



## The Premier Pathway to Teacher Certification

Teaching Every Student Through Universal Design for Learning

### Alignment of Texas Teacher Standards to INTASC Teacher Standards

| INTASC   | TEXAS   |
|--|---|
| 1) <i>Learner Development</i>                        | 2) <i>Knowledge of Students and Student Learning</i>  |
| 2) <i>Learning Differences</i>                       |   |
| 3) <i>Learning Environments</i>                      | 4) <i>Learning Environment</i>                        |
| 4) <i>Content Knowledge</i>                          | 3) <i>Content Knowledge and Expertise</i>             |
| 5) <i>Application of Content</i>                     |   |
| 6) <i>Assessment</i>                                 | 5) <i>Data-Driven Practice</i>                        |
| 7) <i>Planning for Instruction</i>                   | 1) <i>Instructional Planning and Delivery</i>         |
| 8) <i>Instructional Strategies</i>                   |   |
| 9) <i>Professional Learning and Ethical Practice</i> | 6) <i>Professional Practices and Responsibilities</i> |
| 10) <i>Leadership and Collaboration</i>              |   |

### Texas Teacher Standards

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

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

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(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 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.

(ii) 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.

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

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) 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.

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

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

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

(iii) 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.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

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

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

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

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

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

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

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

***Use this word mnemonic device to learn the six Texas teacher standards:***

***" Instruction planners know students and content to create learning environments that are data-driven and reflect responsible professional practice. "***

TEGES Pedagogy and Professional Responsibilities (PPR) Standards EC-12  
 Download this checklist and use it to monitor your acquisition of the PPR Standards.  
 The TXITE coursework covers all PPR standards for each certification area.  
 No Knowledge = You have no knowledge of the standard.  
 Some Knowledge = You have limited knowledge of the standard.  
 Full Knowledge (Ready to Take PPR Exam) = You have full knowledge of the standard.



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|              |                |                              |
|--------------|----------------|------------------------------|
| No Knowledge | Some Knowledge | Full Knowledge/Ready to Test |
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**Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)**

**Teacher Knowledge: What Teachers Know**

**Students**

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;

1.2k the implications of students' developmental characteristics for planning appropriate instruction;

1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;

1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;

1.6k appropriate strategies for instructing English language learners.

**Content and Pedagogy**

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;

1.10k how lesson content and skills connect with other disciplines and within the discipline; and

1.11k current research on best pedagogical practices.

**Selection of Instructional Goals and Objectives**

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age- appropriate;

1.13k the importance of developing instructional goals and objectives that can be assessed;

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15k the importance of aligning instructional goals with campus and district goals.

**Resources**

1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;

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| 1.17k the importance of knowing when to integrate technology into instruction and assessment; and  |  |  |  |
| 1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.   |  |  |  |
| <b>Designing Coherent Instruction</b>  |  |  |  |
| 1.19k the importance of designing instruction that reflects the TEKS;  |  |  |  |
| 1.20k features of instruction that maximize students' thinking skills;   |  |  |  |
| 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;  |  |  |  |
| 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning; |  |  |  |
| 1.23k the benefits of designing instruction that integrates content across disciplines; and  |  |  |  |
| 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.  |  |  |  |
| <b>Assessment of Student Learning</b>  |  |  |  |
| 1.25k the role of assessment in guiding instructional planning;  |  |  |  |
| 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;   |  |  |  |
| 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and   |  |  |  |
| 1.28k the role of technology in assessing student learning;  |  |  |  |
| 1.29k the benefits of and strategies for promoting student self-assessment;  |  |  |  |
| 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and  |  |  |  |
| 1.31k how to analyze data from local, state, and other assessments using common statistical measures.  |  |  |  |
| <b>Application: What Teachers Can Do</b>   |  |  |  |
| <b>Students</b>  |  |  |  |
| 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;  |  |  |  |
| 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;       |  |  |  |
| 1.3s use effective approaches to address varied student learning needs and preferences   |  |  |  |
| 1.4s plan instruction that motivates students to want to learn and achieve; and  |  |  |  |
| 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction   |  |  |  |
| <b>Content and Pedagogy</b>  |  |  |  |
| 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;  |  |  |  |
| 1.7s exhibit appropriate knowledge of a subject to promote student learning;   |  |  |  |
| 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;                          |  |  |  |
| 1.9s plan instruction that reflects an understanding of important prerequisites relationships;   |  |  |  |
| 1.10s plan instruction that makes connections within the discipline and across other disciplines   |  |  |  |
| 1.11s use a variety of pedagogical techniques to convey information and teach skills   |  |  |  |
| <b>Selection of Instructional Goals and Objectives</b>   |  |  |  |
| 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-  |  |  |  |
| 1.13s develop instructional goals and objectives that are able to be assessed;   |  |  |  |

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| 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and                                   |  |  |  |
| 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.  |  |  |  |
| 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;   |  |  |  |
| 1.17s use technological tools to promote learning and expand instructional options; and  |  |  |  |
| 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities  |  |  |  |
| <b>Designing Coherent Instruction</b>  |  |  |  |
| 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;   |  |  |  |
| 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;   |  |  |  |
| 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;   |  |  |  |
| 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and                                   |  |  |  |
| 1.23s provide students with opportunities to explore content from many perspectives.   |  |  |  |
| <b>Assessment of Student Learning</b>  |  |  |  |
| 1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;                                |  |  |  |
| 1.25s communicate assessment criteria and standards to students;   |  |  |  |
| 1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;  |  |  |  |
| 1.27s promote students' use of self-monitoring and self-assessment;  |  |  |  |
| 1.28s analyze assessment results to aid in determining students' strengths and needs; and  |  |  |  |
| 1.29s use assessment results to help plan instruction for groups of students or individuals.   |  |  |  |
| <b>Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)</b> |  |  |  |
| <b>Teacher Knowledge: What Teachers Know</b>   |  |  |  |
| <b>Creating an Environment of Respect and Rapport</b>  |  |  |  |
| 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;  |  |  |  |
| 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and   |  |  |  |
| 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.   |  |  |  |
| <b>Establishing an Environment for Learning and Excellence</b>   |  |  |  |
| 2.4k the importance of communicating enthusiasm for learning; and  |  |  |  |
| 2.5k the necessity of communicating teacher expectations for student learning  |  |  |  |
| <b>Managing Classroom Procedures</b>   |  |  |  |
| 2.6k how classroom routines and procedures affect student learning and achievement;  |  |  |  |
| 2.7k how to organize student groups to facilitate cooperation and productivity;  |  |  |  |
| 2.8k the importance of time management for effective classroom functioning;  |  |  |  |
| 2.9k procedures for managing transitions;  |  |  |  |

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| 2.10k routines and procedures for managing and using materials, supplies, and technology;  |  |  |  |
| 2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and   |  |  |  |
| 2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.                               |  |  |  |
| <b>Managing Student Behavior</b>   |  |  |  |
| 2.13k theories and techniques relating to managing and monitoring student behavior;  |  |  |  |
| 2.14k appropriate behavior standards and expectations for students at various developmental levels;  |  |  |  |
| 2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;   |  |  |  |
| 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;   |  |  |  |
| 2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and   |  |  |  |
| 2.18k appropriate responses to a variety of student behaviors and misbehaviors.  |  |  |  |
| <b>Maintaining a Physical and Emotional Environment that is Safe and Productive</b>  |  |  |  |
| 2.19k features and characteristics of physical spaces that are safe and productive for learning;   |  |  |  |
| 2.20k the benefits and limitations of various arrangements of furniture in the classroom;  |  |  |  |
| 2.21k procedures for ensuring safety in the classroom;   |  |  |  |
| 2.22k physical accessibility as a potential issue in student learning; and   |  |  |  |
| 2.23k students' emotional needs and ways to address needs.   |  |  |  |
| <b>Application: What Teachers Can Do</b>   |  |  |  |
| <b>Creating an Environment of Respect and Rapport</b>  |  |  |  |
| 2.1s interact with students in ways that reflect support and show respect for all students;  |  |  |  |
| 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative;  |  |  |  |
| 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom to promote active engagement in learning.                              |  |  |  |
| <b>Establishing an Environment for Learning and Excellence</b>   |  |  |  |
| 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work;   |  |  |  |
| 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement |  |  |  |
| <b>Managing Classroom Procedures</b>   |  |  |  |
| 2.6s establish classroom rules and procedures to promote an organized and productive learning environment;   |  |  |  |
| 2.7s organize and manage groups to ensure that students work together cooperatively and  |  |  |  |
| 2.8s schedule activities and manage class time in ways that maximize student learning;   |  |  |  |
| 2.9s manage transitions to maximize instructional time;  |  |  |  |
| 2.10s implement routines and procedures for the effective management of materials, supplies, and technology;   |  |  |  |
| 2.11s coordinate the performance of non-instructional duties with instructional activities;  |  |  |  |
| 2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and  |  |  |  |

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| 2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.  |  |  |  |
| <b>Managing Student Behavior</b>   |  |  |  |
| 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.   |  |  |  |
| 2.15s consistently enforce standards and expectations for student behavior and ethical work habits;  |  |  |  |
| 2.16s encourage students to maintain ethical work standards and monitor their own behavior; and  |  |  |  |
| 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.   |  |  |  |
| <b>Maintaining a Physical and Emotional Environment that is Safe and Productive</b>  |  |  |  |
| 2.18s organize the physical environment to facilitate learning;  |  |  |  |
| 2.19s create a safe and inclusive classroom environment;   |  |  |  |
| 2.20s use effective strategies for creating and maintaining a positive classroom environment; and  |  |  |  |
| 2.21s respect students' rights and dignity.  |  |  |  |
| <b>Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III. Competency 007-010)</b> |  |  |  |
| <b>Teacher Knowledge: What Teachers Know</b>   |  |  |  |
| <b>Communication</b>   |  |  |  |
| 3.1k the importance of clear, accurate communication in the teaching and learning process;   |  |  |  |
| 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;   |  |  |  |
| 3.3k spoken and written language that is appropriate to students' age, interests, and background; and  |  |  |  |
| 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions   |  |  |  |
| <b>Engaging Students in Learning</b>   |  |  |  |
| 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;   |  |  |  |
| 3.6k how to present content to students in relevant and meaningful ways  |  |  |  |
| 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;   |  |  |  |
| 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;  |  |  |  |
| 3.9k strategies and techniques for using instructional groupings to promote student learning;  |  |  |  |
| 3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and  |  |  |  |
| 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.  |  |  |  |
| <b>Providing Feedback to Students</b>  |  |  |  |
| 3.12k characteristics of effective feedback for students;  |  |  |  |
| 3.13k the role of timely feedback in the learning process; and   |  |  |  |
| 3.14k how to use constructive feedback to guide each student's learning.   |  |  |  |
| <b>Demonstrating Flexibility and Responsiveness</b>  |  |  |  |

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| 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and  |  |  |  |
| 3.16k situations in which teacher flexibility can enhance student learning.  |  |  |  |
| <b>Application: What Teachers Can Do</b>   |  |  |  |
| <b>Communication</b>   |  |  |  |
| 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;  |  |  |  |
| 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;   |  |  |  |
| 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;  |  |  |  |
| 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; |  |  |  |
| 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and   |  |  |  |
| 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge  |  |  |  |
| <b>Engaging Students in Learning</b>   |  |  |  |
| 3.7s create lessons with a clearly defined structure around which activities are organized;  |  |  |  |
| 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process   |  |  |  |
| 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;   |  |  |  |
| 3.10s represent content effectively and in ways that link with students' prior knowledge and experiences;  |  |  |  |
| 3.11s use flexible grouping to promote productive student interactions and enhance learning;   |  |  |  |
| 3.12s pace lessons appropriately and flexibly in response to student needs;  |  |  |  |
| 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and  |  |  |  |
| 3.14s encourage students' self-motivation and active engagement in learning.   |  |  |  |
| <b>Providing Feedback to Students</b>  |  |  |  |
| 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;   |  |  |  |
| 3.16s promote students' ability to use feedback to guide and enhance their learning; and   |  |  |  |
| 3.17s base feedback on high expectations for student learning.   |  |  |  |
| <b>Demonstrating Flexibility and Responsiveness</b>  |  |  |  |
| 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;  |  |  |  |
| 3.19s adjust instruction based on ongoing assessment of student understanding; and   |  |  |  |
| 3.20s use alternative instructional approaches to ensure that all students learn and succeed.  |  |  |  |
| <b>Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011- 013)</b>                              |  |  |  |
| <b>Teacher Knowledge: What Teachers Know</b>   |  |  |  |
| <b>Interacting and Communicating with Families</b>   |  |  |  |
| 4.1k the importance of families' involvement in their children's education; and  |  |  |  |
| 4.2k appropriate ways for working and communicating effectively with families in varied contexts.  |  |  |  |

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| <b>Interacting with Other Educators and Contributing to the School and District</b>  |  |  |  |
| 4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions   |  |  |  |
| 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;   |  |  |  |
| 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional); |  |  |  |
| 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);   |  |  |  |
| 4.7k the various ways in which teachers may contribute to their school and district; and   |  |  |  |
| 4.8k the value of participating in school activities.  |  |  |  |
| <b>Continuing Professional Development</b>   |  |  |  |
| 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;  |  |  |  |
| 4.10k the importance of documenting self-assessments;  |  |  |  |
| 4.11k characteristics, goals, and procedures associated with teacher appraisal; and  |  |  |  |
| 4.12k the importance of using reflection and ongoing self- assessment to enhance teaching  |  |  |  |
| <b>Legal and Ethical Requirements and the Structure of Education in Texas</b>  |  |  |  |
| 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);  |  |  |  |
| 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);   |  |  |  |
| 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;  |  |  |  |
| 4.16k procedures and requirements for maintaining accurate student records;  |  |  |  |
| 4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments;   |  |  |  |
| 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components  |  |  |  |
| <b>Application: What Teachers Can Do</b>   |  |  |  |
| <b>Interacting and Communicating with Families</b>   |  |  |  |
| 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;   |  |  |  |
| 4.2s apply procedures for conducting effective parent- teacher conferences;  |  |  |  |
| 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and   |  |  |  |
| 4.4s engage families in their children's education and in various aspects of the instructional program, Interacting with Other Educators and Contributing to the School and District   |  |  |  |
| 4.5s maintain supportive and cooperative relationships with colleagues;  |  |  |  |
| 4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being;  |  |  |  |
| 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;   |  |  |  |
| 4.8s communicate effectively and appropriately with other educators in varied contexts;  |  |  |  |

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| 4.9s collaborate professionally with other members of the school community to achieve school and district educational goals;  |  |  |  |
| 4.10s participate in decision making, problem solving, and sharing ideas and expertise; and   |  |  |  |
| 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).                   |  |  |  |
| <b>Continuing Professional Development</b>  |  |  |  |
| 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);                                   |  |  |  |
| 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework); |  |  |  |
| 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and       |  |  |  |
| 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.  |  |  |  |
| <b>Legal and Ethical Requirements and the Structure of Education in Texas</b>   |  |  |  |
| 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;  |  |  |  |
| 4.17s serve as an advocate for students and the profession;   |  |  |  |
| 4.18s maintain accurate records; and  |  |  |  |
| 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues   |  |  |  |