Clinical Teaching Seminar
EDUC 4357.001 and EDUC 4057.001
Spring 2026

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Office hours: Monday – 11:00-2:00 pm or by appointment

Clinical Teaching Seminar Dates, Times, and Location

Date	Time	Location
December 8, 2025	6:00 p.m. – 8:00 p.m.	Virtual meeting
January 5, 2026	9:45 a.m. – 4:00 p.m.	BEP 218
April 29, 2026	3:00 – 7:00 p.m. Bridging Ceremony 5:30 in UC Theater	BEP 218 and University Center Theater
Class will be held each Monday evening	6:00 - 8:00 p.m.	BEP 218

Catalog Course Description: Clinical Teaching Seminar: Demonstration of synthesis of the pre-service teacher's knowledge and skills through reflective activities, review of learner-centered proficiencies, review of certification competencies, study skills, and test-taking skills. A culminating experience that prepares students for the required State exams. CR/NC only. Co-requisites: enrollment in clinical teaching or internship.

This is a course associated with the University's 2022- 2027 Quality Enhancement Plan, focused on Real-World Problem Solving. The curriculum and assignments have been intentionally designed to enhance students Real-World Problem Solving skills. When approaching the final assignment in this course, the portfolio, students will employ and demonstrate the process of problem solving as defined below:

- Construct a clearly defined problem statement with evidence of relevant real-world contextual factors.
- Identify multiple approaches to address the problem within a specific real-world context.
- Evaluate potential solutions based upon discipline-specific and real-world contextual factors.
- Propose one or more solutions/hypotheses based upon discipline-appropriate support and/or evidence.
- Implement the identified solution to address the problem.
- Evaluate results/outcomes relative to the identified problem, with a discussion of further work within a real-world context.

To assess student learning and development of Real-World Problem Solving, a random sample of 20% of the redacted student assignments from this course will be assessed using the QEP Real-World Problem Solving rubric after the conclusion of the course. If you have further questions or concerns you can reach out to me, Cynthia Sherman.

Related Field Experiences: Clinical teaching is the culminating field experience. The clinical teacher seminar provides the foundation for this experience and offers support to reach the ultimate goal of teacher certification and obtaining a teaching position. The students have opportunities to discuss challenges and success through seminar meetings. Students are required to complete a minimum of 70 days of fieldwork in an assigned classroom. Students are evaluated by a university field supervisor as well as the cooperating teacher using the Clinical Teacher Observation Rubric.

Course Objectives and Assessments

Learning Outcomes	Assessment	Standards
Demonstrate synthesis of knowledge and skills related to pedagogy and professional practice	Professional Portfolio TExES PPR	Texas Educator Standards: 1, 2, 3, 4, 5
Demonstrate knowledge of special needs and student characteristics and be able to adapt teaching and instructional materials for diverse populations	Professional Portfolio TExES PPR Clinical Teacher Observation Rubric	Texas Educator Standards: 1, 2, 3, 4
Evaluate classroom management techniques/practices for use in the classroom	Professional Portflolio TExES PPR Clinical Teacher Observation Rubric	Texas Educator Standards: 1, 2, 4
Demonstrate the ability to integrate technology to enhance teaching and learning	Lesson plans and activities Professional Portfolio Clinical Teacher Observation Rubric	Texas Educator Standards: 1, 2, 4, 5
Demonstrate an ability to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving	Lesson plans and activities Clinical Teacher Observation Rubric	Texas Educator Standards: 1, 2, 3, 4

Topical Outline for EDUC 4357/4057: The Clinical Teaching Seminar in conjunction with clinical teaching or internship will cover the following topics:

- Expectations of Clinical Teaching - Overview
- Classroom Management
- Lesson Planning
- Student Engagement
- Making Assessment Meaningful for Students and Teachers
- Ethical Behaviors and Responsibilities – Code of Ethics and Standard Practices for Texas Educators
- Communications between educator and all constituents including students
- School Law, Dyslexia Training, School ethics videos, Mental Health Training, Substance abuse and Suicide Prevention Training and Texas Behavior support training
- Texas Assessment and Accountability Systems
    - STAAR
    - T-TESS
    - Framework for Teacher and Principal evaluation
    - Texas Teacher Standards
- Preparing for the Job Market
- Getting a Job and First Year Teaching Information
    - Exploring the Job Market in Texas
- Principal Survey for first year teachers
- Teacher certification process
- Resume and Cover letter

Evaluation and Grading:

Credit (CR) for EDUC 4357/4057: Clinical Teaching Seminar is earned through meeting all the following:

- Must attempt the PPR
- All assignments completed at an appropriate proficiency level
- Professional participation (punctual, on task, contributing to the seminar)
- **Full attendance in seminar. You are expected to attend ALL sessions of seminar**. There are NO "free" absences in clinical teaching seminar. All absences will have to be made up.
- Attendance at the university Career Fair – arriving on time and dressed professionally

No Credit (NC) for EDUC 4357/4057: Clinical Teaching Seminar is earned if one of the following is true:

- Failing score on an assignment
- Failure to attempt the PPR
- Display of unprofessional participation
- Absences in clinical teaching seminar that were not made up.
- Insufficient number of days in clinical teaching
- Dismissal from clinical teaching
- Unprofessional behavior in schools.

NOTE: *A grade of no credit will delay graduation and certification.*

Last Day to Withdraw is March 30, 2026.

Teaching Strategies Used
Various teaching strategies will be used in the Clinical Teaching Seminars. These include but are not limited to: group activities, discussion, reflection, lectures, and role-playing.

Assignments:
Throughout this clinical teaching seminar, you will be evaluated based on your:
- Active, engaged, and appropriate participation in groups for all activities. Some of these activities count as graded assignments.
- Ability to meet criteria for all assignments
- Professional Portfolio
- Cover Letter and Resume
- Completion of TEA Ethics Videos and assessments
- Completion of Dyslexia training, Suicide Prevention Training, Mental Health Module and Region IV Texas Behavior Support Initiative Module

Throughout your clinical teaching experience (EDUC 4940/4640), you will be evaluated based on:
- Teaching: Preparation of lesson plans, teaching the identified concepts, evaluating the effectiveness of lesson plans using students' learning as one data point, professional behaviors, and collaboration with peers, supervisor, faculty, administration and parents.

Lesson plans for observed lessons will be due to your university field supervisor at least 72 hours in advance of teaching the lesson so that the lesson may be discussed during a pre-conference with your university field supervisor prior to the day of teaching the lesson. The pre-conference may be completed electronically through Zoom or FaceTime.

You will be given details about each assignment in EDUC 4357/4057.

Here is a brief description of the MAJOR assignments/tasks you will engage in during the Clinical Teaching Seminar and Clinical Teaching Experience this semester.

Resume and Cover Letter: The resume and cover letter are often the first impression a principal or hiring committee will have of you. It needs to present you in the best light as a professional educator. For this task, you will create and refine your cover letter and resume.

Professional Portfolio: The portfolio will consist of a lesson plan, brief video of teaching and several reflections about your teaching including assessments and teaching strategies used and why.

Dyslexia Training: You will complete an online module about dyslexia.

Suicide Prevention Training: You will complete this training from the K-12 point of view and then select the correct grade band for your certification.

Region IV Texas Behavior Support Initiative Module: You will complete the series of modules within an online course.

Mental Health Module: You will complete online modules about mental health.

TEA Ethics Videos: You will watch a series of videos on ethical situations for teachers and complete assessments on the videos. We will also discuss various ethical dilemmas in seminar.

Substance Abuse Module: You will complete online module about substance abuse.

Teaching: Throughout the semester, you will be responsible for teaching the students in your assigned classroom(s). Teaching involves planning the lessons based on student needs and curriculum guides for the grade and subject, teaching the lessons using strategies that will motivate students and demonstrate the relevance of the concept to students' lives, evaluating the success of the lesson both in terms of students' learning and self-reflection of the methods used and the goals achieved. Your University Field Supervisor will assist in guiding the teaching schedule appropriately and conduct observations of your teaching.

Assignment	Due Date
TEA Ethics Videos, Suicide Prevention Training, Behavior Support Initiative Module, Dyslexia Training, Mental Health Modules	All certificates and completed ethics quiz should be uploaded by January 11
Cover Letter and Resume	January 26
Portfolio lesson plan approved by Mrs. Sherman by this date	February 2
Assignment 1	February 9
Assignment 2	February 16
Assignment 4	February 23
Assignment QEP	March 2

Bibliography
Smith, R. & Dearborn, G. (2016). *Conscious Classroom Management*. CA: Conscious Teaching, LLC.
Wink, J. R. (2017). *Excellence in Every Classroom.* IN: Solution Tree Press.
Wong, H. & Wong, R. (2009). *The First Days of School*. CA: Harry K. Wong Publications.

Act professionally, respectful, and with honor. You represent the teaching profession. You never get to "stop" being a teacher to be a student, a parent, etc. You are ALWAYS a teacher and represent the teaching profession.

Email/Canvas Announcements: You will be notified at various times/dates during the semester with needed information. It is very important and your responsibility to check your UT Tyler email, the Education Clinical Experiences Organization and the EDUC 4357 Canvas on a regular basis. Your UT Tyler email should be checked daily.

Attendance: *You are required to attend ALL seminar sessions. There are no "excused" absences from student teaching seminar.* You will be required to make up all absences in clinical teaching seminar. If something does come up that will cause you to miss seminar, you must contact me immediately. If you have a question, please contact me.

Absences in Clinical Teaching: Consistent attendance in clinical teaching is paramount to your success as a clinical teacher and in obtaining a teaching position. If you miss a total of five (5) days you will be removed from clinical teaching for the semester and will have to repeat clinical teaching in a future semester. If there is an exceptional circumstance that would require you to miss more than five (5) days, you need to immediately contact Mrs. Sherman. **There are NO excused absences from clinical teaching**, any absence must be made up after the end of the clinical teaching semester and only in half day or whole day. *If you are ever going to miss clinical teaching, you must notify your university field supervisor and cooperating teacher in advance.*

Academic Etiquette: *Please be sure to silence your cell phone and other communication devices and use them as appropriate during class or when requested by the instructor. It is critical to maintain a respectful teaching and learning environment that is conducive to collaboration, cooperation, and learning. To do so, we must demonstrate courtesy to one another and to speakers and presenters in our class. Talking to one's neighbors, chronic lateness, and leaving class early are inherently disruptive and thus, adversely affecting the rights of others to learn. Therefore, it is unacceptable.*

All work must be submitted by the due dates indicated by your instructor, your supervisor, and/or your cooperating teacher. Assignments will be graded in person on Monday evenings, they will be corrected while you are in the classroom. Only two assignments will be graded at one time. All portfolio assignments must be completed by the end of March.

All written work is expected to be of the highest scholarly level. You are not only representing yourself as a professional educator but also the teaching profession, the School of Education at The University of Texas at Tyler, your school, and the school district in which you are clinical teaching.

You want to be very careful of errors in spelling, grammar, punctuation, and word choice as poor choices will result in an unsatisfactory grade. In addition, as a teacher you will be observed by your students, administration, peers, and the parents and community. Thus, you are expected to model high quality work at all times, including all of your writing opportunities – notes on papers, notes sent to parents, email, etc. For this reason, all written materials should reflect the highest possible standards.

If you want assistance in improving your writing, please consider using The Writing Center. The Writing Center (http://www.uttyler.edu/writingcenter) provides professional writing tutoring for all students in all disciplines. For appointments, call 903.565.5995. You may also come to me for assistance if you would like.

Participation: You are expected to demonstrate the highest level of professionalism in your class participation as judged by your instructor's expectations. The highest level of participation means you often contribute constructive comments and questions that expand and enrich our class discussions and activities. Participation does not include long conversations that are off-track, self-focused, or distract from presentations, discussions, etc.

Plagiarism and/or Collusion: *Submission of another's work as one's own, unauthorized collaboration with another in preparing academic assignments offered for credit, or a violation of any section of the rules on scholastic dishonesty will result in a failing grade (NC) for the semester. Remember when planning lessons and activities, give credit for ideas obtained online or from others. Later in this syllabus is a clear description of plagiarism and/or collusion.*

Things to Remember During Your Clinical Teaching

Teacher candidates take their assigned school's holidays for teaching days—not The University of Texas at Tyler holidays.

Professionalism cannot be overstated. While on your assigned school campus, it includes but is not limited to:
- o Dress
- o Behavior
- o Respect
- o Preparedness
- o Flexibility
- o Enthusiasm
- o Professional collaboration skills
- o Confidentiality
- o Being a team player
- o Timeliness

While at The University of Texas at Tyler for EDUC 4357/4057, it includes, but is not limited to:
- o Participation
- o Respect
- o Flexibility
- o Dress – consider the visiting speakers, such as principals and other professionals

NOTE: This syllabus is subject to change at the instructor's discretion. If that occurs, you will be notified during class.

Code of Ethics and Standard Practices for Texas Educators
Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	***Purpose and Scope; Definitions***

(b) Enforceable Standards.
   (1) Professional Ethical Conduct, Practices and Performance.
   (A) ***Standard 1.1.*** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   (B) ***Standard 1.2.*** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   (C) ***Standard 1.3.*** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   (D) ***Standard 1.4.*** The educator shall not use institutional or professional privileges for personal or partisan advantage.
   (E) ***Standard 1.5.*** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   (F) ***Standard 1.6.*** The educator shall not falsify records, or direct or coerce others to do so.
   (G) ***Standard 1.7.*** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
    (H) ***Standard 1.8.*** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   (I)   ***Standard 1.9***. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   (J)   ***Standard 1.10***   The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   (K)   ***Standard 1.11***. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   (L) ***Standard 1.12***.The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
   (M) ***Standard 1.13***. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.
   (2) Ethical Conduct Toward Professional Colleagues.
   (A) ***Standard 2.1.*** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

    (i) the nature, purpose, timing, and amount of the communication;

    (ii) the subject matter of the communication;

    (iii) whether the communication was made openly or the educator attempted to conceal the communication;

    (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

    (v) whether the communication was sexually explicit; and

    (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

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Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

Teacher Standards 149.1001

§149.1001. Teacher Standards.

(a) Purpose. The standards identified in this section are performance standards used to inform the preparation, appraisal, and professional development of Early Childhood-Grade 12 pre-service and in-service teachers in Texas. The standards:

    (1) emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials;

(2) assume that practicing teachers are aware of Open Educational Resource (OER) instructional materials, customize materials as directed by their district, and engage in initial lesson plan design when directed by their district;

(3) describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students;

(4) describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment;

(5) reflect research- and evidence-based practices that ensure all students are held to rigorous grade- level academic and nonacademic standards; and

(6) define a teacher's role as a professional, ethical, and reflective practitioner.

(b) 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--includes aligned research-driven strategies and supports within a multi- tiered instructional model that helps students make more than one year of growth in one year of time.

(3) Complex text--texts that provide students opportunities to work with new language, knowledge, and ways of thinking. Text complexity is evaluated along quantitative dimensions such as word and sentence length; qualitative dimensions such as text structure, levels of meaning, and language conventions; and considerations including the reader's background, motivation, and knowledge of the topic.

(4) Deliberate practice--practice that is systematic, requires sustained attention, and is conducted with the specific goal of improving performance on targeted skills.

(5) Encoding--the process by which information is initially coded to be stored and retrieved. Encoding requires attention to key concepts and knowledge structures and is aided by reducing extraneous cognitive load or information in the learning environment.

(6) Engagement--a state in which students are cognitively and behaviorally connected to and involved in their learning experience, characterized by participation, curiosity, and perseverance.

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

(8) Explanatory feedback--feedback that provides the learner with an explanation of strengths and weaknesses related to the learning activity or assignment.

(9) Explicit instruction--instruction in which the teacher's actions are clear, unambiguous, direct, and visible. Explicit instruction makes it clear what the students are to do and learn.

(10) Fixed personality traits--the misconception that personality traits become fixed at certain stages of an individual's development and do not change over time.

(11) Formative assessment--A deliberate low- or no-stakes process used by teachers during instruction to elicit and use evidence of student learning to provide actionable feedback and improve students' attainment of learning targets.

(12) Hemispheric dominance--the misconception that each brain hemisphere is specialized to process information differently and that the dominant hemisphere determines a person's personality and way of thinking.

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

(14)   Instructional preparation--describes the process by which a teacher uses knowledge of students and student learning to prepare instructional delivery to a unique group of students. Instructional preparation may include activities such as lesson plan design, evaluation of instructional materials, and lesson internalization.

(15)   Interleaving--an instructional technique that arranges practice of topics in such a way that consecutive problems cannot be solved by the same strategy.

(16)   Just-in-time supports--a learning acceleration strategy that integrates small, timely supports to address gaps in the most critical prerequisite knowledge and skills that students will need to access grade- or course-level content in upcoming units.

(17)   Learning styles--the disproven theory that identifies learners by type (visual, auditory, reading and writing, and kinesthetic) and adapts instruction to the individual's learning style.

(18)   Lesson plan design--describes the process by which a teacher creates the planned learning experiences and related instructional materials for a topic. Lesson plan design includes activities such as developing or selecting objectives, learning experiences, sequencing, scaffolds, resources, materials, tasks, assessments, and planned instructional practices.

(19)   Lesson internalization--an aspect of instructional preparation specific to teaching a lesson or unit. It includes activities such as evaluating sequencing, learning goals, and expected outcomes; using assessment data to identify prior knowledge; studying lesson content; rehearsing lesson delivery; identifying possible misconceptions; as well as planning instructional strategies, materials, and pacing.

(20)   Metacognition--the awareness of how one's mind learns and thinks and the use of that awareness to optimize the efficiency of learning and cognition.

(21)   Multiple means of engagement--a range of options provided to engage and motivate students in learning.

(22)   Multiple means of representation--a range of options provided in the ways that information is presented to students.

(23)   Multiple means of action and expression--a range of options provided in the ways that students express or demonstrate their learning.

(24)   Open education resource instructional materials --state-developed materials included on the list of approved instructional materials maintained by the SBOE under Texas Education Code (TEC),
§31.022, where the underlying intellectual property is either owned by the state of Texas or 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 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.

(c) Standards.

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

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

(i) Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.

(ii) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation 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.

(iii) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.

(iv) Teachers recognize misconceptions about learning, the brain, and child and adolescent development, including myths such as learning styles,

personality traits, and hemispheric dominance, and avoid unsupported instructional practices based on these misunderstandings.

(B) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.

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

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

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

  (iv) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade- or course-level content.

  (v) Teachers use high-quality materials to plan instruction that connects students' prior understanding and real-world experiences to new content and contexts.

(C) 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.

  (i) 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.

  (ii) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.

  (iii) Teachers design lessons that connect students' prior understanding and real- world experiences to new content and contexts.

  (iv) Teachers plan for the use of digital tools and resources to engage students in active deep learning.

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

  (i) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.

  (ii) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.

  (iii) Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports, technology,

intervention, linguistic supports, appropriate scaffolding, and implementation of individualized education programs.

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

(i) Teachers plan to present information in a meaningful way that activates or provides any prerequisite knowledge to maximize student learning.

(ii) Teachers collaborate with other professionals, use resources, and plan research- and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism, and biliteracy.

(iii) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible and instruction is fully accessible.

(iv) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Act (20 U.S.C. §1400, et seq.) or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) can affect student learning and development.

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

(i) Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.

(ii) Teachers identify how the learning goals of units and lessons are aligned to state standards.

(iii) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.

(iv) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.

(v) Teachers plan for pacing, use of teacher resources, and transitions between activities.

(vi) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning.

(vii) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

(2) Standard 2--Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.

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

(i) Teachers effectively communicate grade- or course-level expectations, objectives, and goals to help all students reach high levels of achievement.

(ii) Teachers apply research- and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting memory encoding and recall, such as interleaving, spacing, metacognition, and distributed practice.

(iii) Teachers ensure a high degree of student engagement through

explicit instruction, student discussion, feedback, and opportunities for deliberate practice.

    (iv)   Teachers apply research- and evidence-based teaching strategies that connect students' prior understanding and real-world experiences to new content and contexts and invite student perspectives.

    (v)   Teachers implement appropriate scaffolds in response to student needs.

    (vi)   Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.

    (vii)   Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.

    (viii)   Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

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

    (i)   Teachers set high expectations and facilitate rigorous grade- or course-level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

    (ii)   Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.

    (iii)   Teachers validate student responses utilizing them to advance learning for all students.

    (iv)   Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.

    (v)   Teachers use strategic questioning to build and deepen student understanding.

    (vi)   Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.

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

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

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

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

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

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

    (vi)   Teachers strategically implement instructional strategies, formative

assessments, scaffolds, and enrichment to make learning accessible to all students.

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

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

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

    (i)   Teachers regularly review and analyze student work, individually and collaboratively, to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in knowledge.

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

    (iii)   Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.

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

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

(3)   Standard--Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS.

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

    (i)   Teachers 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.

    (ii)   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.

    (iii)   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.

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

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

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

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

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

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

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

(iii) 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.

(iv) 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.

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

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

(ii) Teachers engage students in recursive lesson activities that reinforce automaticity in prerequisite knowledge and skills to mitigate the use of working memory when engaging those knowledge and skills as task complexity increases.

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

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

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

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

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

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

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

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

expandable and improvable.

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

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

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

        (iii)   Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading competencies and engage students in deliberate practice to make meaning from text.

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

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

        (vi)   Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high- quality complex texts.

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

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

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

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

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

    (4)   Standard 4--Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.

        (A)   Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior and positive interventions, that maintain a productive learning environment for all students.

        (i)   Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.

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

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

    (iv) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.

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

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

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

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

(5) Standard 5--Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with stakeholders; maintain professional relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity.

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

    (i) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.

    (ii) Teachers adhere to the Educators' Code of Ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

    (iii) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.

    (iv) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.

    (v) Teachers model and promote for students the use of safe, ethical, and legal practices with digital tools and technology.

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

    (i) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching to identify and communicate professional learning needs.

    (ii) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.

    (iii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

    (iv) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.

    (v) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership,

committee membership, or other opportunities.

(vi) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students to reach their academic and non-academic goals.

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

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.

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

(iv) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(d) This section will be implemented beginning with teacher evaluations conducted after the next update of Chapter 150 of this title (relating to Commissioner's Rules Concerning Educator Appraisal). Evaluations conducted before that time are subject to the requirements of this section as it existed prior to August 17, 2025.