

## Item 14:

### Discussion and Update on Classroom Teacher Standards Advisory Committee

#### DISCUSSION

**SUMMARY:** This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss an update on the Classroom Teacher Standards Advisory Committee for Early Childhood: Prekindergarten-Grade 3 Content standards and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards.

**STATUTORY AUTHORITY:** The statutory authority for the classroom teacher class certificate standards is Texas Education Code (TEC), §§21.003(a); 21.031; and 21.041(a) and (b)(1), (2), and (4); and 21.0489, as added by Senate Bill (SB) 1839 and House Bill (HB) 2039, 85th Texas Legislature, Regular Session, 2017, for Subchapter A; TEC, §§21.031, 21.040(4), and 21.041(b)(1), (2), and (4), for Subchapter B; TEC, §§21.031, 21.040(4), and 21.041(b)(1), (2), and (4), for Subchapter C; and TEC, §§21.031, 21.040(4), and 21.041(b)(1), (2), and (4), for Subchapter D.

**BACKGROUND INFORMATION AND JUSTIFICATION:** The SBEC is statutorily authorized to regulate and oversee all aspects of the certification of public school educators and to ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. SBEC is also statutorily required to appoint advisory committee members to recommend standards for each class of certificate. The standards are the basis for the certification examinations and set the requirements for educator preparation program (EPP) curriculum and delivery. The advisory committees include practicing educators, school district personnel, experts, and EPP faculty. These individuals collaborate to create new educator standards or review existing educator standards to ensure that the educator standards align with the commissioner's educator standards, align with guidelines in place for prekindergarten, reflect best practices, and where applicable, align with the current versions of the Texas Essential Knowledge and Skills (TEKS) that are adopted by the State Board of Education (SBOE).

At the December 2016 SBEC meeting, SBEC directed Texas Education Agency (TEA) staff to gather input from stakeholders regarding the possibility of creating a new Early Childhood: Prekindergarten-Grade 3 certificate as well as explore the possibility of a supplemental to the existing Early Childhood-through Grade 6 certificate (EC-6).

At the March and June 2017 SBEC meetings, the Board and TEA staff discussed the desire to establish the educator standards for the classroom teacher into rule, to provide Early Childhood: Prekindergarten-Grade 3 Content standards, and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards for elementary teachers that are aligned with the Texas Essential Knowledge and Skills (TEKS), the Texas Prekindergarten Guidelines, and reflect best practices to better prepare beginning teachers of early learners. At the June 9, 2017 SBEC meeting, the Board approved the Classroom Teacher Standards Advisory Committee to begin the work of recommending Early Childhood: Prekindergarten-Grade 3 Content standards and the Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards for

teachers of early learners. Attachment II includes the committee members to work on the Early Childhood: Prekindergarten-Grade 3 standards approved by the SBEC and a summary of the selection process.

At the August 4, 2017 SBEC meeting, TEA staff updated the SBEC on the activities completed by the advisory committee for the Early Childhood: Prekindergarten-Grade 3 Content standards and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards. TEA staff also updated the Board on recent legislation requiring the Early Childhood: Prekindergarten-Grade 3 certificate.

The Early Childhood: Prekindergarten-Grade 3 Content standards would focus specifically on the grade bands that serve students up to the age of eight, which defines the classification “early childhood.” In developing the Early Childhood: Prekindergarten-Grade 3 Content standards, the goal is to place greater emphasis on the developmentally appropriate content knowledge and skills which are most critical for early childhood practitioners entering the field. This goal is rooted in the theory that by narrowing the grade bands for more rigorous, relevant, and reliable content, the preparation and support of EC-3 candidates will improve, thereby producing more effective educators that can improve student outcomes. The Educator Standards Advisory Committee utilized the TEKS for Grades K-5, the Prekindergarten Guidelines, and the National Association for the Education of Young Children Standards for Early Childhood Professional Preparation in the development of these standards.

The Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards would focus on the understanding that reading is an essential skill for every student’s future academic success, which requires effective instruction from students’ earliest years. The science of teaching reading, though, is comprised of complex knowledge and skills of which educators are not currently required to demonstrate a deep understanding as a bar for entry into the EC-3 classroom. This is due to the breadth of content that must be covered in the current certification pathway. Therefore, the Educator Standards Advisory Committee targeted standards within the current ELAR Core Subjects standards specifically focused on early reading development allowing for the development of a wider breadth and depth of standards specifically addressing the science of teaching reading, while also ensuring that the standards are focused, rigorous, and relevant. The goal would be to establish a clear message that all educators must have a clear understanding of the knowledge and skills associated with the science of teaching reading as a bar for entry into the classroom, regardless of an educator’s assigned content area, ultimately impacting educator preparation and performance, and, thus, student outcomes. The Educator Standards Advisory Committee utilized the TEKS for Grades K-5 and the Prekindergarten Guidelines in the development of these standards.

Attachment III provides an update of Early Childhood: Prekindergarten-Grade 3 Content and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading activities with the timelines, committee’s charge, process used, status, and next steps in regards to the standards. Attachment IV provides a draft of the Early Childhood: Prekindergarten-Grade 3 Content standards and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards.

Based on the standards, TEA recommends that candidates pursuing an initial certification in Early Childhood: Prekindergarten-Grade 3 demonstrate proficiency on the Early Childhood: Prekindergarten-Grade 3 Content, Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading, and Early Childhood: Prekindergarten-Grade 3 PPR standards. Staff also recommends that current elementary Texas teacher certificate holders demonstrate proficiency

on the Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading and Early Childhood: Prekindergarten-Grade 3 PPR standards in addition to satisfactorily completing a course of instruction as stated by HB 2039. Therefore, as previously stated in 227, 228, and 233, staff is recommending that the Board proceed with only approving a standalone certification for Early Childhood: Prekindergarten-Grade 3 with both a path towards initial certification and a path towards an additional certification. The standards development work has shown that all candidates pursuing a certification in Early Childhood: Prekindergarten-Grade 3 would benefit from focused preparation, completion of the legislatively-mandated course instruction, and required demonstration of proficiency through more rigorous, relevant, and reliable assessments.

Upon completion of drafting the standards to be included for an Early Childhood: Prekindergarten-Grade 3 certificate, TEA staff identified an opportunity for the Board's consideration to strengthen the existing EC-6 certificate by applying the same methodology and advice provided to grade-band the existing EC-12 PPR by prioritizing standards for an EC-6 PPR. This will allow the EC-6 certified individuals to have the same grade-band focused PPR as the EC-3, 4-8, and 7-12. Attachment VI identifies the recommended standards for the EC-6 PPR. If the SBEC approves, TEA staff will bring back proposed rule text in December that reflects the attached standards.

**PUBLIC AND STUDENT BENEFIT:** With creation of this certificate, educators will be able to intensely focus their studies to gain the knowledge and skills necessary to effectively lead our elementary classrooms, differentiate instruction in critical content areas, and provide children with a solid foundation that will lead to long term success in school.

**Staff Members Responsible:**

Grace Wu, Project Manager  
Educator Support

Jessica McLoughlin, Program Specialist  
Educator Support

- Attachments:**
- I. Statutory Citations
  - II. Classroom Teacher Standards Advisory Committee and Summary of Selection Process
  - III. Updated Early Childhood: Prekindergarten-Grade 3 Content and the Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading Update of Activities
  - IV. Recommended Standards for Early Childhood: Prekindergarten-Grade 3 Content and Early Childhood: Prekindergarten-Grade 3 Science of Teaching and Reading (STR)
  - V. EC-6 PPR Subcommittee List
  - VI. Recommended Standards for EC-6 PPR Standards

**ATTACHMENT I****Statutory Citations Related to Classroom Teacher Standards Advisory Committee****Texas Education Code, §21.003, Certification Required (excerpt):**

- (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

**Texas Education Code, §21.031, Purpose:**

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.
- (b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

**Texas Education Code, §21.040, General Powers and Duties of Board (excerpt):**

The board shall:

- (4) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board;

**Texas Education Code, §21.041, Rules; Fees (excerpts):**

- (b) The board shall propose rules that:
  - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
  - (2) specify the classes of educator certificates to be issued, including emergency certificates;
  - (4) specify the requirements for the issuance and renewal of an educator certificate;

**Texas Education Code, §21.0489, Early Childhood Certification, as added by Senate Bill 1839 and House Bill 2039, 85th Texas Legislature, Regular Session, 2017:**

- (a) To ensure that there are teachers with special training in early childhood education focusing on prekindergarten through grade three, the board shall establish an early childhood certificate.
- (b) A person is not required to hold a certificate established under this section to be employed by a school district to provide instruction in prekindergarten through grade three.
- (c) To be eligible for a certificate established under this section, a person must:
  - (1) either:

- (A) satisfactorily complete the course work for that certificate in an educator preparation program, including a knowledge-based and skills-based course of instruction on early childhood education that includes:
  - (i) teaching methods for:
    - (a) using small group instructional formats that focus on building social, emotional, and academic skills;
    - (b) navigating multiple content areas; and
    - (c) managing a classroom environment in which small groups of students are working on different tasks; and
  - (ii) strategies for teaching fundamental academic skills, including reading, writing, and numeracy; or
- (B) hold an early childhood through grade six certificate issued under this subchapter and satisfactorily complete a course of instruction described by Paragraph (A);
- (2) perform satisfactorily on an early childhood certificate examination prescribed by the board; and
- (3) satisfy any other requirements prescribed by the board.
- (d) The criteria for the course of instruction described by Subsection (c)(1)(A) shall be developed by the board in consultation with faculty members who provide instruction at institutions of higher education in educator preparation programs for an early childhood through grade six certificate.

**ATTACHMENT II****Classroom Teacher Standards Advisory Committee and Summary of Selection Process****Summary of Selection Process:**

Nomination forms for participation on the Classroom Teacher Standards Advisory Committee were first sent to all SBEC members on May 18<sup>th</sup> asking for outstanding educators, with an emphasis on current classroom teachers. The nomination forms required candidates to include evidence of measurable student achievement, years of experience, and professional development attended and presented, along with other pertinent information about their teaching assignment. The goal with the selection process was to emphasize diversity in the areas of grade-level, content, areas of expertise, years of experience, geographical representation, student backgrounds, and ethnic representation. After a thorough review process, TEA identified seventy-one committee members sub-divided across the three grade bands, representing over thirty-eight school districts (including urban, rural, and suburban), 14 different Education Service Center regions across the state, and 13 different institutions of higher learning and educational organizations. SBEC approved the committee at the June 9, 2017 meeting.

**SBEC's Charge to Committee:**

TEA staff began the work with the committee by sharing:

- The purpose of the SBEC: to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators to ensure all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of all students;
- SBEC's mission: to ensure the highest level of educator preparation to promote student achievement and to ensure the safety and welfare of Texas school children; and
- The charge from SBEC at the March 2017 meeting: to develop a comprehensive plan to address any opportunities for improvement in the current educator certificate structure for the Board's consideration.

**Classroom Teacher Standards Advisory Committee:****Grades EC – 3: Subcommittee**

<b>Name</b>	<b>Title</b>	<b>District/Organization</b>	<b>Region</b>
Alexander, Joseph	Principal	Waco ISD	12
Ashley, Allison	Teacher	Austin ISD	13
Bradshaw, Annah	Teacher	Northwest ISD	11
Brown, Amanda	Teacher	Austin ISD	13
Brown, David	Prof. of Early Childhood Education	Texas A&M University-Commerce	10
Church-Lang, Jessica	Asst. Prof. of Psychology	The University of Texas at Austin	13
Cockrum, Chelsea	Teacher	Grand Prairie ISD	10
Cogburn, Robin	Teacher	Judson	20

Name	Title	District/Organization	Region
Cole, Shannon	Principal	Grapevine Colleyville ISD	11
Edwards, Ceri	Teacher	Schertz-Cibolo-Universal City ISD	20
Garza, Julie	Teacher	Edinburg CISD	1
Hamman, Doug	Faculty and Administrator	Texas Tech University	18
Hill, Holly Baker	Implementation Specialist K-5 Literacy	San Antonio ISD	20
Holcomb, Tameka	Teacher	Alvin ISD	4
Kofron, Kim	Senior Program Director	TX Association for the Education of Young Children	13
Miller, Sherry	Teacher	Killeen ISD	12
Montoya, Maria	Teacher	Dallas ISD	10
Oliver, Tiffanye	PK Coordinator	Hillsboro ISD	12
Reed, Beverly	Senior Manager Provider Engagements	Collaborative for Children	4
Rodriguez, Jose	Teacher	Leander ISD	13
Summerville, Cody	Teacher	Pflugerville ISD	13
Uptain, Wendy	Manager of Advocacy	The Commit Partnership	10
Valdez, Selena	Teacher	North East ISD	20
White, Monica	Teacher	San Antonio ISD	20
White, Rhoda	Superintendent	Clifton ISD	12
Woerner, Kimberly	Teacher	Medina Valley	20

**ATTACHMENT III****Early Childhood: Prekindergarten-Grade 3 Content and the Early Childhood:  
Prekindergarten-Grade 3 Science of Teaching Reading  
Update of Activities****May 2017**

TEA staff sought to address the development of Early Childhood: Prekindergarten-Grade 3 Content standards, which would focus specifically on the grade bands that serve students up to the age of eight, which defines the classification “early childhood.” In developing Early Childhood: Prekindergarten-Grade 3 Content standards, the goal would be to place a greater emphasis on the developmentally appropriate content knowledge and skills which are most critical for early childhood practitioners entering the field. This goal is rooted in the theory that by narrowing the grade bands for more focused, rigorous, and relevant content, the preparation and support of EC-3 candidates will improve, thereby producing more effective educators that can improve student outcomes. The Educator Standards Advisory Committee utilized the TEKS for Grades K-5, the Prekindergarten Guidelines, and the National Association for the Education of Young Children Standards for Early Childhood Professional Preparation in the development of these standards

TEA staff also sought to address the development of Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards. The development of the Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards is grounded in the understanding that reading is an essential skill for every student’s future academic success, which requires effective instruction from students’ earliest years. The science of teaching reading, though, is comprised of complex knowledge and skills, of which educators are not currently required to demonstrate a deep understanding as a bar for entry into the EC-3 classroom. This is due to the breadth of content which must be covered in the current certification pathway. Therefore, the Educator Standards Advisory Committee targeted standards within the current ELAR Core Subjects standards specifically focused on early reading development allowing for the development of a wider breadth and depth of standards specifically addressing the science of teaching reading, while also ensuring that the standards are focused, rigorous, and relevant. The goal would be to establish a clear message that all educators must have a clear understanding of the knowledge and skills associated with the science of teaching reading as a bar for entry into the classroom, regardless of an educator’s assigned content area, ultimately impacting educator preparation and performance, and, thus, student outcomes. The Educator Standards Advisory Committee utilized the TEKS for Grades K-5 and the Prekindergarten Guidelines in the development of these standards.

With this call to narrow the focus of the Early Childhood: Prekindergarten-Grade 3 Content standards and develop Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards, TEA



staff began with the EC-6 Core Subjects standards, which serve as the foundation for the current certification pathway for educators who teach in grades EC-3. After an initial examination of the standards, TEA recognized that some language of the standards would need to be removed due to its reflection of content in grades 4-6. In addition, they recognized that additional standards would need to be added to reflect the increased depth of focus on developmentally appropriate EC-3 content and content pedagogy. Finally, they noted that further review and revisions would be required to ensure that the Early Childhood: Prekindergarten-Grade 3 standards reflected the current TEKS, which had been updated in multiple content areas after the development of the EC-6 Core Subjects standards. From this reflection, a framing question arose: "What needs to be added, removed, or adjusted to ensure: alignment with EC-3 student expectations (TEKS and Pre-K Guidelines), rigor and relevance, and incorporation of best practices in early childhood education?" Addressing this framing question in relation to the current EC-6 Core Subjects standards would be the chief responsibility of the Educator Standards Advisory Committee.

**June 9, 2017**

SBEC approved the committee.

**June 13, 2017**

Once the committee was chosen, TEA staff conducted a webinar and the committee members were instructed to select a content-specific sub-committee to serve on within during the final two days of the committee work at the in-person meeting on June 20-21, 2017. The content-specific sub-committees included English Language Art Reading/Science of Teaching Reading, Math, Science, Social Studies, and Fine Arts, Health and Physical Education. Groups were limited to five committee members to have equitable distribution across sub-committees.

Committee members were then assigned pre-work asking them to familiarize themselves with the EC-6 Core Subjects standards to internalize the current vision for educator expectations across the EC-6 grade band, with the understanding that this document would be used as a springboard in the development of Early Childhood: Prekindergarten-Grade 3 Content standards for their chosen content area. Committee members were then asked to read the Prekindergarten Guidelines and TEKS for their chosen content area to internalize the vision for student expectations across the EC-3 grade band.

After completing their pre-reading assignments, committee members were then asked to re-read the EC-6 Core Subjects Standards for their chosen content area with the lens of aligning these educator expectations with the expectations of students in grades EC-3. As they read, committee members were instructed to capture notes, in whatever form was most useful for them, as to where the committee may need to adjust, remove, or add standard language to align to EC-3 TEKS expectations.

- June 20-21, 2017** TEA staff conducted an in-person meeting held at the American Institute of Research (AIR). During the in-person committee meetings, committee members met in their content sub-committees to share their perspectives, ask clarifying questions of each other, and engage in a rich dialogue over the addition, removal, and revision of the current EC-6 standards to make recommendations for the development of new Early Childhood: Prekindergarten-Grade 3 Content standards. In addition, the English Language Arts and Science of Teaching Reading sub-committee made recommendations regarding the distribution of content across the English Language Arts Core Subject standards and the new Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards.
- While some sub-committees found this work straight forward, others encountered challenges when it came to making their recommendations, due to the extent to which the TEKS have changed since the development of the EC-6 Core Subjects standards. One content-area sub-committee requested to approach the work differently to ensure better alignment with the TEKS and incorporate developmentally appropriate content pedagogy more intentionally. They did this by naming the TEKS and Pre-K guidelines as the content standards and drafting new content pedagogy standards aligned to their content area.
- The facilitator shared the work of the sub-committees with TEA staff after the in-person committee meeting, who recommended approaching the development of Early Childhood: Prekindergarten-Grade 3 Content standards in a manner aligned with the second approach of adopting the TEKS as educator content standards.
- TEA staff then drafted a potential pathway forward for the development of Early Childhood: Prekindergarten-Grade 3 Content and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards, which would include establishing the Pre-K Guidelines and TEKS as educator standards. Rationale for this approach includes the understanding that the Pre-K Guidelines and TEKS are developmentally appropriate, rigorous, and research-based.
- June 30, 2017** After the in-person committee meeting, the facilitator shared the work of each sub-committee with the committee at large to provide everyone with the opportunity to further refine the recommendations of their sub-committee and lend their perspective and insight to the work of additional content-area sub-committees.
- July 25, 2017** TEA staff conducted a second webinar to review submitted feedback and next steps.
- July 31, 2017** TEA staff conducted a third webinar to review submitted feedback and next steps, including Early Childhood: Prekindergarten-Grade 3 Content Standards.
- August 4, 2017** TEA staff presented SBEC with an advisory committee update and next steps.

- August 8, 2017** TEA staff informed the advisory committees of the content of the SBEC workday and board meeting.
- September 11, 2017** TEA staff conducted a fourth webinar to review submitted feedback regarding drafted Early Childhood: Prekindergarten-Grade 3 Content and Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading standards and paths towards an Early Childhood: Prekindergarten-Grade 3 certificate.
- October 6, 2017** TEA staff presents SBEC with an advisory committee update and next steps.

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ATTACHMENT IV**Recommended Standards for Early Childhood: Prekindergarten-Grade 3 Content and Early Childhood: Prekindergarten-Grade 3 Science of Teaching and Reading (STR)****Early Childhood: Prekindergarten-Grade 3 Content Standards DRAFT**

1. **Child Development\*:** The beginning teacher uses their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child
  - a. Knowing and understanding young children's characteristics and needs, from birth through age 8
  - b. Knowing and understanding the multiple influences on early development and learning
  - c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
2. **English Language Arts and Reading:** The beginning teacher demonstrates understanding of Grade K through Grade 5 English Language Arts and Reading TEKS and Emergent Early Literacy Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
3. **Mathematics:** The beginning teacher demonstrates understanding of Grade K through Grade 5 Mathematics TEKS and Mathematics Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
4. **Science:** The beginning teacher demonstrates understanding of Grade K through Grade 5 Science TEKS and Science Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
5. **Social Studies:** The beginning teacher demonstrates understanding of Grade K through Grade 5 Social Studies TEKS and Social Studies Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
6. **Fine Arts including Theatre, Art, and Music:** The beginning teacher demonstrates understanding of Grade K through Grade 5 Theatre, Art, and Music TEKS and Fine Arts Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
7. **Health:** The beginning teacher demonstrates understanding of Grade K through Grade 5 Health TEKS and Physical Development Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills
8. **Physical Education:** The beginning teacher demonstrates understanding of Grade K through Grade 5 Physical Education TEKS and Physical Development Prekindergarten Guidelines and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills

\*NAEYC Child Development standard adopted for Early Childhood: Prekindergarten-Grade 3 Core Subjects Child Development Domain

## Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading Standards DRAFT

1. **Reading Development:** The teacher demonstrates understanding of Grade K through Grade 5 TEKS and Prekindergarten Guidelines pertaining to reading and applies knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:
  - a. Oral language development
  - b. Print awareness
  - c. Phonological and phonemic awareness
  - d. Phonics
  - e. Fluency
  - f. Vocabulary development
  - g. Comprehension of literary text
  - h. Comprehension of informational text
  - i. Beginning reading strategies and reading comprehension skills
2. **Reading Pedagogy:** The teacher demonstrates understanding of the principles of reading instruction and assessment and uses a range of instructional strategies and assessment methods to promote students' development of foundational reading skills.
  - a. Implements both formal and informal methods of measuring student progress in early reading development
  - b. Designs and executes developmentally appropriate, standards-driven instruction that reflect evidence-based best practices
  - c. Acquires, analyzes, and uses background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English Learners

**ATTACHMENT V****EC-6 PPR Subcommittee List**

<b>Name</b>	<b>Title</b>	<b>District/Organization</b>	<b>Region</b>
Brown, Amanda	Teacher	Austin ISD	13
Church-Lang, Jessica	Asst. Prof. of Psychology	The University of Texas at Austin	13
Cockrum, Chelsea	Teacher	Grand Prairie ISD	10
Cogburn, Robin	Teacher	Judson	20
Cole, Shannon	Principal	Grapevine Colleyville ISD	11
Holcomb, Tameka	Teacher	Alvin ISD	4
Howard, Carrie	Teacher	Petersburg ISD	17
McMahon, Lorie	Teacher	Panther Creek ISD	15
Montoya, Maria	Teacher	Dallas ISD	10
Perez, Sarah	Teacher	San Antonio ISD	20
Phillips, Stephanie	Teacher	Frienship ISD	17
Rodriguez, Jose	Teacher	Leander ISD	13
Segura, Jennifer Belchi	Teacher	Dallas ISD	10
Siemonsma, Alayna	Teacher	Conroe	6
Summerville, Cody	Teacher	Pflugerville ISD	13
White, Monica	Teacher	San Antonio ISD	20

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**ATTACHMENT VI****Recommended Standards for EC-6 PPR Standards****Instructional Planning and Delivery**

1. 1Ai: Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes
2. 1Aii: Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement
3. 1Aiii: Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities
4. 1Bi: Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn
5. 1Bii: Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students
6. 1Ci: Teachers differentiate instruction, aligning methods and techniques to diverse student needs including acceleration, remediation and implementation of individual education plans
7. 1Cii: Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning
8. 1Ciii: Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts
9. 1Di: Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction
10. 1Diii: Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals
11. 1Ei: Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems
12. 1Eii: Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving
13. 1Fi: Teachers monitor and assess students' progress to ensure that their lessons meet students' needs
14. 1Fii: Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts
15. 1Fiii: Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement

**Knowledge of Student and Student Learning**

1. 2Aii: Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets
2. 2Bi: Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts
3. 2Bii: Teachers understand that unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources
4. 2Biii: Teachers understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible
5. 2Ci: Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills
6. 2Cii: Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas

**Content Knowledge and Expertise**

1. 3Ai: Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas
2. 3Aii: Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas
3. 3Aiii: Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline
4. 3Bi: Teachers organize curriculum to facilitate student understanding of the subject matter
5. 3Bii: Teachers understand, actively anticipate and adapt instruction to address common misunderstandings and preconceptions
6. 3Biii: Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners
7. 3Ci: Teachers teach both the key content knowledge and the key skills of the discipline
8. 3Cii: Teachers make appropriate and authentic connections across disciplines, subjects, and students' real world experiences

**Learning Environment**

1. 4Ai: Teachers embrace students' backgrounds and experiences as an asset in their learning
2. 4Aii: Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students
3. 4Aiii: Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences
4. 4Bii: Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students
5. 4Ci: Teachers implement behavior management systems to maintain an environment where all students can learn effectively
6. 4Di: Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning
7. 4Dii: Teachers maximize instructional time, including managing transitions
8. 4Diii: Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement
9. 4Div: Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals

**Data-Driven Practices**

1. 5Ai: Teachers gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning
2. 5Ci: Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning
3. 5Di: Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes

**Professional Practices and Responsibilities**

1. 6Ai: Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement
2. 6Bi: Teachers seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development
3. 6Di: Teachers adhere to the educators' code of ethics in 247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s)
4. 6Dii: Teachers communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff



5. 6Diii: Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records