



UT TylerTM SCHOOL OF EDUCATION

READ 5310.060 (80404)

Literacy Coaching Practicum

The University of Texas at Tyler

School of Education

Course:	READ 5310 (80404)
Semester & Year:	Fall 2026
Location:	Graduate - Online
Instructor Information:	Dr. Joanna Neel
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Office Hours:	Tues. 9:30 AM-12:30 PM
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, 2026
Last Day to Withdraw:	November 4, 2026
Last Day of Instruction:	Thursday, Dec. 4, 2026
Finals Week:	December 7-11, 2026

School of Education

Core Purpose of School of Education:

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

Vision:

The School 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 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.

Course Description: Field experience focused on expanding literacy coaching knowledge, skills,

and dispositions by studying and engaging in literacy coaching and professional development work in authentic PreK-12 clinical and/or school settings. **A field-based practicum is required.** Prerequisite: READ 5309: *Foundations of Literacy Coaching*.

READ 5310 builds on the knowledge, skills, and experiences gained in READ 5309, which is designed to prepare you for the supervised practicum. In this companion course, you will have an opportunity to apply what you learned about literacy coaching while working directly with teachers in real-world school settings.

Important Notes Re: Literacy Coaching Certificate Requirements

Our MEd-Reading program places a great deal of emphasis on fieldwork that enables program candidates to apply knowledge and skills gained in real-world instructional settings. To successfully earn the UT Tyler Literacy Coaching Certificate, you must complete all program courses leading to the Master of Education in Reading degree, plus READ 5310: *Literacy Coaching Practicum* and READ 5311: *Literacy Coaching and Collaborative Professional Development*.

Knowledge Base(s) and Rationale:

This graduate-level course is designed as a practicum for prospective and practicing teachers and instructional leaders who wish to develop and/or expand their literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching work in authentic school settings.

Course content is informed by various research, policy, and practice resources, which contribute in different but complementary ways to the preparation of reading specialists/literacy coaches and instructional leaders. Research and theory addressed in the course will draw from several fields of inquiry, including adult learning, professional development, teacher quality and student achievement, and school improvement.

Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association (#1, 2, 3, 5, 6, 7)(ILA, 2017).*
- *Texas Examination of Educator Standards (TExES)*
- *Texas Educator Standards (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),*
- *Texas State Board for Educator Certification Standards (TSBECS, 2016)*
- *Texas Prekindergarten Guidelines (TPG 2015),*
- *International Society for Technology in Education Standards for Educators (ISTE),*
- *Interstate New Teacher Assessment and Support Consortium (InTASC) Standards,*
- *College and Career Readiness Standards (CCRS)*

Student Learning Outcomes (SLOs): Upon successful completion of the requirements for this course, teacher candidates will be able to:

1. Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.
2. Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.
3. Apply knowledge and skills gained about literacy coaching research and best practices in the

design, implementation, and evaluation of professional development programs for individual teachers, grade levels, and schools.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
1. Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.	Course Readings Coaching Videos	Coaching Cycle Case Study Online Discussions Poll & Post	ILA: 6.1, 6.2 TExES: Standard IV TES: 6:Cii TSBECS:IV(4.11s) InTASC: 9 CCRS: IIA(2)(11)
2. Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.	Course Readings Case Study	Coaching Cycle Service-Learning Reflective Logs Case Study Online Discussions Equity Audit	ILA: 6.3 TExES: Standard IV TES: 6:Cii InTASC: 6
3. Apply knowledge and skills gained about literacy coaching research and best practices in the design, implementation, and evaluation of professional development programs for individual teachers, grade levels, and schools. Candidates model how to teach small group literacy instruction for the teacher they are coaching.	Course Readings Coaching Cycle Service-Learning Reflective Logs Case Study	Coaching Cycle Service-Learning Reflective Logs Case Study Online Discussions	ILA: 6.3, 6.4 TExES: Standard IV TES: 6:Cii TPG: viii ISTE: 2.4 InTASC:10 CCRS: VA(2), VB(1)(3) VC(1)

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities.

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. Online Contributions (10 points). Throughout the semester, you will be expected to engage actively in online assignments, and activities aimed at strengthening your ability to critically read, synthesize, and interpret literacy research findings, as well as engage in literacy research activities. Your contribution to specific online activities is an important component of our shared pedagogical experience. Your active participation will help me to evaluate your overall performance as a class member, as well as making the class more interactive and engaging for all of us. In order to facilitate more collaboration between candidates, students may select to have synchronous collaborative meetings in Real Time Group Meetings (RTGM) to discuss progress on assignments, or upcoming projects.

2. Poll & Post (5 points)

Poll & Post Description — During the first week of class you will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. At an appropriate time, you will complete a post assignment that specifically addresses the same topic. (Poll = 1 point and Post = 4 points)

3. Equity Audit (15 points). As a literacy coach it is important to know and understand the principles, practices, and policies regarding diversity, equity, and inclusion at your school. This semester long project might help you answer the following questions:

- How does the school or district define equity?
- What are the measurable goals around equity and inclusion?
- How are the students thinking and feeling about equity and inclusion at school?
- How might some groups of students be experiencing school climate differently than others?
- What academic Achievement gaps might exist between groups of students?
- What groups of students may be over- or underrepresented in advanced course enrollment or gifted and talented programs?
- What groups of students may be over- or underrepresented in our disciplinary and behavioral data?
- What gaps might exist in the social-emotional development of different groups of students?
- How might teacher perceptions of students' SEL differ from what students are saying?
- How might attendance and chronic absenteeism rates differ by student group?
- What are the retention rates for teachers of color?
- How ready and equipped do teachers and staff feel to support all learners?
- How do families of different races, ethnicities, or cultures perceive the school climate?
- What factors may be preventing parents from different races, ethnicities, or cultures from helping their children learn?
- Does the school have a system that helps connect - and act on - inequities across all domains?

(Questions taken from: [15 Question Your District Needs to Ask to Investigate and Address](#)

Equity)

For this semester-long project, you will complete an equity audit at your school, write a report of all the findings, and reflect on how you as the literacy coach can support the teachers with their literacy instruction to help ALL the students in their classrooms. (Make sure to use APA 7 formatting this report.)

3. Literacy Coaching Cycles (20 points). As part of this practicum course, you will engage in TWO full cycles of coaching with a classroom teacher. This teacher must be new to you in terms of coaching. You cannot have coached this teacher previously. (Choose a newer teacher, if possible, someone who will benefit from receiving support from a literacy coach.) To complete this project, I will want to “see” the TWO Pre-Observation and TWO Post-Observation stages of your coaching cycle. I expect you to video record your TWO pre-observation and TWO post-observation conference sessions with your teacher at a minimum. I need to listen to how you participate and lead the instructional coaching sessions. I am not evaluating what your teacher does, but rather I am specifically looking at what YOU are doing and your overall growth over time as a literacy coach. Candidates collaborate, mentor, lead and guide other classroom teachers through the assessment process, planning process, teaching process. In this course, candidates complete two coaching cycles with a teacher to assist them in designing and implementing evidence-based instruction to meet the literacy needs of their students. (Each Video Recording is worth 5 points.)

STAGE 1: IDENTIFY STAGE: Identify Instructional Goals

- **BEFORE THE COACHING:** Select the teacher you will coach throughout the semester and notify me of this information: Name, School, Grade. Have the teacher videotape themselves teaching a literacy lesson. The teacher will view the videotaped lesson first to identify an area of need or concern. You will then view the videotaped lesson and likewise identify potential areas of need or concern.
 - Schedule a date/time to meet to discuss the videotaped lesson.
 - Begin the Coaching Cycle with the teacher. You are to collect and submit evidence of your work with the teacher for each stage of the Coaching Cycle. You should have ample evidence of your work with and in preparation for your interactions with your teacher.
- **PRE-OBSERVATION CONFERENCE** (See pages 51 in *The Impact Cycle*): Meet with the teacher to discuss their thoughts about the lesson. After watching the initial videotaped lesson separately, some Pre-Conference question could include:
 - On a scale of 1 to 10, how close was the lesson to your ideal?
 - What would have to change to make the class closer to a 10?
 - What would your students be doing?
 - What would that look like?
 - How would we measure that?
 - Do you want that to be your goal?
 - Would it really matter to you if you hit that goal?
 - What teaching strategy will you try to hit that goal?
- **IDENTIFY GOALS:** During the Pre-observation Conference, together you will identify the area of need or concern. Ultimately, the teacher will identify their literacy instruction

focus/goal for the semester. (This goal needs to be a measurable goal.)

- Determine the location, date, and time for the observation.
 - Determine your observation plan. (See pages 51-52 in *The Impact Cycle*).
- OBSERVATION: Observe the lesson and take observational notes. Collect data related to the teachers identified instructional focus/goal. If appropriate, talk with students and walk around the room during the observation. Set up a time for the post-observation conference.

STAGE 2: LEARN STAGE: Coaching

- POST OBSERVATION CONFERENCE (See Danielson Framework Post Observation Questions): Meet with the teacher to discuss the lesson.
 - Share your data/observational notes with the teacher and let them discuss what went well and what did not go well with the lesson related to their identified instructional focus/goal.
 - Identify specific strategies that could support this teacher in their future literacy instruction.
- COACHING: Provide coaching opportunities related to identified teaching strategies.
 - Explain the Teaching Strategies
 - Set up a time to Model the Teaching Strategies
 - Set up and plan a Co-Teaching lesson
 - Set up a time for the teacher to observe another teacher in the school implementing the teaching strategy.
 - Candidates model how to teach small group literacy instruction for the teacher they are coaching.

STAGE 3: IMPROVE STAGE: Progress Monitoring

- The teacher implements the teaching strategy in their own teaching. This lesson will be videotaped again. Observe the lesson being taught while taking observational notes.
- Collect data regarding the teacher's implementation of the teaching strategy and/or the students' progress towards the goal.
- Meet with the teacher to discuss implementation and progress toward the goal.
- At this point the teacher can make teaching modifications until the goal is met or shift their instructional focus/goal if their original goal was met. The coaching cycle begins all over again.

4. Service-Learning Field Reflection Log/Coaching Journal (10 Logs @ 1 point each = 10 points). This field-based course is designed as a service-learning course. Throughout the semester you will be serving as a literacy coach-in-training to the teacher(s) in your selected school in order to support their students that are struggling in their literacy development in some way. Through this work you will be serving the instructional needs of the teacher(s) that you are working with while also learning effective literacy coaching practices at the same time. The Case Study Report will serve as a culminating project of what you have learned throughout READ 5309 and READ 5310. (See #5 below for project details.)

Specifically, you will start working with your teacher(s) for a period of 12 weeks starting on or about the second week of class and ending on or about the 14th week of the semester or after you

have completed about 40 hours of coaching—assuming an average of 3.0 hours per week for 12 weeks. Also, be prepared to complete the Literacy Coaching Cycle (as indicated above in assignment #3) at some point in the field experience with the teacher of choice that includes two pre-observation conferences, two observations, and two post-observation conferences.

An important aspect of service learning is reflection. For this assignment you need to post a weekly Service-Learning Reflection Log/Coaching Journal for 10 consecutive weeks starting the fourth week of the semester and ending the 13th week of the semester regarding the work that you are completing with the student(s). You will specifically include a log of the days & times that you worked with the teacher(s) each week, and briefly answer questions a-e below with questions f-h being optional.

- a. How effective was your coaching this week? Explain.
- b. What was your strength as a literacy coach this week?
- c. How is/are your teacher(s) responding to your coaching? Explain.
- d. What do you need to do differently? Why?
- e. What is your next coaching step? Explain.
- f. What concerns you? Explain.
- g. What questions do you have?
- h. How can the course instructor support you during this field experience?

5. Case Study (30 points). In this semester-long, field-based project, you will have an opportunity to engage in an important component of literacy coaching work, which consists of working with at least one teacher to assess, analyze, coach, and post-assess. The overall goal of this project is for you to help lead the teacher in improving all aspects of their literacy teaching and to guide them in the implementation and evaluation of your plan of action. The case study should (a) be guided and informed by credible literacy coaching models and practices with documented effectiveness, (b) use current research, policy, and best practices relative to enhancing literacy instruction, and (c) be realistic with concrete steps and strategies to support the teacher.

You should plan on spending a minimum of 40 hours in completing this project. (Keep track of the amount of time and effort devoted to the completion of this project using a log into which you enter each day's clock time, hours' total, and task. (You can also keep track of your coaching time in your service-learning reflection log/coaching journal.) I will provide you with a timesheet to keep track of your hours.) Specifically:

- Set up a weekly planning/coaching/debriefing session with the teacher for 30-45 minutes.
- Set up a weekly (one-three times per week) to be in the teacher's classroom for lesson observations, modeling, and co-teaching opportunities.

Write a report (1000-1500 words) describing the project in terms of processes (what was done and how) and products (what was accomplished), particularly as they related to the literacy needs analysis and coaching. Prepare the report so that it can be shared with the school principal and teacher(s). (Make sure to use APA7 when formatting your report.) Organize your report around the following headings:

Introduction to the School & Teacher: Include any information that will help the reader to better understand your coaching field practicum placement in this particular school.

- What is the mission statement and/or vision statement for the school?
- Is there a school-adopted core reading curriculum that teachers are expected to use?
- What are the demographics of the students in the school? (Equity Audit)

- Interview the teacher.
- What grade level and content areas does the teacher teach?
- How many students do they have in their class? How long have they been teaching literacy? How long have they been teaching this grade level?

Literacy Assessment Data Collection and Analysis:

Have an initial [Coaching Conversation](#) with the teacher to determine their literacy instruction strengths and needs. What are the areas of their literacy instruction they want to focus/improve on specifically this semester (e.g., phonemic awareness, phonics, sight words, fluence, vocabulary, comprehension, etc.)? What are their literacy instructional goals?

- Find out how the teacher handles diversity, equity, and inclusion in her teaching by asking [Culturally Responsive Coaching Questions](#).
- Collect any literacy assessment data available from the teacher (e.g., grades, notes on students, test scores, BOY data, end of semester data, etc.).
- Analyze the data collected to focus on their identified area of need.
- At the end of the semester, analyze and compare the pre-assessment data and post-assessment data to determine if there was any instructional progress of the teacher as a result of your coaching.

Literacy Coaching Cycle: What did you learn about your coaching AND the teacher from each stage of the literacy coaching cycle?

- Identify Stage
- Learn Stage
- Improve Stage

Reflection: At the conclusion of the semester, you will write a cumulative reflective experience paper about your coaching experience. This is not just a summary but where you discuss what went well and why, what you would do differently and why, and what you learned from participating in the coaching cycle. Reflect on what you have learned about literacy coaching. How would you rate your ability to provide support to teachers through encouraging reflective dialogue, providing supportive feedback, locating resources, demonstration or co-teaching, and observation? Discuss the implications or applications of what you have learned for your own teaching and continuous professional learning.

Appendices: Include any observation notes, checklists, coaching documents as appendices in your report.

Project Evaluation Criteria: The criteria for evaluating the project will be based on the extent to which you have adequately described (a) school and teacher, (b) pre-post literacy assessment data analysis, (c) literacy coaching cycles; (d) cumulative reflective statement relative to your learning and growth as a literacy leader/coach following completion of this project and course, and (e) appendices: literacy coaching documents. A project evaluation rubric using these elements will be used to evaluate the merits of the report.

6. Policy Critique

You will obtain a copy and critique district policies that impact the teaching and learning of literacy. Furthermore, you will obtain and critique a copy of the Academic Excellence Indicator System (AEIS) campus report card. You will specifically answer the following questions: What are the policies that deal with literacy? What are the specific literacy issues or potential literacy issues that you notice? Is literacy mentioned in the AEIS report? If so, what are specific literacy

topics that you notice? You will share the results with the campus leadership team who serve as a bridge to stakeholder communication, in an effort to provide information that may impact future campus goals, vision, and mission.

7. Program Portfolio Artifact (QEP) (5 points)

Portfolio Artifact Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your **COURSE ARTIFACT** assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

1: **DESCRIPTION** of the **COURSE ARTIFACT** assignment and how **YOU** completed it. (One Paragraph)

2: **ARGUMENT/RATIONALE** for the inclusion of your **COURSE ARTIFACT** as **EVIDENCE** of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (I-IV). In other words, what standards and why (how) does your **COURSE ARTIFACT PROVE** that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

Evaluation and Grading Guidelines and Criteria: All written work should be typed (double-spaced, using a 12 pt. New Times Roman font, with one-inch margins, & page numbered), properly labeled, and carefully proofread and edited. Use APA guidelines for writing style, citations, and referencing. The criteria for determining your final grade are outlined below.

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Online Contributions	10%	10 points	On-going
2. Poll & Post	5%	5 points	Week 1 & 7-12
3. Equity Audit	15%	15 points	On-going
4. Literacy Coaching Cycle	20%	20 points	On-going
5. Service-Learning Reflective Log - Coaching Journal	10%	10 points	On-going
6. Case Study	30%	30 points	On-going + Week 15
7. Portfolio Artifact	5%	5 points	Week 15
8. Policy Critique	5%	5 Points	Week 5
Totals	100%	100 points	

Performance Standards

Points	Percent	Grade	Standard
93-100	93%	A	Superior
84-92	84%	B	Above Average
75-83	75%	C	Average
66-74	66%	D	Below Average
00-65	65% or below	F	Mediocre

Required Texts, Materials, & Supplies:

- T1. Sisson D., & Sisson B. (2017). [*The literacy coaching handbook: Working with teachers to increase student achievement*](#). New York, NY: Routledge.
- T2. Shearer, B. A., Carr, D. A., & Vogt, M. (2019). [*Reading specialists and literacy coaches in the real world*](#) (4th ed.). Long Grove, Illinois: Waveland Press, Inc.
- T3. Knight, J. (2018). [*The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*](#). Thousand Oaks, California: Corwin.
- T4. Geneva, G. (2018). [*Culturally responsive teaching: Theory, research, and practice*](#). [*New York*](#): Teachers College.
- T5. Publication Manual of the American Psychological Association: 7th Edition, 2020
Copyright [APA 7th Edition](#)
6. Standards Documents
- a. [*Specialized Literacy Professionals Matrix by Roles*](#) (2017). International Literacy Association
 - b. [*Standards for the Preparation of Literacy Professionals*](#) (2017). International Literacy Association.
 - c. [*Standards for the Preparation of Literacy Professionals*](#) 2017 – Free Resources
7. Assigned Readings & Resources—Most available in electronic format.

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

5. OPTIONAL & HIGHLY RECOMMENDED:

- Knight, J., Knight, J. R., & Carlson, C. (2017). [*The reflection guide to the impact cycle: What instructional coaches should do to foster powerful improvements in teaching*](#). Thousand Oaks, California: Corwin.
- Wexler, J., Swanson, E., Shelton, A. (2021). [*Literacy coaching in the secondary grades: Helping teachers meet the needs of all students*](#). New York, NY: The Guilford Press.

6. Additional readings to supplement course content will be selected from various journal publications (see sample journals below), book chapters and reports.
- a. *American Educational Research Journal* (www.aera.org)
 - b. *Educational Leadership* (www.ascd.org)
 - c. *Journal of Adolescent and Adult Literacy* (www.reading.org)
 - d. *Journal of Educational Psychology* (www.apa.org)
 - e. *Journal of Learning Disabilities* (www.ldanatl.org)
 - f. *Journal of Literacy Research* (<http://www.literacyresearchassociation.org/>)
 - g. *Language Arts* (www.ncte.org)
 - h. *Reading Research Quarterly* (www.reading.org)
 - i. *Tapestry Journal* (www.tapestry.usf.edu)
 - j. *The Reading Teacher* (www.reading.org)

Course Alignment:

Learning Outcomes	Course Topics	Readings & Projects
1. Develop a basic understanding of current literacy coaching research and models that inform effective coaching practices within schools.	Standards for Coaching Models of Coaching Coaching Cycle Research-Based Coaching Practices Coaching Adult Learners	Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List) Online Contributions Literacy Coaching Cycle Policy Critique

2. Develop basic knowledge and skills in using assessment data to make informed decisions about coaching and instruction.	Role of Assessment in Coaching Making Instructional Decisions Based on Data	Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List) Online Contribution Equity Audit Literacy Coaching Cycle Case Study
3. Apply knowledge and skills gained about literacy coaching research and best practices in the design, implementation, and evaluation of professional development programs for individual teachers, grade levels, and schools.	Basics of Professional Development Providing Professional Support	Specific readings will be assigned weekly from course texts, standards documents, and journal articles (See reference List) Online Contributions Case Study

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 for study. 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.

- o **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 phone or other electronic communication devices during exams is prohibited. Text messaging should be done before or after class!

- o **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

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.

SCHOOL OF EDUCATION VISION AND MISSION

The mission of the School of Education is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

School of Education Vision

The School 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.

Teacher Educator Standards:

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.

