.** If a school/district is found in violation of this, they will lose IN GOOD STANDING status with the TAFE association. All questions or concerns should be brought to the attention of the officers and/or TAFE Staff putting on the event.
- The schedule of competitors will be followed as closely as possible. Please understand that events can run behind and ahead of schedule throughout the day. Please be sure and follow all forms of TAFE communication so you do not miss the opportunity to compete.

Designation of Awards

- Students will receive awards based on the number of points scored on the event rubric. All those receiving a certificate will be recognized on screen during the Closing General Session at the Teach Tomorrow Summit. Awards will be given as follows. The following awards will be given at Area & State Conferences:
 - **National Qualifier** (Varying criteria - State Conference Only)
 - **State Qualifier** (Area conference Only)
 - **Gold Certificate** (90% to 100% of total points awarded only at State)
 - **Silver Certificate** (80% to 89% of total points awarded only at State)
 - **Bronze Certificate** (70% to 79% of total points awarded only at State)
 - **Did Not Place** (0% to 69% of total points awarded only at State)

Area TAFE Conference To-Do List

- Register for your local conference (**September 30, 2024 - October 14, 2024**)
- Register for competitive events (**September 30, 2024 - October 14, 2024**)
- **For Bulletin Board and Project Visualize, submit a photo and summary sheet for Pre-Submission no later than the day before your area conference.**

State TAFE Conference To-Do List

- Register to attend the 2024 TAFE State Conference (**December 9, 2024 - January 17, 2025**)
- Submit Prescored materials by **January 17, 2025 @ 5:00pm**
- Register for a time to compete at the 2024 TAFE State Conference (**January 20, 2025 – January 24, 2025**)



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COMPETITIVE EVENTS

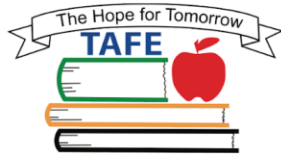
EDUCATIONAL LEADERSHIP FUNDAMENTALS (ELF)

Entries Per Chapter	No limit
Type of Event	Individual
State Competition	Yes
National Competition	No
National Education and Training Career Cluster Knowledge and Skill Statements	ESS01, ESS02, ESS06, ESS07, ESS08, ESS09, EDC01, EDC02, EDC03, EDC05, EDC06, EDC07, EDC08, EDC09, EDC10, EDPC01, EDPC02, EDPC03., EDPC04
Principles of Education and Training TEKS	b4, 3A-B
Human Growth and Development TEKS	b4, 2A-E; 4A-F; 5A-F; 6A-F; 7A-D; 8A, C, D, F; 12 A-C
Instructional Practices in Education and Training TEKS	b4, 2A-E; 3A-D; 4A-B; 5A-E; 6A-D; 7A-B; 8A-C; 9A-C; 10A-D
Practicum in Education and Training TEKS	b4, 1 A-C; 2 A-D; 4A-B; 5A-G; 6A-D; 7A-C; 8A-C; 9A-B; 10A-D; 11A-C; 13A-B
Child Development TEKS	b4, 5A; 6A-C; 7A-E; 8A-H
Child Guidance TEKS	b4, 1 A-E; 2A-F; 3A-B, D; 4A-E; 5A, B
College and Career Readiness Skills TEKS	ELA I A: Social Studies I A-E, II A-B, V A

NOTE: The TEKS were selected from the Education and Training Career Cluster and the Human Services Career Cluster (specifically child development and child guidance) that were most applicable regardless of the specific project/topics selected for each event. However, depending on the specific projects, other TEKS might also apply.

OBJECTIVE: Prepare students for content knowledge related to teacher certification. Develop students’ content knowledge in the areas of leadership theory and best practices. Recognize students that have demonstrated excellent acquisition of content knowledge related to teaching.

OVERVIEW: This is an individual event. Students will be tested over Educational Leadership Fundamentals (ELF). Participants will prepare for the **test** by studying the online study guide posted on the TAFE website. Test questions for the state assessment may be tied to information found in books on leadership. The suggested reading list will also be posted on the website.



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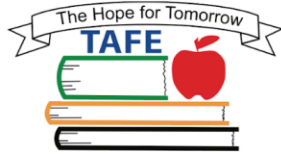
COMPETITION GUIDELINES:

- **Area**
 - One student per test.
 - Chapters must indicate on their conference registration form the number entering this event.
 - **All ELF test participants take the ELF test PRIOR to their AREA Conference on their home campus.**
 - Tests will be in a multiple-choice format.
 - Students who qualify to take the state ELF test will be given a thirty (30) minute multiple choice test. Questions on the test will come from the study guide posted online.
 - The contestants will have thirty (30) minutes to take the test and should be stopped at the end of the thirty (30) minutes. The timekeeper will give a five (5) minute warning and a 1-minute warning to inform the testers that time is almost over.
 - Room will be set up with computers, tables and chairs, no cell phones, bags, or purses may be taken into the testing room.
 - Students scoring a 70 or above at the area level will be allowed to take the state assessment given at the TAFE Teach Tomorrow Summit.

- **State**
 - Students who qualify to take the state ELF test will be given 1 hour to take the test. The test will consist of two parts. The first part is fifty (50) multiple choice questions. The second part is an essay where students will be asked to respond to an education-related topic. All students scoring 90-100 on the test will have their essay scored.
 - Questions on the test will come from the study guide that is posted online.
 - Test times will be posted on the Teach Tomorrow Summit website.
 - **All ELF test participants who qualified from AREA take the ELF test PRIOR to the Teach Tomorrow Summit. All those participants who score above a 90 will take the essay portion of the exam onsite during the Teach Tomorrow Summit.**
 - **An email will be sent to teacher leaders of qualifiers, so they can schedule a time for their competitors.**
 - All those receiving a certificate will be recognized on the screen during the Closing General Session at the Teach Tomorrow Summit.
 - The person with the highest combined score on the essay and the ELF test will receive a plaque on stage at the Teach Tomorrow Summit.

CONTEST JUDGES' INFORMATION

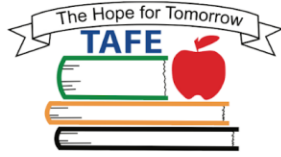
- **Both Area and State:**
 - ELF testers should report to the testing area 15 minutes prior to their testing time.
 - Testers who arrive after testing has started will not be allowed to test.
 - Contest facilitators are responsible for proctor orientation at the time indicated in the program.
 - At the time the test is to start, the contest facilitator will close the door and check roll. Those not present should be marked NS for no show.
 - After roll is called, and tests are handed out, the testing time will begin.
 - The proctor panel will consist of 3 adults proctoring testers.
 - One of the proctors will also need to be the timekeeper.
 - The contest facilitator will then sort the data according to score and take the Score Sheet and all supplies back to headquarters.



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- **Area: (Test Only)**
 - Facilitators will follow the guidelines set up by their area.
 - The contestants will have 30 minutes to take the test and should be stopped at the end of the 30-minutes. The timekeeper will give a 5-minute warning and a 1-minute warning to inform the testers that time is almost over. Contestants will be stopped at the end of 30 minutes. No essay at area.
 - At area, all students receiving a score of 70-100 will be a state qualifier.

- **State: (Test and Essay)**
 - Facilitators will follow the General Instructions for Facilitators.
 - Judges will follow the General Instructions for Judges.
 - The contestants will have 30 minutes to take the test. The timekeeper will give a 5-minute warning and a 1-minute warning to inform the testers that time is almost over. The test will time out at the end of the 30 minutes. The contest facilitator will give directions and monitor the essay writing.
 - All students scoring 90-100 on the multiple-choice portion of the test will have their essay scored by a panel of 3 judges. The judges read and score each essay, and then they will rank the 5 top essays.
 - The contest facilitator will then sort the data according to score and take the Score Sheet and all supplies back to headquarters.
 - Contest facilitator will put the appropriate seal on the certificates. All silver and bronze certificates will be placed in the school envelopes and all gold certificates will be kept separate to be recognized on stage.



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EDUCATIONAL LEADERSHIP FUNDAMENTALS (ELF) TEST STUDY GUIDE

Source Materials:

- 1.) "Teaching" textbook, second edition Sharleen Kato, Goodheart Wilcox. ISBN 978-1-63126-009-4
- 2.) Educators Code of Ethics Texas Administrative Code Title 19, Part 7, Chapter 247, Rule 247.1-2.
- 3.) Child Development, Celia Decker, ISBN 978-1-60525-293-3,
- 4.) Introduction to Teaching 3rd edition Kauchak and Eggan ISBN 13: 978-0-13-199455-3
- 5.) Early Childhood Education- Jo Ann Brewer-Pearson- ISBN 0-205-49145-6
- 6.) Children the Early Years- Celia Decker-Goodheart Wilcox- ISBN- 1-56637-945-8
- 7.) Parents and their Children- Ryder and Decker- Goodheart Wilcox- ISBN- 1-59070-116-X
- 8.) TExES Pedagogy and Professional Responsibilities EC-12 (160) Secrets (eBook download), TExESPedPREC12-2

The ELF Test will be comprised of 50 questions. There will be 35 fact questions and 15 situation questions. You will be given 30 minutes to take the test. You will only be able to login one time to take the test. If you log out before you hit submit, your test will not be graded, and you will not have another chance to take the test. Be sure you are finished and hit submit before closing out your test. All fact questions will come from the topics covered below. The information below is not comprehensive. You will need to look up some of the topics to make sure you have a grasp of what the topics are about. There is some information, but it is not everything. The situation questions are based on what the best answer would be for situations teachers deal with.

I. Development and the Learner

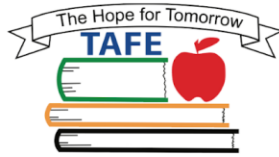
A. Maslow's Hierarchy of Human Needs

1. Biological and Physiological needs - air, food, drink, shelter, warmth, sleep.
2. Safety needs - protection from elements, security, order, law, stability, freedom from fear.
3. Love and belongingness needs - friendship, intimacy, trust and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work).
4. Esteem needs - achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others.
5. Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

B. Developmental Theorists

1. Erikson's Stages of Social-Emotional Development

- a. **Learning Basic Trust Versus Basic Mistrust (Hope)**
 - infancy through year two of life; child learns trust through the care, love and nurture he receives.
- b. **Learning Autonomy Versus Shame (Will)**
 - 18 months until about 4 years old; child expresses autonomy.
- c. **Learning Initiative Versus Guilt (Purpose)**
 - 3 ½ to 5 years old; "play age;" child engages in creativity and imagination.
- d. **Industry Versus Inferiority (Competence)**
 - school aged (5 to 12 years old); interaction with peers; understands rules and procedures; learns self-discipline.
- e. **Learning Identity Versus Identity Diffusion (Fidelity)**
 - adolescence (13 - 20 years old); self-identity
- f. **Learning Intimacy Versus Isolation (Love)**



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- long lasting friendships; marriage
- g. Learning Generativity Versus Self-Absorption (Care)**
 - Work, parenthood, marriage
- h. Integrity Versus Despair (Wisdom)**
 - Able to look at one's life and be proud of what one has accomplished.

Stage	Influential figure	Outcome
Infancy Trust Vs. Mistrust	Parents	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood Autonomy Vs. Shame & Doubt	Parents	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool Initiative Vs. Guilt	Parents / Teachers	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age Industry Vs. Inferiority	Parents / Teachers	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence Identify Vs. Diffusion	Teachers / Significant Others	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood Intimacy Vs. Isolation	Friends	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood Generativity Vs. Stagnation	Community	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity Ego integrity Vs. Despair	Community	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

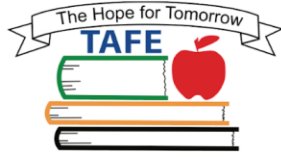
2. Kolb's learning process

- a. Experience: having a concrete experience
- b. Observation: observation of and reflection on that experience
- c. Conceptualization: the formation of abstract concepts (analysis) and generalizations (conclusions)
- d. Test: test hypothesis in future situations, resulting in new experiences

3. Jean Piaget's developmental stages for children

- a. **Sensorimotor** - The idea that an object is still present, even if hidden.
- b. **Preoperational** - Children are able to think about things symbolically and give a meaning to an object.
- c. **Concrete Operational** - Concrete Thinking is thinking about actual experiences and tangible things.
- d. **Formal Operational** - Abstract Thinking is thinking about ideas and concepts apart from their concrete existence.

4. Vygotsky's learning theories are based on the social experiences a person has; learning from others, a more knowledgeable adult; and interaction with peers.



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5. **B.F. Skinner** - found that when you have a pleasant experience, such as receiving a compliment, you internalize the experience as positive. This is known as operant conditioning. In the 1950s, many educators embraced B.F. Skinner's theory of behaviorism. They used rewards and punishments to control students, because they believed that by controlling the environment, they would produce well-educated students.
6. **Kohlberg's Theory of Moral Development**
7. **Froebel** developed the idea for kindergarten based on the belief that children learned best through play and he is credited with creating the first kindergarten.
8. **Alfred Adler** stressed the importance of nurturing feelings of belonging and striving for superiority.

C. Types of development of children

1. **Cognitive development** – development of a child's thinking and reasoning ability.
2. **Physical development** – development based on growth of the body.
3. **Social development** – development based on the environment and relationships.
4. **Emotional development** – development of feelings about oneself and other people. It is also about the growth of confidence and independence.

D. Characteristics of Different Developmental Stages

- | | |
|---|-----------------------------------|
| 1. Infancy (0-1 year) | 3. Preschool (3-6 years) |
| 2. Early Childhood (1-3 years) | 4. School Age (6-12 years) |
| 5. Adolescence and early adulthood | |

a. Social and emotional issues

- 1) Adolescence is a roller coaster of a time, and these difficulties often manifest themselves in numerous ways in the classroom.
- 2) Sexism, racism, and homophobia will often appear in many ways as the students are going through puberty and are enjoying the novelty of these issues.
- 3) It is important to maintain a safe environment in any classroom, therefore these sorts of comments should not be tolerated, a fact which should be made clear from the start.

E. It is important for future educators to study development because

1. Having a basic understanding of child behavior will help them understand what students are doing and why.
2. It will also help them know how to interact with the students, help them plan activities and help them understand the behavior of the students they are teaching.
3. Knowledge of normal growth patterns can help identify significant discrepancies that may signal a developmental delay. Developmental delay is a noticeable lag in a particular aspect of development.

II. Learning Styles

A. Learning Styles: Learning styles is defined as: preferred methods of absorbing and processing information.

B. Learning styles which affect how students learn and perform

- | | |
|-----------|------------------------|
| 1. Visual | 3. Tactile-Kinesthetic |
| 2. Oral | |



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C. Theorists

1. **Howard Gardner's theory of multiple intelligences**
2. **Discovery learning theory of Bruner and Piaget**
3. **Reg Revan's theory of Action Learning**

III. Learning Theories

- A. **William Glasser's Control theory** - describes how our motivations, behaviors and actions are attempts to satisfy needs such as love, survival, power and freedom.
- B. **Sensory stimulation theory** - When the senses are stimulated, effective learning can take place.
- C. **The Gestalt approach to learning** (also known as the cognitive approach) gives experience the most importance in this learning theory because it believes that through active problem-solving insights will develop which are vital to learning because each student approaches each task subjectively and will therefore develop insights that make sense to them individually.
- D. **Holistic learning theory** - takes into account that each student has a different personality comprised of many different elements, such as imaginations, feelings and intelligence, that all need to be stimulated if learning is to be achieved.
- E. **Humanistic approach (facilitation theory)** - places the importance of learning upon the person who is facilitating the learning. For this to take place, the atmosphere of the classroom needs to be safe in order for new ideas to be explored and risks to be taken.
- F. **Motivation Theory**

IV. Special Populations

A. Qualifications to be classified as a special needs student

The various types of disabilities that qualify individuals for special education programs include specific learning disabilities, speech or language impairments, intellectual disabilities, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, autism, combined deafness and blindness, traumatic brain injury, and other health impairments. Students are classified under one of the categories, and special education teachers are prepared to work with specific groups. Early identification of a child with special needs is an important part of a special education teacher's job. Early intervention is essential in educating children with disabilities.

B. Types of Disabilities

1. Intellectual disabilities - Intellectual disability is a term that is used to describe people who have abnormal limitations on their levels of mental functioning.

a. Causes of intellectual disabilities

1. Perinatal problems
2. Problems during pregnancy
3. Genetic conditions
4. Health problems

b. Diagnosing intellectual disabilities

2. Perception disabilities - Perception disabilities occur when there is an interruption in the input process from the eyes or ears to the neurons in the brain. a. **There are two types of perception disabilities:**

- a. Visual perception can be affected in three ways: figure-ground, depth perception or visual-motor. These mainly affect how a child processes information and may have cause a child to have trouble reading or affect their gross motor skills. These children may have trouble judging the distance between themselves and other objects and have difficulties with sports that require quick hand-eye coordination.



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- b. Auditory perception difficulties may have trouble determining the differences between sounds in language. Or they may have difficulty hearing a voice in a room with many voices and appear to not be paying attention.

3. **Sensory perception disorder** - A sensory perception disorder is one with which any tactile activity can cause discomfort and even pain. Some children are particularly sensitive to touch and this is usually discovered early on, when, as an infant, he will not like being touched or held.

4. **Learning Disabilities** - A learning disability is a disorder of the brain. It occurs when the way the information transmitted in the brain does so a little differently.

The four main parts of the brain most often affected are:

- a. language skills
- b. muscle skills
- c. thinking skills and
- d. organization skills.

5. Attention deficit hyperactivity disorder (ADHD)

a. Three behaviors apparent in ADHD children, but all three behaviors do not need to exist for a child to be diagnosed with ADHD.

1) **Hyperactivity** - being fidgety, squirmy or restless on a regular basis.

2) **Inattention** - distracted by both visual and auditory stimuli or daydreaming.

3) **Impulsiveness** - unable to think before they act, therefore they have trouble learning from previous experiences and will tend to repeat undesirable behavior.

b. **Diagnosis and treatment process of ADHD** - Usually, ADHD is declared using five steps.

1) Teachers may be given forms that have certain criteria of behavior on them and give their point of view on the behavior seen over the past six months. This is usually compared with the clinical and family histories, after which a diagnosis can be made.

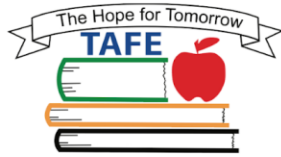
2) Treatments for ADHD include:
a) medication treatment
b) non-medication treatment

6. **Oppositional Defiant Disorder (ODD)** - It is classified as consisting of behavior that is negative, defiant, disobedient and hostile toward figures of authority, such as parents, teachers or other adults, but must last for at least six months.

7. **Conduct Disorder (CD)** - Students who are diagnosed with a Conduct Disorder usually exhibit certain behaviors that are associated with a CD. It is defined as a pattern of behavior that violates the basic rights of others, or significant social norms and rules specific to their age group. They often stay out late, run away from home, or skip school. They may physically harm other children or animals and due to this may not have many positive social interactions because they always are doing things according to their rules with little regard for others' feelings or property.

8. Attention deficit disorder (ADD) characteristics

- a. Students will probably be disruptive.
- b. They usually make careless mistakes.
- c. They have a hard time paying attention during long lecture.
- d. They are typically disorganized and are often losing things.
- e. They may fidget a great deal and seem to have a great deal of nervous energy.
- f. They often talk too much and out of turn.



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- g. They have difficulty working quietly and keeping their hands off of others.
- h. May seem to be driven by some internal motor.

C. Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. The process of developing this vital document is of great interest and importance to educators, administrators, and families alike.

D. Least Restrictive Environment (LRE)– The educational placement mandated by the Individuals with Disabilities Education Act (IDEA); refers to the principle that a student who has a disability should be educated with peers without disabilities, to the greatest extent possible; LRE will be different for different students, based on what is appropriate for each.

1. **Self-contained** – student spends the entire day in a self-contained classroom. Self-contained classrooms may cater to a particular disability, for example, Autism Support Classrooms.
2. **Mainstreaming** – student attends some classes with non-disabled students and some classes with students that have similar disabilities.
3. **Inclusion** – student spends most or all of their time with non-disabled student.

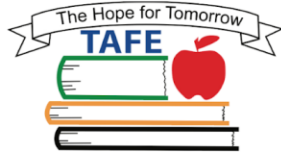
E. Other Special Populations

1. **Talented and gifted (TAG) student's characteristics**
 - a. Extremely bright and grasp ideas readily, and even apply their own interpretations to ideas you present of which you might not even be aware.
 - b. Their level of creativity is displayed in their original thinking and creations.
 - c. They do have special needs, however, and can be overlooked in the classroom because they seem to be self-sufficient in acquiring the new material but do require consideration because of their level of intelligence.
 - d. When gifted students are not assisted, many become dropouts or feel under stimulated in school and as a result, most of our brightest and most talented students become turned off or underdeveloped.
2. **At-Risk** - The term **at-risk** is often used to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. A few of the reasons students are not coded at risk are:
 - a. failing a core class
 - b. failing a portion of the state assessment required for graduation
 - c. being homeless according to TEA guidelines.
3. **English-language learners**, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

V. Instruction

- a. **Cognitive Processes** - Cognitive approaches to learning focus on emphasizing ways to enhance students' intrinsic nature to make sense of the world around them.

1. **Critical thinking**



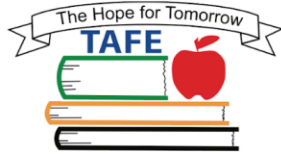
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Characteristics of a critical thinker

- a. Organizes thoughts in order to be able to articulate them
 - b. Uses evidence relevantly and objectively
 - c. Only makes a judgment when all evidence has been presented
 - d. Understands that there are different degrees of belief
 - e. Sees hidden similarities and analogies
 - f. Learns independently
 - g. Applies previous knowledge to new situations to solve problems
 - h. Can see irrelevancies in verbal arguments and rephrase them concisely
 - i. Questions one's own views and attempts to assess why those views are held
 - j. Is sensitive to the difference between intensities and validities of beliefs
 - k. Is aware that one's knowledge is limited
 - l. Recognizes that one's opinions are not always right, that they contain bias, and that there is a danger of including personal preferences in the consideration of evidence.
2. **Creative thinking** is A way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions.
 3. **Divergent thinking** is a thought process or method used to generate creative ideas by exploring many possible solutions.
 4. **Convergent thinking** generally means the ability to give the "correct" answer to standard questions that do not require significant creativity, for instance in most tasks in school and on standardized multiple-choice tests for intelligence.

B. Lesson Planning:

1. When designing a course plan, teachers should consider all the following:
 - a. Schedules
 - b. Units of study
 - c. Personal characteristics
2. Lesson plans must always include how the lesson will be evaluated or assessed. It is a good idea to begin with the end in mind. Knowing what you want them to be able to do in the end will help determine what and how the lesson is taught.
3. Instructional objectives are clear statements of what students will achieve as a result of a lesson. They must be observable and measurable. Instructional objectives should include:
 - a. Audience – Who is the objective for?
 - b. Behaviors – What is the behavior or the performance the learner is expected to do?
 - c. Condition – What are the conditions (if any) under which the performance is to occur?
 - d. Degree – What degree must the behavior be performed to constitute an acceptable performance? The degree can include criterion such as speed, accuracy, and quality.
4. Effective teachers find inspiration for ideas everywhere! Teacher guides, other teachers, magazines, TV, and Websites all offer fabulous resources for teachers.
5. It might take some experimentation to learn the best pace for your lessons. In some classes the pace will be faster than others with the same content. If the pace is too slow, students



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become bored. If it is too fast, they cannot keep up and fail to learn all that they should. Teachers need to be cognizant of what all the students are doing so students are not bored or getting left behind.

6. Lesson plans must always include how the lesson will be evaluated or assessed.

C. Bloom's Taxonomy - Developing Higher Order Thinking Skills

When developing higher order thinking skills, it is important to use the lower order thinking skills as building blocks. They reinforce simple ideas and are necessary to make sure that a basic understanding of a topic has been reached. But are necessary to progress to the higher thinking skills.

Levels of Bloom's Taxonomy

- | | |
|------------------|---------------|
| 1. Knowledge | 4. Analysis |
| 2. Comprehension | 5. Synthesis |
| 3. Application | 6. Evaluation |

- D. **Differentiation** - A teacher reacts responsively to a learner's needs by using multiple instructional approaches. This does not mean more work for some and less work for others, but instead, it encourages students to think and perform in a way that they work best.

According to Carol Ann Tomlinson, the following are principle of differentiated education:

1. Flexible grouping
2. Respectful tasks
3. Ongoing assessment and adjustment

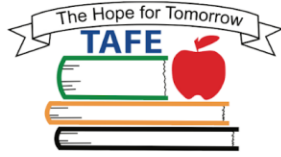
E. Types of Instruction

1. **Direct instruction** - Teacher explains or demonstrates

Madeline Hunter Direct Instruction Model

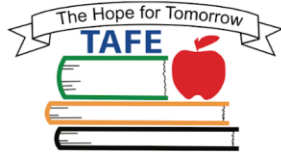
- a. **Anticipatory Set:** Attention getter
 - b. **Objectives:** Should be clear and focused – It is what the students should be able to do by the end of the lesson.
 - c. **Teaching:** The teacher provides the information, and then models expectations.
 - d. **Guided practice:** Students demonstrate what they have learned with supervision by the teacher.
 - e. **Checking for Understanding:** The teacher questions students to check if they grasped the concept before proceeding to the next level of learning.
 - f. **Independent practice:** Once students have an understanding, they can be given more practice for reinforcement.
 - g. **Closure:** Closure is essential At the end of an activity to help students reflect on what they have learned, its purpose, and meaning. Closure helps students draw conclusions and apply what they have learned. Closure lends to a sense of achievement. Students should be able to answer the question, "What did I learn and what does it mean to me today?"
2. **Lecture** – In teacher-centered methods, the teacher's role is to present the information that is to be learned and to direct the learning process of students. Students then practice what they have learned. For example, with lectures, the teacher provides information, and students learn by listening.

3. **Cooperative learning** - Learners are placed in groups of four to six. Sometimes the groups are as diverse or heterogeneous as possible. In such cases, group members are often rewarded for the group's overall success.



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4. **Discovery learning** - Uses students' personal experiences as the foundation for building concepts
 5. **Whole group discussion** - An exchange of opinions and perspectives
 6. **Demonstration** – A demonstration is the best way to teach a process. Students see how to complete each step, helping visual and kinesthetic learners. At the same time, the accompanying verbal explanation helps auditory learners.
 7. **Simulation**
 - a. Games actively involve students and should be used at all grade levels.
 - b. Case studies involve groups of students working together to analyze a situation, called a "case".
 8. **Labs** – Labs require careful planning and clear instructions. All types of curriculum classes from science to math to reading to social studies can use lab experiences.
 - a. Experimental labs – a lab experience that uses formal processes to research problems answering "what if" questions.
 - b. Productive labs – a lab experience that focuses on producing an end product focusing only on the finished end product.
 9. **Inquiry method** - Allows students to generate the questions that they will then investigate and answer
 10. **Project Based Learning** - is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.
 11. **Local experts** – Guest speakers
 12. **Field trips**
 13. **Question and Answer** - Requires reflection as information is exchanged in response to a question.
 14. **Mental Modeling** - Assists students in managing their own learning by modeling a problem-solving technique.
 - F. **Giving clear directions** is a critical skill for teachers because:
 1. Directions can affect the success or failure of learning activities
 2. Unclear directions can prevent accurate assessment of learning
 3. They tell a person how to complete a task
- VI. Creating a Positive, Productive Classroom Environment**
- A. **Choosing course content and material**
 1. Texts and reading should be chosen with gender-neutral language, free of stereotypes.
 2. The curriculum should be inclusive by including the perspectives and experiences of a pluralistic society.
 3. All points of view should be presented so that no one view takes precedence over the others.



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4. When making references to culture or history, make sure that your students are given background information and the opportunity to ask for clarification. Do not assume that all your students will be able to pick up on these references.
5. Considering students' needs when assigning homework is also considerate based on the different family structures at home.

B. Effective communication

1. Types

- | | |
|----------------------------|-------------------------------|
| a. Verbal
Communication | b. Nonverbal
communication |
| | c. Written |

2. Three ways to communicate effectively

- | | |
|---|--|
| a. Active listening | 1. Reflecting on
that which is
being |
| b. Don't form an opinion
right away; | |

3. Communicating effectively with

- | | |
|-------------|-------------------|
| a. Students | c. Colleagues |
| b. Parents | d. Administrators |

4. Things you can do in your classroom to improve communication

- | | |
|--|---------------------|
| a. Have a class website | c. Class newsletter |
| b. Have a way to send out
reminders | |

5. Some barriers to effective communication are:

- | | |
|----------------|---------------|
| a. Gossip | c. Prejudices |
| b. Stereotypes | d. Fear |

VII. Classroom Management - is defined as the set of rules or activities that the teacher sets for his classroom that outline effective and efficient instruction. Creating a classroom environment takes careful planning. Teachers must think of how the room will be used, ages of the students, abilities of the students, and how people will move about the classroom in transitions

A. Major developers in classroom management theories

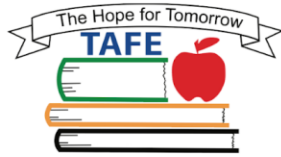
1. Lee and Marlene Canter

They viewed classroom management as establishing and enforcing classroom rules as a way of controlling student behavior, mainly by discipline.

2. Carl Rogers

Socioemotional climate was given importance by Rogers because he thought that having positive interpersonal relationship between students and teachers would foster a positive classroom.

3. Richard and Patricia Schmuck



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They derived group process from social psychology and group dynamics research and put the emphasis on the teacher establishing and maintaining an effectively controlled classroom with cooperation being the key skills needed in order to have groups work effectively together.

4. Skinner

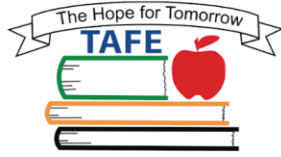
He outlined behavior modification which originated from behavioral psychology. He thought that the best way to change students' behavior was to reward them for good behavior and remove rewards, or punish, inappropriate behavior.

B. Classroom Management Plan (sometimes called Discipline Plan)

1. Should include the following:
 - a. Procedures
 - b. Rules
 - c. Consequences (must be relevant)
 - d. Rewards
2. When developing a behavior management plan for their classes, teachers should ask themselves all of the following:
 - a. What are realistic expectations for my students?
 - b. How will I reward students for appropriate behaviors?
 - c. What steps will I take when an inappropriate behavior occurs?
3. When establishing classroom rules, teachers should:
 - a. Establish class rules during the first few days of class
 - b. Involve students in setting rules and procedures
 - c. Keep the rule list short
 - d. State rules and procedures in positive terms
 - e. Define the terms
 - f. Adjust rules and procedures if they are not working well.
4. Some non-verbal clues to redirect misbehavior without disrupting the class are:
 - a. Proximity – Moving near a student will often help the student get back on track.
 - b. Dimming the classroom lights is a nonverbal way to redirect the attention of the entire class.
 - c. The “teacher look” often will help a student that is off task or misbehaving redirect himself/herself.

C. Tips for good classroom management

1. Minor classroom disruption or common behavior problems can and should be handled quickly and consistently.
2. Effective teachers know that handling transitions from one activity to another or one classroom to another place in the school effectively results in down time being kept to a minimum and fewer behavior problems.
3. While each teacher manages his or her classroom differently, experts feel that the most effective style of teaching is the authoritative style which utilizes high expectations and sets guidelines.
4. The following are ways that a teacher can minimize problem behaviors in the classroom:
 - a. Practice classroom procedures until they become routines
 - b. Utilize routines so students know what is expected of them.
 - c. Assign seats and modify the seating arrangement as needed.



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- d. Using nonverbal clues to remind students of expected behaviors.
 5. An approach to behavior management that helps children gain self-esteem, learn to cooperate, and gradually learn the skills necessary for taking responsibility for their own behavior is commonly called guidance. Guidance is positive discipline and involves setting clear, consistent limits that have reasons and striving to foster self-esteem and independence.
 6. Documentation is the very important in serious situations that may involve due process and a burden of proof.
- D. Biggest concern for new teachers** - Being organized is the first way to start off with a good classroom management program, as well as having an experienced teacher as a mentor, are usually good ways for a new teacher to overcome his fears about classroom management as he will have someone to whom to turn for help.

E. Successful classroom management

1. Positive classroom environment

Developing a rapport with students from the first day so that want to come to class. Criticism of work should focus on what the student has done well, and suggestions on to how to improve it. Focus on the positive first.

2. Clear standards of behavior for students

Rules should be enforced consistently so there is no surprise of what to expect for misbehaving. Teachers should stay calm when dealing with inappropriate behaviors.

3. Student engagement: Having students engaged in the task will help with classroom management as there should be less inappropriate behaviors. Smooth transitions are also important so that there is no time in between activities for students to lose their concentration.

F. Motivating students to learn

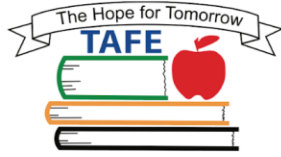
1. Ensure that students know what they are doing and how to know when they have achieved a goal in order for them to build their self-esteem and self-awareness.
2. Do everything possible to satisfy the basic needs of the students, such as esteem, safety and belongingness.
3. Try to encourage students to take risks in order to grow by talking up the rewards.
4. Direct learning experiences toward feelings of success, in order to direct students towards individual and group achievement.
5. Encourage the development of self-confidence and self-direction in students who needed help working on these qualities.
6. Make learning relevant for the students by focusing on social interaction, usefulness and activity.

G. Why students misbehave

1. Attention

Some students feel that they belong in a classroom only when they are being noticed, so they resort to behaviors that get attention. Sometimes they feel like negative attention is better than no attention. Giving positive attention to these students will ensure that they do not resort to negative behavior in order to obtain it.

2. Inadequacy



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Students who have a low self-esteem, don't believe that they can succeed at anything and will develop feelings of inadequacy. They may misbehave to distract attention from the fact that they struggle at classroom tasks.

3. Power

It is important to ensure that consequences are clear and consistently followed so that the students who want to be in control do not completely disregard the consequences.

4. Revenge

Encouraging students and fostering a safe classroom environment will ensure that no students feel the need to hurt others or themselves.

H. Multicultural education

1. Education that seeks to enrich each student's perspective by:
 - a. valuing pluralism and studying a variety of cultures. It
 - b. seeking to lessen prejudices and increase tolerance and ensure that minority students are receiving a fair and equal education.
2. It does not believe in the analogy of the melting pot, where all cultures blend together, but celebrates the differences and aims instead for a "mixed salad" where individual cultures are distinct from each other but form a unique whole as they are put together.

VIII. Assessment

An assessment is an opportunity for students to demonstrate what they have learned and/or to check the progress of their learning. Sometimes assessments result in a grade and sometimes it does not.

A. Two Types of Assessment are:

1. Formal assessments include:
 - a. written tests
 - b. quizzes
2. Alternative assessments include:
 - a. Real-life tasks
 - b. Student demonstrations
 - c. Portfolios - The purpose of a portfolio is to highlight a person's strengths and should prove why they should be chosen for a job. An effective portfolio should reflect one's uniqueness. It should include:
 - 1) a list of your high school classes
 - 2) examples from your experiences showing skills
 - 3) community service activities you have done.

B. Assessment tips

1. Assessments should occur at various times throughout a lesson or unit to check for progress.
2. Assessments are effective when done not only by the teacher but also by the students assessing their own work or the work of their peers.



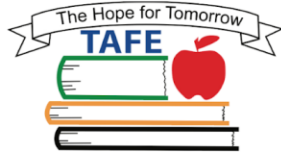
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3. Providing students with personalized feedback about their learning is more effective at improving learning than assigning grades. The goal of feedback is to help students know what they are doing well and what they need to do to improve. They can happen at any time during the learning cycle.
4. A simple grade only tells a student how they did. Thoughtful specific comments, particularly written comments, can help students do better.
5. It is important to give positive feedback that will lead to improved student work. The following statements are all examples of positive reminders and encouraging:
 - a. "You made a very good point."
 - b. "Read all the directions carefully."
 - c. "Check your work before turning it in."
6. Giving students a rubric before they begin their work will allow them to think critically about their work. They know what characteristics are identified with quality and can base their efforts on an established criterion. A rubric is a scoring tool that lists the criteria for grading/judging a particular type of work. A good rubric also describes levels of quality for each criterion.
7. Course evaluations can be used to evaluate a teacher's motivational methods, classroom management skills, classroom arrangement, schedule, or other factors that might improve teaching and learning. Course evaluations are important for several reasons:
 - a. Course evaluations help teachers improve their teaching and the course.
 - b. They can identify what worked and what did not work in the classroom.
8. It is important to remember that change does not take place without taking time to reflect.

IX. Fulfilling Professional Roles and Responsibilities

A. Resources available for professional development and learning

1. Professional literature - books and publications are examples of literature that can help a classroom teacher.
2. Colleagues - a fellow member of a profession, staff, or academic faculty; an associate
3. Professional organizations can help teachers stay updated in their field.
4. Professional development – is sometimes put on by local, state or national organizations as a way of providing teachers with a way to continue their education and advance their understanding of the field. It also helps teachers keep pace with changes, such as technology given that it will change over time.



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- B. Ethics:** Professional ethical standards do not clearly cover all possible situations, but they do give teachers the guidance for important aspects of being an educator and making decisions. They should not keep teachers from developing rapport with their students, but rather discourage them from developing inappropriate relationships with their students. By definition ethics are moral principles.

X. Inappropriate treatment of students

According to the U.S. Children's Bureau, "More than half (approximately 53%) of all reports alleging maltreatment came from professionals, including educators, law enforcement and justice officials, medical and mental health professionals, social service professionals, and childcare providers."

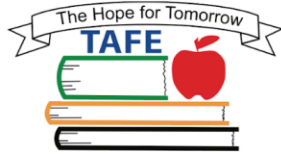
A. Reporting abuse

Teachers are in a unique position to observe, and report suspected allegations of child abuse and neglect.

1. Educators should be guided by their school's internal administrative policies for reporting abuse. Sometimes schools require educators to report suspected abuse internally before contacting CPS. Allowing school administrators to determine if a teacher's suspicions should be reported is unlawful.
2. State and federal laws mandate educators to report suspected child maltreatment directly to CPS.
3. Before calling CPS, maintain objectivity, getting as many facts as possible is essential. Have all of the important information, including the child's name, date of birth, address, telephone number, details of the suspected abuse and information about the suspected perpetrator. Are there bruises or marks? Is the child at risk if he returns home? Callers should be clear about what they are reporting. Vague statements of concern limit the screener's ability when determining whether to assign a case for investigation.
4. Make the call!

B. Types of Abuse

1. **Neglect** - neglect is often chronic and involves inattention to a child's basic needs, such as food, clothing, shelter, medical care, and supervision. When considering the possibility of neglect, educators should look for consistencies and ask themselves such questions as:
 - a. Does the child steal or hoard food consistently?
 - b. Does the child consistently demonstrate disorganized thinking or unattended needs?
 - c. Would observing the family in the context of the community provide any answers?
 - d. Is this culturally acceptable child rearing, a different lifestyle, or true neglect?



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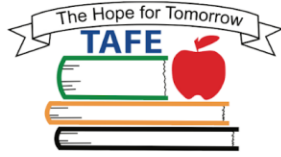
2. **Physical Abuse** - Physical abuse of a child is when a parent or caregiver causes any non-accidental physical injury to a child. There are many signs of physical abuse. If you see any of the following signs, please get help right away.
3. **Verbal Abuse** - When a parent or caregiver harms a child's mental and social development, or causes severe emotional harm, it is considered emotional abuse. While a single incident may be abuse, most often emotional abuse is a pattern of behavior that causes damage over time.
4. **Sexual abuse** - According to **Child Abuse Prevention and Treatment Act (CAPTA)**, sexual abuse is the "employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct."

XI. Safety in Schools:

- A. Poverty affects school children the following ways:
 1. They are more likely to be "At Risk" of failing academically resulting in school failure.
 2. Children become aware of differences in social and economic status, which could result in a struggle with emotional security and self-esteem.
 3. The children may move frequently or may be homeless which often results in poor attendance.
- B. Bullying and intimidation include spreading rumors, can be physical and/or verbal. Both bullying and intimidation can cause the abused children to become withdrawn. Teachers and administrators are VERY concerned with any abuse. Some ways schools can help prevent violence or gang activity are:
 1. sticking to the district's policy
 2. implementing dress codes for students
 3. eliminating lockers
- C. Dropping out of school is never a good idea. Especially because the long-term job market potential will have a lower lifetime earning potential.

XII. History of Education in America:

- A. During the **Early National Period 1776-1840**:
 1. America was primarily a rural nation with people living on farms or in small towns
 2. Schools were seen as a vehicle to make society better
 3. The traditions of Europe were starting to have less influence on education
 4. Benjamin Franklin and Thomas Jefferson helped shape the development of schools
 5. School was a tool to promote the nation's new ideas of freedom and liberty
- B. **Horace Mann**, "The Father of American Education" believed that everyone had a right to a free education common to all. As the Secretary of Education in Massachusetts (1837), he was able to get state funding that allowed all children



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to go to school regardless of their socio-economic level. Prior to this, schools were funded by local communities and families. Therefore, many families could not afford to put their children in school.

C. **Compulsory attendance laws**

The state of Connecticut enacted a law in 1842 which stated that no child under fifteen could be employed in any business in the state without proof of attendance in school for at least three months out of twelve. The compulsory attendance act of 1852 enacted by the state of Massachusetts included mandatory attendance for children between the ages of eight and fourteen for at least three months out of each year, of these twelve weeks at least six had to be consecutive. The local school committee did not have the authority to enforce the law and although the law was ineffective, it did keep the importance of school before the public and helped to form public opinion in favor of education. In 1873 the compulsory attendance law was revised. The age limit was reduced to twelve, but the annual attendance was increased to twenty weeks per year. Additionally, a semblance of enforcement was established by forming jurisdictions for prosecution and the hiring of truant officers to check absences.

D. **After the Civil War** was a time of growth for education especially for African Americans. However, not all were in agreement on what type of education was best. Characteristics of that time period.

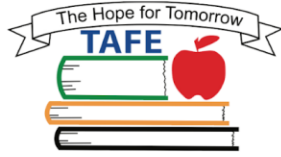
1. Educated African Americans set up schools
2. Some northern churches sent missionaries to the South to set up schools
3. Not all African Americans did not agree on the best type of education
4. The first African American colleges were founded

E. **Plessy v. Ferguson (1896)** held that segregated public facilities were constitutional so long as the black and white facilities were equal to each other.

F. **John Dewey is connected with the progressive education movement;** the term "progressive education" arose from a period (roughly 1890 - 1920) during which many Americans took a more careful look at the political and social effects of vast concentrations of corporate power and private wealth. It has been used to describe ideas and practices that aim to make schools more effective agencies of a democratic society. Dewey, in particular, saw that with the decline of local community life and small-scale enterprise, young people were losing valuable opportunities to learn the arts of democratic participation, and he concluded that education would need to make up for this loss.

G. Career and technical education was established by the **Smith-Hughes Act in 1917** to train people for career opportunities in specific trades. It is widespread in today's educational system.

H. **During the 1940s and 1950s**, education in America was affected by world events and social change. The end of WWII brought about a new era in education. Families being brought back together started the baby boomer's era this caused a need for more schools and more teachers.



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- I. **West Virginia State Board of Education v. Barnette (1943)** allows students the right to not say the pledge of allegiance based on religious belief.
- J. **National School Lunch Program (NSLP) (1946)** The National School Lunch Program has made it possible for schools to serve nutritious lunches to students each school day. States receive federal reimbursement and other assistance in establishing, maintaining, and operating the program.
- K. **The Civil Rights Act of 1954** was widely implemented in school districts. It called for an end to segregation in schools. It took many years for it to be accepted across the county. Please check this with the book.
- L. **Brown v. Board of Education (1954)** unanimously held that the racial segregation of children in public schools violated the Equal Protection Clause of the Fourteenth Amendment. Although the decision did not succeed in fully desegregating public education in the United States, it put the Constitution on the side of racial equality.
- M. **Title I, Part A (Title I)** of the Elementary and Secondary Education Act (1965), as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Some of the programs Title I mandates are:

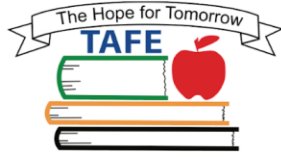
- Dropout prevention
- Education of migrant students
- Free and reduce lunch
- Intervention programs for At-Risk students

N. **Title 9 (IX) of the Education Amendments (1972)** grant women equal access to facilities and programs.

O. Section 504 of the Rehabilitation Services Act (1973)

1. People with disabilities have the same rights and must receive the same benefits as people without disabilities when they are applying for jobs or when they are employees.
2. All medical services and instruction available to the public must be available to people with disabilities.
3. They are entitled to participation in any vocational assistance, day care or any other government program on an equal basis as those who do not have disabilities.
4. Selection to college, job-training or post-high school education programs must be based on academic records, not by disability. For example, someone with a learning disability can take a modified version of the ACT entrance exam.
5. An appropriate elementary and secondary education must be provided for all students with disabilities.

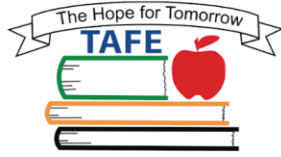
P. **Family Educational Rights and Privacy Act (FERPA) (1974)** A federal law that protects the privacy interests of students in elementary and secondary schools (and their parents) with regard to certain types of education records. FERPA requires that prior consent be obtained from the student (if 18 or older) or the



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student's parents before certain types of information can be released from school records. FERPA also gives parents and students access to records, along with the right to challenge the accuracy of those records and make necessary modifications. Changes to FERPA most recently were enacted as part of the Improving Schools Act of 1994, resulting in the issuance of final regulations of FERPA by the U.S. Department of Education. These amendments help promote information sharing by educators.

- Q. **Equal Education Opportunities Act (1974)** This act provides that no state shall deny equal educational opportunity to an individual on the basis of race, color, sex, or national origin.
- R. **Lau vs. Nichols (1974)** English as a Second Language students (ESL) comprise one of the most hidden failure groups in American schools. Due to their difficulty in understanding, speaking and writing English, they fall further behind in school and increasing numbers drop out. In 1974, a group of Chinese speaking children had a class action suit filed on their behalf in San Francisco. The San Francisco school system allegedly discriminated against the students by not helping with their language problems. The Lau case did not make bilingual education mandatory, but it paved the way for other states to start bilingual programs. The U.S. Office of Civil Rights outlined the Lau Remedies, or ways in which bilingual programs could be instigated, mainly that students should be taught in their native language until they could benefit from receiving instruction on the English language.
- S. **The Education for All Handicapped Children Act (sometimes referred to using the acronyms EAHCA or EHA, or Public Law (PL) 94-142)** was enacted by the United States Congress in 1975. This act required all public schools accepting federal funds to provide equal access to education and one free meal a day for children with physical and mental disabilities.
- T. **The computer revolution began in the 1980's.** As the cost of computers declined, they became more affordable for schools and families. More and more educational programs were also being developed which gave schools more incentive to start using them with students.
- U. **Americans with Disabilities Act (ADA) (1990)** This act outlines the rights of individuals with disabilities in society in all ways besides education. It states that they should receive nondiscriminatory treatment in jobs, access to businesses and other stores, as well as other services. Due to this law, all businesses must be wheelchair accessible, having a ramp that fits the standards of the law, and making sure that all doors are wide enough and that bathrooms can be maneuvered by someone in a wheelchair. If these rules are not followed, businesses can be subject to large fines until these modifications have been complied with. The ADA also ensures fair treatment when applying for jobs to make sure that there is no unfair discrimination for any person with a disability who is applying to the job.



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- V. **The Individuals with Disabilities Education Act (IDEA) 1990** Ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs. IDEA was previously known as the Education for All Handicapped Children Act (EHA) from 1975 to 1990. In 1990, the United States Congress reauthorized EHA and changed the title to IDEA (Public Law No. 94-142). Overall, the goal of IDEA is to provide children with disabilities the same opportunity for education as those students who do not have a disability. It addresses the educational needs of children from birth through age 21 and accounts for 13 categories of educational special needs.
- W. **Soler and Peters (1993)** Confidentiality provisions help protect families from embarrassing disclosures, discrimination against themselves or their children, differential treatment, and threats to family and job security. Confidentiality provisions also may encourage students or families to take advantage of services designed to help them.
- X. **No Child Left Behind Act of 2001** made many changes for public education. Some are these changes are:
1. increased the accountability for teachers
 2. increased the focus on math and science
 3. increased the choices parents have for choosing schools for their children
- Y. **The Board of Education v. Earls (2002)** allows for schools to drug test within their sports programs.
- Z. **Child Abuse Prevention and Treatment Act (CAPTA) (2010)** Provides a foundation for states by identifying a minimum set of acts or behaviors that characterize maltreatment. CAPTA also defines what acts are considered physical abuse, neglect, and sexual abuse.

Individual states determine and define what warrants further investigation. Civil laws, or statutes, describe the circumstances and conditions that obligate mandated reporters to report known or suspected cases of abuse, with each state providing definitions.

Important terms

Behaviorism

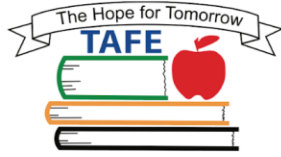
The theory that human and animal behavior can be explained in terms of conditioning, without appeal to thoughts or feelings, and that psychological disorders are best treated by altering behavior patterns.

Bilingual education

Involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model.

Constructivism

It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.



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Cultural Blindness

Differences in culture or language are ignored as though the differences did not exist.

Cultural Imposition

The belief that everyone should conform to the majority.

Discrimination

Differential treatment of an individual due to minority status, whether actual or perceived.

Highly Qualified Teacher (HQT)

This is the term which the No Child Left Behind Act uses for a teacher who proves that he or she knows the subjects he or she is teaching, has a college degree, and is state-certified. No Child Left Behind requires that a child be taught by a Highly Qualified Teacher in core academic subjects.

Philosophy of Education

A personal statement that should reflect a person's personal beliefs and values as they relate to teaching. Developing a philosophy of teaching helps a person think seriously about their beliefs and values. It requires a great deal of soul searching and observation of best practices.

Stereotyping

Generalizing how a person is to be treated, while ignoring the fact that individual differences occur.

Transitions

Transitions are periods of time in which the activity moves from one stage to another.

With-it-ness

The teacher's ability to know everything that is going on in the classroom or playground. It is often referred to as a teacher's superpower.

Zero tolerance

Refers to school or district-wide policies that mandate predetermined, typically harsh consequences or punishments (such as suspension and expulsion) for a wide degree of rule violation. Most frequently, zero tolerance policies address drug, weapons, violence, smoking and school disruption in efforts to protect all students' safety and maintain a school environment that is conducive to learning.

ESSAY QUESTIONS:

One of the following essay questions will appear on the State ELF exam

1. Simply put, if there is educational inequality in schools it demonstrates a case of social injustice. Education has newfound relevance as ideas on literacy, equity, race, sexuality, gender, and more change faster than they have at any time in recent history. A social justice education is centered in democracy and the



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freedom to exercise one's full humanity. Conceptions of equity and democracy have always been practically and theoretically connected to the field of education, which is often perceived as the greatest human equalizer. **What is the relationship between school and social justice? How can schools support social justice?**

2. According to a [report from the Learning Policy Institute](#), the demand for teachers started ramping up at the end of the recession; it was projected to plateau at about 300,000 teachers needed every year. At the same time, there isn't an overall national shortage of teachers, but shortages persist in certain specialty areas, and filling diversity gaps is a perennial struggle. As a result, many school districts have become desperate in the wake of this teacher shortage and have resorted to hiring people who are not fully qualified to teach. Over [100,000 classrooms in 2017](#) were staffed by instructors who were underqualified. **What is a good way to at recruiting and retaining good teachers within a constrained funding envelope – particularly in shortage subjects such as Science, Technology, Engineering and Mathematics and Modern Foreign Languages, and in the most challenging schools/areas?**
3. Educators and researchers have long urged colleges to get students on a college and career pathway as early as possible in order to raise completion rates. But that's often difficult to do when college students arrive underprepared. Either they're behind academically and need remediation or they delay in deciding on a career path. This becomes especially hard as colleges -- and the K-12 school districts that first educate these students -- struggle to provide counselors and advisers to help students get on track. A growing number of colleges and educators want to better prepare students by reaching them long before they fill out a college application. **How can colleges work with local school districts to help ensure students are prepared?**
4. Technology - a necessary component of the 21st century classroom. Quality teachers will use technology as a tool, however there are also ways that technology detracts from the learning environment. **Discuss some of the ways technology will benefit your future classroom, what distractions or hindrances there are with technology, and how you will balance and overcome the benefits and hindrances.**
5. Artificial Intelligence (AI) Technology is a recent technological trend, and it offers teachers potential to expand their in-class activities. Yet, many teachers have concerns over safety and the unintended consequences of AI technology use. **Does the use of AI ultimately benefit both teachers and students - why or why not? Be sure to discuss and provide examples of how the use of AI technology is either consistent or inconsistent with child theory.**
6. The past few years have been filled with traumatic events for both teachers and students - loss of family members, loss of expectations, societal friction over divisive issues, changed expectations and protocols. . the list goes on. There is a continual push for trauma-informed instruction and opportunities for self-care for teachers. **What should schools do to ensure that both teachers' and students' socio-emotional needs are met while maintaining rigorous and high-quality instruction?**

ELF TEST ESSAY

DETAILED SCORING RUBRIC

Essay Content				
	15 - 13 Accomplished	12 - 9 Commendable	8 - 5 Developing	4 - 1 Needs Improvement
Focus & Details	There is one clear, well focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
	40 - 31 Accomplished	30 - 21 Commendable	20 - 11 Developing	10 - 1 Needs Improvement
Depth & Insight	The essay reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue. It succeeds in uncovering root issues and proposing compelling, well-founded solutions.	The essay reflects understanding of the issue and succeeds in proposing well-founded solutions.	The essay is on-topic. Responses offer multiple good points, but would benefit from more exploration, detail, or research.	The essay reflects limited or flawed understanding of the issue. Solutions offered may not be plausible.

Essay Mechanics				
	15 - 13 Accomplished	12 - 9 Commendable	8 - 5 Developing	4 - 1 Needs Improvement
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or cliches may be present and detract from the meaning.
Sentence Structure, Grammar, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.

ELF TEST ESSAY

FEEDBACK & TALLY SHEET

Essay Content					
	Accomplished	Strong	Developing	Emerging	Score
Focus & Details	15 - 13	12 - 9	8 - 5	4 - 1	
Organization	15 - 13	12 - 9	8 - 5	4 - 1	
Depth & Insight	40 - 31	30 - 21	20 - 11	10 - 1	

Essay Mechanics					
	Accomplished	Strong	Developing	Emerging	Score
Word Choice	15 - 13	12 - 9	8 - 5	4 - 1	
Sentence Structure, Grammar, & Spelling	15 - 13	12 - 9	8 - 5	4 - 1	

FINAL SCORE : / 100

TOTALS

J1	J2	J3

Student Feedback		
Judge 1	Judge 2	Judge 3