



UT Tyler SCHOOL OF EDUCATION

**Fall 2026
READ 4320.001 (80400)
Literacy Assessment & Instruction I
The University of Texas at Tyler
School of Education
Dr. Joanna Neel**

Course: READ 4320.001 (Literacy Assessment & Instruction I)
Semester: Fall 2026
Time & Day: Tues. 1:00-3:45 PM
Location: HPR 262
Instructor: Dr. Joanna Neel
Office: BEP 248-B
Phone:
Email: jneel@uttyler.edu (preferred method of contact)
Office Hours: Tuesdays 9:30 AM-12:30 PM, & by Zoom appointment
First Day of Class: Monday, August 24, 2026
Labor Day Holiday: Monday, September 7, 2026
Census Date: September 8, 2026
Thanksgiving Break: November 23-27, 2025
Last Day to Withdraw: November 4, 2025
Last Day of Instruction: Thursday, Dec. 4, 2025
Finals Week: December 7-11, 2026

College of Education

Core Purpose of the College of Education:

To prepare competent, caring, and qualified professionals in the fields of education and counseling, to foster discovery and to advance the knowledge base in our respective fields.

Vision:

The College of Education will be a global leader in responding to needs in the fields of education, with a focus on the East Texas region, by creating innovative academic pathways and partnerships.

Mission:

The College of Education prepares educators and leaders who transform lives through learning. Through excellence in teaching, scholarship, innovation, and partnership, we strengthen the educator workforce, advance educational opportunity, and improve outcomes for learners, schools, and communities across East Texas and beyond.

Catalog Description. A course designed to afford the student the opportunity to implement the skills of assessment, instruction, and evaluation in a tutorial setting that utilizes a peer coaching model.

Prerequisite: Admission to the School of Education. Must have completed the EC-6 Core Curriculum.

Knowledge Base(s)

This course introduces students to the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. Students will learn about the theories of early literacy development as well as research and effective instruction practices that shape how teachers and others have approached their work with young children. Course content incorporates the following standards for the preparation of reading professionals:

1. *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010).
2. *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist ED-6 teacher candidates (Texas State Board for Educator Certification, 2016).
3. Seven International Literacy Association Competencies
 - Standard 1: Foundational Knowledge.
 - Standard 2: Curriculum and Instruction.
 - Standard 3: Assessment and Evaluation.
 - Standard 4: Diversity.
 - Standard 5: Literate Environment.
 - Standard 6: Professional Learning and Leadership.
 - Standard 7: Practicum /Clinical Experiences (for specialized literacy professionals only)
4. **Texas Education Agency Reading Competencies:**
 - Domain I. Reading Pedagogy – Competencies 001-002**
 - **Competency 001 (Foundations of the Science of Teaching Reading):** Understand foundational concepts, principles, and best practices related to the science of teaching reading.
 - **Competency 002 (Foundations of Reading Assessment):** Understand foundational concepts, principles, and best practices related to reading assessment.
 - Domain II. Reading Development: Foundational Skills - Competencies 003-008**
 - **Competency 003 (Oral Language Foundations of Reading Development):** Understand foundational concepts, principles, and best practices related to the development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.
 - **Competency 004 (Phonological and Phonemic Awareness):** Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.

- **Competency 005 (Print Concepts and Alphabet Knowledge):** Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.
- **Competency 006 (Phonics and Other Word Identification Skills):** Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.
- **Competency 007 (Syllabication and Morphemic Analysis Skills):** Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.
- **Competency 008 (Reading Fluency):** Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

Domain III—Reading Development: Comprehension - Competencies 009-012

- **Competency 009 (Vocabulary Development):** Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.
- **Competency 010 (Comprehension Development):** Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.
- **Competency 011 (Comprehension of Literary Texts):** Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.
- **Competency 012 (Comprehension of Informational Texts):** Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

Domain IV—Analysis and Response

Competency 013 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.

NOTE: Texas Reading Academy Modules will be implemented into READ 4320 starting Spring 2025.

The TRA modules designated for READ 4320 are:

Module 3: Establishing A Literacy Community

Module 4: Data

Module 7: Pre-Reading Skills

Module 8: Decoding, encoding, and Word Skills

Student Learning Outcomes

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promote reading, writing, and oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.

Artificial Intelligence (AI)

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, students can use AI platforms to help prepare for assignments and projects. While most of the submitted work should be your original effort, you are allowed to use AI tools for revision and editing tasks, such as identifying logical flaws, clarifying confusing or underdeveloped sections, and correcting citations. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

Assessment and Standards Matrix:

Student Learning Outcomes	Topics/ Activities	Assessment (including performance-based)	Standards Alignment
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing	Posts in Canvas Review Key Topics	(1) TES: (A) (i) (ii) (iii) (B) (i) (ii) (iii) (C) (i) (ii) (D) (i) (E) (i) (ii) (F) (ii) (iii) 2 (B) (i) (C) (iii) (3) (B) (i) (ii) (iii) (C) (i) 1Ai-ii. TEKS: ELAR K-6 ELPS: K-6 Pre-K Guidelines: all College Readiness Standards: ELAR: Reading & Writing ISTE: 2.1.c Educators stay current with research that supports improved student learning outcomes, including findings from the learning sciences. INTASC: 2, 3, 4, 5, 7, 8
2. Explore literacy development theories, research, & effective instructional practices, & how they can be used to inform & promote reading, writing, & oral language dev. in young children.	Literacy Development Theories Research-Based Instructional Practices, Reading, Writing & Oral Language Dev.	Canvas Discussions Quizzes	TES 1: all; 2: all ; TEKS: ELAR K-2 ELPS: K-2 Pre-K Guidelines: College Readiness Standards: ELAR: Reading & Writing ISTE: 2.1a Set professional goals to explore & apply pedagogical approaches made possible by technology and reflect on their effectiveness.; INTASC: 2, 3, 4, 5, 7, 8
The TRA modules designated for READ 4320 are:			Texas Reading Academy Module 3: <i>Establishing A Literacy Community</i> TRA Module 4: <i>Data</i> TRA Module 7: <i>Pre-Reading Skills</i> Module 8: <i>Decoding, encoding, and Word Skills</i>

Course Evaluation and Grading

The assignments and projects outlined below are designed to contribute in different, yet complimentary ways in achieving the stated learning outcomes.

Class Participation (20 points or 20% of course grade). Throughout the semester, you will be expected to attend every class, complete assigned textbook and other readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom reading teacher. The following criteria will be used to evaluate your class participation and engagement.

- 0-10 points = Low level of participation and engagement
- 11-15 points = Moderate level of participation and engagement
- 16-20 points = High level of participation and engagement

Quizzes (20 points or 20% of course grade). There will be scheduled quizzes throughout the semester. Quizzes will cover material addressed in lectures, discussions, and assigned readings, as well as key vocabulary. The content of quizzes, which will consist of a mix of objective and/ or constructed response answers, is designed to probe your level of preparedness in understanding and using knowledge gained throughout the course to promote and support students' literacy development in EC-6 classroom settings.

Projects:

Project #1: Five Reading Research Articles with Questions: (10 points or 10% of course Grade). In this assignment, students will learn to read a research article and identify key elements. **Assigned in Week #2; Due Date: Week #6 THURSDAY.**

Project #2: 1 Alphabetic Knowledge Lesson Plan (5 Points or 5% of Total Grade) Assigned in Week #4: Due THURSDAY Week #5

Project #3 Creating 10 Managed Independent Learning Stations (10 Points or 10% of Total Grade). Due. THURSDAY, WEEK #9

Project #4: Design & Create 10 Literacy Lessons Based on ELAR Texas Essential Knowledge & Skills (TEKS); Science of Teaching Reading Competencies; and English Language Proficiency Standards (ELPS). (15 points or 15% of course Grade). In this assignment, you will have an opportunity to gain knowledge, skills, and experience in using language & literacy standards to design and create relevant lessons for your future classroom. You will write ten lesson plans for one grade level. **You must include these elements in each lesson plan. Phonemic Awareness; Alphabetic Knowledge; Phonics; Read A-Loud; Comprehension. Due. THURSDAY. WEEK #11.**

Project #5 Writing Five (5) Literacy Intervention Lesson Plans based on student data provided by the professor. (15 points or 15% of course Grade). You will incorporate assessment data drawn from the following:

Letter ID Names/ Letter Sound(s); Phonics Inventory; Phonological Awareness Survey; Phoneme Segmentation; Nonsense Word Fluency; Oral Reading Fluency; Oral Retelling; Cloze Activity; etc.

Portfolio-Due. WEEK 14 Technology & Literacy Integration: Students will develop a video artifact, recording five tutorial lessons to be uploaded into Canvas & WIX portfolios. Lessons will include Texas Essential Knowledge & Skills, Science of Teaching Reading, and International Literacy Association Literacy Standards. More details along with guidance will be provided throughout the course. Grading based on a collection of evidence that demonstrates mastery, comprehension, application, and synthesis of a given set of learning objectives. Students must prepare a high-quality portfolio and effectively communicate what they have learned through reflection.

Three Rationales integrated into the Electronic Portfolio:

- Growth: Show growth or change over time, help identify strengths and weaknesses, and can help students with self-reflection and goal setting.
- Showcase Work: students to prepare a sample of their best work to share with others.
- Evaluation: Document progress toward standards for grading purposes. **Student**

Learning Outcomes for the Electronic Portfolio:

- Students will be assessed on their ability to organize, synthesize, and clearly describe their achievements.
- Students will complete varied types of assignments, respond to feedback, and revise their work.
- Students are evaluated on the progress they make in a course throughout the semester.
- Dialogue and collaborative conversations will take place throughout the semester. The professor will encourage students to analyze, monitor, and update their professional electronic portfolios.

Evaluation and Grading Guidelines and Criteria: All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers). Properly labeled, and carefully proofread and edited. The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage.

READ 4320 Assignments & Grading:			
Class Assignments:	% of grade:	Points:	Due Dates:
1. Class Participation & Assignments	20%	20	On-going 8
2. Project #1: Five Reading Research Articles with Questions:	10%	10	Thurs. Week #6
3. Project #2: 1 Alphabetic Knowledge Lesson Plan	5%	5	Thurs. Week #5
4. Project #3: Creating 10 Managed Independent Learning Stations Write Five Intervention Literacy Lesson Plans based on data provided by the professor.	10%	10	Thurs. Week #9

5. Project #4: Design & Create 10 Literacy Lesson Plans Based on ELAR Texas Essential Knowledge & Skills (TEKS); Science of Teaching Reading Competencies; and English Language Proficiency Standards ELPS.	15 %	15	Thursday Week #11
Project #5: Writing Five (5) Literacy Intervention Lesson Plans based on student data provided by the professor.	15%	15	Week #13 Thursday
7. Quizzes	20%	20	On-going
Final Electronic Literacy Portfolio	5%	5	Week 14
TOTAL=	100%	100	

Performance Standards:

Performance Standards:			
Points	Percent	Grade	Standard
90-100	90%	A	(Excellent) Superior
80-89.99	80%	B	(Good) Above Average
70-79.99	70%	C	(Undeveloped) Average
60-69.99	60%	D	(Poor) Below Average
00-59.99	59% or below	F	(Unacceptable) Mediocre

Bibliography:

Bransford, J., Brown, A., & Cocking, R. (2000). How people learn: Brain, mind, experience, and school (expanded edition). Washington, DC: National Academy Press.

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). Preparing teachers for a changing world. What teachers should learn and be able to do. San Francisco, CA: Jossey- Bass.

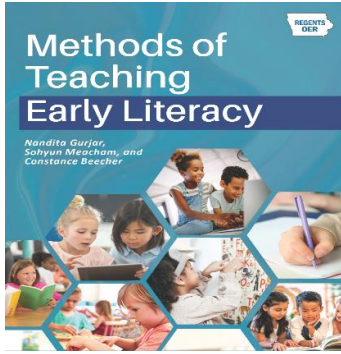
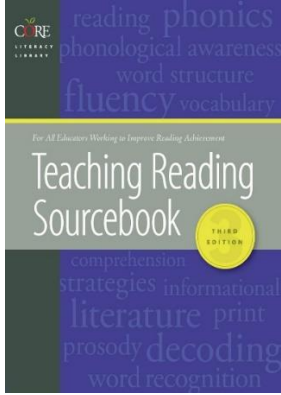
Nutta, J., Mokhtari, K., & Nutta, J. (Eds.). (2012). Preparing every teacher to reach English learners: A practical guide for teacher educators. Cambridge, MA: Harvard Education Press.

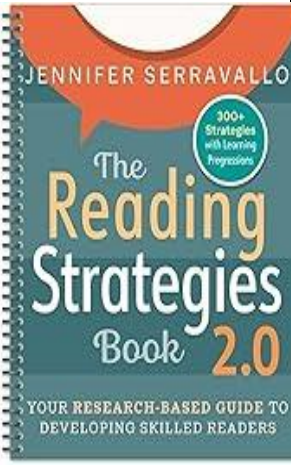
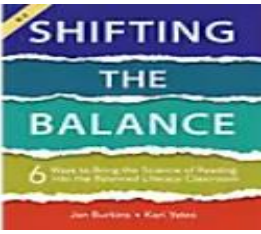
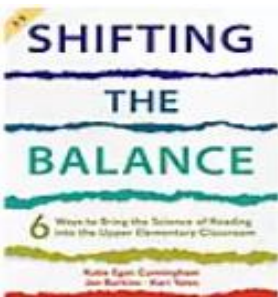
Tomlinson, C.A. (2014). The differentiated classroom: Responding to the needs of all learners (2nd edition). Alexandria, VA: ASCD.

Vygotsky, Lev S. (1986). Thought and language. Newly revised and edited by Alex Kozulin. Cambridge, MA: The MIT Press.

Wormeli, R. (2007). Differentiation: From planning to practice grades 6-12. Portland, ME: Stenhouse Publishers.

Texts and Materials:

Required OER Textbook Cover:	Title:	Author(s):	ISBN #:	Publisher:
	Required Text: NOTE: This is an OER (Online Educational Resource) textbook & is available free to students at the website included in the 3rd column of this chart. Methods of Teaching Early Literacy Book Description: Theories, teaching strategies, & instructional materials pertinent to teaching reading and writing in grades K-3, with an emphasis on integrating reading, writing, speaking, & listening, as well as integration across content areas while addressing diversity & inclusion.	Nandita Gurjar; Sohyun Meacham; & Constance Beecher		Iowa State University Pressbooks Iowa State University Digital Press Publication Date: July 19, 2023 OER
	Highly Recommended Text: Teaching Reading Sourcebook	by Bill Honig (Author), Linda Diamond (Author), Linda Gutlohn (Author),	978-1634022354	Core Literacy Library

	Highly Recommended: The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers This book will be used in READ 4326.	Jennifer Serravallo	9780325074337	Heinemann
	Shifting the Balance Grades K-2; 6 Ways to Bring the Science of Reading into the Lower Elementary Classroom	Jan Burkins & Kari Yates	9781625315106	Stenhouse Publishers (Now Taylor & Francis)
	RECOMMENDED Shifting the Balance, Grades 3-5: 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom	Jan Burkins & Kari Yates	9781625315977	Routledge Publishing

Overview of Student Learning Outcomes. Please note the detailed Topic Table submitted with syllabus.

Learning Outcomes:	Course Topics:	Readings & Project Due Dates:
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	• Literacy processes: reading, writing, listening, and speaking • Stages of language development • Stages of reading development • Stages of writing development • Stages of spelling development • Theoretical orientation to reading profile (pre-assessment)	Weekly Vocabulary Quizzes. Scheduled Content Quizzes Comprehensive Final
2. Explore literacy development theories, research, and effective instructional practices, and how they can be used to inform and promote reading, writing, and oral language development in young children.	• Essential components of reading: Phonemic awareness, phonics, fluency, vocabulary, comprehension • Factors impacting literacy development for students of diversity • Understanding student needs relative to oral language, reading, and writing development	Class Participation & Daily In-class readings & assignments. Independent & Collaborative group work in class. Project #1: Five Reading Research Articles with Questions Project #2: 1 Alphabetic Knowledge Lesson Plan
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	Applying knowledge gained to understand students' needs relative to language, reading, and writing development Applying knowledge gained to understand the students' contexts for instruction. Theoretical orientation to reading profile (post-assessment)	Comprehensive Final- WIX Electronic Portfolio Project #3: Creating 10 Managed Independent Learning Stations Project #4: Design & Create 10 Literacy Lesson Plans Project #5: Writing Five (5) Literacy Intervention Lesson Plans FINAL: Develop WIX Electronic Literacy Portfolio

Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or Below	F	Mediocre

READ 4320: Assignment, Quiz & Project Due Dates Schedule:

Assignment	Due Date:	Date:
Start Wix Electronic Literacy Portfolio	Week 1	Online Thurs. of Week 1
Philosophy of Literacy	Week 1	Online Thurs.
Upload Syllabus & Topic Table into Portfolio	Week 1	Online Thurs.
Science of Teaching Reading & Phonics/ Phonemic Awareness Practice Test	Week 1	Week 1
ILA & STR Vocabulary Quiz #1	Week 1	Week 1 Thurs.
Thursday Rule (Organization, Study Skills)	Week 2	Week 2 Thurs.
ILA & STR Vocabulary Quiz #2	Week 2	Week 2 Thurs.
ILA & STR Vocabulary Quiz #3	Week 3	Week 3 Thurs.
Content Quiz #1	Week 3	Week 3 Thurs
ILA & STR Vocabulary Quiz #4	Week 4	Week 4 Thurs.
ILA & STR Vocabulary Quiz #5	Week 5	Week 5 Thurs
Quiz #1: Content: Phonics; Phonological Awareness; STR; Reading Rope; Phonemic Awareness;	Week 5	Week 5 Thurs.
Project #1: 5 Reading Research Articles & Questions	Week 6	Week 6 Thurs.
ILA & STR Vocabulary Quiz #6	Week 6	Week 6 Thurs.
Project #3: Write 5 Literacy Intervention Plans	Week 6	Week 6
Science of Teaching Reading Module Completed: including Phonics; Phonological & Phonemic Development; Reading Rope; Letter ID; Decodable Passages; Constructed Response		Week 7 Thurs.
ILA & STR Vocabulary Quiz #7	Week 7	Week 7 Thurs.
ILA & STR Vocabulary Quiz #8	Week 8	Week 8 Thurs.
ILA & STR Vocabulary Quiz #9	Week 9	Week 9 Thurs.
ILA & STR Vocabulary Quiz #10	Week 10	Week 10 Thurs.
Science of Teaching Reading Module Completed including Phonics; Phonological & Phonemic Development; Reading Rope; Letter ID; Decodable Passages; Constructed Response	Week 11	Week 11 Thurs.
Project #2: Alphabetic Knowledge Lesson Plan (5 Points or 5% of Total Grade) Assigned in Week #4: Due Sept. 29 Week #5	Week 12	Week 12 Thurs.
Quiz #2: Content: Phonics; Phonological Awareness; STR; Reading Rope; Phonemic Awareness;	Week 13	Week 13 Thurs.
FINAL: Electronic Literacy Portfolio	Week 15	Week 15

Course Policies:

Attendance. Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day's scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). Points will be deducted from the final grade due to absences. Students will not be penalized for religious holidays (see policy below). Absences will be treated as follows:

1 Absence = No Point Loss

2 Absences = 10 Point Deduction* **Must schedule conference after 2nd absence.** 3 Absences = 25 Point Deduction

4 Absences = 40 Point Deduction

- **Make/Up exam.** There will be NO make/up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, tow-truck receipt, etc.) when requesting a make/up activity.
- **Written Assignments.** Written assignments **MUST** be typed using **double spaced lines and have page numbers**. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily readable 12 point (e.g. Times New Roman, Helvetica, Tahoma)**

Late Assignments (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.**

- **Academic Dishonesty.** To be successful in this class, you must invest time in studying. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabi.
- **Canvas: Students** will access class notes, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are

expected to regularly check Canvas for updates and to download any class handouts.

- **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phones or other electronic communication devices during exams is prohibited. ***Text messaging should be done before or after class!***
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic”.
- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 4269 will adhere to and demonstrate these teacher candidate dispositions at all times.

Safe Zone

The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

Disability/Accessibility Services:

The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student

Application. For more information, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> or call 903.566.7079.

Faculty Office Hours: These are times when you can meet with your faculty to ask questions about the content, better understand the discipline, make career connections and more. Make use of office hours. Faculty list three hours a week (minimum) that they are available to you and also provide an appointment option if you have class or work during their office hours.

Writing Center: The Writing Center provides all undergraduate and graduate students a place to work on their writing projects and skills. There are tutoring options as well as workshops available to support you in your academic writing.

Math Learning Center: The Math Learning Center provides drop-in tutoring for lower-level math courses throughout the week. The MLC also has computer workstations for your use.

PASS Tutoring Center: The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.

Supplemental Instruction (SI): SI is a series of weekly peer-assisted study sessions in courses identified by previous students as difficult. Due to COVID-19, SI sessions will be conducted face-to-face and via Zoom this fall. Check the website to see the support courses for the Fall 2020 term.

Upswing (24/7 Online Tutoring): Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.

Robert R. Muntz Library Staff: UT Tyler has an incredible staff of librarians ready to assist you.

Discipline/major library liaisons are available to support you and you can also schedule appointments for research consultations. In addition, the Robert R. Muntz library's Head of University Archives and Special Collections can assist you with scholarly communications, primary sources, and archive materials.

Canvas 101: This Canvas course provides you with a wealth of information – including how to navigate in Canvas, use ProctorU (and even take a practice test), tips for being a successful online and hybrid learner, how to use Zoom, and more!

Digital Support Toolkits: Digital Support Toolkits are supplemental materials generated by faculty to help you be successful in targeted courses typically taken by our freshman and sophomore population. Students registered in Digital Support Toolkits supported courses will find these in their Canvas dashboard. You don't have to register – just take advantage of this great resource.

UT Tyler Testing Center: The Testing Center provides securing testing opportunities to meet the needs of students and the community in an environment conducive to student and academic success.

Student Accessibility and Resource (SAR) Office: The SAR Office works to provide students equal access to all educational, social, and co-curriculum programs through the coordination of services and reasonable accommodations, consultation, and advocacy.

Student Counseling Center: The Student Counseling Center supports students in developing balance, resiliency, and overall well-being both academically and personally. They have in person and virtual counseling options. In addition, the Student Counseling Center offers [TAO](#), a self-help, completely private online library of behavioral health resources. Sign into the TAO website using your UT Tyler credentials.

COLLEGE OF EDUCATION VISION AND MISSION

College of Education Mission

The School of Education prepares educators and leaders who transform lives through learning. Through excellence in teaching, scholarship, innovation, and partnership, we strengthen the educator workforce, advance educational opportunity, and improve outcomes for learners, schools, and communities across East Texas and beyond.

College of Education Vision

The College of Education will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

Artificial Intelligence

*You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

**You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

***Any plagiarism or other form of cheating will be dealt with severely under relevant UT Tyler policies.

(Policy adapted from Holly Fernandez-Lynch's who shared theirs on [Twitter](#) and who teaches at University of Pennsylvania).

UT Tyler School of Education

Undergraduate Instructional Notification & PIP Initiation Form

Purpose: This form serves as the primary tool for identifying and remediating professional disposition concerns. It documents the progression from an informal faculty discussion to a formal committee review.

Part 1: Student & Program Information

- **Student Name:** _____ **Student ID:** _____ **Date:** _____
- **Major/Program:** _____ **Phase:** _____
- **Faculty Initiating Form:** _____ **Course Name/Number:** _____

Part 2: Area(s) Identified for Improvement

Check all that apply based on Professional Dispositions:

DISPOSITION	AREAS OF CONCERN	COMMENTS
Responsibility and Accountability		
• Accepts responsibility for personal actions or decisions	O	
• Displays a professional demeanor	O	
• Complies with university and school district policies and procedures	O	
• Follows university, school, and/or district policies for professional appearance	O	
• Engages in professional, legal, and ethical conduct	O	
Commitment to Effective and Professional Communication		

The Texas Education Agency adopts the repeal of §149.1001 and new §149.1001, concerning teacher standards. The repeal of §149.1001 is adopted without changes to the proposed text as published in the March 7, 2025 issue of the Texas Register (50 TexReg 1754) and will not be republished. New §149.1001 is adopted with changes to the proposed text as published in the March 7, 2025 issue of the Texas Register (50 TexReg 1754) and will be republished. The adopted repeal and new rule reflect alignment with recent updates to State Board for Educator Certification (SBEC) rules in 19 TAC Chapter 235, Subchapters A-D, as required by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

REASONED JUSTIFICATION: Section 149.1001 identifies the performance standards to be used to inform the training, appraisal, and professional development of Early Childhood-Grade 12 pre-service and in-service teachers in Texas.

The adopted repeal of and new §149.1001 aligns with recent updates to SBEC rules in 19 TAC Chapter 235, Subchapters A-D, as required by HB 1605.

The adopted repeal of and new §149.1001 reflects a reorganization of the teacher standards and also includes definitions that provide clarity for educators and promote a common understanding of terms used within the updated teacher standards.

The standards included in adopted new §149.1001 outline the necessary knowledge and skills related to instructional preparation, instructional delivery and assessment, content pedagogy for all teachers and for teachers leading English language arts and reading and math classes, learning environments, and professional practices and responsibilities.

Based on public comments regarding the need for these standards to be closer aligned to recently revised 19 TAC §235.2 and §235.21, modifications have been made at adoption throughout the rule to ensure language in §149.1001 reflects the language in §235.2 and §235.21.

Based on public comment related to the implementation of new §149.1001, subsection (d) was added at adoption to specify that new §149.1001 will be implemented beginning with teacher evaluations conducted after the next update of 19 TAC Chapter 150, Commissioner's Rules Concerning Educator Appraisal, and that evaluations conducted before that time are subject to the requirements as they existed prior to August 17, 2025.

SUMMARY OF COMMENTS AND AGENCY RESPONSES: The public comment period on the proposal began March 7, 2025, and ended April 7, 2025. Following is a summary of public comments received and agency responses.

Comment: An educator commended efforts to incorporate research-based practices and modernize instruction in the proposed revisions but expressed concern that the proposal poses several issues that undermine teacher autonomy, devalue traditional literacy practices, overload educators with unrealistic expectations, and ignore the critical need for sustainable workload management.

Response: The agency disagrees and provides the following clarification. 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, 87 Texas Legislature, Regular Session, 2021), and an understanding of best instructional practices in digital literacy (Senate Bill 226, 87 Texas Legislature, Regular Session, 2021).

Comment: An educator expressed concern with the current school calendar and proposed a trimester model that supports a 4-day week to ensure educators and students receive adequate time for planning, rest, and recuperation.

Response: This comment is outside the scope of the proposed rulemaking.

Comment: The Texas State Teachers Association (TSTA), Texas American Federation of Teachers (Texas AFT), and Texas Coalition for Educator Preparation (TCEP) expressed support for the revised teacher pedagogy standards

in 19 TAC Chapter 235 and noted the need for these standards to remain tightly aligned to commissioner's rules so that expectations of teachers are clear and actionable.

Response: The agency agrees with the need for the proposed standards to align with Chapter 235 to promote clear expectations throughout a teacher's professional journey from pre-service to in-service. Modifications have been made at adoption to ensure language in new §149.1001 mirrors language in §235.2 and §235.21.

Comment: Texas AFT and TCEP suggested the agency more explicitly state in new §149.1001(a) the intent of this repeal and replacement of these standards and their connection to the appraisal and professional development rules and processes.

Response: The agency agrees. The existing language states that these performance standards should be "used to inform the preparation, appraisal, and professional development" of teachers, and subsection (d) was added at adoption to specify that new §149.1001 will be implemented beginning with teacher evaluations conducted after the next update of 19 TAC Chapter 150, Commissioner's Rules Concerning Educator Appraisal, and that evaluations conducted before that time are subject to the requirements as they existed prior to August 17, 2025.

Comment: Texas AFT and TCEP requested clarification regarding the accountability for math and English language arts (ELA) content standards found in §149.1001(c)(3)(C) and (D), as related to assignments in non-math and ELA courses.

Response: The agency disagrees that additional clarification is needed. Subsection §149.1001(c)(3) states that teachers must "show a full understanding of their content and related pedagogy."

Comment: TSTA commented that teacher standards should not be narrowly aligned to the use of high quality instructional materials (HQIM) or open education resources and should make space for teachers to develop instructional materials to best meet the unique needs of students.

Response: The agency disagrees that the standards are narrowly aligned to the use of HQIM or open education resources and do not make space for teachers to develop instructional materials to meet student needs. Subsection

§149.1001(c)(1) states that teachers must "prepare for instructional delivery by designing lessons, evaluating materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization."

Comment: TSTA inquired if the new Domain I found in 19 TAC Chapter 150 will assess instructional preparation and support the fair evaluation of an educator when development of instructional materials and initial lesson design is best for students.

Response: This comment is outside the scope of the current rule proposal.

STATUTORY AUTHORITY. The repeal is adopted under Texas Education Code, §21.351, which authorizes the commissioner to adopt a recommended appraisal process and criteria on which to appraise the performance of teachers.

CROSS REFERENCE TO STATUTE. The repeal implements Texas Education Code, §21.351.

<rule>

§149.1001. Teacher Standards.

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STATUTORY AUTHORITY. The new section is adopted under Texas Education Code, §21.351, which authorizes the commissioner to adopt a recommended appraisal process and criteria on which to appraise the performance of teachers.

CROSS REFERENCE TO STATUTE. The new section implements Texas Education Code, §21.351.

<rule>

§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.**
- (iii) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.**
- (iv) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.**
- (v) Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.**
- (vi) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, 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.
- (iii) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.
- (5) Standard 5--Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with stakeholders; maintain professional

- relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity.
- (A) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.
 - (i) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.
 - (ii) Teachers adhere to the Educators' Code of Ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - (iii) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.
 - (iv) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.
 - (v) Teachers model and promote for students the 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.