

The State Board for Educator Certification (SBEC) adopts an amendment to §235.1, new §§235.2, 235.11, 235.21, and 235.61, and the repeal of §§235.11, 235.13, 235.21, 235.41, 235.61, and 235.63, concerning classroom teacher certification standards. Sections 235.1, 235.11, 235.13, 235.21, 235.41, 235.61, and 235.63 are adopted without changes to the proposed text as published in the January 10, 2025 issue of the *Texas Register* (50 TexReg 239) and will not be republished. Section 235.2 is adopted with changes to the proposed text as published in the January 10, 2025 issue of the *Texas Register* (50 TexReg 239) and will be republished. The adopted revisions repeal the current grade-banded classroom teacher pedagogy standards and replace them with the new Classroom Teacher Pedagogy standards.

REASONED JUSTIFICATION: The SBEC rules in 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, specify the standards for the classroom teacher class of certificates. SBEC is statutorily authorized to ensure that all candidates for certification or renewal demonstrate the knowledge and skills necessary to improve the performance of this state's student population. The classroom teacher certification standards are the basis for educator preparation programs (EPPs) to effectively prepare classroom teachers and the foundation for the certification examinations.

Updated Classroom Teacher Pedagogy Standards

At the September 2023 SBEC meeting, the Board approved membership to the Educator Standards Advisory Committee (ESAC). The ESAC participated in sessions that informed their work and engaged in an iterative standards revision process from November 2023-March 2024.

At the April 2024 SBEC meeting, SBEC reviewed and discussed a draft of the updated Classroom Teacher Pedagogy Standards. Both SBEC and stakeholders indicated a need to more clearly include lesson design as an essential skill for teachers. Texas Education Agency (TEA) staff updated the standards to include lesson design and presented an updated draft to SBEC at its July 2024 meeting. During the July and September 2024 SBEC meetings, SBEC reviewed and discussed the updated drafts of the Classroom Teacher Pedagogy Standards reflective of additional stakeholder feedback. Since the September 2024 SBEC meeting, minor changes were made to the standards in response to SBEC and stakeholder feedback.

Adopted Revisions to 19 TAC Chapter 235, Subchapters A, B, C, and D:

The following is a description of the adopted revisions to 19 TAC Chapter 235, Subchapters A, B, C, and D. The adopted revisions reflect a reorganization of educator standard groups and include the new classroom teacher certification standards that serve to implement House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023. The adopted revisions also provide additional specification related to implementation of HB 159, 87th Texas Legislature, Regular Session, 2021, and Senate Bill 226, 87th Texas Legislature, Regular Session, 2021.

Subchapter A. General Provisions

Adopted Amendment to 19 TAC §235.1

The adopted amendment to 19 TAC §235.1(a) updates the cross reference to the SBEC's rules related to educator preparation curriculum and outlines the required use of educator standards in EPP curriculum.

The adopted amendment to 19 TAC §235.1(b)(4) strikes the term "grade-band" to better align with subsequent subchapters and sections and creates a single set of standards across Early Childhood-Grade 12.

Adopted New 19 TAC §235.2. Definitions

The adopted new 19 TAC §235.2 includes definitions that provide clarity for the field and promotes a common understanding of terms used within the updated Classroom Teacher Pedagogy Standards.

In response to public comment, the phrase "approved by the State Board of Education" was added at adoption to the definition of "high-quality instructional materials" to reference the State Board of Education's authority to approve high-quality instructional materials (HQIM).

Subchapter B. Early Childhood Certificate Standards

The adopted repeal of Subchapter B, Elementary School Certificate Standards, and new Subchapter B, Early Childhood Certificate Standards, removes the Pedagogy and Professional Responsibilities Standards for Prekindergarten-Grade 3 and Early Childhood-Grade 6 and aligns with the reorganization of subsequent subchapters. The subchapter title was also updated to more accurately reflect the content standards for teachers of students in Prekindergarten-Grade 3.

Adopted New 19 TAC §235.11. Content Standards, Early Childhood: Prekindergarten-Grade 3

The adopted new 19 TAC §235.11 outlines the content standards for Prekindergarten-Grade 3.

Subchapter C. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12

The adopted repeal and replacement of Subchapter C, Middle School Certificate Standards, removes the Pedagogy and Professional Responsibilities Standards for Grades 4-8 and aligns with the reorganization of the adopted new subchapters. The subchapter title was also updated to more accurately reflect the updated classroom teaching standards for Early Childhood-Grade 12.

Adopted New 19 TAC §235.21. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12

The adopted new 19 TAC §235.21 outlines teacher pedagogy and English language arts and reading (ELAR) and Mathematics content pedagogy standards for teachers of students in Early Childhood-Grade 12. The adopted updated standards work to inform the preparation, appraisal, and professional development of Early Childhood-Grade 12 pre- and in-service teachers in Texas.

The adopted new §235.21(a) provides an overview of the educator standards in adopted new Subchapter C, Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12.

Due to error as submitted by TEA in the January 10, 2025 issue of the *Texas Register* (50 TexReg 239), the TEA filed a correction of error to correct typographical errors in 19 TAC §235.21(a) so the text at adoption reads "define a teacher's role as a professional, ethical, and reflective practitioner." This correction of error is published in the *In Addition* section of this issue.

The adopted new §235.21(b) outlines the necessary knowledge and skills related to instructional preparation.

The adopted new §235.21(c) outlines the necessary knowledge and skills related to instructional delivery and assessment.

The adopted new §235.21(d) outlines the necessary knowledge and skills related to content pedagogy for all teachers and for teachers leading ELAR and mathematics classes.

The adopted new §235.21(e) outlines the necessary knowledge and skills related to learning environment.

The adopted new §235.21(f) outlines the necessary knowledge and skills related to professional practices and responsibilities.

Subchapter D. Trade and Industrial Workforce Training Certification Standards

The adopted repeal and replacement of Subchapter D, Secondary School Certificate Standards, removes the Pedagogy and Professional Responsibilities Standards for Grades 7-12 and aligns with the reorganization of the adopted new subchapters. The subchapter title was also updated to more accurately reflect rules that were focused on the Trade and Industrial Workforce Training Certification Standards for Grades 6-12.

Adopted New 19 TAC §235.61. Pedagogy and Professional Responsibilities Standards, Grades 6-12, Trade and Industrial Workforce Training

The adopted new 19 TAC §235.61 outlines pedagogy and professional responsibilities standards for teachers of students in Grades 6-12 Trade and Industrial Workforce Training courses.

The following table provides a high-level overview of the reorganization of educator standards in Chapter 235, Subchapters B, C, and D.

[Figure: 19 TAC Chapter 235-Preamble](#)

SUMMARY OF COMMENTS AND RESPONSES: The public comment period on the proposal began January 10, 2025, and ended February 10, 2025. The SBEC also provided an opportunity for registered oral and written comments on the proposal at the February 14, 2025 meeting's public comment period in accordance with the SBEC board operating policies and procedures. The following public comments were received on the proposal.

Comment: One teacher suggested that SBEC expand the practicum option for other programs beyond business, considering local labor markets and allowing certifications such as Fusion 360 to count as a Tier 1 or Tier 2 option, and offer incentives to encourage career and technical education teachers to become certified in their areas. The commenter suggested Florida's Career and Professional Education (CAPE) Act as a potential model.

Response: The comment is outside the scope of the proposed rulemaking, as it refers to the Pedagogy and Professional Responsibility Standards, Grade 6-12, Trade and Industrial Workforce Training. The proposed revised standards apply to the classroom teacher pedagogy standards for Grades Early Childhood-Grade 12. There are no revisions to the Trade and Industrial Workforce Training standards.

Comment: One administrator stated that requiring additional certifications will be detrimental to recruiting and retaining qualified teachers, especially in rural areas.

Response: The comment is outside the scope of the proposed rulemaking, as the proposed Classroom Teacher Pedagogy Standards do not create any additional certificates.

Comment: One associate professor of educational psychology commented in favor of the new standards that integrate evidence-based cognitive science that supports long lasting learning. The commenter emphasized that incorporating the science of learning does not threaten teacher autonomy but rather supports it.

Response: The SBEC agrees. Evidence-based cognitive science is embedded throughout the standards to support teacher expertise.

Comment: One administrator of a Texas EPP commented in support of the proposed changes in the educator standards. The commenter emphasized the importance of instructing teachers on how to use high-quality resources as they plan for instruction.

Response: The SBEC agrees. The standards clarify instructional preparation practices that will ensure newly certified teachers are prepared to meet the needs of their districts.

Comment: Texas American Federation of Teachers (Texas AFT) commented that the current definition of "high-quality instructional materials" in the proposed rules is inconsistent with other definitions communicated by the TEA related to HB 1605, 88th Texas Legislature, Regular Session, 2023, and HQIM. The commenter expressed concern that this will lead to confusion and requested that the definition of HQIM, as defined by the SBEC, be modified to reflect the State Board of Education's (SBOE's) authority to define HQIM so that there is a singular definition through the TAC.

Response: The SBEC agrees. Including SBOE's authority to approve HQIM in the definition will clarify the term while maintaining the intent of the revised standards. The SBEC adopted a technical edit to the HQIM definition in 19 TAC §235.2(13).

Comment: One teacher commented in support of the new standards. The commenter stated that it is important for teachers to be able to design lessons and demonstrate the ability to evaluate, navigate, select, and customize high-quality materials for their grade level and subject.

Response: The SBEC agrees. The revisions to the standards recognize lesson design, as well as analysis and internalization of instructional materials, as essential knowledge and skills for all teachers to effectively prepare for instruction.

Comment: One parent commented that the proposed changes incorporate many positive and streamlined changes that will benefit students, educators, and EPPs. The commenter stated that the proposed changes add more depth and clarity regarding legislative changes at the state level and that the updates reflect evidence and research-based best practices that will support all Texas schoolchildren.

Response: The SBEC agrees. The standards align with legislation and create a unified set of expectations for best practices to guide teacher preparation.

Comment: One teacher commented in support of the proposed changes. The commenter emphasized that training Texas teachers to use assessment data to identify prior knowledge and plan for the needs of students helps to prepare Texas teachers to provide high-quality instruction that benefits Texas students. The commenter added that using a pre-assessment with a struggling student helped to understand the student's prior knowledge and tailor the use of high-quality instructional materials to meet the student's instructional needs.

Response: The SBEC agrees. The revised standards recognize assessment and analysis of student work, based in the cognitive science of learning, as essential skills and embed these practices throughout preparation and delivery of instruction.

Comment: One administrator commented in support of the proposed changes. The commenter shared that their district is in their third year of HQIM implementation and that embedding and planning for Research-Based Instructional Strategies has been crucial to the success of their educators going into their first year of teaching. The commenter also emphasized the importance of mentorship, coaching, and fostering an understanding of the Texas Teacher Evaluation and Support System (T-TESS) rubric in helping educators reach optimal success with their students.

Response: The SBEC agrees. Research-based instructional strategies for instructional preparation, delivery, assessment, classroom management, and continuous improvement are embedded throughout the standards to ensure newly certified teachers are ready to meet the needs of their districts.

The State Board of Education (SBOE) took no action on the review of the amendment to §235.1, new §§235.2, 235.11, 235.21, and 235.61, and the repeal of §§235.11, 235.13, 235.21, 235.41, 235.61, and 235.63 at the April 11, 2025 SBOE meeting.

STATUTORY AUTHORITY. The amendment and new section are adopted under Texas Education Code (TEC), §21.003(a), which states that 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 the TEC, Chapter 21, Subchapter B; TEC, §21.031, which authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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; TEC, §21.041(b)(1), which requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; TEC, §21.041(b)(2), which requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; and TEC, §21.041(b)(4), which requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

CROSS REFERENCE TO STATUTE. The amendment and new section implement Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

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§235.1. General Requirements.

- (a) The knowledge and skills identified in this section must be used by an educator preparation program in the development of the curricula and coursework as prescribed in §228.57 of this title (relating to Educator Preparation Curriculum) and serve as the basis for developing the examinations as prescribed in §230.35 of this title (relating to Development, Approval, Implementation, and Evaluation of Teacher Certification Standards).
- (b) Unless provided otherwise in this title, the content area and grade level of a certificate category as well as the standards underlying the certification examination for each shall include the following:
 - (1) the relevant Texas Essential Knowledge and Skills (TEKS) curriculum adopted by the State Board of Education, as prescribed in §74.1 of Part 2 of this title (relating to Essential Knowledge and Skills);
 - (2) the English Language Proficiency Standards (ELPS) adopted by the State Board of Education, as prescribed in Chapter 120, Subchapter B, of Part 2 of this title (relating to English Language Proficiency Standards);
 - (3) the relevant knowledge and application of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills; and
 - (4) the relevant Pedagogy and Professional Responsibilities Standards, specifically including how to effectively address the needs of all student populations.
- (c) A person must satisfy all applicable requirements and conditions under this title and other law to be issued a certificate in a category. A person seeking an initial standard certification must pass the appropriate examination(s) as prescribed in §230.21 of this title (relating to Educator Assessment).

§235.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Academic language--The oral, written, auditory, and visual language specific to a discipline. It includes vocabulary, grammar, punctuation, syntax, discipline-specific terminology, and rhetorical conventions that allow students to acquire knowledge and academic skills.
- (2) Accelerated instruction/Acceleration--Includes aligned research-driven strategies and supports within a multi-tiered instructional model that helps students make more than one year of growth in one year of time.
- (3) Complex text--Texts that provide students opportunities to work with new language, knowledge, and ways of thinking. Text complexity is evaluated along quantitative dimensions such as word and sentence length, qualitative dimensions such as text structure, levels of meaning, and language conventions, and considerations, including the reader's background, motivation, and knowledge of the topic.
- (4) Deliberate practice--Practice that is systematic, requires sustained attention, and is conducted with the specific goal of improving performance on targeted skills.
- (5) Encoding--The process by which information is initially coded to be stored and retrieved. Encoding requires attention to key concepts and knowledge structures and is aided by reducing extraneous cognitive load or information in the learning environment.

- (6) Engagement--A state in which students are cognitively and behaviorally connected to and involved in their learning experience, characterized by participation, curiosity, and perseverance.
- (7) Evidence-based--A concept or strategy that has been evaluated as a whole and found to have positive effects when implemented with programmatic fidelity.
- (8) Explanatory feedback--Feedback that provides the learner with an explanation of strengths and weaknesses related to the learning activity or assignment.
- (9) Explicit instruction--Instruction in which the teacher's actions are clear, unambiguous, direct, and visible. Explicit instruction makes it clear what the students are to do and learn.
- (10) Fixed personality traits--The misconception that personality traits become fixed at certain stages of an individual's development and do not change over time.
- (11) Formative assessment--A deliberate low or no-stakes process used by teachers during instruction to elicit and use evidence of student learning to provide actionable feedback and improve students' attainment of learning targets.
- (12) Hemispheric dominance--The misconception that each brain hemisphere is specialized to process information differently and that the dominant hemisphere determines a person's personality and way of thinking.
- (13) High-quality instructional materials--Instructional materials, approved by the State Board of Education, that ensure full coverage of Texas Essential Knowledge and Skills; are aligned to evidence-based best practices in the relevant content areas; support all learners, including students with disabilities, emergent bilingual students, and students identified as gifted and talented; enable frequent progress monitoring through embedded and aligned assessments; include implementation supports for teachers; and provide teacher and student-facing lesson-level materials.
- (14) Instructional preparation--Describes the process by which a teacher uses knowledge of students and student learning to prepare instructional delivery to a unique group of students. Instructional preparation may include activities such as lesson plan design, evaluation of instructional materials, and lesson internalization.
- (15) Interleaving--An instructional technique that arranges practice of topics in such a way that consecutive problems cannot be solved by the same strategy.
- (16) Just-in-time supports--A learning acceleration strategy that integrates small, timely supports to address gaps in the most critical prerequisite knowledge and skills that students will need to access grade or course level content in upcoming units.
- (17) Learning styles--The disproven theory that identifies learners by type--visual, auditory, reading and writing, and kinesthetic--and adapts instruction to the individual's learning style.
- (18) Lesson plan design--Describes the process by which a teacher creates the planned learning experiences and related instructional materials for a topic. Lesson plan design includes activities such as developing or selecting objectives, learning experiences, sequencing, scaffolds, resources, materials, tasks, assessments, and planned instructional practices.
- (19) Lesson internalization--An aspect of instructional preparation specific to teaching a lesson or unit. It includes activities such as evaluating sequencing, learning goals, and expected outcomes, using assessment data to identify prior knowledge, studying lesson content, rehearsing lesson delivery, identifying possible misconceptions, as well as planning instructional strategies, materials, and pacing.
- (20) Metacognition--The awareness of how one's mind learns and thinks and the use of that awareness to optimize the efficiency of learning and cognition.
- (21) Multiple means of engagement--A range of options provided to engage and motivate students in learning.
- (22) Multiple means of representation--A range of options provided in the ways that information is presented to students.

- (23) Multiple means of action and expression--A range of options provided in the ways that students express or demonstrate their learning.
- (24) Open education resource instructional materials--State-developed materials included on the list of approved instructional materials maintained by the State Board of Education under Texas Education Code (TEC), §31.022, where the underlying intellectual property is either owned by the state of Texas or it can be freely used and modified by the state in perpetuity.
- (25) Patterns of student thinking--Common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems.
- (26) Productive struggle--Expending effort to understand a challenging situation and determine a course of action when no obvious strategy is stated, and receiving support that encourages persistence without removing the challenge.
- (27) Recall--Also referred to as "retrieval," the mental process of retrieving information that was previously encoded and stored in long-term memory.
- (28) Remediation--Strategies that focus on the drilling of isolated skills that bear little resemblance to current curriculum. Activities connect to past standards and aim to master content from past years.
- (29) Research-based--A concept or strategy with positive findings from studies effective in isolation or combination with other researched strategies or evidence-based programs.
- (30) Retrieval practice--Also referred to as "testing effect" or "active recall," it is the finding that trying to remember previously learned material, including by responding to questions, tests, assessments, etc., leads to better retention than restudying or being retold the material for an equivalent amount of time.
- (31) Science of learning--The summarized existing cognitive-science, cognitive psychology, educational psychology, and neuroscience research on how people learn, as it connects to practical implications for teaching.
- (32) Second language acquisition--The process through which individuals leverage their primary language to learn a new language. A dynamic process of learning and acquiring proficiency in the English language, supported by exposure to comprehensible input, interaction, formal instruction, and access to resources and support in English and primary language.
- (33) Spaced practice/Distributed practice--Spaced practice sequences learning in a way that students actively retrieve learned information from long-term memory through multiple opportunities over time with intervals in between--starting with shorter intervals initially (e.g., hours or days) and building up to longer intervals (e.g., weeks).
- (34) State Board of Education-approved instructional materials--Materials included on the list of approved instructional materials maintained by the State Board of Education under Texas Education Code (TEC), §31.022.
- (35) Summative assessment--Medium-to-high-stakes assessments, administered at the conclusion of an instructional period that are used to evaluate student learning, knowledge, proficiency, or mastery of a learning target.

STATUTORY AUTHORITY. The repeals are adopted under Texas Education Code (TEC), §21.003(a), which states that 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 the TEC, Chapter 21, Subchapter B; TEC, §21.031, which authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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; TEC, §21.041(b)(1), which requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; TEC, §21.041(b)(2), which requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; and TEC, §21.041(b)(4), which requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

CROSS REFERENCE TO STATUTE. The repeals implement Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

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§235.11. Pedagogy and Professional Responsibilities Standards, Early Childhood: Prekindergarten-Grade 3.

§235.13. Content Standards, Early Childhood: Prekindergarten-Grade 3.

§235.21. Pedagogy and Professional Responsibilities Standards, Early Childhood-Grade 6.

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STATUTORY AUTHORITY. The new section is adopted under Texas Education Code (TEC), §21.003(a), which states that 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 the TEC, Chapter 21, Subchapter B; TEC, §21.031, which authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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; TEC, §21.041(b)(1), which requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; TEC, §21.041(b)(2), which requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; and TEC, §21.041(b)(4), which requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

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§235.11. Content Standards, Early Childhood: Prekindergarten-Grade 3.

- (a) Early Childhood: Prekindergarten-Grade 3 Content Standards. The content standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the content knowledge required to teach early learners. The standards address content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment. The standards align with the *Texas Prekindergarten Guidelines*, Chapter 110 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading), Chapter 111 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Mathematics), Chapter 112 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Science), Chapter 113 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), Chapter 115 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Health Education), Chapter 116 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Physical Education), Chapter 117 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts), and The National Association for the Education of Young Children Professional Preparation Standards.
- (b) Child Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers use 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. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:
 - (1) know and understand young children's characteristics and needs, from birth through age eight;
 - (2) know and understand the multiple influences on early development and learning; and
 - (3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
- (c) English Language Arts and Reading. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), with an emphasis on Kindergarten-Grade 3, and Emergent Early Literacy *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (d) Mathematics. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Mathematics TEKS, with an emphasis on Kindergarten-Grade 3, and Mathematics *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate,

research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

- (e) Science. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Science TEKS, with an emphasis on Kindergarten-Grade 3, and Science *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (f) Social Studies. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Social Studies TEKS, with an emphasis on Kindergarten-Grade 3, and Social Studies *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (g) Fine Arts, including Theatre, Art, and Music. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Theatre, Art, and Music TEKS, with an emphasis on Kindergarten-Grade 3, and Fine Arts *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (h) Health Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Health Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (i) Physical Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Physical Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

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STATUTORY AUTHORITY. The new section is adopted under Texas Education Code (TEC), §21.003(a), which states that 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 the TEC, Chapter 21, Subchapter B; TEC, §21.031, which authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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; TEC, §21.041(b)(1), which requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; TEC, §21.041(b)(2), which requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; and TEC, §21.041(b)(4), which requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

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§235.21. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12.

- (a) The standards identified in this section are targeted for classroom teachers in Early Childhood-Grade 12. The standards emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials. They assume that practicing teachers are aware of the Open Education Resource Instructional Materials (OER), customize materials as directed by their district, and engage in initial lesson plan design when they are directed by their school district to do so. The standards describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students; describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment; reflect research and evidenced-based practices that ensure all students are held to rigorous grade-level academic and nonacademic standards; and define a teacher's role as a professional, ethical, and reflective practitioner.
- (b) Instructional Preparation. Teachers understand how students learn and prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.
 - (1) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.
 - (A) Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.
 - (B) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting encoding such as use of multimedia learning principles, reduction of extraneous cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.
 - (C) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.
 - (D) Teachers recognize misconceptions about learning, the brain, and child and adolescent development, including myths such as learning styles, personality traits, and hemispheric dominance, and avoid unsupported instructional practices based on these misunderstandings.
 - (2) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.

- (A) Teachers identify the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, grade or course level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.
 - (B) Teachers identify the benefits of using high-quality instructional materials.
 - (C) Teachers apply knowledge of the components of high-quality instructional materials to select or customize instructional materials when appropriate.
 - (D) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade or course level content.
 - (E) Teachers use high-quality materials to plan instruction that connect students' prior understanding and real-world experiences to new content and contexts.
- (3) Teachers understand initial lesson plan design and, when district-approved materials are not available and when directed by their district, engage in initial lesson plan design using science of learning concepts.
- (A) Teachers design lessons based on the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, application of explicit instruction, and grade or course level content.
 - (B) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.
 - (C) Teachers design lessons that connect students prior understanding and real-world experiences to new content and contexts.
 - (D) Teachers plan for the use of digital tools and resources to engage students in active deep learning.
- (4) Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.
- (A) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.
 - (B) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.
 - (C) Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports, technology, intervention, linguistic supports, appropriate scaffolding, and implementation of Individualized Education Programs (IEPs).
- (5) Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning.
- (A) Teachers plan to present information in a meaningful way that activates or provides prerequisite knowledge to maximize student learning.
 - (B) Teachers collaborate with other professionals, use resources, and plan research and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism and biliteracy.
 - (C) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible, and instruction is fully accessible.
 - (D) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 can affect student learning and development.

- (6) Teachers engage in a thorough process of lesson internalization to prepare well-organized, sequential instruction that builds on students' prior knowledge.
 - (A) Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.
 - (B) Teachers identify how the learning goals of units and lessons are aligned to state standards.
 - (C) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.
 - (D) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.
 - (E) Teachers plan for pacing, use of teacher resources, and transitions between activities.
 - (F) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning.
 - (G) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.
- (c) Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research and evidence-based and informed by student work.
 - (1) Teachers deliver research and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.
 - (A) Teachers effectively communicate grade or course level expectations, objectives, and goals to help all students reach high levels of achievement.
 - (B) Teachers apply research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting memory encoding and recall such as interleaving, spacing, metacognition, and distributed practice.
 - (C) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.
 - (D) Teachers apply research and evidence-based teaching strategies that connect students' prior understanding and real-world experiences to new content and contexts and invite student perspectives.
 - (E) Teachers implement appropriate scaffolds in response to student needs.
 - (F) Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.
 - (G) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.
 - (H) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.
 - (2) Teachers scaffold instruction, from initial knowledge and skill development, through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.
 - (A) Teachers set high expectations and facilitate rigorous grade or course level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

- (B) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.
 - (C) Teachers validate student responses utilizing them to advance learning for all students.
 - (D) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.
 - (E) Teachers use strategic questioning to build and deepen student understanding.
 - (F) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.
- (3) Teachers consistently check for understanding, give feedback, and make lesson adjustments as necessary.
- (A) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.
 - (B) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information.
 - (C) Teachers continually monitor and assess students' progress to guide instructional outcomes and determine next steps to ensure student mastery of grade or course level content.
 - (D) Teachers build student capacity to self-monitor their progress.
 - (E) Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.
 - (F) Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.
 - (G) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.
 - (H) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- (4) Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.
- (A) Teachers regularly review and analyze student work, individually and collaboratively, to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in knowledge.
 - (B) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
 - (C) Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.
 - (D) Teachers use assessment results to inform and adjust instruction and intervention.
 - (E) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength, and opportunities for improvement.
- (d) Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy, and the appropriate grade-level Texas Essential Knowledge and Skills (TEKS).
- (1) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- (A) Teachers demonstrate a thorough understanding of and competence in the use of open education resource instructional materials when available for the grade level and subject area.
 - (B) 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.
 - (C) 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.
 - (D) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.
 - (E) Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
- (2) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
- (A) Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.
 - (B) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.
 - (C) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.
 - (D) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.
 - (E) Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.
 - (F) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, praising effort on successful and unsuccessful attempts, and contrasting student attempts and correct solutions.
- (3) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of mathematics.
- (A) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.
 - (B) Teachers engage students in recursive lesson activities that reinforce automaticity in prerequisite knowledge and skills to mitigate the use of working memory when engaging those knowledge and skills as task complexity increases.
 - (C) Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.
 - (D) Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.
 - (E) Teachers prepare and deliver explicit instruction and modeling that links grade-level conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.

- (F) Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.
- (G) Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.
- (H) Teachers provide time for students to apply conceptual understanding and procedural fluency collaboratively and independently to problem-solving.
- (I) Teachers communicate and model the connections between mathematics and other fields that utilize mathematics to problem solve, make decisions, and incorporate real-world applications in instruction.
- (J) Teachers explicitly teach and model that math abilities are expandable and improvable.
- (4) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.
 - (A) Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate systematic and explicit practice in foundational literacy skills.
 - (B) Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.
 - (C) Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading (STR) competencies and engage students in deliberate practice to make meaning from text.
 - (D) Teachers identify and analyze grade or course level and complex texts for quality in preparation for instruction.
 - (E) Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.
 - (F) Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high-quality complex texts.
 - (G) Teachers engage students in writing practice, including text-based writing, that builds comprehension and higher-order thinking skills.
 - (H) Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.
 - (I) Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.
 - (J) Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.
 - (K) Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.
- (e) Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.
 - (1) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior and positive interventions, that maintain a productive learning environment for all students.
 - (A) Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.

- (B) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.
 - (C) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.
 - (D) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.
- (2) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.
 - (A) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.
 - (B) Teachers strategically use instructional time, including transitions, to maximize learning.
 - (C) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.
- (f) Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with federal, state, and local laws, and conduct themselves ethically and with integrity.
 - (1) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.
 - (A) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.
 - (B) 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).
 - (C) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.
 - (D) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.
 - (E) Teachers model and promote for students the safe, ethical, and legal practices with digital tools and technology.
 - (2) Teachers actively self-reflect upon their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.
 - (A) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching, to identify and communicate professional learning needs.
 - (B) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.
 - (C) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (D) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.
 - (E) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

- (F) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students reach their academic and non-academic goals.
- (3) Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.
 - (A) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - (B) Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.
 - (C) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.
 - (D) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

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STATUTORY AUTHORITY. The repeal is adopted under Texas Education Code (TEC), §21.003(a), which states that 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 the TEC, Chapter 21, Subchapter B; TEC, §21.031, which authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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; TEC, §21.041(b)(1), which requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; TEC, §21.041(b)(2), which requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; and TEC, §21.041(b)(4), which requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

CROSS REFERENCE TO STATUTE. The repeal implements Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

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§235.41. Pedagogy and Professional Responsibilities Standards, Grades 4-8.

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STATUTORY AUTHORITY. The repeals are adopted under Texas Education Code (TEC), §21.003(a), which states that 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 the TEC, Chapter 21, Subchapter B; TEC, §21.031, which authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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; TEC, §21.041(b)(1), which requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; TEC, §21.041(b)(2), which requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; and TEC, §21.041(b)(4), which requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

CROSS REFERENCE TO STATUTE. The repeals implement Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

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§235.61. Pedagogy and Professional Responsibilities Standards, Grades 7-12.

§235.63. Pedagogy and Professional Responsibilities Standards, Grades 6-12, Trade and Industrial Workforce Training.

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STATUTORY AUTHORITY. The new section is adopted under Texas Education Code (TEC), §21.003(a), which states that 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 the TEC, Chapter 21, Subchapter B; TEC, §21.031, which authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC 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; TEC, §21.041(b)(1), which requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; TEC, §21.041(b)(2), which requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; and TEC, §21.041(b)(4), which requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code (TEC), §§21.003(a), and 21.031, 21.041(b)(1), (2), and (4).

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§235.61. Pedagogy and Professional Responsibilities Standards, Grades 6-12, Trade and Industrial Workforce Training.

- (a) Grades 6-12 Pedagogy and Professional Responsibilities (PPR) Standards. The PPR standards identified in this section are targeted for classroom teachers of students in Grades 6-12 Trade and Industrial Workforce Training courses. The standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Commissioner's Teacher Standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Commissioner's Rules Concerning Teacher Standards).
- (b) Instructional Planning and Delivery. Trade and Industrial Workforce Training Grades 6-12 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
 - (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
 - (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
 - (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
 - (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
 - (5) use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals;
 - (6) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
 - (7) 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;
 - (8) monitor and assess students' progress to ensure that their lessons meet students' needs; and
 - (9) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

- (c) **Knowledge of Student and Student Learning.** Trade and Industrial Workforce Training Grades 6-12 classroom teachers work to ensure high levels of learning and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts; and
 - (2) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (d) **Content Knowledge and Expertise.** Trade and Industrial Workforce Training Grades 6-12 classroom teachers exhibit an understanding of content and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) organize curriculum to facilitate student understanding of the subject matter; and
 - (2) teach both the key content knowledge and the key skills of the discipline.
- (e) **Learning Environment.** Trade and Industrial Workforce Training Grades 6-12 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
 - (2) arrange the physical environment to maximize student learning and to ensure that all students have access to resources;
 - (3) implement behavior management systems to maintain an environment where all students can learn effectively;
 - (4) 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;
 - (5) maximize instructional time, including managing transitions; and
 - (6) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- (f) **Data-Driven Practices.** Trade and Industrial Workforce Training Grades 6-12 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) 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; and
 - (2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- (g) **Professional Practices and Responsibilities.** Trade and Industrial Workforce Training Grades 6-12 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must 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).

- (h) Implementation Date. The provisions of this section apply to an applicant who is admitted to an educator preparation program for the Trade and Industrial Workforce Training: Grades 6-12 teacher certificate on or after September 1, 2019.