Item 15:

Discussion of Proposed New Teacher Pedagogy Standards

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to review and discuss the proposed new teacher pedagogy standards. The proposed standards were developed by the SBEC-approved Educator Standards Advisory Committee (ESAC) and implement House Bill (HB) 1605, 88th Legislature, Regular Session, 2023, HB 159 and Senate Bill (SB) 226, 87th Legislature, Regular Session, 2021.

STATUTORY AUTHORITY: The statutory authority for the classroom teacher class certificate structure is Texas Education Code (TEC), §§21.003(a), 21.031, 21.041(b)(1), (2), and (4), and 21.04891, as amended by HB 159, 87th Texas Legislature, Regular Session, 2021.

TEC, §21.031, 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), 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), requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates. TEC, §21.041(b)(4), requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

TEC, §21.041(b)(4), requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

TEC, §21.044(a), requires the SBEC to propose rules that specify what each educator is expected to know and be able to do, and to establish the training requirements a person must accomplish to obtain a certificate.

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff anticipates presenting proposed new 19 TAC Chapter 235, Classroom Teacher Certification Standards, to the SBEC at the July 19, 2024 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION:

The SBEC rules in 19 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 diverse population. The classroom teacher

certification standards are the basis for EPPs to effectively prepare classroom teachers and the foundation for the certification examinations.

The proposed revisions of the classroom teacher certification standards would serve to implement House Bill (HB) 1605, 88th Legislature, Regular Session, 2023 and provide additional specification related to implementation of HB 159, 87th Legislature, Regular Session, 2021 and SB 226, 87th Legislature, Regular Session, 2021.

Standards Development Process and Connected Policy

At the September 2023 SBEC meeting, the Board approved membership to the Educator Standards Advisory Committee (ESAC). Committee membership, timelines, and details about the committee application process and meeting topics are found in Attachment I. The ESAC participated in sessions that informed their work as it related to the legislative requirements and engaged in an iterative standards revision process from November 2023–March 2024.

Implementation of HB 1605, 88th Legislative Session, Regular Session, 2023 impacts educator preparation programs (EPPs) through both the grade-banded classroom teacher pedagogy standards in 19 TAC § 235A and the standards for practicing teachers in 19 TAC §149.1001, because both sets of standards describe the pedagogical knowledge and skills and are the required foundation of an EPP's curriculum. The proposed standards in this item represent a shift to a single set of classroom teacher pedagogy standards for pre-service and practicing teachers. This shift would enable alignment in expectations, language, and evaluation tools— including T-TESS— across the trajectory of a teacher's career. The proposed standards would replace the current grade-banded teacher pedagogy standards in 19 TAC § 235 and would also serve as the standards for practicing teachers in 19 TAC §149.1001 (pending Commissioner Rulemaking).

To implement legislative requirements, as well as set unified expectations for the essential knowledge and skills for both preservice and practicing classroom teachers, key shifts in design and content were made during the revision process. These shifts include:
- Reorganization that replaces the current six standards with five proposed standards. This change enhances instructional preparation practices, embeds assessment into instructional planning and delivery, and includes knowledge of students and student learning throughout the standards.
- Inclusion of Mathematics and Language Arts and Reading content-specific pedagogy standards. This shift includes best practices for implementing open education resource (OER) instructional materials in the content areas for which OER is available.
- Prioritization of the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials.
- Inclusion of evidence and research-based knowledge of student learning and instructional practices
- Revisions to language, organization, structure, and alignment to key statewide initiatives and programs implemented after the previous draft from 2014.

The following is a description of the proposed revisions to the classroom teacher certification standards that implement recent legislation and incorporate feedback from the standards advisory committee.

Instructional Preparation with High Quality Instructional Materials and Open Education Resources

HB 1605, 88th Legislative Session, Regular Session, 2023 required the SBEC to develop training requirements for certification that include demonstration of thorough understanding of and competence in use of open education resource instructional materials included in the list of approved instructional materials maintained by the State Board of Education under Section 31.022 in each subject area and grade level covered by the person's certificate. In addition, HB 1605 requires the SBEC to EPPs from providing instruction on the use of instructional materials that incorporate the method of three-cueing into foundational skills reading instruction. The SBEC took the first step to implement the statute by adopting new228.41(2)(L) and 228.57(10) which established the new EPP curriculum requirements.

The next step in implementing the statute would be to update the classroom teacher standards to reflect the requirement. Therefore, proposed updates to the Classroom Teacher Certification Standards would include knowledge and skills related to the effective use of open education resource instructional materials. The proposed standards also include research-based best practices in content-specific pedagogy for Language Arts and Reading and Mathematics. These standards address the essential knowledge and skills related to the effective use of open education resource instructional materials in content areas for which approved OER is available.

Evidence-based Instructional Practices in Educating All Students

HB 159, 87th Legislature, Regular Session, 2021, required the SBEC to establish training requirements for certification that required a person to demonstrate:
- basic knowledge of each disability category under IDEA or Section 504 and how each category or condition can affect student learning and development,
- competence in the use of proactive instructional planning techniques, and
- competence in the use of evidence-based instruction instructional practices.

To implement this requirement, the SBEC adopted 228.57(c)(9) requiring EPPs to include in the curriculum for candidates seeking initial certification in any certification class instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive practices, as required under TEC, 21.044(a-1), effective September 2022.

Proposed updates to the Teacher Pedagogy Standards would further specify this requirement by addressing knowledge of disability categories, as well as the effective application of research and evidence-based practices to make learning accessible and meaningful to all learners. The proposed standards feature evidence-based practices in instructional planning, delivery, assessment, and learning environment and further define the curricular requirement for EPPs to provide proactive instructional planning techniques and inclusive practices for all students.

Evidence-based Practices in Digital Literacy and Technology Integration

SB 226, 87th Legislature, Regular Session, 2021, defined terms "virtual learning" and "virtual instruction" and provided training requirements for all educators regarding virtual instruction and virtual learning to ensure that candidates receive instruction in digital literacy best practices. To

implement this requirement, the SBEC adopted 228.57(c)(8), adding "virtual instruction" and "virtual learning", as defined in TEC, 21.001, to the list of topics that educator preparation programs must include in their curriculum, effective September 2022. The revised Classroom Teacher Certification Standards incorporate the effective application of best practices in technology integration and digital literacy.

<u>Next Steps</u>

Following discussion, TEA staff will incorporate SBEC member feedback and bring the proposed standards, in rule text, to the SBEC at the July 2024 meeting.

Staff Members Responsible:
Beth Burkhart, Director of Educator Standards and Testing
DeMarco Pitre, Director, Educator Standards and Test Development

Attachments:
I.   Educator Standards Advisory Committee Members and Development Timeline
II. Draft of Classroom Teacher Standards
III. Classroom Teacher Certification Standards Definitions

ATTACHMENT I

**Teacher Pedagogy Educator Standards Advisory Committee Members
and Standards Development Timeline**

The Educator Standards Advisory Committee

The 40-member Educator Standards Advisory Committee represents practicing educators, school district personnel, subject-matter experts, and EPP faculty from across the state. These individuals participated in training relevant to legislative requirements, reviewed existing educator standards and advised on revisions to the standards that ensure that the standards align with current legislative requirements, reflect research and evidence-based 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)

Scope and Sequence of The Educator Standards Advisory Committee Meetings

The table below outlines the meeting types and focus topics during each committee convening. During each of these meetings committee members edited and revised the standards.

Date	Nov. 5-7	Dec. 18	Jan. 19	Feb. 1	Feb. 22	March 21
Mtg Type	In-person	Virtual	Virtual	Virtual	Virtual	Virtual
Mtg Focus/ Focus standards	Math and ELAR research-based instructional strategies Frame Standards Revision5	Evidence-based instructional practices for educating all students Standards Revision Standards 1–2	High Quality Instructional Materials (HQIM) and Science of Learning Standard Revisions Standards 1–2, 4	Standards Revision Standards 3 (Content-specific pedagogy)	Texas Teach Like a Champion (T-TLAC) Standard Revisions Standards 4–5	Standards Revision Standards 1–5

Date	Action
July 24, 2023	TEA staff distributed educator standard advisory committee applications. Application period opened.
August 25, 2023	Application period closed.
September 29, 2023	SBEC appointed educator standards advisory committee.
October 2, 2023	Appointed committee members notified.
November 5-7	TEA staff hosted the first in-person educator standards advisory committee meeting.

December 2023 – March 2024	TEA staff facilitated a series of standards revision sessions to produce draft pedagogy standards for SBEC review.

Teacher Pedagogy Committee

Name	District/Program	Region
Dr. Amy Barrios	Texas Lutheran University	Region 20
Lakisha Phillips-Brown	Port Arthur ISD	Region 5
Dr. Orlando Buentello	Donna ISD	Region 1
Melissa Butterfield	Angleton ISD	Region 4
Dr. Andrea Chevalier	Texas Council of Administrators	Region 13
Tiffany Forester	New Waverly ISD	Region 6
JP Fugler	Lindale ISD	Region 7
Heidi Kirk	Midland ISD	Region 18
Teresa Madrid Hinojos	ESC 19	Region 19
Dr. Matthew S. Short	Schertz-Cibolo-Universal City ISD	Region 20
Dr. Jennifer C. Smith	University of Texas at Austin	Region 13
Calvin J. Stocker	TPI-US	Region 4
Dr. Sarah Straub	Stephen F. Austin State University	Region 7
Susan Thomas	ResponsiveEd 180 Educator Preparation Program	Region 14

Math Core Content Pedagogy Committee

Name	District/Program	Region
Dr. Jair Aguilar	The University of Texas Rio Grande Valley	Region 1
Dr. Shea Culpepper	University of Houston	Region 4
Ashley De Leon	Mercedes ISD	Region 1

Katie Eisel	Teach Us	Region 10
Lisa Ellerman	ESC 8	Region 8
Dr. Aamir Fidai	AAB STEM Education	Region 6
Jennifer Gonzales	Northside ISD	Region 20
Roxanne Howell	Belton ISD	Region 12
Danielle Knox	Burleson ISD	Region 11
Monica Olivas	Ector County ISD	Region 18
Dixie Ross	Pflugerville ISD	Region 13
Dr. Alissa Russell	Life Schools	Region 10
James A. Telese	The University of Texas Rio Grande Valley	Region 1

ELAR Core Content Pedagogy Committee

Name	District/Program	Region
Amanda Darragh	Magnolia ISD	Region 6
Malgorzata Grabowski	IDEA Public Schools	Region 1
D'Ann Halter	Ballinger ISD	Region 15
Stacy Horton	Wylie ISD	Region 10
Elizabeth Moll	Hutto ISD	Region 13
Dr. Hjamil Martinez-Vazquez	Crowley ISD	Region 11
Chellie Nelson	Magnolia ISD	Region 6
Kristin Scheetz	Lewisville ISD	Region 14
Tenille Shade	Bridgeport ISD	Region 11
Dr. Heather H. Smith	Trinity University	Region 20
Kellie Thompson	Good Reason Houston	Region 4
Dr. Elena Venegas	The University of Texas Rio Grande Valley	Region 1

| Lorenz Villa | La Vega ISD | Region 14 |

ATTACHMENT II

Revised Classroom Teacher Certification Standards

The standards identified in this section are performance standards used to inform the preparation, appraisal, and professional development of Early Childhood–12th grade pre- and in-service teachers in the state of Texas.

The standards are designed to:

- describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students;
- prioritize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials;
- 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;
- define a teacher's role as a professional, ethical, and reflective practitioner.

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(1) Standard 1 Instructional Preparation. Teachers understand how students learn, and prepare for instructional delivery by evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

(A) Teachers apply basic principles from the learning sciences to prepare for instruction.

   (i)   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.

   (ii) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation, supporting memory encoding and recall, and deeply integrating new experiences with prior knowledge, such as, interleaving, spacing, metacognition, and distributed practice.

   (iii) 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.

(B) Teachers evaluate instructional materials to prepare for instruction.

   (i)   Teachers identify the components of high-quality instructional materials, such as a logical scope and sequence, clear learning objectives, grade level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.

   (ii) Teachers identify the benefits of using high-quality instructional materials.

   (iii) Teachers apply knowledge of the components of high-quality instructional materials to select or customize materials when appropriate.

(iv)   Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade level content.
(v)   Teachers select instructional materials from reliable sources, such as Open Educational Resources (OER), district-selected high-quality instructional materials, district leadership team-curated materials, and materials from professional associations and organizations, when open educational resources are not available.
(vi)   Teachers use high quality materials to plan instruction that connect students' prior understanding and real-world experiences to new content and contexts.

(C)   Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.

(i)   Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.
(ii)   Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.
(iii)   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).
(iv)   Teachers plan for the use of digital tools and resources to engage students in active and meaningful learning.

(D)   Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning.

(i)   Teachers plan to present information in a meaningful way that activates or provides any prerequisite knowledge to maximize student learning.
(ii)   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.
(iii)   Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible, and instruction is fully accessible.
(iv)   Teachers demonstrate knowledge of how each category of disability under IDEA and section 504 can affect student learning and development.

(E)   Teachers engage in a thorough process of lesson internalization to prepare well-organized, sequential instruction that builds on students' prior knowledge.

(i)   Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.
(ii)   Teachers identify how the learning goals of units and lessons are aligned to state standards.
(iii)   Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.
(iv)   Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.

(v)   Teachers plan for pacing, use of teacher resources, and transitions between activities.
(vi) Teachers identify exemplar responses and anticipate potential barriers to learning.
(vii) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

(2) Standard 2: 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.

(A) Teachers deliver research and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.

(i)   Teachers effectively communicate grade level expectations, objectives, and goals to help all students reach high levels of achievement.
(ii)   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.
(iii) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.
(iv)   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.
(v)   Teachers implement appropriate scaffolds in response to student needs.
(vi)   Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.
(vii) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.
(viii) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

(B) Teachers scaffold instruction, from initial knowledge and skill development, through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.

(i)   Teachers set high expectations and facilitate rigorous grade level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
(ii)   Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.
(iii) Teachers validate student responses utilizing them to advance learning for all students.
(iv)   Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.
(v)   Teachers use strategic questioning to build and deepen student understanding.
(vi)   Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.

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

(i)   Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.

(ii)   Teachers implement frequent, low- or no-stakes assessments to promote retrieval of learned information.

(iii)   Teachers continually monitor and assess students' progress to guide instructional outcomes and determine next steps to ensure student mastery of grade level content.

(iv)   Teachers build student capacity to self-monitor their progress.

(v)   Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.

(vi)   Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.

(vii) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.

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

(D)   Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.

(i)   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.

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

(iii)   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.

(iv)   Teachers use assessment results to inform and adjust instruction and intervention.

(v)   Teachers clearly communicate the results of assessments with students including setting goals, identifying areas of strength, and opportunities for improvement.

(3) Standard 3 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).

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

    (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

    (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

    (iii) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.

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

(B) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

    (i) Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.

    (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.

    (iii) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.

    (iv) Teachers explicitly teach, encourage, and reinforce the use of academic language including vocabulary, use of symbols, and labeling.

    (v) 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.

    (vi) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, and praising effort on successful and unsuccessful attempts.

(C) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of mathematics.

    (i) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.

    (ii) 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.

(iii)   Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.

(iv)   Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.

(v)   Teachers prepare and deliver explicit instruction and modeling that links grade-level conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.

(vi)   Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.

(vii)   Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.

(viii)   Teachers provide time for students to apply conceptual understanding and procedural fluency collaboratively and independently to problem-solving.

(ix)   Teachers communicate and model the connections between mathematics and other fields that utilize mathematics to problem solve and make decisions and incorporate real-world applications in instruction.

(x)   Teachers explicitly teach and model that math abilities are expandable and improvable.

(D)   Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

(i)   Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate systematic and explicit practice in foundational literacy skills.

(ii)   Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade level.

(iii)   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.

(iv)   Teachers identify and analyze grade level and complex texts for quality in preparation for instruction.

(v)   Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.

(vi)   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.

(vii)   Teachers engage students in writing practice including text-based writing that builds comprehension and higher-order thinking skills.

(viii)   Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.

(ix)   Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.

(x)   Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.

(xi) Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.

(4) **Standard 4 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.**

   (A) 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.

      (i) 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.

      (ii) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.

      (iii) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.

      (iv) 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.

   (B) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.

      (i) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.

      (ii) Teachers strategically use instructional time, including transitions, to maximize learning.

      (iii) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.

(5) **Standard 5 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.**

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

   (i)   Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.
   (ii)   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).
   (iii) 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.
   (iv)   Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.
   (v)   Teachers model and promote for students the safe, ethical, and legal practices with digital tools and technology.

   (B) Teachers actively self-reflect upon their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.

   (i)   Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching, to identify and communicate professional learning needs.
   (ii)   Teachers seek and apply job-embedded feedback from colleagues including supervisors, mentors, coaches, and peers.
   (iii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
   (iv)   Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.
   (v)   Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
   (vi)   Teachers collaborate with educational professionals to ensure learning is accessible and enables all students reach their academic and non-academic goals.

   (C) Teachers communicate consistently, clearly, and respectfully with all community stakeholders including students, parents and families, colleagues, administrators, and staff.

   (i)   Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
   (ii)   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.
   (iii) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.

(iv) 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.

ATTACHMENT III
Classroom Teacher Certification Standards Definitions

Definitions

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.

Accelerated Instruction—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.

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.

Deliberate Practice—practice that is systematic, requires focused attention, and is conducted with the specific goal of improving performance.

Evidence-based--a concept or strategy that has been evaluated as a whole and found to have positive effects when implemented with programmatic fidelity.

Explanatory Feedback—feedback that provides the learner with an explanation of strengths and weaknesses related to the learning activity or assignment.

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.

Fixed Personality Traits—the misconception that personality traits become fixed at certain stages of an individual's development and do not change over time.

Formative Assessment-- A deliberate process used by teachers during instruction that provides actionable feedback that is used to elicit and use evidence of student learning to improve students' attainment of learning targets.

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.

High-quality Instructional materials--Instructional materials that ensure full coverage of Texas Essential Knowledge and Skills (TEKS), align with research-based instructional strategies in each subject area, and support all learners.

Interleaving—An instructional technique that arranges practice of topics in such a way that consecutive problems cannot be solved by the same strategy.

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 level content in upcoming units.

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.

Lesson Internalization-- Describes the steps a teacher takes to intellectually prepare prior to teaching a unit or lesson.

Multiple Means of Engagement—Providing a range of options to engage and motivate students in learning.

Multiple Means of Representation—Providing a range of options in the ways that information is presented to students.

Multiple Means of Action and Expression—Providing a range of options in the ways that students express or demonstrate their learning.

Open Educational Resources-- State-developed materials 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.

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.

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.

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.

Research-based: A concept or strategy with positive findings from studies effective in isolation or combination with other researched strategies or evidence-based programs.

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.

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.

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 rest intervals in between.

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.