

Item 8:**Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards****DISCUSSION AND ACTION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss and propose revisions to 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards. The revisions would repeal the current grade-banded classroom teacher pedagogy standards and replace them with the new Classroom Teacher Pedagogy standards.

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).

TEC, §21.003(a), 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, 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.

EFFECTIVE DATE: If approved for filing as proposed in December 2024, and if adopted, subject to State Board of Education (SBOE) review, at the February 14, 2025 SBEC meeting, the proposed effective date of the proposal would be May 18, 2025 (20 days after filing as

adopted with the *Texas Register*). The proposed effective date is based on the SBEC and SBOE meeting schedules.

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 student population. The classroom teacher certification standards are the basis for 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, Board members reviewed and discussed a draft of the updated Classroom Teacher Pedagogy Standards. Both Board members and stakeholders indicated a need to more clearly include lesson design as an essential skill for teachers. TEA staff updated the standards to include lesson design and presented an updated draft to the Board at their July 2024 meeting. During the July and September 2024 SBEC meetings, Board members 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 Board and stakeholder feedback. The updated standards proposed in rule are shown in Attachment I.

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

The following is a description of the proposed revisions to 19 TAC Chapter 235, Subchapters A, B, C, and D that are reflected in Attachment I. The proposed revisions:

- reflect a reorganization of educator standard groups; and
- include the new classroom teacher certification standards that would serve to implement House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023, and provide additional specification related to implementation of HB 159, 87th Texas Legislature, Regular Session, 2021, and Senate Bill (SB) 226, 87th Texas Legislature, Regular Session, 2021.

Subchapter A. General Provisions

Proposed Amendment to 19 TAC §235.1

The proposed amendment to 19 TAC §235.1(a) would update the cross reference to the SBEC's rules related to educator preparation curriculum and outline the required use of educator standards in educator preparation program (EPP) curriculum.

The proposed amendment to 19 TAC §235.1(b)(4) would strike through the term “grade-band” to better align with subsequent subchapters and sections and create a single set of standards across Early Childhood-Grade 12.

Proposed New 19 TAC §235.2. Definitions

The proposed new 19 TAC §235.2 would include definitions that provide clarity for the field and promote a common understanding of terms used within the updated Classroom Teacher Pedagogy Standards.

Subchapter B. Early Childhood Certificate Standards

TEA staff recommends the proposed repeal of Subchapter B, Elementary School Certificate Standards, and new Subchapter B, to remove the Pedagogy and Professional Responsibilities Standards for Prekindergarten-Grade 3 and Early Childhood-Grade 6 and align with the reorganization of subsequent subchapters. TEA staff has also updated the subchapter title to more accurately reflect the content standards for teachers of students in Prekindergarten-Grade 3.

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

The proposed new 19 TAC §235.11 would outline the content standards for Prekindergarten-Grade 3.

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

TEA staff recommends the proposed repeal and replace of Subchapter C, Middle School Certificate Standards, to remove the Pedagogy and Professional Responsibilities Standards for Grades 4-8 and align with the reorganization of the proposed new subchapters. TEA staff has also updated the subchapter title to more accurately reflect the updated classroom teaching standards for Early Childhood-Grade 12.

Proposed New 19 TAC §235.21. Classroom Teacher Pedagogy Standards, Early Childhood–Grade 12

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

The proposed new §235.21(a) would provide an overview of the educator standards in proposed new Subchapter C, Classroom Teacher Pedagogy Standards, Early Childhood–Grade 12.

The proposed new §235.21(b) would outline the necessary knowledge and skills related to instructional preparation.

The proposed new §235.21(c) would outline the necessary knowledge and skills related to instructional delivery and assessment.

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

The proposed new §235.21(e) would outline the necessary knowledge and skills related to learning environment.

The proposed new §235.21(f) would outline the necessary knowledge and skills related to professional practices and responsibilities.

Subchapter D. Trade and Industrial Workforce Training Certification Standards

TEA staff recommends the proposed repeal and replace of Subchapter D, Secondary School Certificate Standards, to remove the Pedagogy and Professional Responsibilities Standards for Grades 7-12 and align with the reorganization of the proposed new subchapters. TEA staff has also updated the subchapter title to more accurately reflect rules that are focused on the Trade and Industrial Workforce Training Certification Standards for Grades 6-12.

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

The proposed new 19 TAC §235.61 would outline 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 Ch. 235, Subchapters B, C, and D.

Standards	Current Subchapter and Section	Proposed Action	Proposed Subchapter and Section
PPR Standards, Early Childhood: Pre-k-Grade 3	Subchapter B. §235.11	Repeal and replace with updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
Content Standards, Early Childhood: Pre-k-Grade 3	Subchapter B. §235.13	No change to standards	New Subchapter B. New §235.11
PPR Standards, Early Childhood-Grade 6	Subchapter B. §235.21	Repeal and replace with updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
PPR Standards, Grades 4-8	Subchapter C. §235.41	Repeal and replace updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
PPR Standards, Grades 7-12	Subchapter D. §235.61	Repeal and replace updated Classroom Teacher Standards	New Subchapter C. New §235.21

		Early Childhood-Grade 12	
PPR Standards, Grades 6-12, Trade and Industrial Workforce Training	Subchapter D. §235.63	No change to standards	New Subchapter D. New §235.61

FISCAL IMPACT: Jessica McLoughlin, associate commissioner of educator preparation, certification and enforcement, has determined that for the first five years enforcing or administering the rules does not have foreseeable implications relating to cost or revenues of the state or local governments. There may be an additional fiscal impact on entities required to comply with the proposal. The proposal contains standards explicitly required by state mandates, including HB 1605, 88th Texas Legislature, Regular Session, 2023; HB 159; and SB 226, 87th Texas Legislature, Regular Session, 2021.

Implementation of the revised teacher pedagogy standards may impose costs on EPPs to comply with the standards. Programs may incur new costs related to training faculty and revising curriculum in accordance with the revised standards. Costs incurred by programs vary depending on program size, course offerings, and the procedures by which a program updates curriculum. The anticipated costs range from \$3,000–\$6,000 and are an estimated average based on a sampling of traditional and alternative certification programs.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal will have an additional fiscal impact on entities required to comply with the proposal, including small businesses, microbusinesses, and EPPs in rural communities. Implementation of the revised teacher pedagogy standards will impose costs on small-sized EPPs to comply with the standards. Programs will incur new costs related to training faculty and revising curriculum in accordance with the revised standards. Accordingly, an economic impact statement and regulatory flexibility analysis have been prepared and included in the notice of this proposed rule.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new

regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the proposal is in effect, the public benefit anticipated would include a set of clear and common expectations for all parties invested in the preparation of teachers. The updated standards align with current legislation and set a high bar for the quality of teachers in Texas. There is no anticipated cost to teacher candidates who will be required to meet the new standards.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

ENVIRONMENTAL IMPACT: The proposal does not require an environmental impact analysis because the proposal does not include major environmental rules under TGC, §2001.0225.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins January 10, 2025 and ends February 10, 2025. The SBEC will also take registered oral and written comments on the proposal during the February 14, 2025 meeting's public comment period in accordance with the SBEC board operating policies and procedures.

MOTION TO BE CONSIDERED:

Approve the proposed revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards Subchapter A, General Provisions, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards, as presented, to be published in the *Texas Register*.

Staff Members Responsible:

Beth Burkhart, Director, Educator Standards and Testing

DeMarco Pitre, Director, Educator Standards and Test Development

Attachments:

- I. Text of Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions; Subchapter B, Early Childhood Certification Standards; Subchapter C, Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12; and Subchapter D, Trade and Industrial Workforce Training Certification Standards
- II. Text of Proposed Repeal of 19 TAC Chapter 235, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards
- III. Teacher Pedagogy Educator Standards Advisory Committee Members and Standards Development Timeline

ATTACHMENT I
Text of Proposed Revisions to 19 TAC

Chapter 235. Classroom Teacher Certification Standards

Subchapter A. General Provisions

§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 [~~§228.30~~] 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 II 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, [§74.4] of Part II 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 [~~grade-banded~~] 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 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 educational 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.

Subchapter B. Early Childhood Certificate Standards

§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 II of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading), Chapter 111 of Part II of this title (relating to Texas Essential Knowledge and Skills for Mathematics), Chapter 112 of Part II of this title (relating to Texas Essential Knowledge and Skills for Science), Chapter 113 of Part II of this title (relating to Texas Essential Knowledge and Skills for Social Studies), Chapter 115 of Part II of this title (relating to Texas Essential Knowledge and Skills for Health Education), Chapter 116 of Part II of this title (relating to Texas Essential Knowledge and Skills for Physical Education), Chapter 117 of Part II 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.

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

§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 prioritize 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 Educational 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, an ethical, and a 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.

Subchapter D. Trade and Industrial Workforce Training Certification Standards.

§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 II 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.

ATTACHMENT II
Text of Proposed Repeal of 19 TAC

Chapter 235. Classroom Teacher Certification Standards

[Subchapter B. Elementary School Certificate Standards]

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

- ~~(a) — Early Childhood: Prekindergarten-Grade 3 pedagogy and professional responsibilities (PPR) standards. The PPR 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 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 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).~~
- ~~(b) — Instructional Planning and Delivery. Early Childhood: Prekindergarten-Grade 3 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. Early Childhood: Prekindergarten-Grade 3 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) — differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;~~
 - ~~(6) — plan student groupings, including pairings and individualized and small group instruction, to facilitate student learning;~~
 - ~~(7) — integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;~~
 - ~~(8) — 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;~~
 - ~~(9) — encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;~~
 - ~~(10) — set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;~~
 - ~~(11) — provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;~~
 - ~~(12) — monitor and assess students' progress to ensure that their lessons meet students' needs;~~
 - ~~(13) — provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and~~
 - ~~(14) — adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.~~

- ~~(c) Knowledge of Student and Student Learning. Early Childhood: Prekindergarten-Grade 3 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:~~
- ~~(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;~~
 - ~~(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;~~
 - ~~(3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;~~
 - ~~(4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;~~
 - ~~(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and~~
 - ~~(6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.~~
- ~~(d) Content Knowledge and Expertise. Early Childhood: Prekindergarten-Grade 3 classroom teachers exhibit an understanding of content, discipline, 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. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:~~
- ~~(1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;~~
 - ~~(2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;~~
 - ~~(3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;~~
 - ~~(4) organize curriculum to facilitate student understanding of the subject matter;~~
 - ~~(5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;~~
 - ~~(6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;~~
 - ~~(7) teach both the key content knowledge and the key skills of the discipline; and~~
 - ~~(8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.~~
- ~~(e) Learning Environment. Early Childhood: Prekindergarten-Grade 3 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. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:~~
- ~~(1) embrace students' backgrounds and experiences as an asset in their learning;~~
 - ~~(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;~~

- ~~(3) — establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;~~
 - ~~(4) — create a physical classroom set up that is flexible and accommodates the different learning needs of students;~~
 - ~~(5) — implement behavior management systems to maintain an environment where all students can learn effectively;~~
 - ~~(6) — maintain a culture that is based on high expectations for student performance and encourages students to be self motivated, taking responsibility for their own learning;~~
 - ~~(7) — maximize instructional time, including managing transitions;~~
 - ~~(8) — manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and~~
 - ~~(9) — communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.~~
- ~~(f) — Data Driven Practices. Early Childhood: Prekindergarten Grade 3 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. Early Childhood: Prekindergarten Grade 3 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;~~
 - ~~(2) — analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and~~
 - ~~(3) — design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.~~
- ~~(g) — Professional Practices and Responsibilities. Early Childhood: Prekindergarten Grade 3 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. Early Childhood: Prekindergarten Grade 3 classroom teachers must:~~
- ~~(1) — reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;~~
 - ~~(2) — seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;~~
 - ~~(3) — adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);~~
 - ~~(4) — communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and~~
 - ~~(5) — serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.]~~

§235.13. 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 this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading), Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics), Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science), Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education), Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical Education), Chapter 117 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 8;~~
 - ~~(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.]~~

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

- ~~(a) Early Childhood-Grade 6 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Early Childhood-Grade 6. 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 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).~~
- ~~(b) Instructional Planning and Delivery. Early Childhood-Grade 6 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. Early Childhood-Grade 6 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 a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;~~
 - ~~(6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;~~
 - ~~(7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;~~
 - ~~(8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;~~
 - ~~(9) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;~~
 - ~~(10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;~~
 - ~~(11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;~~
 - ~~(12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;~~
 - ~~(13) monitor and assess students' progress to ensure that their lessons meet students' needs;~~
 - ~~(14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and~~
 - ~~(15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.~~

- ~~(c) Knowledge of Student and Student Learning. Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:~~
- ~~(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;~~
 - ~~(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;~~
 - ~~(3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;~~
 - ~~(4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;~~
 - ~~(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and~~
 - ~~(6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.~~
- ~~(d) Content Knowledge and Expertise. Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, 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. Early Childhood-Grade 6 classroom teachers must:~~
- ~~(1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;~~
 - ~~(2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;~~
 - ~~(3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;~~
 - ~~(4) organize curriculum to facilitate student understanding of the subject matter;~~
 - ~~(5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;~~
 - ~~(6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;~~
 - ~~(7) teach both the key content knowledge and the key skills of the discipline; and~~
 - ~~(8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.~~
- ~~(e) Learning Environment. Early Childhood-Grade 6 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. Early Childhood-Grade 6 classroom teachers must:~~
- ~~(1) embrace students' backgrounds and experiences as an asset in their learning;~~
 - ~~(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;~~
 - ~~(3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;~~

- ~~(4) — create a physical classroom set up that is flexible and accommodates the different learning needs of students;~~
- ~~(5) — implement behavior management systems to maintain an environment where all students can learn effectively;~~
- ~~(6) — maintain a culture that is based on high expectations for student performance and encourages students to be self motivated, taking responsibility for their own learning;~~
- ~~(7) — maximize instructional time, including managing transitions;~~
- ~~(8) — manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and~~
- ~~(9) — communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals;~~
- ~~(f) — Data Driven Practices. Early Childhood-Grade 6 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. Early Childhood-Grade 6 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;~~
- ~~(2) — analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and~~
- ~~(3) — design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes;~~
- ~~(g) — Professional Practices and Responsibilities. Early Childhood-Grade 6 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. Early Childhood-Grade 6 classroom teachers must:~~
- ~~(1) — reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;~~
- ~~(2) — seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;~~
- ~~(3) — adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);~~
- ~~(4) — communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and~~
- ~~(5) — serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.]~~

[Subchapter C. Middle School Certificate Standards]

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

- ~~(a) — Grades 4-8 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Grades 4-8. 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 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).~~

- ~~(b) Instructional Planning and Delivery. Grades 4-8 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. Grades 4-8 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 a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;~~
 - ~~(6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;~~
 - ~~(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) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;~~
 - ~~(9) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;~~
 - ~~(10) monitor and assess students' progress to ensure that their lessons meet students' needs;~~
 - ~~(11) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and~~
 - ~~(12) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.~~
- ~~(c) Knowledge of Student and Student Learning. Grades 4-8 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. Grades 4-8 classroom teachers must:~~
- ~~(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;~~
 - ~~(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;~~
 - ~~(3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;~~
 - ~~(4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible; and~~
 - ~~(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.~~

- ~~(d) — Content Knowledge and Expertise. Grades 4–8 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. Grades 4–8 classroom teachers must:~~
- ~~(1) — keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;~~
 - ~~(2) — organize curriculum to facilitate student understanding of the subject matter;~~
 - ~~(3) — understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;~~
 - ~~(4) — promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners; and~~
 - ~~(5) — teach both the key content knowledge and the key skills of the discipline.~~
- ~~(e) — Learning Environment. Grades 4–8 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. Grades 4–8 classroom teachers must:~~
- ~~(1) — embrace students' backgrounds and experiences as an asset in their learning;~~
 - ~~(2) — maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;~~
 - ~~(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) — communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.~~
- ~~(f) — Data-Driven Practices. Grades 4–8 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. Grades 4–8 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;~~
 - ~~(2) — analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and~~
 - ~~(3) — design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.~~
- ~~(g) — Professional Practices and Responsibilities. Grades 4–8 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. Grades 4–8 classroom teachers must:~~
- ~~(1) — reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;~~
 - ~~(2) — seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;~~

- ~~(3) — 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); and~~
- ~~(4) — communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff.]~~

[Subchapter D. Secondary School Certificate Standards]

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

- ~~(a) — Grades 7-12 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Grades 7-12. 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 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).~~
- ~~(b) — Instructional Planning and Delivery. Grades 7-12 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. Grades 7-12 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 a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;~~
 - ~~(6) — differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;~~
 - ~~(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) — set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;~~
 - ~~(9) — provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;~~
 - ~~(10) — monitor and assess students' progress to ensure that their lessons meet students' needs;~~
 - ~~(11) — provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and~~
 - ~~(12) — adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.~~~~
- ~~(c) — Knowledge of Student and Student Learning. Grades 7-12 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. Grades 7-12 classroom teachers must:~~
- ~~(1) — create a community of learners in an inclusive environment that views differences in learning and background as educational assets;~~
 - ~~(2) — accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner;~~
 - ~~(3) — connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;~~
 - ~~(4) — understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;~~
 - ~~(5) — understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible; and~~
 - ~~(6) — understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.~~
- ~~(d) — Content Knowledge and Expertise. Grades 7-12 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. Grades 7-12 classroom teachers must:~~
- ~~(1) — keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;~~
 - ~~(2) — organize curriculum to facilitate student understanding of the subject matter;~~
 - ~~(3) — understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;~~
 - ~~(4) — promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners; and~~
 - ~~(5) — teach both the key content knowledge and the key skills of the discipline.~~
- ~~(e) — Learning Environment. Grades 7-12 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. Grades 7-12 classroom teachers must:~~
- ~~(1) — embrace students' backgrounds and experiences as an asset in their learning;~~
 - ~~(2) — maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;~~
 - ~~(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) — communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.~~
- ~~(f) — Data Driven Practices. Grades 7-12 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. Grades 7-12 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;~~
- ~~(2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and~~
- ~~(3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.~~

~~(g) Professional Practices and Responsibilities. Grades 7-12 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. Grades 7-12 classroom teachers must:~~

- ~~(1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;~~
- ~~(2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;~~
- ~~(3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);~~
- ~~(4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and~~
- ~~(5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.]~~

§235.63. 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 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator 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.~~

ATTACHMENT III

Teacher Pedagogy Educator Standards Advisory Committee Members and Standards Development Timeline

The 41-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)

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.
June 2024	TEA staff facilitated an optional session with the ESAC to review proposed changes following the April SBEC meeting.

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	June 17
Mtg Type	In-person	Virtual	Virtual	Virtual	Virtual	Virtual	Virtual
Mtg Focus/ Focus standards	Math and ELAR research-based instructional strategies Frame Standards Revision34	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	Review of standards following April SBEC meeting.

Educator Standards Committee Members
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
Melissa Dubke	Texas College Preparatory Academies	Region 14
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