

Chapter 235 Classroom Teacher Pedagogy Standards Grades EC-12 FAQ (Updated May 2025)

During the February 2025 State Board for Educator Certification (SBEC) meeting, the SBEC adopted the Classroom Teacher Pedagogy Standards EC-12 in TAC 19 235 C. Following SBEC’s adoption, these rules were reviewed and approved during the State Board of Education’s (SBOE’s) April 2025 meeting and became effective May 18, 2025. Please read through the FAQ below for more information on the revised standards. Additional implementation resources, including recorded webinars, can be found on the [EPP Standards Support](#) page. Please submit any additional questions via this [FAQ Submission Form](#).

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Rule Text Summary

- The SBEC and the SBOE recently approved revised standards for classroom teachers in Early Childhood-Grade 12. The updated definitions in [19 Texas Administrative Code \(TAC\) Chapter 235, Subchapter A](#) and standards in [19 Texas Administrative Code \(TAC\) Chapter 235, Subchapter C](#):
 - are targeted for classroom teachers in Early Childhood-Grade 12.
 - emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials.
 - set expectations for teachers to understand and apply the cognitive science of how people learn
 - 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.
 - Set expectations for teachers to understand and apply proactive practices to educate all students, including students with disabilities
 - describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students; describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment; reflect research and evidenced-based practices that ensure all students are held to rigorous grade-level academic and nonacademic standards; and define a teacher's role as a professional, ethical, and reflective practitioner.

Section A: General Information

1. Are these new standards in addition to the PPR standards OR are they replacing the PPR standards?

The standards in [19 Texas Administrative Code \(TAC\) Chapter 235, Subchapter C](#) repeal and replace the grade-banded Pedagogy and Professional Responsibilities Standards.

The Chapter 235 Classroom Teacher Pedagogy Standards became effective **May 18, 2025**. Certification exams launched after this date, beginning with the Core Subject EC-6 and Texas Test of Educator Proficiency (T-TEP) which launch September 1, 2027, will be informed by the revised standards.

2. Why did the teacher pedagogy standards change?

Implement legislative requirements

The standards implement three key pieces of legislation related to the training requirements for certified teachers in Texas. They outline the knowledge and skills necessary to demonstrate:

- proficient use of open educational resource instructional materials (HB 1605)
- skilled application of instructional strategies to educate all students (HB 159), and
- understanding of best instructional practices in digital literacy.

Set unified expectations for classroom teachers

The revised standards represent the essential knowledge and skills for all classroom teachers who serve students in Early Childhood through 12th grade classrooms. These include best practices in instructional preparation, delivery, and assessment, as well as the skills needed to build and maintain an effective learning environment. Knowledge of students is embedded throughout the standards, as are rigorous expectations for content knowledge, professionalism, and continuous improvement.

Update professional expectations

The revised standards incorporate updates to the professional expectations for teachers. They set high expectations for teachers to model ethical behavior, engage in effective continuous improvement practices, and interact professionally with community stakeholders. Additionally, revised language in the standards identifies the district's role in setting policy and selecting instructional materials.

3. Who participated in the standards revision?

The revised classroom teacher pedagogy standards are a result of an iterative process based on the work of the SBEC-appointed advisory committee—a 45-member group that includes representatives from classrooms, districts, preparation programs, ESCs, and teacher organizations. This committee met regularly between November 2023 and March 2024 to develop and revise the standards.

Additionally, stakeholder feedback was incorporated throughout the rulemaking process. Stakeholder feedback led to clear language related to lesson design, the district's role in selecting materials, and definitions of key terms in the standards.

4. How will TEA support EPPs to implement the new standards?

The Texas Education Agency (TEA) is working to create comprehensive training and support resources for Educator Preparation Programs (EPPs) in Research-based Instructional Strategies (RBIS), the science of learning, High Quality Instructional Materials (HQIM), and Open Educational Resource (OER) materials. As these supports are developed and rolled out, we will provide updates through our newsletter and Program Provider Resource webpage to ensure that all stakeholders are informed and equipped to implement these materials effectively.

5. Will T-TESS be revised to meet the new standards?

edTPA remains an option alongside the PPR. There are currently no plans to discontinue the use of edTPA.

6. Do the chapter 149 standards have the same, May 18, 2025, effective date?

Pending rulemaking timelines, the Chapter 149 standards will be effective summer 2025.

7. Will current teachers be required to re-certify on Chapter 149 standards?

No. Certified teachers will not need to reapply for certification.

8. Will EPPs follow the same evaluation tool as the districts in the future?

Educator preparation programs prepare candidates according to the standards in [Chapter 235](#). Candidate proficiency is assessed by performance on the aligned certification exams. While many districts use the T-TESS evaluation tool, they have the ability to select tools and systems for evaluation that align with the teacher pedagogy standards in [Chapter 149 Commissioner's Rules Concerning Educator Standards](#).

9. Will current teachers use T-TEP for Teacher Incentive Allotment purposes in 2027?

No. T-TEP will be used as a certification exam for teacher candidates to earn standard certification.

10. Where can the definitions be located within Chapter 235?

Definitions are located in [19 Texas Administrative Code \(TAC\) Chapter 235, Subchapter A](#)

11. Do all EPP courses have to cover some of these standards?

Educator Preparation Programs may determine their coursework in accordance with [TAC 19 Chapter 228, Subchapter D. Required Educator Coursework and Training](#).

An EPP is responsible for ensuring that each candidate is adequately prepared to pass the appropriate examination(s) required for certification.

Per TAC §228.33. Preparation Program Coursework and/or Training for All Certification Classes: (a) An EPP shall provide coursework and/or training to adequately prepare candidates for educator certification and ensure the educator is effective in the assignment.

(b) Coursework and/or training shall be sustained, rigorous, intensive, interactive, candidate-focused, and must include multiple performance tasks and other evaluative tools that require candidates to demonstrate proficiency in the educator standards and test framework competencies related to the certificate class or category sought.

Section B: Questions about the Standards

Standard b: Instructional Preparation

1. Knowledge of Students is no longer a stand-alone standard. How do the standards address this set of knowledge and skills?

In the revised standards, knowledge of students and student learning is not a stand-alone standard. Rather, it is embedded throughout each of the five standards, according to its application to the specific skills of that standard.

2. Why are the RBIS called "Instructional Strategies" if they are not strictly strategies?

The Texas Education Agency (TEA) refers to RBIS as "Research-Based Instructional Strategies" not because each one is a traditional strategy in the narrow pedagogical sense, but because they represent research-backed instructional practices and approaches that are essential for effective teaching and learning. These strategies are intentionally designed to address common instructional misconceptions, promote conceptual shifts in teaching, and ensure equitable access to grade-level content for all students.

The RBIS are intended to function as foundational instructional philosophies grounded in the science of how students learn to read and do mathematics. They are not meant to serve as an exhaustive list of discrete strategies, but rather to guide educators in creating the conditions necessary for effective, equitable, and rigorous instruction.

3. Are EPPs required to provide training using the Bluebonnet materials when candidates are placed in a district that is not using them?

Yes. Per [TAC §228.41](#), Pre-Service Coursework and Training for Classroom Teacher Candidates, EPPs must provide training in the effective implementation of open education resource instructional materials included on the list of approved instructional materials maintained by the State Board of Education under Texas Education Code, §31.022.

Regardless of the materials selected by the district, EPPs must provide training using the freely available Bluebonnet materials.

4. Are EPPs required to provide training using the Bluebonnet materials for candidates whose grade level and/or subject area certification does not have approved materials yet?

EPPs must provide training in the effective implementation of open education resource instructional materials included on the list of approved instructional materials maintained by the State Board of Education under Texas Education Code, §31.022.

Instructional materials are reviewed in annual cycles with new grade levels and content areas added each cycle. For current information on review cycles, please visit the [IMRA website](#). For a current view of instructional materials under review, please visit the [IMRA 2025 Dashboard](#).

5. How do the standards distinguish between lesson design and lesson internalization?

The revised standards approach instructional planning as a complex set of knowledge and skills, of which lesson design is one part. Lesson internalization and rehearsal are essential skills for preparation regardless of the source of the instructional materials.

6. How is teacher autonomy considered within the lesson plan internalization?

The revised standards approach instructional planning as a complex set of knowledge and skills that extend beyond writing lesson plans. Lesson internalization is a process, independent of the lesson materials, in which a teacher prepares for instruction through study and rehearsal within the context of the specific group of students. Throughout instructional preparation and instructional delivery, teachers continuously make autonomous instructional decisions based on their knowledge of their students, the content, relevant instructional strategies, and the cognitive science of how people learn.

7. In standard b.1.B, what is meant by the reduction of extraneous cognitive load?

Extraneous cognitive load is the mental effort required to process information not directly related to the learning objective. It can interfere with learning by overloading working memory and hindering the learner's ability to focus on the important content. Extraneous cognitive load is reduced with intentionally sequenced and scaffolded tasks, and practices such as modeling, explicit instruction, and worked examples.

For more specific information on Science of Learning practices, please review the resources provided under Science of Learning Resources on the [EPP Standards Support Page](#).

8. According to standard b.1.d, what specific unsupported instructional practices based on misconceptions about learning, the brain, and development should teachers avoid?

The standards guide EPPs and teachers to avoid instructional practices that are based on disproven theories such as learning styles, personality traits, and hemispheric dominance. The myths and misconceptions identified in the revised standards represent some of the most common disproven, misconceptions about learning and development. They are identified in these standards to prevent teachers from spending time and effort on practices that are ineffective and unsupported by research.

Teachers' time and effort should instead focus on research and evidence-based instructional practices.

9. What teaching strategies and practices should be emphasized in preparation? Is one preferred over another?

Knowledge and application of effective teaching strategies are learned and practiced in educator preparation. The standards emphasize teaching strategies that apply principles from the cognitive science of how people learn. One strategy is not preferred over another. Rather, the strategies identified in the standards are to be intentionally used for the appropriate time and purpose in students' learning. Teacher candidates should be prepared in the knowledge and effective use of these strategies.

10. What are high quality instructional materials?

High Quality Instructional Materials are defined as Instructional materials, approved by the State Board of Education, that ensure full coverage of Texas Essential Knowledge and Skills; are aligned to evidence-based best practices in the relevant content areas; support all learners, including students with disabilities, emergent bilingual students, and students identified as gifted and talented; enable frequent progress monitoring through embedded and aligned assessments; include implementation supports for teachers; and provide teacher and student-facing lesson-level materials.

11. When evaluating or customizing instructional materials, what specific features do you look for to ensure they are high-quality and accessible to all students, including those with diverse learning needs?

Instructional materials in the IMRA cycle are reviewed for their coverage of relevant prekindergarten guidelines, English Language Proficiency Standards, and Texas Essential Knowledge and Skills as well as quality and suitability based on SBOE-approved rubrics. The SBOE rubrics include indicators for support for all learners to ensure that materials are evaluated by the degree to which they support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability. All materials are reviewed by teams of professional reviewers and open to public review and comment.

12. What is the preferred process for lesson internalization?

Standard b.6 outlines the necessary knowledge and skills for lesson internalization, a process of study and rehearsal that ensures teachers are well-prepared to deliver instruction. For guides and information about lesson internalization, please visit the [Bluebonnet Learning website](#).

Lesson and unit internalization guides are located in the Access Instructional Materials section. Navigate to the appropriate grade level and content, program-level resources, to find the guides.

Please see this [example](#).

13. Concerning the standards in b.6, how do you connect the lesson's content to students' prior knowledge and plan for pacing, transitions, and possible learning barriers?

This standard is best understood through a foundation in the Science of Learning and applied through lesson internalization processes.

For more specific information on Science of Learning practices, please review the resources provided under Science of Learning Resources on the [EPP Standards Support Page](#).

For guides and information about lesson internalization, please visit the [Bluebonnet Learning website](#).

- 14. Concerning standard b.5.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.**

What does that mean for teacher preparation programs in terms of training in special education?

Per [TAC 19 §228.41](#), Candidates seeking initial certification in any certification class must receive training in:

- the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities, and
- instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3)

This standard describes the specific knowledge and skills for candidates seeking certification in any certification class. Candidates seeking certification in Special Education receive preparation according to the standards in [19 TAC Chapter 235 Subchapter g: Special Education Certificate Standards](#).

Standard c: Instructional Delivery and Assessment

- 1. What resources for research and evidence-based instructional strategies are available?**

The RBIS are deeply rooted in rigorous educational research and are designed to support effective teaching and improved student outcomes. TEA's RBIS are aligned with best practices and are continually updated to reflect the latest findings in education research.

You can explore more about the research backing these instructional strategies and access the full bank of RBIS here: [RBIS Toolkit](#)

- 2. What resources are available to support research-based strategies like interleaving, metacognition, and spacing to support memory and learning in a diverse classroom?**

These are strategies grounded in the Science of Learning. For more specific information on Science of Learning practices, please review the resources provided under Science of Learning Resources on the [EPP Standards Support Page](#).

- 3. What resources are available to support multiple means of engagement and scaffolding instruction?**

For more specific information on practices that use multiple means of engagement, please review the resources provided under Special Education Support Resources on the [EPP Standards Support Page](#).

Standard d: Content Pedagogy Knowledge and Skills

- 1. Are all teachers required to demonstrate proficiency in the content-pedagogy standards for math and RLA?**

The content-specific pedagogy standards for math and RLA are included in the revised standards to support the content areas in which OER is currently available. The content-specific standards only apply to teachers who are seeking certification in math or RLA.

- 2. How does TEA define effective vertical and horizontal alignment within a content area, and what are the expectations for teachers to integrate cross-curricular connections while remaining aligned with grade-level TEKS?**

A teacher with the requisite knowledge of content and related pedagogy understands how the content aligns across different grade levels (vertical alignment), as well as how it connects to different subjects at the same grade level (horizontal alignment). This knowledge supports integration of cross-curricular and grade-level connections that are part of the district-selected curriculum.

- 3. What are the criteria for high-quality assessments?**

The Instructional Materials Review and Approval (IMRA) rubrics use the following criteria to evaluate instructional assessments:

- A variety of instructional assessments are used at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.
- Instructional assessments have a clear definition and identified purpose.
- Include teacher guidance to ensure consistent and accurate administration of instructional assessments.
- Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.
- Instructional assessments include TEKS-aligned items at varying levels of complexity.

- 4. Standard d.3.A referenced explicit practice in foundational literacy skills. How is this addressed at all grade levels?**

Standard d.3.A states that teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate systematic and explicit practice in foundational literacy skills. This standard aims to ensure that teachers understand the essential and appropriate content for the grade level in which they are seeking certification and can analyze instructional materials for the inclusion of these practices. This skill will be applied differently depending on the grade level certification sought.

- 5. What specific strategies or practices does TEA recommend for identifying and addressing student knowledge gaps across grade levels, and how should teachers collaborate with colleagues and leaders to ensure these gaps are effectively closed?**

Generally, progress monitoring and analysis of student assessment data, summative and formative, are used to identify gaps in student learning.

EPPs can support candidates to understand how assessment data is reviewed at the classroom, campus, and district level, as well as what systems are used to track student progress and support student development.

6. How do the standards define student engagement?

The standards define engagement as a state in which students are cognitively and behaviorally connected to and involved in their learning experience, characterized by participation, curiosity, and perseverance.

7. Will additional RBIS ELA content be embedded into Texas Reading Academies for EPPs?

For up-to-date information about Texas Reading Academies please visit the [Math Achievement Academies and Texas Reading Academies](#) website..

Standard e: Learning Environment

1. How are virtual instruction and virtual learning defined?

As defined in [TEC, §21.001](#) "Virtual instruction" means instructional activities delivered to students primarily over the Internet and "Virtual learning" means digital learning facilitated by virtual instruction.

2. What resources are available for ensuring that classroom and virtual learning spaces are both physically and cognitively inclusive, especially for students with a wide range of learning, behavioral, and physical needs?

For more specific information on practices that help ensure an accessible and inclusive classroom environment, please review the resources provided under Special Education Support Resources on the [EPP Standards Support Page](#).

3. What resources are available to support teacher preparation related to learning environment and classroom management?

For more information, resources, and professional development related to creating an effective learning environment, please visit [Texas TLAC Online](#).

4. How does district policy regarding student discipline and classroom management factor into the standards?

While teachers are expected to follow district policy, the standards specify knowledge, skills, and practices that all teachers must understand and apply to create and maintain safe, supportive, and effective learning environments.

Standard f: Professional Practices and Responsibilities

1. How is professional and ethical behavior measured?

Per [TAC 19 Chapter 228. Requirements for Educator Preparation Programs](#), an EPP shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to [Chapter 247](#) of this title (relating to Educators' Code of Ethics). Professional behavior and adherence to the Educators' Code of Ethics are currently assessed on the Professional Practices and Responsibilities Dimension 4.1: Professional Demeanor and Ethics. Professional behavior and the Educator's Code of Ethics will be an integral part of the T-TEP.

Additionally, Professional Practices and Responsibilities is one of the four domains in the T-TESS rubric, which is widely used to observe and evaluate candidates and practicing teachers.

2. Concerning standard f.2.A, *Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching, to identify and communicate professional learning needs.*

Will school districts have to allow teacher candidates to make videos in the assigned classrooms?

Using video recordings of teaching is a powerful tool for reflection and improving practices. While many districts use video evidence, there are some districts that do not allow video recording in classrooms. If a district partner does not allow video recording, EPPs can prepare their students in the use of this tool by integrating video evidence into coursework rather than clinical experiences. EPPs may also prepare candidates to understand the requirements and best practices for using video evidence as a tool for improvement.