Standards Alignment Chart: Classroom Teacher Pedagogy Standards

This document is to assist EPPs in aligning curriculum to the revised **Classroom Teacher Pedagogy Standards in 19 TAC Chapter 235, Subchapter C.** The standards identified in this section are targeted for classroom teachers in Early Childhood-Grade 12. The standards emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials. They assume that practicing teachers are aware of the Open Education Resource Instructional Materials (OER), customize materials as directed by their district, and engage in initial lesson plan design when they are directed by their school district to do so. The standards describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students; describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment; reflect research and evidenced-based practices that ensure all students are held to rigorous grade-level academic and nonacademic standards; and define a teacher's role as a professional, an ethical, and a reflective practitioner.

INSTRUCTIONAL PREPARATION

	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course							
Instructional Preparation: Teachers understand how st leveraging their knowledge of students, and engaging in								ery by c	designi	ngless	ons, ev	valuatir	ng instr	uctiona	al mate	rials,	
(1) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.		ough p	100033		501111	CINAUZ											
(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.									

INSTRUCTIONAL DELIVERY AND ASSESSMENT

	Course																	
Instructional Delivery and Assessment. T implement high-quality instruction and asso																	ork.	
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.									

CONTENT PEDAGOGY KNOWLEDGE AND SKILLS

	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course
 (d) Content Pedagogy Knowledge and Skills. Teachers sh 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. 	ow a fu	ll unde	erstand	ing of t	heir co	ntent a	nd relat	ted pec	lagogy,	and th	ie appro	opriate	grade-	level Te	exas Es	sential	. Knowl	edge
(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.									
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(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.									
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(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.									

LEARNING ENVIRONMENT

cognitively engaged in learning.

	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course
(e) Learning Environment. Teachers maintain students, consistent routines, high expectation											terize	d by re	espec	tful in	teract	ions v	vith	
(1) Teachers establish, implement, and communicate	s, and			prineri	0130	udent	3 301	regu	ation	SKIUS.								
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																		l.
environment where all students are engaged and can																		1
reach academic and nonacademic goals.																		
(C) Teachers model and provide explicit instruction on																		1
effective behavior regulation skills to build students'																		
resilience and self-discipline.																		i.
(D) Teachers maintain a safe and positive culture of																		
student ownership and group accountability that																		
fosters engagement by all students in the classroom																		1
expectations, culture, and norms.																		
(2) Teachers lead and maintain classroom																		
environments in which students are motivated and																		

(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.									

PROFESSIONAL PRACTICES AND RESPONSIBLITIES

	Course																	
(f) Professional Practices and Responsibilities. Teachers other educational professionals, communicate regularly themselves ethically and with integrity.																		
Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.																		
Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.																		
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).																		
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.																		
Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.																		

Teachers model and promote for students the safe, ethical, and legal practices with digital tools and technology.									
Teachers actively self-reflect upon their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.									
Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching, to identify and communicate professional learning needs.									
Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.									
Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.									
Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.									
Teachers seek to lead other adults on campus through professional learning communities, grade- or subject- level team leadership, committee membership, or other opportunities.									
Teachers collaborate with educational professionals to ensure learning is accessible and enables all students reach their academic and non-academic goals.									
Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.									
Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.									

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.								
Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.								
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.								